THE DEVELOPMENT OF A PROCEDURE

TO ENCOURAGE CERTAIN FACILITATIVE

BEHAVIORS OF CLASSROOM TEACHERS

by

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ABSTRACT

THE DEVELOPMENT OF A PROCEDURE TO ENCOURAGE
CERTAIN FACILITATIVE BEHAVIORS OF CLASSROOM TEACHERS

The main purpose of this study was to develop a procedure whereby teachers might improve in their interpersonal transactions with students. Concomitant purposes were to develop a limited category coding system for easy use by classroom teachers, and to develop a classroom observation system for research purposes. Scales for the measurement and training of accurate empathy, nonpossessive warmth, and genuineness, developed and used extensively in the context of counseling and psychotherapy were revised and adapted for the classroom context.

Sixteen teachers (three primary, nine intermediate and four junior secondary), volunteered to participate in the program. Each subject was provided with a training manual designed to teach the user to discriminate coding categories, to code teacher responses and to interpret response profiles. After appropriate orientation to equipment and coding procedures, subjects were asked to video tape and code their classroom interactions three times during a six-week period.

Trained raters provided ratings on eleven sets of pre and post tapes for data analysis. Inter-rater reliability using Ebel intraclass correlation was .80 for accurate

empathy, .74 for warmth and .81 for genuineness.

The Wilcoxon test revealed significant differences between combined mean ratings (accurate empathy, warmth and genuineness ($p < .025$) and between mean ratings for warmth ($p < .025$). No significant differences were found between mean ratings for accurate empathy ($p < .032$) or for genuineness ($p < .036$). The Kruskal-Wallis H Test indicated that the ratings for accurate empathy, warmth, and genuineness (taken separately or combined) were not significantly different in different contexts.

Important findings resulting from this study are: 1. scales developed for the measurement of accurate empathy, warmth, and genuineness, have demonstrated high reliability when used in a variety of classroom contexts; 2. structured feedback using video tape has proven to be an effective way to change certain facilitative behaviors of classroom teachers, and 3. the size of the student group does not appear to affect measurement or gain.

Further investigations related to limitations of this study are the effects of a longer treatment period, the extent to which changed behavior endures over time, and the relationship of increased facilitative behavior to pupil outcomes.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

The Problem and Need for the Study

Prominent educators are saying our schools are "irrelevant," "unreal," "obsolete," "based on fear," "hindering significant learning," and "suppressing creativity and independence," (McLuhan, Weiner, Gardner, Holt, Rogers, Friedenberg). Parents are expressing similar dissatisfaction with our school system as evidenced by numerous operating budget referenda being voted down. Students, particularly at the secondary school level, are making similar accusations in a much more forceful way. They are simply not attending classes. A senior administrator of a large urban school system reports, "A major problem facing our secondary schools is absenteeism." What factors have contributed to eliciting these accusations and dissatisfactions? It seems appropriate to be concerned with the significance of teacher-pupil relationships. In fact teaching has been described as "a form of interpersonal influence aimed at changing the behavior potential of another person" (Gage, 1963). Amidon and Hunter (1963) describe teaching as an interactive process, involving classroom talk between teacher and pupils. Stolurow and Pahel (1963) state that "...teaching is fundamentally a social process involving communication and interaction between at least two people, a

teacher and a student." It is commonly conceded that the
teacher is the most important variable in the classroom. The
relationships between teacher and students must also be an
important factor.

The need for research into teacher-pupil relation-
ships is evident if one is concerned with improving teach-
ing. But what characterizes effective human relationships?
And by what means are classroom teachers encouraged to improve
in their interpersonal skills?

Purpose of the Study

The main purpose of this study was to develop a pro-
cedure whereby teachers might improve in their interpersonal
transactions with students. Concomitant purposes were to
develop a limited category coding system for easy use by
classroom teachers, and to develop a classroom observation
system for research purposes. The procedure developed
involved focused video tape feedback using a training manual
(see Appendix A). The training manual included limited coding
categories or scales assumed to be measuring accurate empathy,
respect, and genuineness. These scales were revised and
adapted for the classroom context from scales developed and
used extensively in counseling and psychotherapy by C. B.
Truax and R. R. Carkhuff (see Appendix B).

Subjects were provided with a training manual designed
to teach the user to discriminate coding categories, to code
teacher responses, and to interpret response profiles. They

then video taped and coded their classroom interactions three times during a six-week period.

This study sought answers to several questions. Will the scales used for measurement of accurate empathy, warmth and genuineness be adaptable for easy use by teachers? Will the adapted scales demonstrate high reliability when used in a variety of classroom contexts? And will the technique of focused video tape feedback effect significant changes in the level of accurate empathy, warmth, and genuineness offered by classroom teachers?

Hypotheses and Predictions

Specific hypotheses related to the latter question may be stated as follows:

There will be no statistically significant difference between pre and post mean ratings for:

H_{0A} Combined scores (accurate empathy, warmth, and genuineness).

H_{0B} Accurate empathy.

H_{0C} Warmth.

H_{0D} Genuineness.

In accord with the purpose of this study the following prediction was made relative to the hypotheses.

The focused video feedback will have an effect on

verbal behavior of classroom teachers. It is therefore pre-
dicted that the post tape mean ratings for combined scores
(accurate empathy, warmth, and genuineness) and for scores
taken separately, will be greater than the pre tape mean
ratings.

Assumptions

A growing body of research evidence can be found
concerning effective interpersonal relationships. Char-
acteristics which facilitate growth and learning and those
which have deleterious effects have been identified,
defined and measured. A major impetus for research in
this area has been Carl Rogers (1961). He wrote, "If I can pro-
vide a certain type of relationship, the other person
will discover within himself the capacity to use that
relationship for growth and change and personal develop-
ment will occur." Rogers went on to identify three central
characteristics of this "certain type of relationship,"
namely: genuineness, positive regard, and accurate empathy.
C. B. Truax and others have since conducted research which
has provided promising instruments for the measurement and
training of these interpersonal skills. The scales have
been validated in extensive process and outcome research
conducted in the context of counseling and psychotherapy.

Definition of Terms

For the purposes of this study, the following terms were defined.

Focused video tape feedback - Watching one's own video tape interaction with students and coding responses for accurate empathy, respect and genuineness.

Coding - Categorizing each response on the basis of definitions and examples in the training manual.

Interpersonal Skills - For purposes of this study the skills refer to accurate empathy, warmth, and genuineness.

1.   Accurate Empathy - is a score derived from ratings using the Truax scales 1971 (see Appendix B).

2.   Warmth - is a score derived from ratings using the Truax scales 1971.

3.   Genuineness - is a score derived from ratings using the Truax scales 1971.

Note: The following are definitions of these interpersonal skills as they appear in the training manual.

> 1.   Accurate empathy - Involves more than just being able to know what your students mean. It involves more than just being sensitive to your student's current feelings and beliefs. Accurate empathy also involves communicating your understanding and sensitivity to the student in terms that he can understand and know that you are with him.
>
> At high levels of accurate empathy the message "I am with you", is unmistakably clear. Your responses will fit perfectly with the student's

ideas and feelings. Your responses will be <u>additive</u> in that they will serve to clarify and expand the student's exploration of his ideas, opinions or feelings.

At low levels of accurate empathy your lack of awareness, your lack of understanding is unmistakably clear. Your responses will be <u>subtractive</u> in that they do not attend to the student's ideas, expressions or feelings.

2.   <u>Respect</u> - Can be operationally defined in terms of <u>accepting</u> the student, his opinions, feelings and potentials. It involves a nonpossessive caring for him as a separate person.

At <u>high</u> levels respect involves trusting, prizing, valuing and caring deeply for the student. It involves a conditional attitude on your part in that you indicate a willingness to employ all your resources in order that he employ all his resources for producing and creating his highest and his best.

At <u>low</u> levels or a lack of respect would be evidenced by <u>rejecting</u> the student, his opinions, feelings and potentials, by accepting less than what he is capable of, and by withholding from him your best efforts or your best abilities and resources.

3.   <u>Genuineness</u> - Being genuine or being yourself, simply means being congruent, i.e., what you say is in agreement or is harmonious with the way you feel.

At <u>high</u> levels of genuineness you will be able to be freely and spontaneously yourself, not necessarily expressing all your feelings but certainly not denying them.

At <u>low</u> levels of genuineness you will be defensive and phony. You will be presenting a facade and playing the professional role.

Limitations

This study meets two conditions often called for by

educators, namely, it is set in the classroom, and the sub-
jects are practising teachers.

These field conditions, however, imposed certain
limitations. The equipment available restricted the size of
the sample. The study will, therefore, have limited general-
izability. The time of the school year limited the treatment
period. The length of treatment necessary to effect and
sustain behavior change will not be determined. Concentra-
tion of the study in one school limited control of classroom
context (grade level and subject matter).

CHAPTER II

RELATED RESEARCH AND THEORY

The discussion in this chapter will focus on four main areas: (1) accurate empathy, warmth, and genuineness as interpersonal skills central to effective human relationships, (2) research relating teacher behaviors to pupil achievement, (3) interpersonal skills as reinforcers and (3) focused video tape feedback as a means of applying research findings to training and practice.

Interpersonal Skills

Since the early 1960's extensive research has been done relating therapist interpersonal skills to client process and outcome variables. The studies suggest that therapists and counselors who are accurately empathic, nonpossessively warm, and genuine are effective. Patients seen by them generally improve. And patients seen by therapists who rate low in these conditions, are generally among the "cases" which do not improve. These studies have been reviewed and summarized in Truax and Carkhuff (1967) and Truax and Mitchell (1971).

Although their findings relate primarily to the therapeutic context and relationship, researchers have repeatedly speculated that similar effects concerning accurate empathy, warmth and genuineness would be found in "any kind of context" and "any class of relationship" (Rogers 1961).

Although psychotherapy can be thought of as a unique phenomenon, it can also be viewed as a specific example of the broader class of phenomena labeled as "learning" and also of that labeled "interpersonal relations."

We would expect, therefore, that some converging evidence of the effectiveness of accurate empathy, nonpossessive warmth and even therapist genuineness should be available in the fields of laboratory studies of learning, classroom studies of learning and parent-child studies. (Truax and Carkhuff, 1967).

The present review will be limited to those studies focusing on teacher-pupil relationships in the classroom setting.

In a study dealing with twenty pre-schoolers, one head teacher and two assistants, Truax and Tatum (1966) reported the following findings. The more frequent the teacher-child interaction the greater the tendency for better social adjustment in the child. The greater the level of teacher empathy (as measured by relationship inventory but not when observer ratings were used), the greater the child's adjustments to the pre-school setting and to his peers. Teacher empathy appeared unrelated to the child's adjustment to the teacher. And the greater the degree to which the teacher offered warmth to the child (as measured by relationship inventory and observer ratings), the greater the child's adjustment to the pre-school setting and to his teacher. Teacher warmth appeared unrelated to the child's adjustment to his peers. No support was found for

the hypothesis that teacher genuineness was related to the child's social adjustment. The frequency of teacher-child interaction, teacher warmth and empathy offered seem clearly related to pre-school children's social adjustment.

Christensen (1960) reports a study which explored relationships between the permissiveness and warmth of teachers and the affect-need and achievement of pupils. Warmth scores for ten fourth-grade teachers were obtained from pupil responses to a questionnaire. High reliability coefficients obtained, indicated that pupils within a class were consistent in describing their teachers. Only two significant results were reported. Vocabulary and arithmetic achievement growth (as measured by the Iowa Tests of Basic Skills) were significantly greater for pupils of teachers scoring high on the Warmth Scale.

Three studies provided significant findings in relating teacher offered conditions to pupil process and outcome variables (Aspy, 1965; Aspy and Hadlock, 1966; and Aspy and Roebuck, 1972). The 1965 and 1966 studies determined teacher offered empathy, warmth, and genuineness, using the Truax Scales (1967) from audio recordings of reading groups. In the first study (Aspy 1965) involving six teachers and 120 students, the findings indicated that students of teachers who rated high on empathy, warmth, and genuineness showed significantly greater gains on five subtests of the Stanford Achievement Test than students of teachers who were rated low on empathy, warmth, and genuineness. The Aspy and Hadlock study confirmed the

previous findings. Student reading achievement gains of 2.5 years, and 0.7 years during a five-month period, were related to high and low functioning teachers respectively. And the truancy rate of classes with low functioning teachers was double that of classes with high functioning teachers.

Aspy and Roebuck (1972), took audio recordings of forty female elementary teachers. These were analyzed for Flanders' categories of interaction, teachers' levels of interpersonal functioning (assessed by Carkhuff's scales), and student levels of cognitive functioning. Of the thirteen variables investigated only the relationship between student level of cognitive functioning and teacher warmth yielded a significant ($p < .001$) biserial coefficient.

The five studies reviewed stem from the theoretical writings of Carl Rogers. They suggest that certain teacher facilitative behaviors may be related to pupil achievement. However, each study used different experimental means to determine teacher accurate empathy, warmth, and genuineness. Inter-investigation reliability, therefore, remains uncertain, even though high degrees of inter-rater reliabilities were obtained.

Teacher Behaviors Related to Pupil Achievement

From a review by Rosenshine (1971) emerges evidence supportive of Rogers' hypothesis. The nineteen studies reviewed did not arise from the writings of Rogers, nor from the field of psychotherapy. These and numerous other studies

using classroom observation systems followed the recommenda-
tions of Marsh and Wilder (1954) and Ackerman (1954).

> Because the actual behavior of the teacher in
> the classroom is such an important factor, it is
> necessary to devise means of observing and record-
> ing this behavior. Methods must be used in which
> only a minimum of inference is allowed....Such a
> process does suggest a potentially wider range of
> investigation which it is hoped will provide more
> reliable information in the area of teacher effec-
> tiveness and pupil change (Ackerman, 1954).

The studies reviewed by Rosenshine were similar in that

systematically observed teacher behaviors were related to

measures of pupil achievement. From the many studies of

teacher behaviors the most consistent findings to date relate

affective teaching behaviors and pupil achievement. Closer

examination of these affective variables reveals a striking

similarity to accurate empathy and nonpossessive warmth.

For example, "praise and repetition of pupils' correct

answers" (Fortune, 1966; Morrison, 1966) "providing minimal

reinforcement--positive feedback" (Wallen, 1966) "teacher

criticism" (Soar, 1966; Perkins, 1965 and Morrison, 1966)

"reinforcement of student responses" (Fortune, 1967) and "use

of pupil ideas" (Morrison, 1966) are all operational defini-

tions of high and low levels of warmth. Similarly, "patience

to wait for student response," "Integration of student responses

within the lesson" (Fortune, 1967), "teacher probing and extend-

ing responses" requiring students to probe, elaborate or

clarify what was said (Spaulding, 1963; Soar, 1966; Fortune,

1967), and a number of behaviors coded "teacher accepts or uses ideas of pupils" (Flanders, 1970), are all, in part, operational definitions of accurate empathy. The Flanders' category, "Teacher uses ideas of pupils", includes the following inseparable affective and cognitive components.

1. Acknowledges the pupil's idea by repeating the nouns and logical connectives he has expressed.

2. Modifying the idea by rephrasing it or conceptualizing it in the teacher's own words.

3. Applying the idea by using it to reach an inference or take the next step in a logical analysis of the problem.

4. Comparing the idea by drawing a relationship between it and ideas expressed earlier by a pupil or the teacher.

5. Summarizing what was said by an individual pupil or a group of pupils.

It seems clear that in order to acknowledge by repeating, or modify by rephrasing, a teacher must be listening carefully. Furthermore, when applying an idea, comparing an idea, or summarizing what was said, the teacher is, in fact, being empathic.

To summarize; the teacher behaviors most closely related to pupil achievement are teacher approval and disapproval. The strongest type of approval was labeled "use of pupil ideas," and the strongest type of disapproval was labeled "teacher criticism" (Rosenshine, 1971). These behaviors are related to

the meanings of accurate empathy and warmth. The evidence
presented by Rosenshine supports the hypothesis that these
interpersonal skills are central to effective teacher-pupil
relationships. These findings are also consistent with much
of the research done using behavior modification techniques
(Ulrich, et. al., 1966). There appears, therefore, to be
converging research evidence from studies using rating scales
for the measurement of interpersonal skills, from studies
using systematic classroom observation, and from studies using
operant conditioning techniques. Investigators from each of
these areas of research have noted that approval is usually
associated with higher pupil achievement   (Rosenshine, 1971).

Interpersonal Skills as Reinforcers

The differential effects of teachers offering high and
low levels of accurate empathy, warmth, and genuineness, may
be interpreted in terms of learning theory.

1.   Teacher warmth and empathy reduces anxiety in the
pupil. The pupil, because of praise, approval, acceptance,
and understanding received from the teacher, is encouraged
to go on with his idea, or his expressed feeling. Conversely,
teacher criticism, rejection, and lack of understanding, increases
anxiety and thus disorganizes learning. The pupil's defensive-
ness, inhibitions or fear responses are diminished, while
interacting, communicating, and relating responses are rein-
forced. When anxiety is low in the teacher-pupil relationship,

learning is facilitated   (Truax, Cattell and Ross, 1972).

2.   The warm, genuine, empathic teacher becomes a
"personally potent reinforcer" for the pupil   (Carkhuff and
Berenson, 1967). Pupil verbal behavior, and depth of self
exploration, elicited by the teacher's accurate empathy, can
be changed by using warmth as a reinforcer. Self exploration
may serve to bring out negative self concepts or anxiety-
laden material, which can be modified by selective reinforce-
ment. In addition the rewarding aspect of empathy and warmth
increases the expectancies of pupils - "they induce hope"
(Truax, Cattell and Ross, 1972).

3.   Finally the affect communicated by the teacher
will elicit similar affect from the pupil   (Truax, Cattell
and Ross, 1972). This means that if teachers communicate
warmth and affection to their pupils the pupils will respond
to the teacher in like manner. The result of such communi-
cated affect may be the counter-conditioning of learned
anxiety, a change in the pupils' own self reinforcement
system, and a reinforcement of positive self concepts.

Focused Video Tape Feedback

There is extensive evidence supporting the hypothesis
that interpersonal skills can be learned (Carkhuff and Truax,
1965; Truax and Carkhuff, 1967; and Truax and Mitchell, 1968).
Empathy and warmth considered as responses or skills rather
than personality characteristics can be learned or modified

through feedback   (Truax and Mitchell, 1971).

Video tape feedback has been used successfully in a

variety of training contexts. It has been used most exten-

sively in the field of education in both the micro teaching

and micro counseling training context (Jensen, 1968; Allen and

Clark, 1967; Ivey, et. al., 1968). The approach has proven an

effective means of changing the verbal behavior of trainees.

Micro teaching allows the participant to focus on a manageable

number of behaviors at any one time. A serious limitation of

micro teaching as a training model is that it sacrifices the

reality of the classroom situation.

Recently, a system for professional development called

Guided Self-Analysis (GSA) was designed "to assist practicing

classroom teachers in their own efforts toward professional

self-improvement" (Parsons, 1968). GSA has proven to be an

effective instrument for classroom interaction analysis and

for modifying teaching behavior. Birch (1969) describes the

system as utilizing "sequential codes each containing a

limited number of operationally defined categories. The

relatively untrained observer can focus specifically and

intensively on only three to five critical categories at a

time and still develop a cumulative profile of teaching

behavior. Energy and interest are directed into self-analysis

and behavior modification rather than being dissipated in

training and practice."

A study conducted by Birch (1969) was designed to

identify the treatment effects of specific elements or factors
in the GSA procedure, on the verbal behaviors of pre-service
teachers. The major factors examined were:

1. self confrontation by means of video tape,
2. learning to discriminate and code the verbal behavior of others, and
3. self-coding (called focused video tape feedback in this study); that is, the coding of one's own teaching behavior.

Forty student teachers enrolled in an inquiry orienta-
tion course were randomly assigned to five treatment groups:
(1) self-coding, (the full GSA treatment); (2) self-confront-
ation with coding; (3) self-confrontation only; (4) coding
only; and (5) no treatment. Another eight students were added
as a control to determine the effects of the course. Pre- and
post- treatment video tapes were submitted by all 48 participants
and analyzed by three trained observers using the GSA coding
schedules. The findings are summarized as follows:

1. Self-coding has an effect on the verbal teaching
behavior of pre-service teachers, particularly their question-
ing strategies and response patterns.

2. Self-coding was effective in decreasing rhetorical
questions, questions calling for facts, closure responses and
giving instructions.

NOTE: These behaviors would likely result in low
ratings on empathy and warmth scales.

3. Self-coding was effective in increasing leading and
probing questions, and extending responses.

NOTE: These behaviors would likely result in middle
to high ratings on empathy and warmth scales.

4. "No factor other than self-coding, and no identifi-
able interaction of factors was shown to have an effect on
the verbal teaching behavior of pre-service teachers" (Birch,
1969), that is, only those students who had the full GSA
treatment, modified their teaching behavior significantly.

A more recent study testing both the effectiveness of
GSA and its impact on the verbal behavior of pupils was con-
ducted by Tardif (1972). Twelve teachers, six in the treatment
group and six in the control group, participated in the study.
At the end of thirteen weeks of treatment (four or more tapings),
the GSA trained teachers had a higher proportion of leading,
probing, and related questions, and a higher proportion of
sustaining and extending responses, than the control group
teachers. They also had a lower proportion of closure responses,
and teacher "management" talk than the control group teachers.

The complexity of pupil utterances was significantly
greater for pupils of GSA trained teachers whereas their pro-
portion of recall utterances was significantly less than pupils
of control group teachers. No significant differences were
found between mean measures of pupils' critical thinking skill.

The findings related to the effectiveness of the GSA treatment, emphasize the importance and power of focused video feedback as a means of modifying the verbal behavior of pre-service and practising teachers. The GSA system for professional development has served as a model in the development of the procedures under study.

CHAPTER III

DESIGN AND PROCEDURES

The main purpose of this study was to develop a procedure whereby teachers might improve in their interpersonal transactions with students. The development of this procedure was based upon theoretical principles and research evidence presented in Chapter II. The purpose of this chapter is to outline the design and procedures followed, the context of the training manual, and the methods of data collection and analysis.

The Design

The experimental treatment consisted of several treatment elements: the training manual; learning to discriminate levels of accurate empathy, respect, and genuineness; practice in coding using training tapes; video tape feedback; and the focused video tape feedback. Birch (1969) in attempting to identify the treatment effects of GSA found that "no factor other than self-coding and no identifiable interaction of factors was shown to have an effect on the verbal teaching behavior of pre-service intermediate teachers." This evidence along with the developmental nature of this study determined the design chosen. A one group pretest-posttest design was used (Campbell and Stanley, 1963).

Obtaining the Sample

Sixteen teachers (three primary, nine intermediate and four junior secondary) volunteered to participate in the program. Subjects ranged from one to thirty years in teaching experience, the average being approximately ten years.

In attempting to obtain volunteers, it was found that enthusiasm for such an in-service training program was very high at administrative levels but not so among teachers. The first school approached, was a junior secondary school in North Vancouver. Arrangements were made to speak to twelve teachers from the English and Social Studies departments. After a brief presentation of the program, along with a demonstration of the video tape recording equipment, four male teachers volunteered. One of these four did not carry on with the program after completing his first taping. A lack of time was given as the reason for discontinuing. Another, did not code between tapes nor control the pre-post context variable, so was excluded from analysis. Four more secondary schools were approached without obtaining a single volunteer. It was decided to approach an elementary school. By this time the experimenter had developed a fairly concise fifteen minute verbal presentation of the program. A brief written outline of the features, background, and expectations, of the program was also developed. (see Appendix C). The presentation and demonstration of equipment was made at a staff meeting. From a staff of approximately twenty-five teachers, twelve teachers

volunteered, two males and ten females. Of these twelve,

two of the female subjects did not complete the program. A

lack of time for coding, and sickness, were given as reasons

for discontinuing. A third did not control the pre-post

context variable and was excluded from analysis.

In all it took approximately two months to obtain an

N of sixteen of which eleven completed the program as required.

The Training Manual

The manual developed - A Way of Looking at What I Am

Doing (see Appendix A) was designed to serve as a guide for

classroom teachers attempting to modify their interpersonal

transactions with students.

The introduction to the manual gives a brief rationale

and an explanation of what is involved for program participants.

> Our interpersonal transactions with students
> are a major contributing factor in students develop-
> ing positive and/or negative attitudes toward learn-
> ing. Granted there are many other influencing
> factors, but let's get at one we can do something
> about.
>
> There is extensive evidence which indicates
> that there are at least three conditions central to
> any "effective" human interaction. They are genuine-
> ness, respect, and accurate empathy. A teacher who
> is effective in his or her interpersonal transaction
> is one who is authentic, genuine or congruent, that
> is, he is able to be himself without being defensive
> or phony. He is also able to provide a secure trust-
> ing relationship by his accepting, allowing, caring,
> valuing, or respecting his student's ideas, feelings,
> and potentials. And he is also able to understand
> and "be with" his students. He is able not only to
> understand or be empathic but he is able to com-
> municate accurately to his students that he does

understand. (p. 69, Appendix A)

..... This program has been designed to assist you, the practicing teacher, not only look at what you are doing in your interpersonal transactions with others, but to provide you with alternative ways of responding to students.

What is involved?

First by understanding what follows in this coding schedule you will be learning to discriminate and categorize responses in terms of levels of accurate empathy, respect and genuineness.

Second having learned to discriminate, you will be ready to analyze a video tape of your own class-room interactions and with the data you collected yourself, concerning your own interactions, you will come to a more objective understanding of your own teaching behavior.

In short by structuring your perception of your interaction with students, i.e., by asking you to code your responses you will be able to answer the first question, "How well am I doing?" in my interpersonal transactions. Then by the very process of learning to discriminate and code your responses you will be exposed to alternative ways of responding to your students. This is how you can improve (p. 71)(Appendix A).

The introduction to the manual is followed by a series of tasks as follows

TASK ONE - Learning to Discriminate Accurate Empathy

A general definition of accurate empathy is given followed by descriptions, examples and explana-tions of specific verbal behaviors to be coded at five different levels. For example:

LEVEL 1

Description: My response did not attend to

the student just said nor to how the student was obviously feeling. The effect was <u>subtractive</u>.

<u>Example</u>: T - Bill, why haven't you got this done?

P - (Pause) I don't know. Right now things are so bad that I don't know...what's the point?

T - Look, don't give me that -- why haven't you got this done? You've got to get down to this and do some work if you want to get through.

<u>Explanation</u>: My response indicated a lack of awareness of the student's most obvious expressed ideas or feelings. It may have been that I was inattentive, not interested or bored. Or it may have been because I was operating from a preconceived frame of reference which excluded the student, i.e., I was not in his space. I was closing out or taking away from further inquiry or exploration by the student.

<u>TASK TWO</u> - Learning to Discriminate Respect

As in Task One, general definition, descriptions, examples and explanations are given for <u>four</u> different levels of respect.

<u>TASK THREE</u> - Learning to Discriminate Genuineness

As in Task One, general definition, descriptions, examples and explanations are given for <u>four</u> different levels of genuineness. See Figure 1, p. 25 for Summary of Key Operational Words... .

The levels appearing in the training manual were developed after careful examination of rating scales for the measurement of accurate empathy, nonpossessive warmth,

FIGURE 1

A BRIEF SUMMARY OF KEY OPERATIONAL WORDS
CHARACTERIZING THE LEVELS OF
ACCURATE EMPATHY, RESPECT AND GENUINENESS

LEVEL	ACCURATE EMPATHY	RESPECT	GENUINENESS
1	Subtractive (No awareness of ing and feeling, inattentive, un- interested or bored)	Rejecting	Phony or defensive (temper, bragging)
2	Subtractive (Awareness of only obvious meaning and feeling but tangen- tial response, dis- torted meaning, drained off a level of affect)	Mechanical or passive, pos- sessive caring	Anonymous in- tellectualiz- ing, unin- volved
3	Interchangeable	Accepting, al- lowing, priz- ing, valuing Giving my best	Congruent Not phony or defensive
4	Additive (probing)	After level 3 respecting con- ditionally Expecting, pressing for the student's best	Free and com- pletely con- gruent
5	Additive (focussing on personally relevant material)		

(Truax) or respect (Carkhuff), and genuineness. An attempt was made to change the nine, and five point rating scales, from ordinal scales to nominal categories. The rationale for this change was to develop an objective reliable observational system which did not require "rating" but counted the frequencies of specified teacher behaviors. There are advantages to a system using a small number of nominal categories over a system using rating scales. First, self coding, involving counting frequencies, is likely to be more reliable than self rating. Second, teachers are more likely to respond to a program which asks them to categorize their behaviors as opposed to being asked to rate themselves. And third, the time required to train teachers to use a coding system, with only four or five categories, is minimal.

TASK FOUR – Coding Your Own Video Tape and Calculating Your Response Profile

The teacher analyzes the video tape made in his classroom using the frequency chart, (see Figure 2) then calculates average response level for each skill. (see Figure 3)

TASK FIVE – Interpreting Your Response Profile

The intention of Task Five is to allow the teacher to make inferences about student learning and attitudinal consequences of his recently observed teaching behavior. The teacher is also asked to list specific changes he would like to make in his interpersonal transactions with students.

FIGURE 2
CODING SHEET

SITUATION: _____ DATE: _____ AVERAGE RESPONSE LEVEL: [   ]

CODING FOR _____

	Code Level	RESPONSES										
	1											
	2											
	3											
	4											
	5											

1													
2													
3													
4													
5													

1													
2													
3													
4													
5													

LEVEL TOTALS

1													
2													
3													
4													
5													

TOTAL NO. OF RESPONSES

FIGURE 3

28.

CALCULATING YOUR RESPONSE PROFILE

Multiply the code level by the number of responses coded at that level then divided by the total number of responses.

1. ACCURATE EMPATHY

CODE LEVEL		LEVEL TOTALS		
1	X	_____	=	_____
2	X	_____	=	_____
3	X	_____	=	_____
4	X	_____	=	_____
5	X	_____	=	_____
			TOTAL	_____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
FOR ACCURATE EMPATHY

_____ ÷ _____ = _____

1. RESPECT

CODE LEVEL		LEVEL TOTALS		
1	X	_____	=	_____
2	X	_____	=	_____
3	X	_____	=	_____
4	X	_____	=	_____
			TOTAL	_____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
FOR RESPECT

_____ ÷ _____ = _____

3. GENUINENESS

CODE LEVEL		LEVEL TOTALS		
1	X	_____	=	_____
2	X	_____	=	_____
3	X	_____	=	_____
4	X	_____	=	_____
			TOTAL	_____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
FOR GENUINENESS

_____ ÷ _____ = _____

TASK SIX - How Will I Know It "Helps"?

A means by which participants in the program can evaluate results is suggested. In this study subjects were not asked to follow through with Task Six.

Video Tape Recording Equipment

Four Sony 3400 video tape recorder portapacks and two nine inch Sony monitors were used and left in the schools for data collection and for experimental treatment. A Sony 3600 and a nine inch monitor were used for analyzing pre and post tapes on campus. Both picture and sound are recorded on one-half inch magnetic tape. These tapes can be replayed immediately, can be stored for later use, and can be erased by recording over them.

The portable feature of the 3400's made it possible for the subjects to take the equipment home for playback and coding purposes.

The Treatment

Subjects were provided with training manuals. They attended two one-hour training sessions; one on how to use video tape recording equipment and one on how to code. Subjects were then asked to video tape and code their classroom interactions, four times during a six-week period. Tape four was not to be coded but was to be used as the post treatment tape. Subjects were encouraged to do their own video taping and to arrange their own schedule for taping and coding in cooperation with each other. It was stressed repeatedly that subjects were to code each tape before going on to make the next tape. Subjects were asked to submit tape one and tape four, for data

analysis. The experimenter offered to help but would not do so unless specifically asked. The three primary teachers asked that the experimenter do all their taping. They found it virtually impossible to tape themselves while teaching their classes. Several subjects also asked the experimenter for assistance in coding their tapes. These private discussions and viewings centered around the question, "How can I improve?" rather than "Am I coding correctly?"

Data Collection

Eleven sets (twenty-two tapes) of pre treatment and post treatment tapes from each subject were submitted for analysis. Three trained raters provided ratings of accurate empathy, warmth, and genuineness to test the experimental hypotheses. Nine of the eleven subjects were asked to submit written responses (see Appendix D). This provided additional data to assist in the interpretation of findings.

Rater Training

The experimenter and two additional raters formed a team of three raters for this study. Training consisted of studying the coding categories in the training manual and the "stages" of the Truax scales. Tapes were provided for practice in both the use of the coding categories and the rating scales. Total training time was approximately four hours. This included a one-hour session with C. B. Truax in which meanings of the scales and difficulties in their use were discussed. The scales used for rating the tapes were the Truax Scales for Teachers, (1971), (see Appendix B).

Estimating Reliability

Inter-rater reliability was calculated using Ebel's formula for intraclass correlation and was found to be .80 for accurate empathy, .74 for warmth, and .81 for genuineness. (see Tables 1, 2 and 3).

TABLE 1

ESTIMATED RELIABILITY OF

RATINGS FOR ACCURATE EMPATHY

Source	Sum of Squares	Degrees of Freedom	Variance
From persons (Vp)	13.51	23	.587
From raters	.76	2	
From remainder (Ve)	5.44	46	.118
Total	19.71	71	

$$r_{kk} = \frac{V_p - V_e}{V_p}$$

$$r_{33} = \frac{.587 - .118}{.587}$$

$$r_{33} = .80[1]$$

1. Ebel's coefficient of reliability for mean ratings of accurate empathy from three raters.

TABLE 2

ESTLIMATED RELIABILITY OF

RATINGS FOR WARMTH

Source	Sum of Squares	Degrees of Freedom	Variance
From persons (Vp)	12.29	23	.534
From raters	.85	2	
From remaindor (Ve)	6.43	46	.140
Total	19.57	71	

$$r_{kk} = \frac{V_p - V_e}{V_p}$$

$$r_{33} = \frac{.534 - .140}{.534}$$

$$r_{33} = .74[1]$$

1. Ebel's coefficient of reliability for mean ratings of warmth from three raters

TABLE 3

ESTIMATED RELIABILITY OF
RATINGS FOR GENUINENESS

Source	Sum of Squares	Degrees of Freedom	Variance
From persons (V_p)	15.07	23	.655
From raters	.57	2	
From remainder (V_e)	5.68	46	.124
Total	21.32	71	

$$r_{kk} = \frac{V_p - V_e}{V_p}$$

$$r_{33} = \frac{.655 - .124}{.655}$$

$$r_{33} = .81 [1]$$

1. Ebel's coefficient of reliability for mean ratings of genuineness from three raters.

Ebel gives the formula:

$$r_{kk} = \frac{V_p - V_e}{V_p}$$

where   r   =   reliability of ratings

         V_p =   variance for persons

         V_e =   variance for error

         k   =   number of raters

(Ebel, 1951)

The three trained raters assessed the levels of accurate empathy, warmth, and genuineness provided by the teachers on each of the twenty-two tapes. The tapes were assigned letters randomly so that the raters identified them only by their letters. Raters worked independently and care was taken to avoid discussion of any of the subjects during the rating period. Tapes were viewed in their entirety (twenty minutes) and a rating was made approximately every five minutes. Raters were instructed to make note of the context for each segment and decide which were appropriate for rating. Two raters found sixty-three contexts appropriate while the third found sixty-four. Approximately three five-minute segments per tape were rated. The segment ratings were then summed and a mean rating for each skill was obtained.

Data Analysis

The ratings under analysis were not drawn from a

normally distributed population. And the sample size was relatively small (N = 11). It was therefore deemed advisable to apply the Wilcoxon matched-pairs signed-ranks test to the data (Siegal 1956). This test is used to assess the significance of differences between two samples (matched pairs) or of differences between two measures taken on the same subject (Popham, 1967). The Wilcoxon test is the non-parametric counterpart of the t test for correlated data. It takes into account not only the direction but also the size of differences. These differences are rank-ordered in terms of their absolute size. The sign of the difference is then attached to the rank for that difference. The test statistic T, is then calculated by summing the ranks with the less frequent sign (Hays, 1963).

It has been predicted that the post tape mean ratings will be greater than pre tape ratings, therefore a one-tailed region of rejection is appropriate. The level of significance at which the null hypotheses will be rejected is $\alpha = .025$ for a one-tailed test. Critical values for T, when $N \leq 8$ is 4; when $N \leq 9$ is 6; and when $N \leq 11$ is 11.

CHAPTER IV

RESULTS: REPORTED AND DISCUSSED

The results related to the main purpose of this study
are presented through the medium of tables and graphs.
Table 4 provides an overview of the data derived from the
ratings of subject's pre and post video tapes. Table 5
presents the test of the major research hypothesis. The
Wilcoxon test for differences of combined mean ratings
(accurate empathy, warmth, and genuineness) provided a T
value of 7.5; significant at the .025 level for a one tailed
test. The hypothesis under test was, therefore, rejected in
favor of the alternative hypothesis. Focused video tape
feedback does result in teachers obtaining higher combined
mean ratings (accurate empathy, warmth, and genuineness).

The following three hypotheses were tested to find the
source of the overall behavior change. The Wilcoxon test for
differences of mean ratings for warmth provided a T value of
2, significant at the .025 level for a one tailed test (see
Table 6). The third hypothesis was, therefore, rejected in
favor of the alternative hypothesis. Focused video tape feed-
back does result in teachers obtaining higher mean ratings for
warmth.

T values for differences in mean ratings for accurate
empathy and genuineness were not statistically significant
(see Tables 7 and 8). Therefore, hypotheses 2 and 4 failed to

TABLE 4

CONTEXT, GRADE LEVEL, MEAN
RATINGS AND DIFFERENCES
FOR EACH SUBJECT

CONTEXT	INTERVIEW	INTERVIEW	SMALL GRP. READING	SMALL GRP READING	WHOLE CLASS READING	WHOLE CLASS READING	SMALL GRP READING	WHOLE CLASS LANG ARTS	WHOLE CLASS READING	WHOLE CLASS DISCUSSION	WHOLE CLASS READING
LEVEL	JR. HI.	JR. HI.	INTER.	INTER.	PRIM.	PRIM.	PRIM.	INTER.	INTER.	INTER.	INTER.
SUBJECT	1	2	3	4	5	6	7	8	9	10	11.
Pre – Post $\bar{x}$	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Accurate Empathy $\bar{x}$ Ratings for 3 raters	2.6 2.4	2.4 2.3	2.2 2.1	1.8 2.4	2.0 2.0	2.1 2.1	2.0 2.6	2.3 2.6	1.5 1.7	2.4 3.3	1.8 2.0
d	-.2	-.1	-.1	+.6	0	0	+.6	+.3	+.2	+.9	+.2
Warmth $\bar{x}$	3.4 3.4	2.9 3.1	3.1 3.1	2.7 3.3	3.1 2.9	3.0 3.4	3.0 3.4	3.4 3.6	1.9 2.8	3.3 3.7	3.2 3.2
d	0	+.2	0	+.6	-.2	+.4	+.4	+.2	+.9	+.4	0
Genuineness $\bar{x}$	3.8 3.8	3.1 3.6	3.5 3.7	3.6 3.6	3.8 3.4	3.6 3.9	3.7 4.1	4.0 3.8	2.2 3.1	3.7 4.2	3.5 3.7
d	0	+.5	+.2	0	-.4	+.3	+.4	-.2	+.9	+.5	+.2
Σd	-.2	+.6	+.1	+1.2	-.6	+.7	+1.4	+.3	+2.0	+1.8	+.4

TABLE 5

WILCOXON MATCHED-PAIRS SIGNED-RANKS
TEST FOR DIFFERENCES OF
COMBINED MEAN RATINGS

Subject	A.E d	Warmth d	Gen. d	Total d	Rank of d	Rank with less frequent sign
1	-.2	0	0	-.2	-2	2
2	-.1	+.2	+.5	+.6	5.5	
3	-.1	0	+.2	+.1	1	
4	+.6	+.6	0	+1.2	8	
5	0	-.2	-.4	-.6	-5.5	5.5
6	0	+.4	+.3	+.7	7	
7	+.6	+.4	+.4	+1.4	9	
8	+.3	+.2	-.2	+.3	3	
9	+.2	+.9	+.9	+2.0	11	
10	+.9	+.4	+.5	+1.8	10	
11	+.2	0	+.2	+.4	4	
Σd	+2.3	+1.8	+1.2	+5.3	N=11	T=7.5*

* Significant at the .025 level one-tailed

TABLE 6

WILCOXON MATCHED-PAIRS SIGNED-RANKS
TEST FOR DIFFERENCES OF
MEAN RATINGS FOR WARMTH

Subject	Pre-tape $\bar{X}$ rating	Post tape $\bar{x}$ rating	d	Rank of d	Rank with less frequent sign
1	3.4	3.4	0		
2	2.9	3.1	+0.2	2	
3	3.1	3.1	0		
4	2.7	3.3	+0.6	7	
5	3.1	2.9	-0.2	-2	2
6	3.0	3.4	+0.4	5	
7	3.0	3.4	+0.4	5	
8	3.4	3.6	+0.2	2	
9	1.9	2.8	+0.9	8	
10	3.3	3.7	+0.4	5	
11	3.2	3.2	0		
				N=8	T=2*

* Significant at the .025 level one tailed

TABLE 7

WILCOXON MATCHED-PAIRS SIGNED-RANKS
TEST FOR DIFFERENCES OF
MEAN RATINGS FOR ACCURATE EMPATHY

Subject	Pre-tape $\bar{x}$ rating	Post-tape $\bar{x}$ rating	d	Rank of d	Rank with less frequent sign
1	2.6	2.4	-0.2	-4	4
2	2.4	2.3	-0.1	-1.5	1.5
3	2.2	2.1	-0.1	-1.5	1.5
4	1.8	2.4	+0.6	7.5	
5	2.0	2.0	0		
6	2.1	2.1	0		
7	2.0	2.6	+0.6	7.5	
8	2.3	2.6	+0.3	6	
9	1.5	1.7	+0.2	4	
10	2.4	3.3	+0.9	9	
11	1.8	2.0	+0.2	4	
				N=9	T=7

$$\alpha = .032 \ (N.S)$$

TABLE 8

WILCOXON MATCHED-PAIRS SIGNED-RANKS
TEST FOR DIFFERENCES OF
MEAN RATINGS FOR GENUINENESS

Subject	Pre-tape $\bar{X}$ rating	Post-tape $\bar{X}$ rating	d	Rank of d	Rank with less frequent sign
1	3.8	3.8	0		
2	3.1	3.6	+0.5	7.5	
3	3.5	3.7	+0.2	2	
4	3.6	3.6	0		
5	3.8	3.4	-0.4	-5.5	5.5
6	3.6	3.9	+0.3	4	
7	3.7	4.1	+0.4	5.5	
8	4.0	3.8	-0.2	-2	2
9	2.2	3.1	+0.9	9	
10	3.7	4.2	+0.5	5.5	
11	3.5	3.7	+0.2	2	
				N=9	T=7.5

α = .036 (N.S)

be rejected.

Summarized Results of Hypotheses Under Test:

1. Combined mean ratings (accurate empathy, warmth, and genuineness):

   $Ho_1: \bar{x}_1 = \bar{x}_2$ rejected in favor of $H_1: \bar{x}_1 < \bar{x}_2$

2. Accurate empathy:

   $Ho_2: \bar{x}_1 = \bar{x}_2$ failed to be rejected

3. Warmth:

   $Ho_3: \bar{x}_1 = \bar{x}_2$ rejected in favor of $H_1: \bar{x}_1 < \bar{x}_2$

4. Genuineness:

   $Ho_4: \bar{x}_1 = \bar{x}_2$ failed to be rejected

Context

A closer examination of the data (Table 4) revealed some surprising findings with reference to context. First, it was expected (although not hypothesized) that the subjects doing interviews would probably rate higher on accurate empathy, warmth, and genuineness than subjects working with small groups or with the entire class. Similarly subjects working with small groups would likely rate higher than subjects working with the entire class. The Kruskal-Wallis H test (a one-way analysis of variance by ranks; Siegal, 1956) was used to test these commonly held expectations. The results (see Tables 9 and 10) indicate that the ratings for accurate empathy, warmth, and genuineness (separately or combined) are not significantly different, in different contexts. We may conclude that teachers working with smaller number of students are not necessarily providing higher levels of facilitative behaviors.

TABLE 9

RATINGS FOR SUBJECTS ACCORDING TO CONTEXT

Inter-personal Skills	No.	CONTEXT		
		Interview (one student)	Small Grp (6-10 students)	Whole class (approx. 30 students)
Accurate Empathy	11	2.50 2.35	2.15 2.10 2.30	2.00 2.10 2.45 1.60 2.85 1.90
Warmth	11	3.40 3.00	3.10 3.00 3.20	3.00 3.20 3.50 2.45 3.50 3.20
Genuine-ness	11	3.80 3.35	3.60 3.60 3.90	3.60 3.75 3.90 2.65 3.95 3.60
Combined (A.E., W., and G.)	11	3.25 2.91	2.95 2.90 3.15	2.87 3.01 3.27 2.25 3.43 2.90

TABLE 10

SUMMARY OF KRUSKAL-WALLIS H TEST:

Source	df	Interview, Small Grp, Whole Class	
		H value	
Accurate Empathy	2	1.6^a	N.S.
Warmth	2	$.7^b$	N.S.
Genuineness	2	$.2^c$	N.S.
Combined	2	$.2^d$	N.S.

a $\propto$ = .50

b $\propto$ = .80

c $\propto$ = .95

d $\propto$ = .95

Secondly, it was also anticipated that individual subjects would rate differently when functioning in different contexts. They were, therefore, asked to use the same context for pre and post tapes. Two of the subjects did not, and, therefore, were eliminated from analysis. Three others used different contexts for taping and coding during the treatment period (tapes 2 and 3). Examination of the self coding scores of these subjects indicated that their self coding scores seemed to vary more than the scores of other subjects who maintained the same context throughout the treatment period. Three of the four subjects who showed the greatest gains used the same context for each treatment taping. This would suggest that behavior change tends to be context-specific.

The Training Manual

An attempt was made to develop a limited category coding system (the training manual) for easy use by classroom teachers. Submissions from subjects and raters provided data pertinent to program evaluation. Several comments can be made concerning the development, effectiveness, and reliability of the system.

First, the examples of dialogue, intended to assist the user in learning to discriminate the category levels, were thought to be "inappropriate," "not helpful in learning to discriminate levels", and "irrelevant to teaching."

Secondly, several changes were made in the coding categories (see Figure 4 and 5). (These changes were made following the treatment period and prior to the rating of the pre and post tapes.) The term "warmth" was used instead of "respect." It seemed that in defining and explaining the various levels of respect to the subjects, the experimenter was doing so in terms of "warmth." During the practice coding session and throughout the treatment period it became obvious that the warmth and genuineness scales needed another level. Subjects found that many of their responses did not fit either in level two of warmth or in level three, but somewhere in between. A similar "neutral" level was added to the genuineness scale. In effect, the nominal coding categories were not used for analysis of the tapes. Scales very similar to the Truax scales for teachers (see Appendix B) were used.

Thirdly, the manual served as an effective introduction to the program. For example, one teacher having read the manual said, "as I read I found myself saying guilty, guilty, guilty." Participants did identify quickly what it was they were being asked to do. But beyond that, the manual's efficacy remains doubtful. In evaluating the component parts of the program subjects reported that the coding manual "wouldn't stand alone"; that it was useful only "after the coding session;" that it was not helpful in learning how to discriminate. Only one subject reported that it was "very explicit."

FIGURE 4

CHANGES IN THE RESPECT CATEGORIES

AS IN THE MANUAL

LEVEL	RESPECT		WARMTH
1	Rejecting		Rejecting - Explicit evidence
2	Mechanical or passive - possessive caring		Mechanical or passive or possessive warmth
3	Accepting, allowing prizing, valuing. Giving my best	(A D D E D)	No explicit or implicit evidence of dislike or rejection but not clear expression of warmth either (Interest but not warmth)
4	After level 3 respect- ing conditionally. Expecting pressing for the student's best	(R E M O V E D)	Accepting, allowing Explicit evidence of con- cern and warmth, praise and encouragement.
5			Caring, prizing, valuing of the student is made explicit to him - Evi- dence of a close relation- ship.

FIGURE 5

CHANGES IN THE GENUINENESS CATEGORIES

AS IN THE MANUAL

Level

	GENUINENESS	GENUINENESS
1	Phoney or defence (temper, bragging)	Defensive and phony - explicit evidence
2	Anonymous intellectual- izing, uninvolved	- uninvolved intellectu- alizing -responses seem con- trived or rehearsed; an air of professional façade prevails
3	Congruent Not phony or defe sive	- Defensive and phony - Implicit evidence only
4	Freely and completely congruent	- No explicit or im- plicit evidence of any defensiveness or phoni- ness
5		Responses are free and spontaneous - honest

{ A D D E D

It is noted on Figure 6 that the four subjects who showed the greatest gains were those who had the experimenter view and code one of their tapes with them. This may reflect their readiness to change. It may also be that the four subjects concerned learned how to code more effectively, or that the feedback received during those private sessions took the place of self coding.

Fourthly, the subjects were not trained to criterion in their coding. In comparing subjects' self coding with the ratings by trained raters, it is interesting to note that subjects' self coding tended to be higher on empathy and lower on warmth and genuineness than their ratings (see Table 11). These differences are understandable in view of the changes made in the scales, i.e. with additional levels specific behaviors rated relatively higher. It would seem that the subjects did in fact learn to discriminate levels of accurate empathy, warmth and genuineness with minimal training using the training manual.

Program Evaluation by Subjects

Perhaps the most interesting results are those reported by the participants. The reaction to the program was generally favorable. Two negative reactions were reported consistently. One was the awkwardness of using the equipment. The second was the time involved in having to code the video

FIGURE 6

LOCATION AND MAGNITUDE OF
DIFFERENCES
FOR EACH SUBJECT
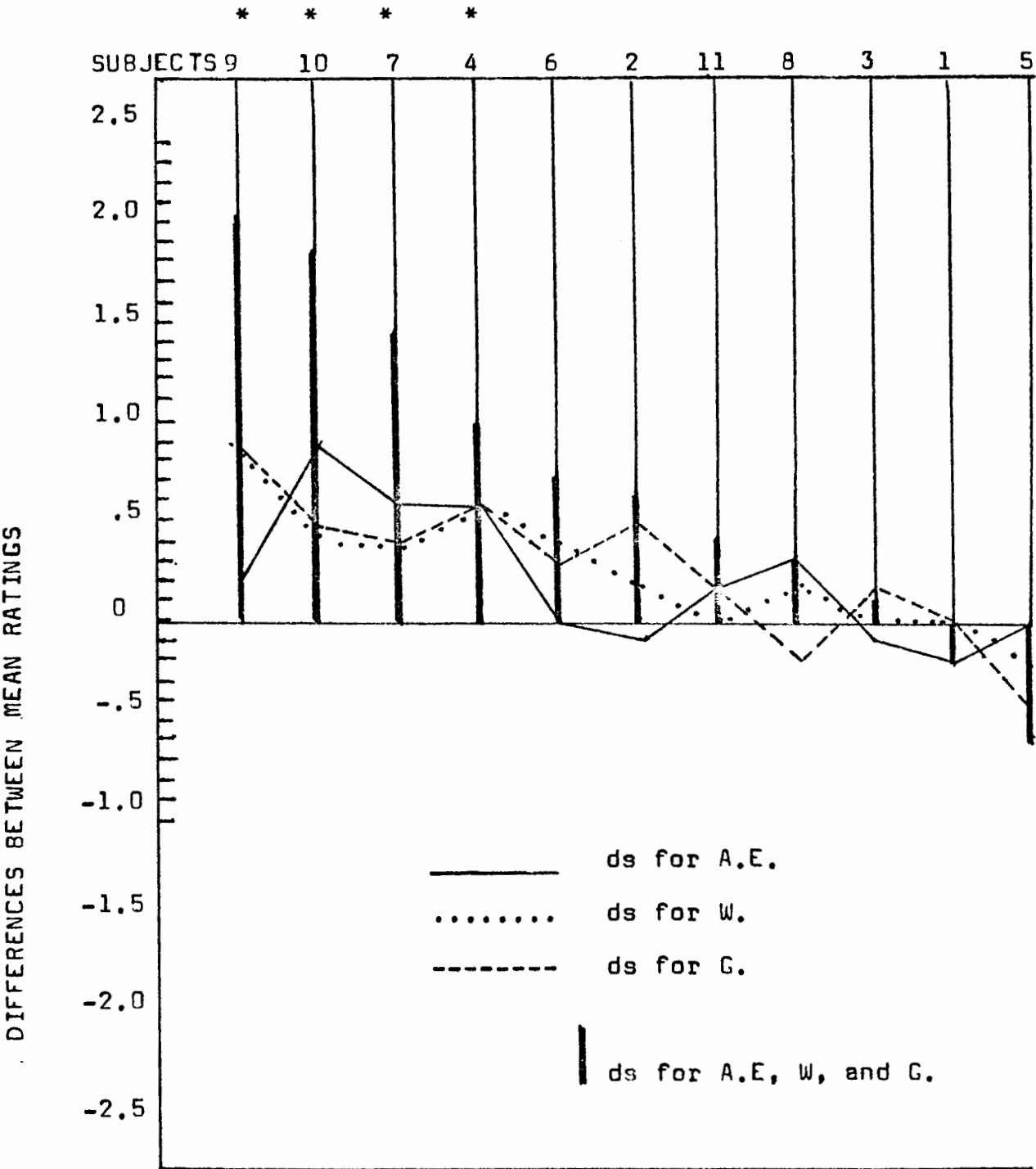
*Subjects 9, 10, 7, and 4 had the
experimenter view and code one of
their tapes with them.

TABLE 11

COMPARISON OF SELF-CODING
SCORES AND RATER SCORES

	Self coding score	Raters score	difference
Accurate Empathy	2.86	2.20	.66
Warmth	2.73	3.13	.40
Genuineness	2.72	3.61	.89

1.•   The self coding scores represent a total of 799
       responses coded on various levels for empathy,
       677 responses coded on various levels for warmth
       and 649 responses coded on various levels for
       genuineness. The scores are the average response
       level for subjects as recorded on their three
       training tapes.

2.   The rater scores are subjects' mean ratings pre
       and post tapes combined for three raters. Raters
       rated 63 five minute excerpts.

tapes. In reporting the effects of having participated in
the program one teacher noted that students approached her
who had not done so previously. Others reported a dis-
crepancy between their "actual" and their "ideal" behavior:
"I show less warmth than I feel for the kids," "I didn't
realize I was so serious," "I don't project on tape the true
effect of my feelings. I appear a very cold person" and "I
talk too much - am pedantic - feel looser than I appear."
There were also reports suggesting the program may have had
more generalized effects: "My son told me I didn't listen
to him. Now I think he was right. I am listening now;" "It
has made me aware of others' feelings not only in teaching
but with other teachers;" "I see myself differently now; too
many situations are too teacher centered;" and for some the
program provided "stimulating chats with video involved
staff."

CHAPTER V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary

The main purpose of this study was to develop a procedure whereby teachers might improve in their interpersonal transactions with students. Concomitant purposes were to develop a limited category coding system for easy use by classroom teachers, and to develop a classroom observation system for research purposes. Scales for the measurement and training of accurate empathy, nonpossessive warmth and genuineness, developed and used extensively in the context of counseling and psychotherapy were revised and adapted for the classroom context.

Sixteen teachers volunteered to participate in the program. Each subject was provided with a training manual designed to teach the user to discriminate coding categories, to code teacher responses and to interpret response profiles. After appropriate orientation to equipment and coding procedures, subjects were asked to video tape and code their classroom interactions three times during a six-week period.

Trained raters provided ratings on eleven sets of pre and post tapes for data analysis. Inter-rater reliability using Ebel intraclass correlations was .80 for accurate empathy,

.74 for warmth, and .81 for genuineness.

The Wilcoxon test revealed significant differences between pre and post combined mean ratings (accurate empathy, warmth, and genuineness) (p< .025) and between mean ratings for warmth (p< .025). No significant differences were found between pre and post tape mean ratings for accurate empathy (p< .032) or for genuineness (p< .036).

The Kruskal-Wallis H test indicated that the ratings for accurate empathy, warmth and genuineness (taken separately or combined) were not significantly different in different contexts.

Conclusions

> All who drink this remedy recover in a short time,
> except for those whom it does not help.....it is
> obvious that it fails only in incurable cases.
>
> (Galen, as quoted in Truax and
> Carkhuff, 1967)

There is evidence to support the Rogerian hypothesis that certain interpersonal skills are central to effective interpersonal processes. C. B. Truax and others have developed instruments useful for the measurement and training of accurate empathy, warmth, and genuineness. Structured feedback using video tape has proved to be an effective way to change certain facilitative behaviors of teachers. More specifically it has proved to be an effective way to change the level of warmth offered by teachers. Given a longer training period, and a refined training manual, there is reason to believe that even more dramatic changes will be effected by the program developed and tested in this study.

The relatively high inter-rater reliability obtained with minimal training, the apparent "success" in teachers learning to discriminate levels of accurate empathy, warmth, and genuineness, suggest that the instrument may have some utility as a research tool.

The question of what situational or procedural variables affect the utility of the program remains unanswered. The results would seem to suggest that the program needs someone who will initially "sell" teachers on its value; will provide "teaching" in the use of the training manual; and will foster the relationship necessary to provide participants with additional feedback. The attempt to develop a program which will "stand alone" or be completely "packageable" -- able to be sent by mail to someone who wished to try it and still affect behavior change, may be inappropriate.

> "One reason that the scientific method is
> difficult to apply to teaching and the improvement
> of teaching is that a simple statement of the
> steps involved ignores the subjective feelings,
> emotions, and attitudes which any investigation
> generates. The subjective elements of the
> process cannot be denied and to take them into
> consideration provides a more complete under-
> standing."

(Flanders, 1970)

Focused video feedback systems for professional develop-ment involve a certain amount of busy-work. Participants

learn how to use equipment, how to discriminate, and how to
code and calculate response profiles. Concurrently they are
also experiencing new feelings about themselves as teachers;
"it depressed me for a while;" or "I'm not as harsh as I
thought I was." Promoters of programs which try to help
bring about changes in behavior must not retreat from facing
the subjective elements of teachers studying their own behavior
and then trying to change (Flanders, 1970).

Recommendations for Further Study

The results reported in this study warrant further
investigation of a number of questions. Studies relating
teacher accurate empathy, warmth, and genuineness to pupil
outcome measures are necessary. If such correlational studies
revealed that these skills are clearly related to pupil
achievement, additional studies using inferential designs
would be necessary to investigate the effects of teacher
behaviors on pupil achievement.

Investigations testing the treatment effects of the
specific elements or factors in the program developed would
be appropriate. This would amount to a replication of the
Birch study (1969) using the training manual under study
rather than the G.S.A. coding schedules. It is also recom-
mended that the use of video taped role models be added as a
treatment element.

Finally, the question of length of treatment necessary

to effect behavior change and the extent to which changed behavior endures needs to be answered.

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APPENDIX A

A WAY OF LOOKING AT WHAT I AM DOING

DEVELOPING ATTITUDE TOWARD LEARNING

WALLACE V. EGGERT

PREFACE

(Dropping Out)

"Once upon a time in a little drop of water, King Amoeba decided he wanted to teach his subjects how to have a better life. So he travelled far and wide throughout the Kingdom of Dropland to tell his people how to be better than they were. But nobody listened.

"Psst," said his advisor. "First you have to get their attention. Here. Rub on this magic garlic potion and you will get everyone's attention."

So the king did as he was told and went out to teach his people how to be better than they were. But nobody listened. They swam away...and held their noses.

"Psst," said his advisor. "You have to be sure they can hear you. Here. Shout into this megaphone and then everyone will listen."

So the king did as he was told, and went out to spread his wisdom. But nobody listened. They swam away...and held their noses...and covered their ears.

"Psst," said his advisor. "The people are too stupid to realize what wisdom you have to offer. You have to make them listen for their own good."

So the king made everyone gather in the Great Solarium while he told them how to be better than they were. But when the Great Doors were opened, everybody swam away so hard and so fast that before they knew it they had swum right out of Dropland. And henceforth and forevermore they were referred to as (Drop Outs)."[1]

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[1] Taken from (R. Mager - 1968)

INTRODUCTION

We who are members of a school staff influence students whether we like it or not, and the decision as to what kind of influence we will be, is ours. Obviously we want to exert a positive influence on our students, but are aware of the fact that - "sometimes it just isn't so"! - our influence is a negative one and we are not sure why. We want students to develop positive attitudes toward learning specifically, and toward school in general. We want to have students more interested in our subject area when they leave us than when they arrived. In fact, we want them to carry on "learning" long after they leave us, and we would like to say we had a positive influence on that "learning."

Our interpersonal transactions with students are a major contributing factor in students developing positive and/or negative attitudes toward learning. Granted there are many other influencing factors, but let's get at one we can do something about.

There is extensive evidence which indicates that there are at least three conditions central to any "effective" human interaction. They are genuineness, respect, and accurate empathy. A teacher who is effective in his or her inter-personal transactions is one who is authentic, genuine or congruent, that is, he is able to be himself without being defensive or phony. He is also able to provide a secure trusting relationship by his accepting, allowing, caring, valuing or respecting his student's ideas, feelings and potentials. And he is also able to understand and "be with" his students. He is able not only to understand or be empathic but he is able to communicate accurately to his students that he does understand.

"My teacher training year was a waste of time. None of those education courses really prepared me for this."

We all have heard this said many times and perhaps have said something similar. The fact is, that practicing teachers have to deal with many situations that seem unrelated to what they feel they have been prepared to do. A total of fifteen hundred "classroom situations that I feel I did not handle well" were collected from teachers of grades 1 - 12. The situations were classified into the following categories:

Dealing with some form of lateness 186
"   " failure to do work 185

Dealing with		being "fresh" with teachers	71
"	"	fighting among children	68
"	"	cheating in work	51
"	"	not following school rules	156
"	"	poor attendance	61
"	"	grooming in classroom	185
"	"	"talking" at inappropriate times	25
"	"	inability to do classroom work	39
"	"	"student who could do better"	149
"	"	lying about behavior	20
"	"	stealing	27
"	"	telling or imputing teacher is unfair	35
"	"	repeated failure to follow directions	58
"	"	failure to understand work	29
"	"	outlandish clothing	67
"	"	outright refusal to do as told	36
"	"	tattling	26
"	"	miscellaneous matters	26

This program is designed to allow you to answer some very basic questions concerning your relationships with student ; namely, "How am I doing?," i.e., "How am I responding, not only when teaching my subject and all seems to be going well, but how am I responding when in the more difficult situations listed above?" and "How can I improve?"

FIRST - HOW AM I DOING IN MY INTERPERSONAL TRANSACTIONS?

Am I _with_ students? Do I understand them? Am I in their space? Am I able to let them know I care, I understand and accept what they say and how they feel? Are my words interchangeable with their words? Do I sustain their explorations and go on with them? Am I being congruent - not phony or defensive? If so, how often?

OR

Am I turning students off, or putting them down or closing them out by rejecting their ideas and feelings? Do I subtract from what they say and feel? Am I playing the professional role, being phony and defensive? If so, how often?

OR

Besides accurately understanding students, am I
extending student thinking, inquiry and self explora-
tion? Am I able to add to the meaning and feeling
expressed by them? Am I giving of my best to them,
caring deeply, valuing, and trusting them - their
ideas and feelings? Am I able to be myself - spon-
taneously? If so, how often?

OR

After establishing a base of accurate understand-
ing, am I giving direction when necessary? And have I
always won the right to do so? Am I expecting enough
from them, showing that I care and respect them deeply
by pressing and demanding their best? Am I freely
and completely myself? If so, how often?

You will be asked to video tape yourself interacting
with students and then systematically code your responses.
You will then be able to answer the question, "How am I doing
in my interpersonal transactions?"

SECOND - HOW CAN I IMPROVE?

This program has been designed to assist you, the
practicing teacher to not only look at what you are doing in
your interpersonal transactions with others, but to provide
you with alternate ways of responding to students.

What is involved?

First by understanding what follows in this coding
schedule you will be learning to discriminate and categorize
responses in terms of levels of accurate empathy, respect and
genuineness.

Second having learned to discriminate, you will be
ready to analyze a video tape of your own classroom inter-
actions and with the data you collected youself, concerning
your own interactions, you will come to a more objective
understanding of your own teaching behavior.

In short by structuring your perception of your inter-
action with students, i.e., by asking you to code your
responses you will be able to answer the first question, "How
well am I doing?" in my interpersonal transactions. Then by
the very process of learning to discriminate and code your
responses you will be exposed to alternative ways of respond-
ing to your students? This is how you can improve.

With this introduction as background and brief rationale
you are now ready to tacke Task One - Learning to Discriminate.

TASK ONE - LEARNING TO DISCRIMINATE ACCURATE EMPATHY[1]

GENERAL DEFINITION

Accurate empathy involves more than just being able to know what your students mean. It involves more than just being sensitive to your student's current feelings and beliefs. Accurate empathy also involves communicating your understanding and sensitivity to the student in terms that he can understand and know that you are with him.

At high levels of accurate empathy the message "I am with you is unmistakable clear. Your responses will fit perfectly with the student's ideas and feelings. Your responses will be additive in that they will serve to clarify and expand the student's exploration of his ideas, opinions or feelings.

At low levels of accurate empathy your lack of awareness, your lack of understanding is unmistakably clear. Your responses will be subtractive in that they do not attend to the student's ideas, expressions or feelings.

LEVEL 1

Description: My response did not attend to what the student had just said nor to how the student was obviously feeling. The effect was subtractive.

> Example: T - Bill, why haven't you got this done?
>
> P - (Pause) I don't know. Right now things are so bad that I don't know....what's the point?
>
> T - Look, don't give me that -- why haven't you got this done? You've got to get down to this and do some work if you want to get through.

Explanation: My response indicated a lack of awareness of the student's most obvious expressed ideas or feelings. It may have been that I was inattentive, not interested or bored. Or it may have been because I was operating from a preconceived frame of reference which excluded the student, i.e., I was not in his space. I was closing out or taking away from further inquiry or exploration by the student.

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[1]See Bibliography

LEVEL 2

Description: My response did attend to what I thought the student said and how he was feeling but the effect was still subtractive.

Example: T - Bill, why haven't you got this done?

P - Same as above

T - Even though things aren't going well at home -- you should find time to get this stuff done.

Explanation: My response indicated an awareness of obvious feelings and ideas expressed by the student but distorted the meaning of what was said indicating inaccurate understanding. Or I drained off a level of the affect in what was said. I missed how the student was really feeling.

LEVEL 3

Description: My response was interchangeable with the students. My words reflected accurately the obviously meaning and feelings expressed by the student.

Example: T - Same as above

P - Same as above

T - You're wondering why you should do these assignments with things being so upsetting at home.

Explanation: I knew what the student meant and how he felt. I responded with accurate understanding the surface meaning and feeling of the student's expression and let him know by reflecting what he said. I indicated a willingness and openness to listen and respond to his deeper meanings and feelings. My responses did not subtract from nor add to the expressions of the student's, i.e., I was in his space - establishing a base for further exploration.

LEVEL 4

Description: My response added noticeably to what the student was saying or feeling. I was able to verbalize what he meant to say and how he felt at a level deeper than he was able to express himself.

Example: T - Same as above

P - Same as above

T - It's not really just at home but every-
thing, everywhere is going bad - it's
got you feeling pretty low - wondering
what it's all about.

or

When things are bad at home - bugging
you maybe - school and assignments seem
unimportant in comparison?

Explanation: My response indicated that I was concen-
trating and listening to the student and was able to add or
"say for him" or reflect not verbatim but what he meant and
felt and was unable to verbalize for himself.

Code at this level any probing responses that extend
the student's exploration of his ideas, feelings or experiences.

LEVEL 5

Description: My response directed the student do
discuss personally relevant material.

Example: T - Same as above

P - Same as above

T - It's not really just at home but every-
thing, everywhere is going bad - it's
got you feeling pretty low - wondering
what it's all about.

or

P - The whole problem in Southeast Asia is
not that different from what I see happen-
ing around here and what I am a part of.

T - Would you like to share with us the
struggles you are a part of?

Explanation: I was able to put my finger on exactly
what the student was trying to express. Because I was deeply
aware of what the student was thinking and how he was feeling,
I was able to clarify or add to the student's understanding

of his ideas, and feelings. Underlying meanings and feelings
were pointed out and talked about. Level 5 is distinguishable
from level 4 in that the response is focussing on material
personally relevant to the student.

TASK TWO - LEARNING TO DISCRIMINATE RESPECT

GENERAL DESCRIPTION

Respect can be operationally defined in terms of accepting the student, his opinions, feelings and potentials. It involves a non-possessive caring for him as a separate person.

At high levels respect involves trusting, prizing, valuing and caring deeply for the student. It involves a conditional attitude on your part in that you indicate a willingness to employ all your resources in order that he employ all his resources for producing and creating his highest and his best.

At low levels or a lack of respect would be evidenced by rejecting the student, his opinions, feelings and potentials, by accepting less than what he is capable of, and by withholding from him your best efforts or your best abilities and resources.

LEVEL 1

Description: My response indicated that I rejected the student, his opinions, feelings and potentials.

Example: T - (Sarcastically) Looks like another one of your great efforts!

or

T - (To class) You won't understand this but ...

or

T - This is really simple and should be obvious to all of you ...

or

T - Half of you will likely want to drop out of this class after you see this outline and bibliography ...

or

T - That's terrible!! That is really poor! Go away and don't come back until you have put some effort into this.

or

P - Is this good enough? (showing what is
    obviously not his best effort)

T - Well, it's not the greatest but it will
    do.

Explanation: What I said and the way I said it was
evidence of my lack of respect or negative feeling for the
student.

LEVEL 2

Description: My response was mechanical, giving evi-
dence of a lack of interest on my part to the student's
ideas, opinions or feelings.

or

My response indicated I care but it is a possessive
caring.

Example: T - Ah -- we'll discuss that another time.

or

T - (talking while working at desk) - Bill,
    bring your work up.

P - Here it is, sir.

T - (accepts book, marks it, and hands it
    back without looking up or commenting).

or

T - Would you please settle down now, Sandy --
    I want you to really work quietly and get
    along with the other children. Would you
    do that for me?

Explanation: I responded mechanically or passively
perhaps without thinking of the effects, perhaps unintentionally
in a manner and with words that communicated -- "I do not value
or prize, or accept or trust you and/or your opinions, feelings
and potentials. Concentrate on the effect of your response
at this level -- how does the student hear or interpret what
you have said? Has what you said communicated "You are of

great worth." If not, code Level 2.

or

In my efforts to "care" I cannot see the student as separate from myself. I see myself as responsible for the student. My caring is somewhat possessive.

LEVEL 3

Description: My response indicated that I accepted the student, his opinions, feelings and potentials.

Example: T - I like that idea -- would you like to pursue that one further?

or

T - Come in, Bill -- it's good to see you.

or

T - Bill -- how would you like to help me with the intramural program this year?

Explanation: I responded indicating this mind set "who the student is and what he can do matters to me. My prizing and/or accepting and/or trusting the student, his opinions, feelings, and potentials was an operational expression of respect and warmth." It had the effect of freeing the student to add, to go on with his idea, or expressed feeling. He dared to explore his own resources. He was being valued and cared for and he felt it. But I see the student as separate from myself. I see myself as responsible to the student rather than responsible for the student.

LEVEL 4

Description: My response communicated a very deep positive respect for the student -- but -- this time I communicate a conditional attitude based on my deeper understanding of him.

Example: T - I like your ideas -- I like what you have done with them but I think you can do more with this -- it's a great start and I know you can pursue it further. Try it, I'm here to help if you need me.

Explanation: Having indicated clearly to the student that I trust him and I accept who he is, what he says and what he can do; having indicated he was important, was being valued and cared for (Level 3 responses) then, and only then are Level 4 responses appropriate.

The conditional attitude on my part means that I would not accept the student at less than what he is and can be. This may be coded at Level 1 or 2 if it does not follow a deeply communicated accurate understanding and respect given at Level 3. I am indicating a willingness to employ all my resources in order that he employ all his resources for producing and creating his highest and his best. That's respect!

TASK THREE - LEARNING TO DISCRIMINATE GENUINENESS

GENERAL DEFINITION

[ing genuine or being yourself, simply means being congruent, i.e., what you say is in agreement or is harmonious with the way you feel.

At high levels of genuineness you will be able to be freely and spontaneously yourself, not necessarily expressing all your feelings but certainly not denying them.

At low levels of genuineness you will be defensive and phony. You will be presenting a facade and playing the professional role.

LEVEL 1

Description:

1. My response was not congruent with my feelings. What I said was unrelated to how I felt.

or

2. My response let the student know exactly how I felt but the effect was destructive.

or

3. My self-disclosing response was inappropriate and destructive.

Example: T^1-(Defensively) In regard to the content of this course -- the following is required of the government -- besides I think there is great value in doing it.

or

T^2-(Raising voice in response to a challenge) All this complaining makes me sick. This is required material. If you don't like it drop the course -- if you need it to graduate, get down to work.

or

T^3-When I was your age I rarely studied but managed to get straight "A's."

Explanation:

1.   My response indicated a lack of genuineness as I suppressed my real feelings and as a result became defensive or assumed my "professional manner."

2.   I blew my stack. My negative feelings toward the student or toward what he was saying were verbalized in a destructive manner.

3.   My self-disclosure was bragging or was inappropriate in that it had the effect of shattering the student's ego. My response was more a result of my needs than his.

LEVEL 2

Description:

1.   My response was detached in the sense of not disclosing any personal opinions, feelings and experiences.

or

2.   My response did not allow the discussion of personally relevant material in specific and concrete terms.

> Example: T^1-A continuous stream of "Tell me more about that" or "What do you think about that?"
>
> or
>
> P^2-I have problems like that too.
>
> T -One can't help but conclude that this type of struggle is common to all mankind.

Explanation:

1.   My response communicated I wanted to remain fairly anonymous or unknown to the student, or that I was simply unable to share or disclose anything that would communicate to his greater understanding and willingness to move with him, his ideas, feelings and experiences.

2.   My response dealt with the personally relevant material in vague and anonymous generalities. The real meanings or feelings were discussed in an abstract or

intellectualized manner.

LEVEL 3

Description: My response was congruent or genuine to the extent that I provided no negative cues between what I said and how I felt.

Example: T - You really want to know how I feel about this course and the material we are to cover.

or

T - You want to know if I've been honest with you.

Explanation: My response was not insincere, but it did not reflect any real involvement either. I was listening, following, and waiting - not yet ready to commit myself as to how I really felt about what the student said. I was neither being phony or defensive.

LEVEL 4

Description: My response indicated that I was being freely and spontaneously myself; completely congruent in my reactions.

Example: T - I'm as excited as you are about what you have done. I'm glad I was able to help you.

or

T - I understand and appreciate your complaints and I'm sorry.

Explanation: The effect of responses coded at this level is that there is no doubt in the student's mind as to what I mean or feel or whether I really mean what I have said. My response was completely spontaneous. I have been open to both pleasant and hurtful experiences and feelings but responded without traces of defensiveness nor did I retreat into my role as professional.

A BRIEF SUMMARY OF KEY OPERATIONAL WORDS
CHARACTERIZING THE LEVELS OF
ACCURATE EMPATHY, RESPECT AND GENUINENESS

LEVEL	ACCURATE EMPATHY	RESPECT	GENUINENESS
1	Subtractive (No awareness of ing and feeling, inattentive, un-interested or bored)	Rejecting	Phony or defensive (temper, bragging)
2	Subtractive (Awareness of only obvious meaning and feeling but tangen-tial response, dis-torted meaning, drained off a level of affect)	Mechanical or passive, pos-sessive caring	Anonymous in-tellectualiz-ing, unin-volved
3	Interchangeable	Accepting, al-lowing, priz-ing, valuing Giving my best	Congruent Not phony or defensive
4	Additive (probing)	After level 3 respecting con-ditionally Expecting, pressing for the student's best	Free and com-pletely con-gruent
5	Additive (focussing on personally relevant material)		

TASK FOUR - CODING YOUR OWN VIDEO TAPE

You are now ready to practice coding on your own video tape made in your own classroom. Please follow the next sequence of steps closely.

First - Replay the tape in its entirety without coding. This will allow you to get used to seeing yourself on T.V. Try to recall the overall intent of your interaction. Watch very carefully for the effect that your responses had on the student or students.

Second - Replay the tape and code. Select at least five 2-minute excerpts at random and code each response. An excerpt should consist of at least one student and one teacher response.

REMEMBER Code for the intent of your responses -- but watch for effect. If the effect is different than what you intended you must code for effect.

CODING SHEET

SITUATION: _____ DATE: _____ AVERAGE
RESPONSE LEVEL: [   ]

CODING FOR

	Code Level	RESPONSES										
	1											
	2											
	3											
	4											
	5											

1												
2												
3												
4												
5												

1												
2												
3												
4												
5												

LEVEL TOTALS

1												
2												
3												
4												
5												

TOTAL NO. OF RESPONSES

Multiply the code level by the number of responses coded at that level then divided by the total number of responses.

1. ACCURATE EMPATHY

CODE LEVEL   LEVEL TOTALS

   1   X   _____   =   _____
   2   X   _____   =   _____
   3   X   _____   =   _____
   4   X   _____   =   _____
   5   X   _____   =   _____

TOTAL   _____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
FOR ACCURATE EMPATHY

_____   ÷   _____   =   _____

1. RESPECT

CODE LEVEL   LEVEL TOTALS

   1   X   _____   =   _____
   2   X   _____   =   _____
   3   X   _____   =   _____
   4   X   _____   =   _____

TOTAL   _____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
FOR RESPECT

_____   ÷   _____   =   _____

3. GENUINENESS

CODE LEVEL   LEVEL TOTALS

   1   X   _____   =   _____
   2   X   _____   =   _____
   3   X   _____   =   _____
   4   X   _____   =   _____

TOTAL   _____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
FOR GENUINENESS

_____   ÷   _____   =   _____

SITUATION: _Gr. 8 Sec. 5_ DATE: _Mar. 19/72_ AVERAGE RESPONSE LEVEL: 2.52

CODING FOR

Accurate Empathy	Code Level	RESPONSES
Subtractive-Unaware	1	
Subtractive-Aware of obvious only	2	
Interchangeable	3	
Additive - Probing	4	
Additive- Focusing	5	EXCERPT No I

EXCERPT No. 2 // EXCERPT No. 3 // etc.

SAMPLE

LEVEL TOTALS

1	4
2	8
3	9
4	4
5	0

TOTAL NO. OF RESPONSES 25

Multiply the code level by the number of responses coded at
that level then divide by the total number of responses.

1. ACCURATE EMPATHY

CODE LEVEL		LEVEL TOTALS		
1	x	4	=	4
2	x	8	=	16
3	x	4	=	27
4	x	9	=	16
5	x	0	=	0
			TOTAL	63

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
                                 FOR ACCURATE EMPATHY

$$63 \div 25 = 2.52$$

1. RESPECT

CODE LEVEL		LEVEL TOTALS		
1	x		=	
2	x		=	
3	x		=	
4	x		=	
			TOTAL	

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
                                 FOR RESPECT

_____ ÷ _____ = _____

3. GENUINENESS

CODE LEVEL		LEVEL TOTALS		
1	x		=	
2	x		=	
3	x		=	
4	x		=	
			TOTAL	

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL
                                 FOR GENUINENESS

_____ ÷ _____ = _____

TASK FIVE — INTERPRETING YOUR RESPONSE PROFILE

RESPONSE PROFILE	
Average response level for Empathy	
" " " " Respect	
" " " " Genuineness	
TOTAL	
Average response level = TOTAL___ ÷ 3 =	

General Interpretation: An average response level of below three means that too often your responses are subtractive. You may also be rejecting your students or you may be finding difficulty in being yourself with them.

Concentrate on Empathy practice. Listen for the content of what your students are saying as well as being sensitive to how they feel before you formulate your response to them. As we listen and discover the nature of our student's ideas, opinions, experiences and feelings, it often follows that we come to respect, accept, value and like them. We also find with the increased understanding and caring for them, we can be ourselves more easily and freely in our relationship with them. (Truax, C.B., 1967)

An average response level of three means that often your responses are interchangeable. You are responding with understanding, openness and acceptance ready to respond at higher levels. At level three the ground work for further free exploration by the student is being laid. You are in fact winning the right to speak. Very little can happen in terms of constructive attitudinal change in your students until the average response reaches level three.

An average response level of above three means that very often high levels of the three conditions are being offered. Empathy has become additive; respect has become increasingly positive, differentiated and conditional; genuineness is evident by a definite lack of phoniness and defensiveness and by a freedom and spontaneity. Students will very likely be developing attitudes toward learning.

NOTE: Concerning direction or confrontation; go back now and look at your coding sheets. If you have coded <u>many</u> responses at level five empathy and level four respect and they have not been preceded by several <u>level three</u> responses ask yourself the following questions:

"Have I passed through level three responses first?, i.e., "Have I won the right to expect, press or direct my students?" "Have I taken the time to listen, accept, allow before focusing on personally relevant material?"

If not then perhaps responses coded at levels four and five should be recorded at level one or two. You have been too anxious to prescribe things for students after a hasty diagnosis of the situation. Take more time to listen and ensure that you are understanding accurately.

*Watch for pupil effect and check the sequence of your responses on the coding sheet. You cannot have too many <u>level three</u> responses, so be sure a good number precedes level four and five responses.

BETWEEN TAPING EXERCISES

You have now finished your coding and have before you a coding sheet and a response profile. Now write down your thoughts and answers to the following questions. Remember, putting your thoughts in writing helps you to organize, clarify, and critique them.)

1. Is there anything about your response profile that surprises you?

2. (a) Go back to the video tape and write out one or two student responses to which you responded at level one or two of empathy.

   (b) Write out the content of what the student said in your own words.

   (c) Write out how the student was feeling when he said what he said.

   (d) Formulate your response and write it out.

   (e) Code your written response.

3. List some specific changes that you would like to make in your interpersonal transactions with students. (Set some short range, realistic goals.)

TASK SIX - HOW WILL I KNOW IT "HELPS"?

EVALUATION

"You can't measure the effects of what I do."

"Why not"?

"Because they are intangible."

"Oh? Why should I pay you for intangible results"?

"Because I've been trained to practice."

"Hmmm... all right. Here's your money."

"Where? I don't see it."

"Of course not...it's intangible." (Mager, R. 1968)

How will we know that successful completion of this program will result in students developing a positive attitude toward learning? Well, first of all, you have been evaluating what you are doing in your interpersonal transactions while coding your responses and building your profiles. You can look at your profiles and evaluate the process of interpersonal relationships. But what about results? What effect does my "improved process" have in terms of student outcomes?

You will recall that we mentioned in the introduction our interpersonal transactions with students are a major contributing factor in students developing positive and/or negative attitudes toward learning. Let's look then at pupil attitudes to see if all this video taping and coding will be effective.

The word "attitude" will be used to describe behaviour. "It is based on visible behaviour" (Mager, R. 1968). So a positive attitude toward hockey by the student means that he exhibits a number of behaviours which "move toward" hockey, i.e., goes to games, watches them on T.V., plays on a team, learns players' names, and statistics, etc., gets involved in discussions concerning "last night's game." Whereas a negative attitude towards hockey would be indicated by behaviour moving away from hockey, e.g., has been to one game, says he will never go again, leaves the room when last night's game is being discussed, can't stand fighting, skips out when his P.E. class goes to the arena for skating and hockey.

A positive attitude then can be inferred from observing a number of approach responses. A negative attitude can be inferred from observing a number of avoidance responses. These approach or avoidance responses serve as circumstantial evidence which allows us to deduce a given attitude.

What then are some of the observable behaviours (things students might say or do) that would allow us to infer a positive or negative attitude toward my subject or toward learning? The following are some suggestions.

SOME SUGGESTIONS: Keep a record of the following:

1. The number of students that drop out of your courses (for whatever reason).

2. The number of students late for appointments or for class for whatever the reason (this is only for your record, not theirs) and not be used against them but as one indicator of an avoidance response).

3. The number of absences (from class or missed appointment).

4. The number who attend optional class sessions.

5. The number of papers, projects, or "work" turned in that were not assigned or required.

6. The number of papers or other work, longer than required.

7. The number of assignments completed on time.

8. The number of students making appointments to see you per week.

9. The number of students active in the club or group related to your subject.

10. The number of students indicating a desire to "major" in your subject.

Make a chart or graph to keep a record of these or if not suitable, any other items that you accept as approach and avoidance responses acceptable as a basis for making statements about attitudes.

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Mager, R. Developing Attitudes Learning, 1968.

Truax, C.B. and Carkhuff, R. Toward Effective Counseling and
      Psychotherapy. Chicago: Aldine Publishing Company,
      1967.

(1)   The levels of accurate empathy, respect and genuineness
      have been derived from scales for the measurement of
      these conditions developed and revised by C.B. Truax in
      Truax and Carkhuff, (1967) and R. Carkhuff (1969). The
      Truax scales have been validated in extensive process
      and outcome research on counseling and psychotherapy.
      The levels appearing in this coding schedule have been
      changed considerably from the original scales in an
      attempt to apply them to the teacher-student relation-
      ship and in an attempt to define the levels in opera-
      tional terms.

APPENDIX B

REVISED 1970

A TENTATIVE SCALE FOR THE MEASUREMENT OF ACCURATE EMPATHY

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General Definition

Accurate empathy involves more than just the ability of the therapist or counselor to sense the client or patient's "private world" as if it were his own. It also involves more than just his ability to know what the patient means. Accurate empathy involves both the therapist's or counselor's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings.

It is not necessary - indeed it would seem undesirable - for the therapist or counselor to share the client's feelings in any sense that would require him to feel the same emotions. It is instead an appreciation and a sensitive awareness of those feelings. At deeper levels of empathy, it also involves enough understanding of patterns of human feelings and experience to sense feelings that the client only partially reveals. With such experience and knowledge, the therapist or counselor can communicate what the client clearly knows as well as meanings in the client's experience of which he is scarcely aware.

At a high level of accurate empathy the message "I am with you" is unmistakably clear - the therapist's or counselor's remarks fit perfectly with the client's mood and content. His responses not only indicate his sensitive understanding of the obvious feelings, but also serve to clarify and expand the client's awareness of his own feelings or experiences. Such empathy is communicated by both the language used and all the voice qualities, which unerringly reflect the therapist's or counselor's seriousness and depth of feeling. The therapist's or counselor's intent concentration upon the client keeps him continuously aware of the client's shifting emotional content so that he can shift his own responses to correct for language or content errors when he temporarily loses touch and is not "with" the client.

At a <u>low</u> level of accurate empathy the therapist or counselor may go off on a tangent of his own or may misinterpret what the patient is feeling. At a very low level he may be so preoccupied and interested in his own intellectual interpretations that he is scarcely aware of the client's "being". The therapist or counselor at this low level of accurate empathy may even be uninterested in the client, or may be concentrating on the intellectual content of what the client says rather than what he "is" at the moment, and so may ignore or misunderstand the client's current feelings and experiences. At this low level of empathy the therapist or counselor is doing something other than "listening", "understanding", or "being sensitive"; he may be evaluating the client, giving advice, sermonizing, or simply reflecting upon his own feelings or experiences. Indeed, he may be accurately describing psychodynamics to the patient - but in the wrong language for the client, or at the wrong time, when these dynamics are far removed from the client's current feelings, so that the interaction takes on the flavor of "teacher-pupil".

Stage 1.

Therapist or counselor seems completely unaware of even the most conspicuous of the client's feelings. There is no determinable quality of empathy, and hence no accuracy whatsoever.

<u>Also this may be true</u>: His responses are not appropriate to the mood and content of the client's statements. The therapist or counselor may be bored and disinterested or actively offering advice, but he is not communicating an awareness of the client's current feelings.

Stage 2.

Therapist or counselor shows an almost negligible degree of accuracy in his responses, and that only toward the client's most obvious feelings. Any emotions which are not clearly defined he tends to ignore altogether. Stage 2 is distinguishable from Stage 3 in that the therapist ignores feelings rather than displaying an inability to understand them.

<u>Also this may be true</u>: He may be correctly sensitive to obvious feelings and yet misunderstand much of what the client is really trying to say. By his response he may block off or may misdirect the patient.

Stage 3.

Therapist or counselor often responds accurately to client's more exposed feelings. He also displays concern for the deeper, more hidden feelings, which he seems to sense must be present, though he does not understand their nature or sense their meaning to the patient.

Stage 4.

Therapist or counselor usually responds accurately to the client's more obvious feelings and occasionally recognizes some that are less apparent. This stage is distinguishable from Stage 3 in that the therapist or counselor does occasionally recognize less apparent feelings.

Also this may be true: In the process of this tentative probing, he may misinterpret some present feelings and anticipate some which are not current. Sensitivity and awareness do exist in the therapist or counselor, but he is not entirely "with" the patient in the current situation or experience. The desire and effort to understand are both present, but his accuracy is low. He also may seem to have a theory about the patient and may even know how or why the patient feels a particular way, but he is definitely not "with" the patient. In short, the therapist may be diagnostically accurate, but not empathically accurate in his sensitivity to the patient's current feelings.

Stage 5.

Therapist or counselor accurately responds to all of the client's more readily discernible feelings. He also shows awareness of many less evident feelings and experiences, but he tends to be somewhat inaccurate in his understanding of these. However, when he does not understand completely, this lack of complete understanding is communicated without an anticipatory or jarring note. His misunderstandings are not disruptive by their tentative nature. This stage represents quite effective counseling or psychotherapy.

Also this may be true: Sometimes in Stage 5 the therapist or counselor simply communicates his awareness of the problem of understanding another person's inner world.

Stage 6.

Therapist or counselor recognizes most of the client's present feelings, including those which are not readily

apparent. In contrast to Stage 7, the therapist's statements contain an almost static quality in the sense that he handles those feelings that the patient offers but does not bring new elements to life. He is "with" the client but does not encourage exploration. His manner of communicating his understanding is such that he makes of it a finished thing.

Also this may be true: Although he understands their content, he sometimes tends to misjudge the intensity of these veiled feelings, so that his responses are not always accurately suited to the exact mood of the client. The therapist does deal directly with feelings the patient is currently experiencing although he may misjudge the intensity of those less apparent. Although sensing the feelings, he often is unable to communicate meaning to them.

Stage 7.

Therapist or counselor responds accurately to most of the client's present feelings and shows awareness of the intensity of most of the underlying emotions. However, his responses move only slightly beyond the client's own awareness. The therapist or counselor initiates movement toward more emotionally laden material. Stage 7 is distinguishable from Stage 6 in that often the therapist's or counselor's response is a kind of precise pointing of the finger toward emotionally significant material.

Stage 8.

Therapist or counselor accurately expresses all the client's present, acknowledged feelings. He also uncovers the most deeply shrouded of the client's feelings, voicing meanings in the client's experience of which the client is scarcely aware. The therapist or counselor offers specific clarifications or additions to the patient's understanding so that underlying emotions are both pointed out and specifically talked about.

Also, this therapist or counselor is sensitive to his mistakes and quickly changes his response in midstream, indicating that he has recognized what is being talked about and what the patient is seeking in his own explorations. His voice tone reflects the seriousness and depth of his empathic grasp.

Also this may be true: Since the therapist must necessarily utilize a method of trial and error in the new unchartered areas, there are minor flaws in the accuracy of his understanding, but these inaccuracies are held

tentatively. With sensitivity and accuracy he moves into feelings and experiences that the client has only hinted at. The content that comes to life may be new but it is not alien.

Although the therapist or counselor in Stage 8 makes mistakes, these mistakes are not jarring, because they are covered by the tentative character of the response. He reflects a togetherness with the patient in tentative trial and error exploration.

Stage 9.

The therapist or counselor in this stage unerringly responds to the client's full range of feelings in their exact intensity. With sensitive accuracy, he expands the client's hints into a full-scale (though tentative) elaboration of feeling or experience. Few therapists or counselors ever attain, even for moments, this total accurate empathy.

Also this may be true: Without hesitation, he recognizes each emotional nuance and communicates an understanding of every deepest feeling. He is completely attuned to the client's feelings and reflects them in his words and voice. He shows precision both in understanding and in communication of this understanding, and expresses and experiences them without hesitancy.

REVISED 1970

A SCALE FOR THE MEASUREMENT OF NONPOSSESSIVE WARMTH

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General Definition

The dimension of nonpossessive warmth ranges from a high level where the therapist or counselor warmly accepts the patient's experience as part of that person, to a low level where the therapist or counselor evaluates a patient or his feelings, expresses dislike or disapproval, or expresses warmth in a highly evaluative way.

Nonpossessive warmth for the client means accepting him as a person with human potentialities. It involves a nonpossessive caring for him as a separate person and, thus, a willingness to share equally his joys and aspirations or his depressions and failures. It involves valuing the patient as a person, separate from any evaluation of his behavior or thoughts. Thus, a therapist or counselor can evaluate the patient's behavior or his thoughts but still rate high on warmth if it is quite clear that his valuing of the individual as a person is uncontaminated. At its highest level this warmth involves a nonpossessive caring for the patient as a separate person who is allowed to have own feelings and experiences; a prizing of the patient for himself regardless of his behavior.

It is not necessary -- indeed, it would seem desirable -- for the therapist or counselor to be nonselective in reinforcing, or to sanction or approve thoughts and behaviors that are disapproved by society. Nonpossessive warmth is present when he appreciates such feelings or behaviors and their meaning to the client, but shows a nonpossessive caring for the person but not for his behavior.

Stage 1

The therapist or counselor is giving clear negative regard. He may be telling the patient or client what would be "best for him", or in other ways actively disapproving of his behavior. There is explicit evidence of a negative feeling for the client expressed by the therapist or counselor.

Stage 2

The therapist or counselor responds mechanically to the client, indicating little nonpossessive warmth. He may ignore the patient or his feelings or display a lack of concern or interest. The therapist or counselor may ignore the client at times when a nonpossessively warm response would be expected; he shows a passivity that communicates lack of regard or concern.

Stage 3

The therapist or counselor shows neither explicit nor implicit evidence of dislike or disinterest but does not show positive expression of nonpossessive warmth. Interest is present but not warmth.

Stage 4

Nonpossessive warmth is present and there is explicit evidence that the therapist or counselor is concerned about the clients' feelings and his whole being.

Stage 5

There is warmth and intimacy expressed by the therapist's or counselor's voice tone and cadence. At this stage his voice and manner communicates a deep caring for the patient without attempts to dominate him. There is a tone of intimacy that occurs only in close relationships.

REVISED 1970

A SCALE FOR THE MEASUREMENT OF THERAPIST OR COUNSELOR GENUINENESS OR SELF-CONGRUENCE

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General Definition

This scale is an attempt to define five degrees of therapist or counselor genuineness, beginning at a very low level where the therapist or counselor presents a facade or defends and denies feelings; and continuing to a high level where the therapist is freely and deeply himself. A high level of genuineness does not mean that the therapist must overtly express his feelings but only that he does not deny them or present a facade. Thus, the therapist or counselor may be actively reflecting, interpreting, analyzing, or in other ways functioning as a therapist or counselor; but this functioning must be genuine so that he is being himself in the moment rather than presenting a professional facade. Thus the therapist's or counselor's response must be sincere rather than phony; it must express his real feelings or being rather than defensiveness.

"Being himself" simply means that at the moment the therapist or counselor is really whatever his response denotes. It does not mean that he must disclose his self, but only that whatever he does show is a real aspect of himself, not a response growing out of defensiveness or a merely "professional" response that has been learned and repeated or a phony response.

Stage 1.

The therapist or counselor is clearly defensive in the interaction, or there is explicit evidence of a very considerable discrepancy between what he says and what he experiences. There may be striking contradictions in the therapist's or counselor's statements, the content of his verbalization may contradict the voice qualities or nonverbal cues (i.e., the upset therapist or counselor stating in a strained voice that he is "not bothered at all" by the patient's anger). There is explicit evidence of defensiveness or phonyness.

Stage 2.

One cannot tell whether the therapist or counselor is defensive or phony. He may respond appropriately but as a professional facade rather than in a personal manner, giving the impression that his responses are said because they sound good from a distance but do not express what he really feels or means. There is a somewhat <u>contrived or rehearsed</u> quality or air of professional facade present.

Stage 3.

The therapist or counselor is implicitly either defensive or phony, although there is no explicit evidence.

Stage 4.

There is neither implicit nor explicit evidence that the therapist or counselor is defensive or phony.

Stage 5.

It is clear that the therapist or counselor is being himself without any doubt and is neither defensive or phony. He is completely honest in his reactions.

A SCALE FOR THE MEASUREMENT OF TEACHER ACCURATE EMPATHY[1]

General Definition

Accurate empathy involves more than just the ability of the teacher to sense the student's "private world" as if it were his own. It also involves more than just his ability to know what the student means. Accurate empathy involves both the teacher's sensitivity to current feelings and beliefs and his verbal facility to communicate this understanding in a language attuned to the student's current feelings.

It is not necessary -- indeed it would seem undesirable for the teacher to share the student's feelings and values or experiences in any sense that would require him to feel the emotions. It is, instead, an appreciation and sensitive awareness of those feelings. At deeper levels of empathy, it also involves enough understanding of patterns of human feelings, beliefs, values and experience to sense what the student only partially reveals. With such experience and knowledge, the teacher can communicate what the student clearly knows as well as meanings in the student's experience of which the student himself is scarcely aware.

At a high level of accurate empathy the message "I am with you" is unmistakably clear--the teacher's remarks fit perfectly with the student's mood and content. His responses not only indicate his sensitive understanding of the obvious feelings but also serve to clarify and expand the student's awareness of his own feelings and experiences. Such empathy is communicated by both the language used and also by the voice qualities. The teacher's concentration upon the student keeps him continuously aware of the student's shifting attention, interest, language or content errors when he temporarily loses touch and is not "with" the student.

At a low level of accurate empathy the teacher may misinterpret what the student is feeling. At a very low level the teacher may be so preoccupied and interested in his own intellectual involvement that he is scarcely aware of the student's "being". The teacher at this low level of accurate empathy may even be uninterested in the student, or may be concentrating on the intellectual content rather than where the student "is" at the moment, and so may ignore or misunderstand the student's current feelings, knowledge, understanding, values and experiences.

Stage 1.

The teacher seems completely unaware of even the most

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[1]Authored by Charles B. Truax, Ph.D.

conspicuous of the student's feelings. There is no determin-
able quality of empathy, and hence no accuracy whatsoever.

Also this may be true: His responses are not appro-
priate to the mood and content of the student's statements.
The teacher may be bored and disinterested, and he is not
communicating an awareness of the student's feelings,
experiences or interests.

Stage 2.

The teacher shows an almost negligible degree of
accuracy in his responses, and that only toward the student's
most obvious feelings. Any emotions which are not clearly
defined he tends to ignore altogether. Stage 2 is distinguish-
able from Stage 3 in that the teacher ignores feelings rather
than displaying an inability to understand them as in stage 3.

Also this may be true: He may be correctly sensitive
to obvious feelings, which he seems to sense must be present,
though he does not understand their nature or sense their
meaning to the student.

Stage 3.

The teacher often responds accurately to a student's
more exposed feelings. He also displays concern for the more
hidden feelings which he seems to sense must be present,
though he does not understand their nature or sense their
meaning to the student.

Stage 4.

The teacher usually responds accurately to the student's
more obvious feelings and occasionally recognizes some that
are less apparent. This stage is distinguishable from Stage
3 in that the teacher does occasionally recognize less apparent
feelings.

Also this may be true: In the process of this tentative
probing, he may misinterpret some present feelings and
anticipate some which are not current. Sensitivity and
awareness do exist in the teacher, but he is not entirely
"with" the student in the current situation or experience.
The desire and effort to understand are both present, but the
accuracy is low.

Stage 5.

      The teacher accurately responds to all of the student's
more readily discernible feelings. He also shows awareness
of many less evident feelings and experiences. However, when
he does not understand completely, this lack of complete
understanding is not disruptive by its phrasing in a tentative
fashion. This stage represents a very effective level of
teacher understanding or accurate empathy.

      Also this may be true: Sometimes in Stage 5 the teacher
simply communicates his awareness of the problem of under-
standing another person's inner world (the student's).

A SCALE FOR THE MEASUREMENT OF TEACHER NONPOSSESSIVE WARMTH[1]

General Definition

      The dimension of nonpossessive warmth ranges from a
high level where the teacher warmly accepts the student's
experience as part of that person, to a low level where the
teacher denigrates a student or his feelings, expresses dis-
like or disapproval, or expresses warmth in a highly evaluative
way.

      Nonpossessive warmth for the student means accepting
him as a person with human potentialities. It involves a
nonpossessive caring for him as a separate person and, thus,
a willingness to share equally his joys and aspirations or
his depressions and failures. It involves valuing the student
as a person, separate from any evaluation of his behavior or
achievements. Thus a teacher can evaluate the student's
behavior or his abilities and achievements, but still rate
high on warmth if it is quite clear that his valuing of the
individual as a person is uncontaminated. At its highest
level this warmth involves a nonpossessive caring for the
student as a separate person who is allowed to have own feel-
ings and experiences; a prizing of the student for himself
regardless of his behavior.

      It is not necessary--indeed, it would seen undesir-
able--for the teacher to be nonselective in rewarding, or to
sanction or approve thoughts and behaviors that are dis-
approved by society. Nonpossessive warmth is present when
he appreciates such feelings and behaviors and their meaning
to the student and shows a nonpossessive caring for the person
but not necessarily for his behavior.

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[1]Authored by Charles B. Truax, Ph.D.

Stage 1.

The teacher is giving clear negative regard toward the student, telling the student what would be "best for him", or in other ways actively disapproving his behavior. There is explicit evidence of a negative feeling for the student expressed by the teacher.

Stage 2.

The teacher responds mechanically to the student indicating little nonpossessive warmth. He may ignore the student or his feelings or display a lack of concern or interest. The teacher may ignore the student at times when a warm response would be expected; he shows a passivity that communicates lack of regard.

Stage 3.

The teacher shows neither explicit nor implicit evidence of dislike or disinterest but does not show positive expression of nonpossessive warmth. Interest is present but not warmth.

Stage 4.

Nonpossessive warmth is present and there is explicit evidence that the teacher is concerned about the student's feelings, interests, abilities, values, or his whole being.

Stage 5.

There is warmth and intimacy expressed by the teacher's voice, tone and cadence. At this stage his voice and manner communicate a caring for the student without attempts to dominate him. There is a close relationship.

A SCALE FOR THE MEASUREMENT OF TEACHER GENUINENESS[1]

General Definition

This scale is an attempt to define five degrees of teacher genuineness, beginning at a very low level where the

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[1]Authored by Charles B. Truax, Ph.D.

teacher presents a facade or defends and denies feelings; and continuing to a high level where the teacher is freely and deeply himself. A high level of genuineness does not mean that the teacher must overtly express his feelings, but only that he does not deny them or present a facade. Thus, the teacher may be actively functioning as a teacher in providing instruction, guidance, or knowledge; but this functioning must be genuine so that he is being himself in the moment rather than presenting a "professional" facade. Thus the teacher's response must be sincere rather than phony; it must express his openness rather than his defensiveness.

"Being himself" simply means that at the moment the teacher is really whatever his response denotes. It does not mean that he must disclose his self, but only that whatever he does show is a real aspect of himself, not a response growing out of defensiveness or a merely "professional" response that has been learned and repeated and thus a phony response.

Stage 1.

The teacher is clearly defensive in the interaction, or there is explicit evidence of a very considerable discrepancy between what he says and what he experiences. There may be striking contradictions in the teacher's statements; the content of his verbalization may contradict the voice qualities or nonverbal cues (i.e., the upset teacher saying in strained voice that he is "not bothered at all" by the student's anger). There is explicit evidence of defensiveness or phonyness.

Stage 2.

One cannot tell whether the teacher is defensive or phony. He may respond appropriately but from a professional facade rather than in a personal manner, giving the impression that his responses are said because they "sound good" from a distance but do not express what he really feels or means. There is a somewhat contrived or rehearsed quality or air of professional facade present.

Stage 3.

The teacher is implicitly either defensive or phony, although there is no explicit evidence.

Stage 4.

There is neither implicit nor explicit evidence that the teacher is defensive or phony.

Stage 5.

It is clear that the teacher is being himself without any doubt and is neither defensive or phony. He is completely honest in his reactions.

CARKHUFF REVISIONS OF THE TRUAX SCALES

SCALE 1

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES

Level 1
The verbal and behavioral expressions of the first person
either do not attend to or detract significantly from the
verbal and behavioral expressions of the second person(s) in
that they communicate significantly less of the second
person's feelings than the second person has communicated
himself.

> Examples: The first person communicates no awareness
> of even the most obvious, expressed surface feelings
> of the second person. The first person may be bored
> or uninterested or simply operating from a precon-
> ceived frame of reference which totally excludes that
> of the other person(s).

Level 2
While the first person responds to the expressed feelings of
the second person(s), he does so in such a way that he sub-
tracts noticeable affect from the communications of the second
person.

> Examples: The first person may communicate some aware-
> ness of obvious surface feelings of the second person,
> but his communications drain off a level of the affect
> and distort the level of meaning. The first person
> may communicate his own ideas of what may be going on,
> but these are not congruent with the expressions of the
> second person.

Level 3
The expressions of the first person in response to the expressed
feelings of the second person(s) are essentially interchangeable
with those of the second person in that they express essentially
the same affect and meaning.

> Example: The first person responds with accurate under-
> standing of the surface feelings of the second person
> but may not respond to or may misinterpret the deeper
> feelings.

Level 4
The responses of the first person add noticeable to the
expressions of the second person(s) in such a way as to
express himself.

> Example: The facilitator communicates his understanding

of the expressions of the second person at a level
deeper than they were expressed, and thus enables
the second person to experience and/or express feel-
ings he was unable to express previously.

Level 5

The first person's responses add significantly to the feeling
and meaning of the expressions of the second person(s) in such
a way as to (1) accurately express feelings levels below what
the person himself was able to express or (2) in the event of
on going deep self-exploration on the second person's part,
to be fully with him in his deepest moments.

> Examples: The facilitator responds with accuracy to
> all of the person's deeper as well as furface feelings.
> He is "together" with the second person or "tuned in"
> on his wave length. The facilitator and the other
> person might proceed together to explore previously
> unexplored areas of human existence.

SCALE 2

THE COMMUNICATION OF RESPECT IN INTERPERSONAL PROCESSES

Level 1
The verbal and behavioral expressions of the first person communicate a clear lack of respect (or negative regard) for the second person(s).

> Example: The first person communicates to the second person that the second person's feelings and experiences are not worthy of consideration or that the second person is not able of acting constructively. The first person may become the sole focus of evaluation.

Level 2
The first person responds to the second person in such a way as to communicate little respect for the feelings, experiences, and potentials of the second person.

> Example: The first person may respond mechanically or passively or ignore many of the feelings of the second person.

Level 3
The first person communicates a positive respect and concern for the second person's feelings, experiences, and potentials.

> Example: The first person communicates respect and concern for the second person's ability to express himself and to deal con. tructively with his life situation.

Level 4
The facilitator clearly communicates a very deep respect and concern for the second person.

> Example: The facilitator's responses enables the second person to feel free to be himself and to experience being valued as an individual.

Level 5
The facilitator communicates the very deepest respect for the second person's worth as a person and his potentials as a free individual.

> Example: The facilitator cares very deeply for the human potentials of the second person.

SCALE 3

FACILITATIVE GENUINENESS IN INTERPERSONAL PROCESSES

Level 1
The first person's verbalizations are clearly unrelated to
what he is feeling at the moment, or his only genuine
responses are negative in regard to the second person(s)
and appear to have a totally destructive effect upon the
second person.

> Example: The first person may be defensive in his
> interaction with the second person(s) and this defens-
> iveness may be demonstrated in the content of his words
> or his voice quality. Where he is defensive he does
> not employ his reaction as a basis for potentially
> valuable inquiry into the relationship.

Level 2
The first person's verbalizations are slightly unrelated to
what he is feeling at the moment, or when his responses are
genuine they are negative in regard to the second person;
the first person does not appear to know how to employ his
negative reactions constructively as a basis for inquiry into
the relationship.

> Example: The first person may respond to the second
> person(s) in a "professional" manner that has a
> rehearsed quality or a quality concerning the way a
> helper "should" respond in that situation.

Level 3
The first person provides no "negative" cues between what he
says and what he feels, but he provides no positive cues to
indicate a really genuine response to the second person(s).

> Example: The first person may listen and follow the
> second person(s) but commits nothing more or himself.

Level 4
The facilitator presents some positive cues indicating a
genuine response (whether positive or negative) in a non-
destructive manner to the second person(s).

> Example: The facilitator's expressions are congruent
> with his feelings, although he may be somewhat hesitant
> about expressing them fully.

Level 5
The facilitator is freely and deeply himself in a non-
exploitative relationship with the second person(s).

> Example: The facilitator is completely spontaneous in
> his interaction and open to experidnces of all types,

both pleasant and hurtful. In the event of hurtful responses the facilitator's comments are employed constructively to open a further area of inquiry for both the facilitator and the second person.

APPENDIX C

This study is concerned with testing the effectiveness of an in-service training program.

SOME FEATURES OF THE PROGRAM ARE:

  (a) the time involved for each trainee is minimal

  (b) it is almost entirely self instructional

  (c) it is designed to improve teacher-pupil inter-action

BRIEF BACKGROUND TO THIS PROGRAM

  (a) There is extensive evidence to suggest that the conditions essential to human relationships being helpful are accurate empathy, respect and genuineness.

  (b) There is also evidence to suggest that these conditions of accurate empathy, respect and genuineness are in fact interpersonal skills that can be learned.

  (c) Teachers offering high levels of accurate empathy, respect and genuieness will effect constructive change in their students. This change has been measured on a variety of change indexes: e.g., Reading achievement, I.Q., Socialization, Attitude, psychological scales and even the extent of absenteeism and truancy.

EXPECTATIONS OF EACH SUBJECT

  1. Video tape yourself interacting with students three (3) times in a four-week period (see sample schedule attached).

  2. Code your responses - this involves watching at least 10 minutes of your tapes (5 - two minute excerpts) three times, for the three tapings.

  3. Submit samples tapes from the first and third taping sessions.

NOTE: The experimenter will provide training in the use of the coding schedule.

    I am able to meet the expectations and would like to participate.

       SIGNED: _____

SAMPLE TIMETABLE FOR ONE SUBJECT

MONTH OF MAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9 V.T.R.	10	11	12
15	16 V.T.R.	17	18	19
22	23 V.T.R.	24	25	26
29	30	31	1	2

APPENDIX D

PROGRAM EVALUATION

1. NAME_____ 2. AGE_____

3. NO. OF YEARS OF TEACHING EXPERIENCE_____

4. TEACHING CERTIFICATE_____ _____

5. GRADE LEVEL OF HOME ROOM CLASS_____

6. GRADE LEVEL AND SUBJECT TAUGHT FOR TAPE NO. 1____ _____

7. "   "   "   "   "   "   " NO. 2____ _____

8. "   "   "   "   "   "   " NO. 3____ _____

9. "   "   "   "   "   "   " NO. 4____ _____

Please evaluate by rating the component parts of the program
(from A to E) according to their helpfulness to you.

                                                          Circle one

(a) Session on 'How to use the equipment'   A B C D E

(b) Session on 'How to code'   A B C D E

(c) Coding Manual - Description of Levels   A B C D E
                  - Examples   A B C D E
                  - Explanations   A B C D E

(d) Reading the Coding Manual only   A B C D E

(e) Video tape feedback without coding   A B C D E

(f) Video tape feedback with coding   A B C D E

(g) The experimenter   A B C D E

(h) Overall rating of the program   A B C D E

10. Please evaluate some of the component parts of the program in written comments mentioning strengths, weaknesses and suggestions for improvement.

(a) <u>The Session on How to use the equipment</u>

(b) <u>The Session on How to Code</u>

(c) <u>The Experimenter</u>

(d) <u>The Equipment</u>

(e) <u>The Coding Manual</u>

11. What observable effects has participating in the program had on:

   (a) your relationships with your students

   (b) your students' attitudes toward learning

   (c) your view of yourself as teacher

   (d) Please note any other effects

Thank you very much for participating.

Wally