

THE IMPLEMENTATION AND EVALUATION OF A
TRAINING PROGRAM IN FACILITATIVE FUNCTIONING
FOR PRE-SERVICE TEACHERS

by

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ABSTRACT

THE IMPLEMENTATION AND EVALUATION OF A TRAINING PROGRAM IN FACILITATIVE FUNCTIONING FOR PRE-SERVICE TEACHERS

This study had two major purposes. The first was to develop procedures and materials for training pre-service teachers in Empathy, Respect and Genuineness to improve their facilitative functioning in the classroom. A second purpose was to compare the effects of training versus no training on the ability of pre-service teachers to communicate and discriminate effective helper responses.

Seventeen pre-service teachers were trained to respond at higher levels of Empathy, Respect and Genuineness in their interpersonal transactions. Empathy leaders, video protocols, stop-action response formulation, role practice, live practice, and a high functioning trainer constituted the basic training experiences. The program involved about eighteen hours of training and focused on Empathy as the major skill.

Instruments developed by Kratochvil, Carkhuff and Berenson for assessing the ability of subjects to discriminate and communicate effective helper responses provided the measurement indexes for this study. Training and control subjects completed indexes immediately prior to and several months after the training period. Fourteen sets of pre- and post- audio-tape recordings of trainee interactions in live settings were also collected. Three trained raters provided ratings of the audio-tapes and communication indexes for data analysis.

The t test of a difference between means was used to compare the levels of functioning of training group subjects on the pre- and post-test measures; and to compare the levels of functioning of the training group with the control group.

Findings from the study showed that training sample subjects improved significantly on measures of Empathy, Respect and Genuineness as well as on indexes of communication and discrimination of effective helper responses. Final levels of facilitative functioning were above that reported for experienced counselors. The training group also performed significantly better than the control group on indexes of communication and discrimination of effective helper responses in the post-test settings.

Implications were drawn regarding the appropriateness of facilitative training for pre-service teachers and supervisory personnel, and the effect of training with respect to the role of the teacher, classroom management practices, and interpersonal relationships.

There were four suggestions for further study which derived from this investigation. These included an investigation of trainee selection criteria, an investigation of the durability of trainee gains, an investigation of the relationship between training gains and subsequent pupil learning outcomes, and the development of improved instruments for the assessment of Respect and Genuineness.

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CHAPTER I

INTRODUCTIONThe Need for the Study

Teaching has been defined in many ways: "... a system of actions directed to pupils" (Smith, 1960), "...that activity of men which being engaged in, contains the conditions for the nurture of free human beings." (Green, 1965), "a form of interpersonal influence aimed at changing the behavior potential of another person" (Gage, 1963), or as "...fundamentally a social process involving communication and interaction between at least two people, a teacher and a student." (Stolurow and Pahel, 1963). It would seem that, whatever one's point of view, teaching involves an interpersonal relationship of one sort or another and is marked by transactions between a more knowing individual (the teacher or helper) and a less knowing individual (the student or helpee).

The interpersonal relationship between a helper and helpee wherein the action of the former is intended to effect positive learning or change in the latter is sometimes called a "helping relationship" and is the subject of increasing attention on the part of educational writers and researchers (Carkhuff, Berenson, Gazda, Rogers, Aspy, and Stoffer).

Carl Rogers has put forth a theory of helping relationships wherein helper characteristics are related to positive helpee learning. He writes:

If I can create a relationship characterized on my part:

by a genuineness and transparence, in which I am my
 real feelings;
 by a warm acceptance of and prizing of the other
 person as a separate individual;
 by a sensitive ability to see his world and himself
 as he sees them;
 Then the other individual in the relationship:
 will experience and understand aspects of himself
 which previously he has repressed;
 will find himself becoming better integrated, more
 able to function effectively;
 will become similar to the person he would like to be;
 will be more self-directing and self-confident;
 will become more of a person, more unique and more
 self-expressive;
 will be more understanding, more acceptant of others;
 will be more able to cope with the problems of life
 more adequately and more comfortably;

I believe that this statement holds whether I am
 speaking of my relationship with a client, with a
 group of students, or staff members, with my family
 or children. (Rogers, 1961, pp. 37-38)

The helper characteristics, outlined above, are often referred
 to as "facilitative conditions", while "facilitative functioning"
 refers, in part, to their presence in the helper's interactions.
 In this study the facilitative conditions are seen as inter-
 personal skills and are designated, in order of Rogers' presen-
 tation, Genuineness, Respect and Empathy.

There is considerable evidence to suggest that it is the
 manner in which the helper interacts with the helpee that in-
 fluences learning in the latter (Berenson and Carkhuff, 1967;
 Carkhuff and Berenson, 1967; Truax and Carkhuff, 1967; Combs,
 1965; and Gazda, 1973). Evidence also suggests that the set of
 conditions outlined by Rogers promotes positive helpee outcomes,
 and that these conditions are inherent in successful helping re-
 lationships (Carkhuff and Berenson, 1967; Truax and Carkhuff,
 1967; and Carkhuff, 1969 a).

Sumner

The importance of the interpersonal relationship to teaching is reflected in the paper "An Emphasis in the Professional Development Program" which urges that...

"...major emphasis be placed upon developing the student's skill in relating to children and other adults since a successful relationship is the dynamic upon which the success of all teaching methods depends. (From the Faculty of Education, Simon Fraser University, see Appendix A)

Furthermore, the conditions outlined earlier by Rogers as being essential to a successful relationship, are reflected in this paper's list of student competencies for students of Simon Fraser University's Professional Development Program where one of the four competencies listed under Interpersonal Development requires that a student "is able to relate to others with a high rating in 'warmth', 'empathy', and 'genuineness'" (Appendix A).

In a recent study (D. Austin, 1975) concerning changes in the facilitative functioning of students over the course of their teacher training at Simon Fraser University, it was found that:

There was no indication in this study that student teachers were leaving their teacher training program with skill that would contribute to their facilitative functioning in the classroom.

This result is consistent with the findings that teachers, untrained in interpersonal skills, function at lower than facilitative levels (Carkhuff, 1967, 1971). One of the suggestions for further study contained in Austin's work was that:

A more direct approach would be to ensure that students are presented with systematic training which includes didactic, experiential, and modelling components as described by Carkhuff (1969, 1971)

a suggestion which is supported in the work of Santilli (1969), Carkhuff and Griffin (1971), and Fraser and Vitro (1976).

The theoretical importance of interpersonal skills to teacher training, the desirability of such skills as reflected in the goals of teacher training programs, the evident lack of such skills in untrained pre- and inservice teachers, and the positive outcomes associated with systematic training provide the rationale for this study.

Statement of the Problem

The problem addressed in this study was: Will a training program in Empathy, Respect and Genuineness lead to an increase in skills so that pre-service teachers at Simon Fraser University might improve their facilitative functioning in the classroom?

Purpose of the Study

The purpose of this study was to develop experiences and materials for training pre-service teachers in the interpersonal skills of Empathy, Respect and Genuineness to improve their facilitative functioning in the classroom and to compare the effects of training versus no training on the ability of pre-service teachers to communicate and discriminate effective helper responses.

Seventeen pre-service teachers enrolled in an external professional development program at Simon Fraser University were trained to discriminate and respond with Empathy, Respect, and Genuineness as defined by Truax and Carkhuff. Empathy leaders, video protocols, stop action response formulation, role practice, live practice, and a high functioning model formed the basis of the training experience. The pre-service teachers were trained

under a leader functioning at high levels of the facilitative conditions. Training in these interpersonal skills was one component of their professional development program which extended over three semesters, the last being an extended practicum of fourteen weeks.

Pre and post ratings by trained raters were made of trainee responses to written simulations as well as of audio excerpts of their interactions with pupils in the classroom. Peer and pupil feedback served as an additional indicator of facilitative functioning.

Hypotheses

To carry out the purpose of this study the following hypotheses were generated:

There will be no significant difference between the pre-test mean scores of the training program sample and the PDP control group for (A) communication and (B) discrimination of effective helper responses on pencil and paper measures.

There will be no significant difference between the post-test mean scores of the training program sample and the PDP control group for (C) communication and (D) discrimination of effective helper responses on pencil and paper measures.

There will be no significant difference between the pre- and post-test mean scores of the training program sample for (E) communication and (F) discrimination of effective helper responses on pencil and paper measures.

There will be no significant difference between the pre- and post-test mean scores of the training sample subjects in (G) Empathy, (H) Respect and (I) Genuineness on audio-tape ratings.

Assumptions

A basic assumption of this study is that there is validity to Rogers' theory of helping. Truax and Carkhuff (1967) provide validating evidence to support this assumption...that helper communication of empathy, respect, and genuineness relates positively to helpee gains.

A second assumption holds that teaching is a helping profession in which the nature of the interpersonal relationship between teacher (helper) and student (helpee) effects outcomes in the student (Combs, 1969; Gazda, 1973).

Third, if helper level of Empathy, Respect, and Genuineness relates positively to helpee gains, then teacher level of these conditions relates positively to student gains (Truax and Carkhuff, 1967; Aspy, 1969; Aspy and Roebuck, 1972).

A fourth assumption is that trainees undergoing systematic training in Empathy, Respect, and Genuineness will increase in skill and this increase in skill will be reflected in classroom interactions (Hefele, 1971; Shaddock, 1973).

Definition of Terms

The following terms are defined as they were used in the context of this study.

The Professional Development Program (PDP) - The Professional Development Program is three semesters in duration. Professional studies and activities are arranged in the following sequence:

First Semester of Professional Development Program

- EDUC 401-8 Introduction to Classroom Teaching
- A half semester of observation and experience in a
- B. C. school during which groups of three or four

students work as a team with a teacher selected by school authorities, and appointed by the University as a School Associate. The Associate is assisted by the University Faculty and other staff as circumstances permit. Students observe, teach and participate in school routines and programs.

EDUC 402-8 Studies of Educational Theory and Practice

A half semester of study during which students extend their knowledge of educational theory and practice. This study period includes workshops and seminars which reflect student interest in grade levels and special training areas and individual study projects.

Second and Third Semesters of Professional Development Program

EDUC 405-15 Teaching Semester (Prerequisites: EDUC 401, 402)

A semester of classroom experience supervised by University appointed School Associates. The school placement is appropriate to the grade level and subject specialties which the student expects to teach after graduation. Students are expected to assume a large measure of responsibility and to participate in a wide range of teaching and supervisory activities.

EDUC 404 Semester on Campus (Prerequisites: EDUC 401, 402)

Course programming in this semester is designed in consultation with the Director of Undergraduate Programs and the student's Faculty Associate to ensure that professional, academic and certification requirements are satisfied. Students undertake fourteen to eighteen semester credit hours of studies in Education and/or other Faculties to permit the achievement of one or more of the following objectives:

1. To study educational theory and its relationships to classroom practice.
2. To investigate approaches to teaching in school subject areas of other aspects of classroom practice.
3. To strengthen or diversify subject matter background in teaching subjects.
4. To rectify course deficiencies, if any, in subjects required for teacher certification.

5. To explore new subject areas of individual interest which are relevant to education and to future professional goals. (Simon Fraser University, 1976).

Vancouver External Program - an off campus competency based professional development program, subset to the Professional Development Program. Education 401 and 402 were combined in the first semester of training. The students were teamed in small groups and placed in selected classrooms. They stayed in the classrooms for three weeks then attended an off-campus study centre for one week. This cycle was repeated twice, followed by a final week of directed study.

The second semester, Education 404, followed the guidelines as outlined in the PDP defined earlier.

The third semester, Education 405, consisted of a fourteen week extended practicum in selected classrooms.

Facilitative conditions - refer specifically to the conditions of Empathy, Respect and Genuineness.

Empathy - involves both the helper's sensitivity to current feeling and his verbal facility to communicate this understanding in a language attuned to the helpee's current feelings (Truax and Carkhuff, 1967, p. 46).

Respect - for a helpee 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 helpee as a person, separate from any evaluation of his behavior or thoughts. (Truax and Carkhuff, 1967, p.58).

Genuineness - The helper may be actively reflecting, interpreting, analyzing, or in other ways functioning as a therapist; but this functioning must be self-congruent, so that he is being himself in the moment rather than presenting a professional facade. Thus, the helper's response must be sincere rather than phoney; it must express his real feelings of being, rather than defensiveness (Truax and Carkhuff, 1967, p. 69).

Helping relationships - refer to those relationships between a helper and helpee which imply that a change in behavior, attitudes, or beliefs on the part of the helpee will come about (Austin, 1975, p. 8).

Facilitative functioning - Facilitative functioning may be assessed on five-point scales moving from the communication of none of the conditions (level 1) to the full and simultaneous communication of all of the following general conditions: The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with others and committed to the welfare of the other person, he is quite capable of assertive and confronting behaviors when it is appropriate (Carkhuff, 1969, (a) p. 171).

Minimum level of facilitative functioning - refers to helper functioning rated at 3.0 on Carkhuff's five point scale for assessing the helpfulness of the helper interaction (Austin, 1975, p. 8).

Training program in facilitative conditions - refers to the training program described in this study designed to promote the facilitative functioning of teacher trainees on the Vancouver External Program (See Appendix B).

Limitations of the Study

The study was limited to seventeen persons from among those Professional Development Program students who applied for admission into the Vancouver External Program.

The training program in Empathy, Respect and Genuineness comprised some eighteen hours of class time and was an integral part of the first semester of the Vancouver External Program.

The classroom teachers were selected on the basis of their willingness to work with the Vancouver External trainees as well as the degree to which they manifested high levels of interpersonal skills.

Training in Respect and Genuineness was not a major component of the training program.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review in this study will focus on four main areas: (1) Interpersonal skills development as goals of teacher training, (2) identification of Empathy, Respect and Genuineness as key interpersonal skills, (3) Empathy, Respect and Genuineness as related to pupil outcomes, and (4) training programs in Empathy, Respect and Genuineness.

Interpersonal Skills Development as
Goals of Training

From the late nineteenth to the middle of the twentieth century the emphasis in public education shifted from an academic focus to one encompassing the growth and development of the total person (Woodring, 1975). During this period the emphasis in teacher preparation underwent a corresponding shift. Subject mastery as the sole competency requirement expanded to include such things as courses in the liberal arts and professional foundations as well as teaching practicums (Conant, 1963). Teaching was being viewed more and more as an interactive, interpersonal activity (Smith, 1960; Gage, 1963).

More recently a number of writers have argued for interpersonal skills development as an important prerequisite of effective teaching (Rogers, 1969; Purkey, Combs, Avila, 1971; Moustakas, 1972; Gazda, 1973). Moreover, Smith has suggested that an important interpersonal skill necessary for effective teaching is an ability to enter into two-way communication with

pupils, parents and colleagues (Smith, 1963). R. Y. Will (1967) supports this point of view in his article, "The Education of the Teacher as Person", in which he states that:

The purpose of both general and professional education is to develop the student's ability to interact with specific others in a way that enhances the possibility of effecting desirable changes in behavior.

C. N. Ratzlaff, Assistant Professor of Education at The University of Saskatchewan, Saskatoon has developed a model of Human Relations Training For Teachers (Ratzlaff, 1972) while P. G. Halmondris (1972) of Brandon University argues for empathy competence in teachers.

The importance of interpersonal skills development for teachers is not limited to the writings of certain educational theorists. It is also reflected in the goal statements of several teacher training programs.

Allen and Cooper (1969) in writing of the Massachusetts Elementary Teacher Education Program write that such skill development is both desirable and feasible.

The METEP is interested in producing the fully human teacher, a person who meets the criterion of warmth and human understanding...it is believed that education, psychology, philosophy, and behavioral technology are at a stage whereby the effectively trained teacher can now be a human relations expert...

This goal is reflected in several minimal performance objectives having performance criteria which include

...both Intrapersonal System Skills (awareness of self as self, awareness of self in relation to self and others) and Interpersonal System Skills (two person interactions, small group interactions, classroom interactions...)

The Georgia Educational Model for the Preparation of Ele-

mentary Teachers cites a number of performance behaviors related to interpersonal skills development. They include the following:

The teacher undertakes and is able to use effectively the tools of communication.

- Develops a sense of empathy and oneness with ones fellow man.

- Develops the ability to empathize with others.

- Discovers ways and means for providing personal comfort for others in need of understanding and compassion.

- Achieves a high degree of skill in handling interpersonal relationships for the mutual satisfaction of all concerned. (Johnson, et al, 1969)

The Comfield model, proposed by the Northwest Regional Educational Laboratory, also includes interpersonal skills development as an objective of teacher training. One of the basic skills included in its list of competencies is for the teacher to "demonstrate effective interpersonal and group skills." (Schalock, 1969)

The Columbia University Model Program identifies four roles seen as essential for the teacher. One of the roles, The Interactive Teacher, stipulates that

He is a student of individual differences and he has the interpersonal sensitivity to touch closely the minds and emotions of the student and to modify his own behavior as a teacher in response. (Joyce, 1969)

In addition to receiving attention in the goal statements of teacher training programs, the importance of interpersonal skills development for teachers is reflected in specific program practices at many training institutions.

Syracuse University's Model Program in teacher education has a Professional Sensitivity Training component, the major task of which is to

...increase the students awareness of and sensitivity to the interpersonal dimensions of the learning situation. (Hough, 1969)

In the teacher training program at Carnegie-Mellon University a seminar in interpersonal relations is included in the course offerings. The School of Education at Indiana University, Bloomington has an educational foundations course combining human relations training, contracting and field experience. (Peterson, Vincent and others, 1975)

Several Universities include interpersonal skills development as a major component in their training programs. For example, the School of Education at the University of Michigan, Ann Arbor has implemented a field based psychoeducational teacher education program that is organized around a three-factor model of teaching behavior based on personal style interaction, interpersonal relationship skills, and teaching competencies. (Michigan University, 1974)

At the College of Education, University of Houston, the student enrolls in a competency based teacher training program with modules relating to Awareness of Self; Awareness of Self in Relation to Others; Effective Listening and Responding; and Teacher Interaction -- Affective (Borgers and Ward, 1975)

Concern for interpersonal skills development in teachers is not confined to training institutions alone. The State of Minnesota provides an example of a state department of education responding to concerns for interpersonal skills training where,

In reaction to objections from various minority groups in Minnesota regarding the way they were portrayed and treated in the public schools, the State adopted EDUCATION 521, The Human Relations component, in all programs leading to either initial certification or re-certification in education. (Carl and Jones, 1972)

In summary then, the importance of interpersonal skills development in teachers is advocated by educational theorists, is reflected in the goal statements of training institutions, is manifest in specific training practices, and receives consideration in the regulations of State Departments of Education. It is clear that there is considerable attention in the literature suggesting that interpersonal skills development in teachers is an appropriate goal of teacher training.

Empathy Respect and Genuineness

as Key Interpersonal Skills

Building on the earlier work of Freud and others, Carl Rogers, in 1951, began to examine those distinctive functions of the therapist which he believed play the key role in bringing about constructive personality change in the psychotherapeutic context. As Rogers re-examined and modified his original beliefs he focused more sharply on the role of the therapist, or helper, in the therapeutic relationship. What seemed to matter critically to the patient's movement towards mental health was how the therapist functioned with him in the interpersonal context of the therapeutic situation.

As a result of his studies, in 1957 Rogers published an article in which he set forth six conditions which he felt were necessary and sufficient to account for constructive personality change in helping relationships. Rogers describes these conditions as follows:

1. Two persons are in psychological contact.
2. The first, whom we shall term the client, is in a state of incongruence, being vulnerable or anxious.

3. The second person, whom we shall term the therapist, is congruent or integrated in the relationship.
4. The therapist experiences unconditional positive regard for the client.
5. The therapist experiences an empathic understanding of the client's internal frame of reference and endeavours to communicate this experience to the client.
6. The communication to the client of the therapist's empathic understanding and unconditional positive regard is to a minimal degree achieved. (In Berenson and Carkhuff, 1967, p. 73)

The first two conditions, of psychological contact and client incongruence, relate more to the therapeutic context than to other helping relationships and consequently will not be discussed here.

The remaining conditions concern the therapist's experiencing of self, his experiencing of the client, and his communication of that experiencing to the client. It is from these conditions that the following three helper variables emerge:

1. The therapist or helper is congruent or genuine in the relationship. (Genuineness)

2. The therapist or helper experiences and communicates unconditional positive regard or respect for the client. (Respect)

3. The therapist or helper experiences and communicates empathic understanding of the clients frame of reference. (Empathy)

In this study, these variables are referred to as Genuineness, Respect and Empathy.

Since Rogers' initial presentation in 1957, these conditions have been the subject of considerable research investigation re-

lating to both therapeutic process and client outcome measures of constructive personality change. These studies have been reviewed and summarized in Truax and Carkhuff (1967) wherein the authors make the following statement:

These studies taken together suggest that therapists or counsellors who are accurately empathic, non-possessively warm in attitude, and genuine are indeed effective; the greater the degree to which these elements were present in the therapeutic encounter, the greater was the resulting constructive personality change in the patient (p. 100)

The authors further conclude that these conditions are necessary to account for effectiveness in psychotherapy and are also related to success in other helping relationships, specifically the parent-child and teacher-student relationships.

The conditions of Genuineness, Respect and Empathy will be examined below in reference to their functional role in the helping process.

Genuineness

Rogers initially referred to helper Genuineness as congruence. By helper or therapist congruence he meant that

...the feelings the therapist is experiencing are available to him, available to his awareness, and he is able to live these feelings, be them, and able to communicate them if appropriate. (Rogers, 1961, p. 61)

Truax and Carkhuff, in their study of the literature concerning helper effectiveness, find that theorists from many orientations stress the importance of what may be called therapist Genuineness.

In some way or another, all have emphasized the importance of the therapists ability to be integrated, mature, genuine, authentic or congruent in his relationship to the patient. (1967, p. 25)

Carkhuff and Berenson argue that the degree to which an

individual is aware of his own experience is directly related to his ability to help another become more aware of self (1967, p. 29). In other words, the more genuine the helper, the more effective he can be in assisting the helpee to greater Genuineness.

They also address themselves to the difficulty of a therapist experiencing negative feelings towards a client.

...when his only genuine responses are negative in regard to the second person, the therapist makes an effort to employ his responses constructively as a basis for further inquiry for the therapist, the client and their relationship. (p. 29)

Another aspect worth considering is the effect upon the helpee when Genuineness is absent from the helping relationship. Truax and Carkhuff (1967, p. 32) suggest that

To be understood deeply by a potential enemy, or by an unpredictable "phony" can be deeply threatening rather than facilitative.

In this sense some minimal level of helper Genuineness may be necessary before respect and empathy can function fully in a relationship.

In examining the research concerning the therapeutic effectiveness of Genuineness, Truax and Carkhuff (1967, p. 126, Table VI) reviewed seven studies involving 494 clients and found nineteen instances of specific outcome measures significantly favoring the hypothesis that Genuineness is related to therapeutic effectiveness and six instances of outcome measures significantly against the hypothesis. When these studies were looked at from the point of view of overall combined outcome measures then there were six instances of such measures significantly

favoring the hypothesis and none significantly against. The data clearly suggests that therapist Genuineness is positively related to therapeutic effectiveness.

Combs, Avila, and Purkey, who see teaching as a "helping profession" look at Genuineness (or authenticity) in an educational context and distinguish between acting from personal beliefs, attitudes, and values, and "playing a role". For them, the authentic teacher is more concerned with letting his behavior and interactions be a part of the situation at hand rather than conforming to pre-selected techniques.

They write:

Helpers willing to be openly and honestly who they are have a tremendous advantage. They can forget themselves and so give themselves much more freely to the task at hand. Their interactions tend to be straightforward, uncomplicated, and hence, more likely to be appropriate. Helpers who find it necessary to concentrate attention on "playing a role" or "using right methods" introduce deviations in the route from idea to behavior. ...Authenticity frees the helper to devote his full attention to the problem at hand. His behavior can be smoothly congruent and 'en rapport' with students, clients, and the world. (Combs, Avila, and Purkey 1972, p. 292)

Rogers (1961) in writing of the teacher's "real-ness" emphasizes the importance of the teacher being congruent and accepting responsibility for his feelings.

Learning will be facilitated, it would seem, if the teacher is congruent. This involves the teacher being the person that he is, and being openly aware of the attitudes he holds. It means that he feels acceptant towards his own real feelings. Thus he becomes a real person in his relationship with his students. ...Because he accepts his feelings as his feelings, he has no need to impose them on his students, or insist that they feel the same way. (p. 287)

Moustakas (1966) argues that the authenticity of the teacher is an important ingredient in the learning environment. He main-

tains that:

...when adults are authentically present, they become sources of life and can stimulate and challenge children and enable them to further establish and clarify self-identity and deepen and extend relations with others. (p. 13)

The aspect of Genuineness wherein the individual owns his feelings is of extra importance when the teacher is hurt or angered by events in the classroom. It does not mean that he has license to be destructive. Patterson (1973) addresses this point succinctly when he states:

The expression of anger or other negative feelings by the teacher is not damaging to students and their learning when it is clearly an expression of the teacher's feelings without blaming, condemning, evaluating negatively, or threatening. (p. 104)

Each author emphasizes that the Genuineness of the teacher, his ability to be in touch with his feelings and to communicate them appropriately, contributes to an environment which facilitates learning.

Genuineness and Pupil Outcomes

In looking at the classroom setting the link between teacher Genuineness and pupil outcomes is less clear than in the therapeutic context.

Truax and Tatum (1966) in a study involving twenty pre-school children found no significant relationship between teacher Genuineness and the performance or social adjustment of the children.

David N. Aspy and Flora N. Roebuck (1972) conducted a study wherein the reading instruction groups of fifty elementary teachers were analyzed using (a) Flanders categories of inter-

action, (b) Carkhuff's scales for Empathy, congruence (Genuineness), and positive regard, and (c) the levels of Bloom's taxonomy reached in student responses. There was no significant relationship between teacher Genuineness and pupils' cognitive functioning. There was an indication of a relationship in that the mean Genuineness level for the twenty teachers of groups evidencing higher cognitive functioning was 2.81 as compared with a mean of 2.57 for the twenty teachers of those groups manifesting lower levels of cognitive functioning.

In some of the literature dealing with interpersonal skills the helper variables of Empathy, Respect and Genuineness are treated together under the rubric "facilitative conditons". In that regard, Kratochvil, Carkhuff, and Berenson (1969) examined the cumulative effects of parent offered levels of facilitative conditions upon indices of student functioning over a six-year period for a group of eighty fifth-graders. It was found that parent and teacher offered levels, averaged over the six years, were not significantly related to the students' present level of functioning. Support for a relationship between teacher level of functioning and student level of functioning did obtain when students of the highest functioning teachers were compared with students of the lowest functioning teacher in terms of growth in reading achievement. The relationship was significant only when reading ability was important (grades one through three) and the teacher was functioning near minimally facilitative levels.

Dean L. Stoffer (1970) investigated the relationship between volunteer's levels of Empathy, non-possessive warmth, and

Genuineness and student outcomes for a group of thirty-five elementary school children experiencing behavioral and academic difficulties. Lack of agreement between judges as to the level of Genuineness offered by the helpers necessitated the exclusion of this variable from further analysis (Reliability Coefficients among the three raters were .18, .37, and .04). In other words the raters were unable to agree amongst themselves as to the Genuineness of the helpers.

David N. Aspy (1969) in a study of six third-grade teachers found that the average gain in paragraph meaning, word meaning, language, and word study skills by students of teachers offering high levels of congruence (Genuineness) was substantially more than that for students of teachers offering low levels of Genuineness. It was also found that high versus low levels of teacher facilitative functioning was as predictive of student reading achievement as high versus low levels of intelligence for children in a regular classroom.

Aspy (1972) also studied the relationship of genuineness to Flander's Interaction Categories for fifty elementary teachers. He found that high level Genuineness was significantly related to more praise, less criticism, and greater student-initiated response.

In summary then, while the literature supports the idea of a relationship between teacher Genuineness and pupil outcomes, the research data is somewhat equivocal.

Respect

The second helper variable which emerged from Rogers' conditions concerning helper effectiveness is that the helper ex-

periences and communicates unconditional positive regard for the client.

Many terms and phrases occur in the literature to express this idea. Among them are positive regard, nonpossessive warmth, nonpossessive caring, warmth, and Respect. These terms are closely related and each of the authors cited below, who use different terms, have the same working definition as Rogers in his use of unconditional positive regard and as this author in his use of Respect.

In the therapeutic context Respect is manifest as helper caring for the other person's worth as a separate person (Carkhuff and Berenson, 1967, p. 28; Rogers, 1961, p. 283), as the helper's acceptance of the client's experience without judgements of worth (Rogers, 1961, p. 283), and as the helper's permitting the client "...to be whatever is going on in him at the moment..." (Rogers, 1961, p. 62).

The effect of Respect for the helpee is that the environment becomes safe for expressing feelings (Rogers, 1961). An atmosphere of trust is created, one which communicates a sense of worth to the helpee and hence forms a basis for the helpee experiencing his own self worth (Carkhuff, 1969, pp. 86-87). In such an environment the helpee's communications begin to more accurately represent what he feels. As this develops he moves toward being "authentic" or "fully functioning" (Rogers, 1961, p. 64).

In examining the research concerning the therapeutic effect of Respect (referred to as "nonpossessive warmth" in the text cited) Truax and Carkhuff (1967, p. 127, Table VII) reviewed

eight studies involving 508 clients. They found thirty-one instances of specific outcome measures significantly favoring the hypothesis that Respect is related to therapeutic effectiveness and no instances significantly against. When these studies were looked at from the point of view of overall combined outcome measures they found five instances of such measures significantly favoring the hypothesis and one unsupported.

It would seem then that the condition of Respect is positively related to therapist effectiveness in the therapeutic context.

In the classroom context Respect operates in much the same manner as in the therapeutic setting. Patterson (1973) in writing of the relationship between Respect and the classroom situation suggests:

Respect involves an acceptance of each child as he is, for what he is. It makes no demands that he must be different -- it is unconditional. It is not an impersonal respect, but includes a liking for, what Rogers calls a prizing of, another -- his feelings, his opinions, his person. It is also a caring for another, a feeling of warmth toward him -- but a nonpossessive caring and warmth recognizing his integrity as an individual. (1973, pp. 106-107)

Logan and Logan (1974, pp. 127-128) see warmth as

...the tendency of the teacher to be approving, to provide emotional support, to be understanding, and to accept the feelings of children.

They argue that for teachers of young children to be effective they must, among other things,

..."act in a warmly encouraging manner toward them, and understand the children's need for warm personal relationships with interested adults."

Combs, Avila, and Purkey (1971) point out that a teacher's caring for a child has a "freeing" effect. This caring contri-

butes to the establishment of a safe environment and in such an environment, where the child does not feel threatened, learning can begin. Purkey (1970) states:

We know that exploration is curtailed in an atmosphere in which one must spend most of his time avoiding or reducing anxiety brought about by threat to the self.
(p. 51)

Aspy (1972) and Purkey (1970) both see a commitment dimension to Respect. For Purkey it means that teachers act upon the warmth they feel with the result that students experience a sense of importance and belonging. Aspy sees the commitment dimension of respect as follows:

...a teacher demonstrates her amount of valuing a student by the degree to which she communicates to him that he is able to use his highest cognitive ability, namely thinking. Thus there are two components for this type of respect. The first is a belief in the other person's highest abilities, and the second is providing tasks which permit him to use them. (p. 87)

Respect then, as described by these writers, is an attitude communicated to the students by the teacher. This attitude communicates a caring and prizing of students and a basic trust in their ability to develop. It promotes an environment where, in the presence of emotional safety and the absence of threat, learning can take place.

Respect and Pupil Outcomes

A number of studies have been completed which investigate the relationship between teacher Respect and both pupil outcomes and classroom processes.

In 1960, C. M. Christensen studied ten grade four teachers together with their present and previous year students. He found that teacher warmth was significantly related to vocabulary and

arithmetic achievement.

Of the studies cited in the previous section on Geunueness those of Truax and Tatum (1966), Aspy (1969), Stoffer (1970), Aspy and Roebuck (1972), and Aspy (1972) all showed a significant relationship between teacher levels of Respect and classroom processes or pupil outcomes.

In a study concerning Respect alone, Aspy, Roebuck, and Black (1972) examined the relationship between the level of teacher communicated Respect and the following Flanders classroom processes: (1) accepts feeling, (2) praises, (3) uses student ideas, (4) asks questions, (5) lectures, (6) gives directions, (7) criticizes, (8) student responds, (9) student initiates, (10) silence or confusion. A significant positive relationship was found between high levels of Respect and categories (1), (2), and (9), while a significant negative relationship was found between high levels of Respect and categories (7) and (10).

In a recent study Flora N. Roebuck (1975) studied some 782 students in fifty classrooms over a period of six months. A total of sixteen outcomes covering personal, academic, and social growth dimensions were examined with respect to the presence of Genuineness, Respect, and Empathy in interpersonal processes.

To quote the author:

This study again demonstrates the importance of the teacher's interpersonal facilitative skills as a predictor of student outcomes in all measured dimensions of personal, academic, and social growth. Of particular interest, we discovered high multiple correlations between teacher's levels of interpersonal skills and growth in creativity. ...

We can conclude that teachers possessing or acquiring interpersonal facilitative skills likely will enhance student achievement in personal, academic, and social growth.

It must be noted that the Kratochvil, Carkhuff, and Berenson study (1969) cited earlier and which investigated the cumulative effects of teacher and parent offered levels of facilitative functioning on grade five students failed to establish a significant relationship between the six-year average level of facilitative functioning and final outcome measures. The authors suggest that this may have been a result of low levels of parent or teacher functioning cancelling out the positive impact of high levels of functioning.

It would seem, from the research discussed so far, that a relationship between levels of teacher Respect and student outcomes and classroom processes does indeed exist. However, Duncan and Biddle (1974) in a text which purports to give "a summary of knowledge concerning teaching that has been developed through research" (p. vii) state that "the case for warmth [Respect] is also not yet demonstrated." (p. 132) The main reason for this position seems to be a lack of what the authors call experimentally generated research. It would seem to this writer that while the case for Respect is perhaps not yet fully demonstrated, it is certainly getting some strong support.

Empathy

The remaining and perhaps most important helper variable to emerge from Rogers' conditions is that the helper experiences and communicates empathic understanding of the client's frame of reference (Empathy). This empathic understanding is seen as the "...ability to 'feel like another'" (Combs and Snygg, 1959, p. 236); or "...capacity to place one's self in another's shoes,

to perceive as he does." (Combs, Avila, Purkey, 1971, p. 185)

Carkhuff (1967 a) holds that Empathy is the critical condition of helping. He maintains that "Without empathic understanding of the helpee's world and his difficulties as he sees them there is no basis for change." (p. 173). Combs, Avila, and Purkey see the quality of helper Empathy as the sine qua non of the helping relationship. (1971, p. 185)

This empathic understanding or Empathy fulfills several functions in the therapeutic context. It enables the helper to understand the helpee's point of view (Rogers, 1961, p. 34). It enables the helper to feel more warmth, respect, and liking for the helpee (Truax and Carkhuff, 1967, p. 42). It indicates to the helpee that the self is comprehensible and acceptable (Combs, Avila, and Purkey, 1971, p. 239). It allows the helpee to clear up distorted perceptions of self and provides a basis for corrective action and constructive change (Carkhuff and Berenson, 1967, p. 27).

In examining the research concerning the therapeutic effectiveness of Empathy, Truax and Carkhuff (1967, p. 125, Table V) reviewed ten studies involving 530 clients. They found twenty-one instances of specific outcome measures significantly favoring the hypothesis that Empathy is therapeutically effective and no instances significantly against. When these studies were examined from the point of view of overall combined outcome measures they found ten instances of such measures significantly favoring the hypothesis and none against.

It seems clear that the condition of Empathy is positively

related to therapeutic effectiveness.

The classroom functions of Empathy are not unrelated to those of the therapy context. According to N. L. Gage and David C. Berliner, "...the educator needs to make a special effort to put himself in the child's place so as to see phenomena and problems in the way the child sees them. This kind of intellectual "empathy" is not easy, ...When it is attained, such an understanding of the child's processes can help the teacher." (1975, p. 375) Purkey too implies that a teacher's Empathy can result in more effective teaching.

The degree to which a teacher is able to predict how his students are viewing themselves, their subject, and the world, to that degree he is in a position to become a successful teacher. (1970, p. 57)

A particular effect worth noting is that the use of Empathy, when dealing with "problem" children, frequently gives rise to a positive change in attitude on the part of the teacher towards the student (Gazda and others, 1977, p. 8). This parallels the reported increase in warmth, respect, and liking for the helpee in therapeutic contexts.

A more direct effect of teachers responding with Empathy may be to have the student see himself as both more comprehensible and acceptable. Such increased understanding should promote more favorable attitudes towards learning. Combs, Avila, and Purkey (1971, p. 239) see such understanding as

"helping to eliminate the student's feelings of shame and humiliation which prevent him from making an effort."

Rogers (1961, p. 287-288) expresses a similar point of view when he claims that the teacher

"...who can empathize with the feelings of fear, anticipation, and discouragement which are involved in meeting new material, will have done a great deal toward setting the conditions for learning."

In summary then, the presence of Empathy in the classroom is a benefit to both teachers and students. It allows students the experience of being understood; it promotes more favorable attitudes towards learning; and it enables students to express feelings and concerns which may otherwise inhibit learning. For the teacher it promotes a greater understanding of the student's world which frequently results in more positive attitudes towards the student. Such increased understanding can then be used to further plan for students' emotional and intellectual development.

Empathy and Pupil Outcomes

A number of studies have been completed which investigate the relationship between teacher Empathy and pupil outcomes.

Truax and Tatum (1966) in a study of twenty preschool children found that:

"the greater the level of empathic understanding of the child exhibited by the teacher, the greater the tendency for the child to make positive adjustments to the pre-school setting and the greater the tendency for the child to make more positive adjustment to peers."

(Aspy and Hadlock (1967) found that students in grades three to five of teachers functioning at high facilitative levels (one component being empathic functioning) made an average achievement gain of two and one-half years during the school year. This compared with an average gain of less than a year for students of teachers functioning at low levels. It was also found that students of high functioning teachers had a lower truancy rate than those of low functioning teachers.

In the Aspy study (1969), cited earlier, it was found that students of teachers with high ratings of Empathy gained substantially more in paragraph meaning, language, word meaning, and word study skills (as measured on Stanford Achievement Tests) than did those of teachers with low Empathy ratings.

In the Stoffer study (1970), cited previously, it was found that Empathy was significantly related to gains in achievement (as measured by the Wide Range Achievement Test, the Gray Oral Reading Test, and teacher grades). A significant relationship was also found between high ratings of Empathy and gains reflected by the combined index. (The combined index was a composite of change in I.Q. score, achievement gains, reduction in teacher rated problems, and gains in motivation.)

Roebuck's study (1975), also cited earlier, of the relationship between interpersonal processes and student outcomes found a significant relationship between Empathy and achievement, and personal and social growth dimensions in students. The achievement dimensions covered three subtests of the Iowa Test of Basic Skills (reading, spelling, and arithmetic) and three subsets of the Torrence Test of Creative Thinking (Fluidity, Flexibility, and Originality). The personal growth dimensions were those measured by the Children's Manifest Anxiety Scale; the How I See Myself Scale (four factors); and the Junior Index of Motivation. The social dimensions were those as measured by the Dependence-Proneness Scale and the Social Reaction Inventory.

Harbach and Asbury (1976), in a study of twenty teachers each working with a selected problem child over a four week per-

iod, found that negative behaviors decreased when teachers responded facilitatively in the empathic domain.

It must also be noted that the Kratochvil, Carkhuff, and Berenson study (1969) cited earlier failed to show a significant relationship between the cumulative effects of higher Empathy and students physical, emotional, and intellectual functioning. Aspy's study (Aspy and Roebuck, 1972) also failed to establish a significant relationship between teacher Empathy and student levels of cognitive functioning. It may have been that the range and levels of empathic functioning, operant in these studies, were insufficient to significantly effect pupil outcomes.

It would seem, the previous two studies notwithstanding, that the bulk of research surveyed supports the theoretically advanced position that high levels of teacher Empathy enhance student achievement in personal, academic, and social growth dimensions.

Training Programs in Empathy, Respect and Genuineness

Research studies cited in the previous section give evidence that a teacher's level of Empathy, Respect, and Genuineness is related to classroom processes and pupil outcomes. Given these data it would seem appropriate to provide prospective teachers with opportunities to develop skill in these areas. Some questions to be dealt with in this regard are: (1) To what extent is it feasible to have teacher trainees undergo training in the conditions of Empathy, Respect and Genuineness; (2) What are the significant effects of such training; (3) What are the implications for the selection of trainers and trainees; and (4) What would be the components of such a training program. The

literature in the area of training and helping sheds some light on these issues.

Feasibility of Training

There are numerous examples in the literature of populations being trained in the skills of Empathy, Respect and Genuineness (e.g. Carkhuff 1969b, 1971). In this section, however, only studies involving populations from the field of education are reported.

There are several studies to show that student teachers and teacher-aids can increase their levels of facilitative functioning through training. Bierman, Carkhuff, and Santill (1969) found that a sample of sixty Head Start teachers improved significantly in their discrimination and communication of Empathy after a ten hour training program.

Carkhuff and Griffin (in Carkhuff, 1971) also report a significant improvement in both discrimination and communication for a group of twenty-three Head Start teachers and teacher-aids after a basic orientation course.

In a study by D. H. Berenson (Carkhuff, 1971) twelve elementary school student teachers underwent twenty-five hours of human relations training. After training the subjects rated significantly higher in interpersonal functioning compared with three control groups.

Shaddock (Austin, 1975) compared the effects of two training programs (a Carkhuff and a Social Drama model) on secondary school student teachers and found significant gains in facilitative functioning for both groups.

Hartzell (1971) and James (1971) report significant effects in training elementary school teachers and student teachers in the offering of facilitative conditions.

L. H. Hicks (1975) describes a human relations training program subset to the teacher education program at Southern University, Baton Rouge, Louisiana. This program had three components; a Basic Human Relations Course of three credit hours for pre-student teachers, a Refresher Experience Transition Training Session, and a Human Relations Seminar of some fourteen two-hour sessions.

The author reports that:

"The acquisition of helping skills made a difference in student teachers effectively communicating with people and humanizing their classrooms."

It must be noted that by October 1975 this Human Relations Program was "on hold", a situation which Hicks attributed to several circumstances. She cited faculty resistance, the departure of key personnel, and a lack of restaffing funds as the important factors.

In conclusion, the research clearly suggests that it is feasible to train student teachers in Empathy, Respect and Genuineness.

Effects of Training

A number of studies on the effects of systematic training in the facilitative skills of discrimination and communication are reported by Carkhuff (1969b). This section will confine itself to subsequent studies and will cover a variety of training contexts. The effect of trainee gains on pupil functioning will also be examined.

Hefele (1971) reports the outcomes of training versus non-training on a group of graduate students preparing to teach in a school for deaf children. Training was taken prior to their student teaching practicum. He found that the trained group was: (1) more able to pick the highly facilitative critic teachers, (2) able to communicate with pupils at significantly higher levels of Empathy, Respect, and Genuineness, and (3) more effective at the beginning of the teaching practicum. This study also found that pupil reading and math achievement were significantly related to student teacher level of interpersonal functioning. Increased interpersonal functioning accounted for 62 percent of the variance on the reading criterion and 19 percent of the variance on the math achievement criterion.

Berenson (1971) reports on the comparative effect of twenty-five hours training on a group of elementary school student teachers. The trained group made significant gains in written response scores to Carkhuff's Communication Index of Interpersonal Functioning -- shifting from a 1.71 to a 2.66 mean level of responding. Moreover, the trained group received higher ratings in total competency, general teaching competency, classroom management, and understanding of the teaching-learning process. The trained and control groups were also assessed using Flander's Interaction Analysis. The trained group rated significantly higher in acceptance of pupil feelings, acceptance of pupil ideas, and amount of pupil initiated talk.

In the Carkhuff and Griffin study discussed earlier, the twenty-three teachers increased in empathic functioning from a

mean of 1.3 to a mean of 2.1 after ten hours of training. Their discrimination scores for Empathy improved from a mean discrepancy of 1.2 to a mean of 0.5. In addition, six trainees functioning above level 2.5 received an additional one hundred hours of training in communication to become trainers of teacher helpers. Mean scores after this training were Empathy - 3.7, Respect - 3.6, and Genuineness - 3.5. The short training was effective in selecting individuals who could benefit from the more advanced training. (Carkhuff, 1971, p. 307-314)

Aspy (1972) studied the effects of interpersonal skills training of seventeen first grade teachers upon pupils in their classes. He found that pupils of trainees gained an average of nine I.Q. points following the training program and also that the pupil's inferred self-concepts were positively related to the improved interpersonal functioning of the teachers.

Dalton, Hylbert, and Sundblad (1973) investigated whether a videotaped, modeled-learning experience would facilitate the acquisition and transfer of training of accurate empathic understanding. They found that the experimental subjects' 2.47 mean level of functioning was significantly higher than the 1.54 and 1.65 mean levels of the control groups. Moreover, this difference was maintained over a one-month follow up period.

D'Augelli et al (1974) report on the effects of a training program of less than twenty hours duration in which forty-eight dating couples were trained in interpersonal skills. Mean levels of empathic functioning were 1.5 at pre-training and 2.2 at post-training. The pre level was similar to most college students

and the post-level was comparable to the average counselor. The experimental group also showed a significantly higher level of self-exploration after training.

Aspy and Reobuck (1974) conducted a research survey on the effects of interpersonal skills training for teachers. They reviewed fifteen studies and found that:

The variables on which movement occurred were directly and positively related to the specific content of the training program and varied when the content varies.
(p. 192)

All of these studies used the constructs of Empathy, Respect and Genuineness as the operational definition of interpersonal skills.

Roberta Guzatta (1976) reports that a group of thirty-seven mothers of sixth, seventh and eighth grade students showed significantly more Empathy on behavioral and written measures after six hours of training.

Fraser and Vitro (1976) conducted a study wherein thirty-eight undergraduate education students received ten hours training in Empathy. The purpose of the study was to determine the effects of such training on the empathic abilities and self-concepts of the trainees. They found a highly significant increase in Empathy in the experimental group (from a mean of 1.03 to a mean of 2.14) and a significant reduction in "real self-ideal self" discrepancy scores. The authors suggest that this reduction

"at the very least ...might be interpreted as evidence of a more realistic self-appraisal, an accomplishment worthy in its own right." (p. 65)

D. Austin (1975) in a study of two hundred student teachers at Simon Fraser University found

...no indication that students were leaving their teacher training program with skills that would contribute to their facilitative functioning in the classroom. (p. 68)

There was, however, no specific training in interpersonal skills for the students in this study.

The studies cited indicate that systematic training translates into professional benefits for the trainees. Findings from these studies also suggest that pupils of teachers trained in Empathy, Respect and Genuineness benefit from the increased levels of functioning. Furthermore, student teachers do not seem to manifest high levels of interpersonal functioning in the absence of training.

Selection of Trainers and Trainees

Given that training in Empathy, Respect and Genuineness is feasible and effects desirable trainee outcomes it seems appropriate to discuss some conditions concerning effective training. In general terms the outcomes of training are a function of the people involved in the training process and the kind of training program employed. This section will focus on the people involved in the training process -- the trainees who receive the training and the trainers who give the training. The next section will deal with training program components. The identification and selection of prospective trainees will be discussed first, followed by a similar discussion concerning trainers.

A number of research studies have reported on the level of functioning of untrained populations. Carkhuff (1971 a) found that the mean level of facilitative functioning for lay populations was about 1.5; for teachers - 1.8; and for experienced

counselors - 2.2. In a recent study of untrained teacher trainees Austin (1975) reported a mean of 1.72 in facilitative functioning. It should be noted that these levels are considerably below the minimally facilitative level of 3.0 defined earlier in this study.

In the studies of the effects of training (cited earlier) only that of Carkhuff and Griffin reports results wherein group functioning rose above the minimally facilitative mean of 3.0. The remaining studies reported post-training means from 2.1 to 2.66, still substantially below the minimally facilitative level. It would seem that while training can indeed promote an increase in functioning, this increase is generally not enough to achieve mean levels that are minimally facilitative. It is probable, however, that the mean levels, while generally below 3.0, are made up of individuals functioning near or above minimum level averaged with others functioning well below this level. In this regard, it may prove helpful to look more closely at the relationship between trainee selection criteria and final level of functioning.

Carkhuff (1969 a) undertakes an analysis of this relationship and the implications for trainee selection. The research suggests that those individuals functioning at higher levels in their ability to communicate and discriminate effective communications prior to training make the greatest training gains. An index of initial level of trainee functioning would thus serve as a predictor for training gains.

The best way to derive such an index might be to cast pros-

pective trainees in a helping role and thus get a measure of present levels of functioning. (Carkhuff, 1969 a p. 86)

A second method of selection which might be helpful would be to get some measure of how well a trainee might respond to training. Carkhuff suggests that,

The best index of whether a helper trainee can effectively employ the training experience involves an index of the prospective helper's present ability to employ a training analogue. (1969 a, p. 88)

One way in which this might be done is to give prospective trainees a few hours training in discriminating and communicating Empathy, Respect and Genuineness using pre and post measures. Those who show the greatest learning gains could then be considered for future training. This method was employed in the Carkhuff and Griffin study cited earlier.

Unfortunately both these procedures are not always possible. An alternative course would be to have training candidates respond to standardized indexes of communication and discrimination. Those candidates with sufficiently high levels of functioning could then be selected for training.

The situation with respect to initial levels of discrimination and final levels of facilitative functioning is somewhat different. In general it can be stated that initial levels of discrimination are related to final levels of discrimination but not necessarily to facilitative functioning as measured by the ability to both discriminate and communicate. In other words high level discriminators may or may not be high level communicators. However, high level communicators are also high level discriminators. Thus an index of discrimination can be used as a

back up for an index of communication in selection of potential trainees.

What we can draw from these data is this. A trainee's initial level of facilitative functioning is directly related to his final level of functioning. Since the Communication and Discrimination Indexes provide a measure of this functioning, it is appropriate to use such indexes as selection instruments.

To quote Carkhuff:

...if the options for such intensive and personalized selection procedures [casting in helping roles or mini-training experiences] are not available or possible, the standardized indexes of communication and discrimination offer a reliable and valid means of estimating a prospective helper's level of functioning. (ibid p. 139)

The question of trainer selection is another important issue, because of the direct relationship between the trainer's level of functioning and the trainee's post training level of functioning. Some consequences of this relationship are that:

(1) Trainees coming in at relatively low levels of functioning may gain a great deal if trained by high functioning trainers.

(2) Trainees coming in at relatively high levels of functioning may lose a great deal if trained by relatively low functioning trainers.

(3) If trainers are functioning at very high levels then high functioning trainees can be selected resulting in maximally functioning trainees in a minimum of time. (Carkhuff, 1969 a, p. 150)

Given these outcomes it seems appropriate: (a) that those individuals already functioning at high levels or who can be

efficiently trained to function at high levels be selected as trainers; (b) to use the Discrimination and Communication Indexes in conjunction with the helping role assessment to get a more accurate measure of trainer functioning; (c) to use a training analogue index as part of the selection procedure for trainers should additional training be required.

Training Program Components

A selective review of the literature concerning training programs in Empathy, Respect and Genuineness suggests that effective training programs have three principal components. They are commonly referred to as the experiential, didactic, and modeling components. (Truax, Carkhuff, Gazda, Hicks)

Carkhuff (1967, 1969) and Gazda (1973) argue that the experiential component is a crucial dimension. This component constitutes those experiences and trainer behaviors which insure that the trainee experiences the conditions he is being trained to acquire. In the context of Empathy, Respect and Genuineness training it means that the trainee must experience these conditions as part of his training environment, both from the trainer and ultimately from fellow trainees. A second feature of this experiential component is that the environment be generally facilitative -- giving the trainee opportunity to experience and know himself more fully in a free, safe, and secure atmosphere.

In the didactic component the emphasis is upon the direct teaching or shaping of the trainee's ideas and responses. Here it is the trainer's beliefs concerning the important knowledge and skills which constitute the goals of training (Truax and Carkhuff, 1967). Carkhuff argues that:

"...the high level trainer has the responsibility for teaching the trainee in a structured and didactic fashion the components of his fine discriminations and communications, both inter- and intrapersonal (1969, p. 200)."

Modeling is the third important training component. Truax and Carkhuff (1967) cite a number of studies supporting the thesis that modeling processes are effective in promoting behavior change. In the Carkhuff programs, the trainer himself is the model and is fundamental to successful training. He writes:

"...the trainer is the key ingredient insofar as he offers a model of a person who is living effectively. Without such a person there is no program (1969, p. 201).

In other programs, (Payne, 1972; Perry, 1975) modeling may take the form of audio or video exemplars of the conditions being trained for. In these, the modeling component is not limited to the functioning of the trainer.

A number of studies, subsequent to the work of Truax and Carkhuff already cited, examine the efficacy and relative effectiveness of the didactic, experiential, and modeling components.

Payne et al (1972) examined the effects of audio modeling versus no modeling and of experiential supervision versus didactic supervision in the Empathy training of undergraduate psychology students. They found that the training effects of modeling and didactic supervision were additive and of approximately equal magnitude for the training period examined. The experiential component did not affect training gains, perhaps because of the short training period.

Dalton et al (1973), in a study involving 187 education undergraduates, found that a combination of didactic material,

modeling, and covert practice was superior to just didactic material in the development of trainee Empathy.

Martha Perry (1975), in a study concerning the training of sixty-eight clergymen, found that high modeling linked with didactic instructions produced the faster gains in empathic functioning when compared with high modeling -- no instructions. Furthermore, both of these components gave rise to higher empathic functioning than did low modeling, or no modeling -- with or without didactic instructions.

Stone and Vance (1975) investigated the effects of instructions, modeling, and rehearsal for training college students in empathic communication. Three important findings concerning trainee functioning in an interview task were:

- (1) that a combination of training components yielded greater Empathy than each component alone;
- (2) that modeling was a critical component; and
- (3) that instructions, while related to gains in written communication, did not generalize to the interview setting.

These data lend additional support to the thesis that didactic, experiential, and modeling components are important in effective training programs.

A further consideration of any interpersonal skills training program is the relationship between length of training and training outcomes. Several training programs of less than eight hours duration have claimed significant changes in the interpersonal functioning of trainees (Dalton et al, 1973; Guzatta, 1976; and Shilling, 1976). It must be noted, however, that for each of these studies the instruments of assessment were pencil and

paper and/or role played situations. It is not yet clear that short term training produces lasting gains in live functioning.

With respect to longer training, Hicks (1975), Carkhuff and Griffin (Carkhuff, 1971), and Tukmanian and Rennie (1975) report significant changes in interpersonal functioning as measured in live settings for training periods of over fifty hours duration.

In a further examination of this issue, it was observed that the National Consortium for Humanizing Education sponsored a substantial study concerning interpersonal skills training and education. The recommendation was made that a training period of from twenty to forty hours, depending on the number of conditions being trained for be instituted. (Aspy and Roebuck, 1974)

Just how much time is needed to effect lasting gains in live settings is not yet clear. At any rate the length of training will depend on the type of program and the level of functioning of the individuals involved in the training process.

A final consideration in the training of Empathy, Respect and Genuineness concerns the focus and sequence of training. In reviewing the literature one is continually confronted with the importance given to the dimension of Empathy. Truax, Carkhuff, Gazda, and Rogers all emphasize the primacy of Empathy as the key interpersonal skill. Each argues that it is the most critical of all helping process variables and the one that should receive initial focus in training.

Lechnyr (1975) in writing on the evaluation and effectiveness of training observes that:

"The student who achieved a high rating in accurate empathy also showed a higher score in the areas of nonpossessive warmth [Respect] and genuineness. It would appear that the possession of accurate empathy produces natural levels of nonpossessive warmth and genuineness.

Gazda too underscores the primacy of Empathy when he states:

"it is critical that the trainee master responding with high levels of empathy before proceeding to training on other dimensions, because without empathy, the mastery and integration of the other dimensions is highly unlikely (1973, p. 55).

Carkhuff perhaps best states the case for Empathy when he writes:

"Even if there are time limitations on the training, if the trainees do not achieve the minimal criteria it is perhaps most meaningful to continue to concentrate upon the empathy dimension. This dimension is critical not only to the helping process but to the training process. If the trainees conquer the empathy-rating process, many of the remaining dimensions will come easily. Most of the other dimensions flow from this basic dimension. In addition, it is most important that the trainees learn this one dimension well rather than work poorly in all dimensions." (1969 a, p. 178)

It would seem then, that a training program in Empathy, Respect, and Genuineness should integrate didactic, experiential, and modeling components, focus on Empathy as the key helping skill; and be of sufficient duration to ensure gains in real life settings. The literature reviewed here suggested that pre-service teachers be trained in Empathy, Respect and Genuineness and outlined what might be considered the main components of training.

CHAPTER III

DESIGN AND PROCEDURES

This chapter will outline the study design and discuss procedures employed in its execution. The following topics will be discussed: the investigation period, samples, training, data collection, exclusions from the study, indexes, scales, rater training, rating of indexes, rating of tapes, rater reliability, and data analysis.

The main purpose of this study was to develop experiences and materials for training pre-service teachers in the interpersonal skills of empathy, respect, and genuineness so as to improve their facilitative functioning in the classroom. In order to carry out this purpose the following hypotheses were investigated:

(1) There will be no significant difference between the pre-test mean scores of the training program sample and the PDP control group for (A) communication and (B) discrimination of effective helper responses on pencil and paper measures.

(2) There will be no significant difference between the post-test mean scores of the training program sample and the PDP control group for (C) communication and (D) discrimination of effective helper responses on pencil and paper measures.

(3) There will be no significant difference between the pre- and post-test mean scores of the training program sample for (E) communication and (F) discrimination of effective helper responses on pencil and paper measures.

(4) There will be no significant difference between the pre- and post-test mean scores of the training sample subjects in (G) Empathy, (H) Respect and (I) Genuineness on audio-tape ratings.

The Investigation Period

The investigation period commenced in late January, 1976, at which time students were beginning their initial practicum experience (Education 401) in the schools. It was concluded in mid-December of the same year as students were completing their final extended practicums (Education 405, September to December). Between January and September the students had completed their on-campus training (Education 402, March - April) and their academic semester (Education 404, May - August; Simon Fraser University Calendar, 1975-6). Students in both experimental and control groups were pre-tested in late January, 1976. Post-testing was initiated in mid-December, but it was late April, 1977, before all returns were in.

The Samples

The training group consisted of seventeen pre-service teachers enrolled in an external professional development program at Simon Fraser University (Vancouver External). The group consisted of twelve females ranging in age from twenty to twenty-nine with a majority (seven) having grade point averages in the 3.0 to 3.5 range. The five males varied in age from twenty-four to twenty-eight with a majority (three) having grade point averages in the 2.0 to 2.5 range. Since the training group consisted

of those students who chose the Vancouver External in preference to the regular program there may well be an important bias not discernible in either the demographic or pretest data.

The control group consisted of seventeen pre-service teachers enrolled in the regular professional Development Program at Simon Fraser University. There were six males ranging in age from twenty to twenty-nine and eleven females ages twenty to fifty. The most common GPA (grade point average) range was 2.5 to 3.0 for the females, while the males GPAs were spread uniformly from 2.0 to 3.5.

Students in this group came from two faculty associate groups selected from the larger pool of students wishing to teach in the Burnaby area. Since the students in this pool were randomly assigned to associate groups the control was at least representative of the students from the Burnaby pool. The question of whether this pool is significantly different from the Vancouver External with respect to initial levels of functioning will be discussed later in the study. A more detailed description of both training and control samples is contained in Table I.

The Training Program

The training program was run concurrently with the students' initial semester of teacher training (Education 401-402) and constituted part of their professional training. It consisted of nine formal training sessions each of approximately two hours duration in which students were trained to discriminate and respond in the dimensions of Empathy, Respect and Genuineness.

TABLE I

A COMPARISON OF TRAINING AND CONTROL GROUPS
 SHOWING SEX, AGE, GPA AND PREFERRED
 TEACHING LEVEL CHARACTERISTICS

Characteristic	Training Group		Control Group	
	Male n	Female n	Male n	Female n
Sex	5	12	6	11
Age				
20-23	0	5	2	5
24-27	3	6	2	5
28-31	2	1	2	0
31+	0	0	0	1
GPA				
2.0-2.5	3	1	2	1
2.5-3.0	0	3	2	5
3.0-3.5	1	7	2	4
3.5-4.0	1	1	0	1
Teaching Level				
K-3	1	8	0	4
4-7	4	4	6	7
8+	0	0	0	0

Training sessions contained didactic, experiential, and modeling components with extensive use of audio-tape sharing and live practice in peer group settings with peer and trainer feedback. The training sessions involved approximately eighteen working hours but trainer modeling in group discussions was an ongoing feature of the entire semester's work. The bulk of the training focused on the skill of Empathy, with Respect and Genuineness training receiving less than five hours focus. A more complete description of the training program is found in Appendix B.

Data Collection

At the outset of their training, the students in the experimental group were advised they would be participating in a communications study. During the second week of Education 401 they met as a group and completed the pretest booklet, which contained the following: (a) an instruction sheet, (b) Communication and Discrimination Indexes, and (c) a questionnaire. These forms are found in Appendix C. The subjects, following the printed instructions, worked through the booklet page by page, interpreting and responding without assistance. The investigator remained with the group during the pre-test period and collected the booklets as they were finished. Completion time for each student was roughly forty minutes.

The same procedure was followed with the control sub-groups later in the same week, in consecutive rather than simultaneous sittings. There was no opportunity for discussion between the two control groups during pre-testing, nor did any members of the

experimental and control groups have contact with each other during the pre-testing week.

Two weeks after the initial pre-test period, the training group subjects were told to "...tape record a discussion with a group of children on a topic likely to generate a lot of feelings". A transcript of any unbroken five minute segment of the tape was also requested. Tapes and transcripts were collected prior to the start of training. No audio-tape data was collected from the control group.

Exclusions From the Study

By December 1976, the experimental group had undergone considerable diversification since collection of the pre-test data. Specifically, one member was requested to withdraw from the teacher training program in the second month of Education 401. He had completed only half of the interpersonal skills training program at that time. Two more students decided to discontinue their teacher training at the end of their academic semester (Education 404, May - August, 1976). Four students transferred out of the Vancouver External for their final practicum, choosing to go to either out-of-town placements, or lower mainland regular program placements. Two students withdrew from teacher training during their final practicum (Education 405). Of the original seventeen who started the training program, sixteen completed the nine training sessions, and of those, ten remained with the Vancouver External to complete their teacher preparation. The two students who withdrew during their last semester continued to meet with the external group on an informal basis.

Thus, ten of the original seventeen were still together as a group for administration of the post-test instrument. Procedures followed were similar to those for the collection of pre-test data in that nine students again completed the Communication and Discrimination Indexes package (one absentee completed the package later). Those students who had completed the interpersonal skills training program but had left the Vancouver External were contacted (three in person and three by mail) and given the instrument package for completion. In addition, the sixteen students who had completed the skills training program were again requested to prepare a short audio-tape of themselves in discussion with a group of students and submit it, together with a two minute transcript, to the investigator.

During the first week in December, the members of the control group were contacted by mail through their faculty associates and requested to complete a second communication and discrimination package (see Appendix C). Returns came in gradually over the next four months. Some subjects had to be contacted three and four times. Eventually, 20 returns were collected which represents a 77% return. Since three control subjects received interpersonal skills training during Education 404 their returns were excluded from analysis.

The Indexes

The Communication and Discrimination Indexes used in this study were designed by Kratochvil, Carkhuff, and Berenson (1969). They were intended for teacher and parent use and may be administered verbally, by audio-tape, or, as in this study, in written

form.

The Communication Index consists of nine helpee statements which match different feeling expressions with different problem areas. Subjects are asked to respond to each of the statements in as helpful a way as possible. Trained raters then assign ratings to each of the responses.

The Discrimination Index consists of the same nine helpee statements together with four sample responses. Subjects are asked to rate the helpfulness of each response according to a scale accompanying the indexes. A discrimination score is obtained by calculating the mean deviation of subjects ratings from those of trained raters.

Carkhuff's discrimination ratings were used as the expert ratings in this study.

Validity of both the communication and discrimination indexes is discussed extensively in Carkhuff (1969 a, b, c). Antonnuzo examined the relationship between assessments of role live versus role written communications. She found a positive correlation between these forms of communication with the written responses tending to yield depressed scores (Carkhuff, 1969 b). In another study Kratochvil, Carkhuff, and Berenson (1969) looked at assessments of role written communication in comparison with assessments of classroom functioning and found a positive correlation ($r = .64$) between the two assessments.

Carkhuff (1969 a, p 100) reports findings regarding the internal reliability of similar indexes. Subjects communicating at low levels did not give high level responses to any particular

item, nor did high level communicators give low level responses to any particular item.

The Scales

The scales used to rate the subjects' responses to the communication indexes were based on the global rating scale developed by Carkhuff (1969 a; see Appendix D). The global rating scale is a five point scale which gives a combined rating for empathy, respect, and genuineness. It is a five point scale ranging from a rating of 1.0 (low or subtractive) to 5.0 (high or additive). The level 3.0 is considered the minimum level for facilitative functioning.

Rater Training

The three raters were selected on the basis of their previous experience with rating and training. Carkhuff (1969 a, b) and Gazda (1973) texts containing rating scales, examples of ratings and discrimination exercises were provided as reference material. Practice sessions were held and each rater completed the discrimination index.

Rating of the Indexes and Tapes

Each rater rated two-thirds of the communication indexes used in the study. Each index item was rated using a modified Global Scale (Appendix D) then a communication score obtained by totaling the item scores and dividing by the number of items. Thus, each index received a mean communication score from two raters. These were averaged to provide the mean communication scores used in the study.

When rating the tapes, raters listened to three randomly selected segments from each tape. Each rater assigned a separate rating for Empathy, Respect and Genuineness to each segment. Mean scores for each of the skills were obtained by first averaging each raters' segment scores and then averaging the resulting rater scores.

Reliability of Ratings

Each pair of raters had twenty-three Communication Index ratings in common. The reliability of ratings was calculated using the method of intraclass correlation (Guilford and Fruchter, 1973, p 261-264). The coefficients of reliability for mean communication scores were .93 for raters AB, .99 for raters AC and .93 for raters BC. The coefficients of reliability for Empathy ratings of written responses were .96 for raters AB, .98 for raters AC and .95 for raters BC. (see Table II)

Each rater rated all of the audio-tapes and the method of intraclass correlation was again used to provide an estimate of the reliability of ratings of audio-taped interaction. The coefficients of reliability were .91 for Empathy, .79 for Respect and .68 for Genuineness. (see Table II)

Data Analysis

It was decided that the student's t statistic would be used to assess the data both when comparing the training sample with the control sample and when comparing the training sample pre- and post-training (Guilford and Fruchter, 1973, p 160-161). In addition, the Wilcoxon matched-pairs signed-ranks test was used to assess the difference between two measures taken on the same

TABLE II

RELIABILITY OF RATINGS

Variable	Context	Raters	Reliability ¹
Global Communication	Communication	AB	.93**
	Index	AC	.99**
		BC	.93**
Empathy	Communication	AB	.96**
	Index	AC	.98**
		BC	.95**
Empathy	Audio Tapes	ABC	.91**
Respect	Audio Tapes	ABC	.79**
Genuineness	Audio Tapes	ABC	.68**

¹ Reliabilities are intraclass correlations

** Significant at or beyond the .01 level.

subjects and the Mann-Whitney U test to assess the difference between measures taken on different subjects (Guilford and Fruchter, 1973, p 217, 220). It was decided to use these methods as well as t-ratios since the samples were both small and non-normal.

CHAPTER IV

FINDINGS, CONCLUSIONS AND IMPLICATIONS

It was the purpose of this study to develop procedures and materials for training pre-service teachers in Empathy, Respect and Genuineness to improve their facilitative functioning in the classroom. To this end, four hypotheses concerning the functioning of training and control samples were investigated. This chapter will first present the findings regarding these hypotheses. Conclusions and implications pertaining to the purpose of the study will then be discussed.

Findings

Hypothesis 1: There will be no significant difference between the pre-test mean scores of the training program sample and the PDP control group for (A) communication and (B) discrimination of effective helper responses on pencil and paper measures.

As discussed in Chapter III, the Communication and Discrimination Indexes were administered to both the training and the control groups, in a pre-test sitting, prior to the onset of training. (See Appendix C)

The Communication Index, a pencil and paper test, determines the extent to which a subject can formulate "helpful" responses to a variety of helpee stimulus expressions. Trained raters were used to assess the helpfulness of each response on the Communication Index. A 4-point global rating scale was employed in which a level #4 response indicated "helpful: additive" as opposed to

a level #1 response, which indicated "not helpful: hurtful". A response at level #3 was judged to represent the minimum level of helpful response. The scores for each item on the index were then averaged and a mean communication score computed for each subject.

Expert ratings provided the standard for assessing subjects' performance on the Discrimination Index, a pencil and paper test to ascertain the extent to which the subject could discriminate between "helpful" and "non-helpful" responses. For each item, the score was determined by computing the discrepancy between the subjects' discrimination of a helpful response and the "expert" rating provided in the answer key. Mean discrimination scores were then calculated by averaging the discrepancies. On this measure, the greater the discrepancy, the less discriminating. Consequently, a perfect score would be zero.

Table III shows the pre-test mean scores on both the Communication and Discrimination Indexes for the training and control samples together with t -ratios for the differences in means.

The principal test used to determine the significance of differences between mean scores was the t -test of uncorrelated means. Differences were accepted as significant if the probability that they arose from chance was less than .05 for a two-tailed test. The Mann-Whitney U-test for small unequal sized samples was also used as a backup test. Differences were accepted as significant if the \bar{z} derived from this test was significant beyond the .05 level.

As seen in Table III, the mean score on the Communication

TABLE III

A COMPARISON OF TRAINING AND CONTROL GROUP
PRETEST MEAN SCORES ON INDEXES OF
COMMUNICATION AND DISCRIMINATION

Index	n	Mean	t-ratio	U-test \bar{z}
<u>Communication</u>				
Training	15	2.01	1.20 ²	1.08 ²
Control	16	1.92		
<u>Discrimination</u>				
Training	15	0.94	1.82 ³	1.80 ⁴
Control	15	1.11		

1, 2, 3, 4, Not significant at or beyond the .05 level.

Index for the training sample was 2.01 while that for the control was 1.92. This difference of 0.09 indicates that the training sample responses were rated somewhat higher in "helpfulness" than were those of the control group. The t -ratio of 1.20 for this difference was not significant, indicating the likelihood that this difference arose by chance was greater than .05. The Mann-Whitney U-test gave a \bar{z} of 1.08 which was also not significant beyond the .05 level.

The mean scores on the Discrimination Index were 0.94 for the training sample and 1.11 for the control group. On this test, a lower score is indicative of greater discriminative ability. The difference of -0.17 between the training and control samples indicates that the training group ratings were somewhat better than were those of the control sample. However, the t -ratio of 1.82 for this difference in means was not significant. Similarly, the Mann-Whitney U test yielding a \bar{z} of 1.80 was also not significant at the .05 level.

In regard to hypothesis 1 then, Table III shows differences in mean scores slightly favoring the training sample for both discrimination and communication. However, both the t -test and U test establish that these differences were not significant at or beyond the .05 level. Hypothesis 1 was therefore accepted.

Hypothesis 2: There will be no significant difference between the post-test mean scores of the training program sample and the PDP control group for (C) communication and (D) discrimination of effective helper responses on pencil and paper measures.

Eleven months after the collection of pre-test data, a second set of Communication and Discrimination Indexes were administered to both the training and control group subjects. Mean communication and discrimination scores were derived using the same procedures as in the pre-test treatment. These data are presented in Table IV.

The t-test of uncorrelated means and the Mann-Whitney U test were again used to assess the significance of differences between means. Differences significant at the .05 level or beyond are required to reject this hypothesis.

Table IV shows post-test mean communication scores of 2.95 for the training sample and 2.16 for the control. This difference of 0.79 shows that the training sample responses were rated as being more helpful than the control sample responses. The t-ratio of 7.60 and the Mann-Whitney U test \bar{z} of 4.74 were both significant beyond the .01 level of confidence, indicating that the difference in post-test mean scores on the Communication Index between the training and control samples was statistically significant.

The post-test mean discrimination scores shown on Table IV are 0.57 for the training sample and 1.05 for the control. This difference of -0.48 indicates that the training sample discriminations of helpful responses were closer to expert ratings than were those of the control sample. The t-ratio of 5.69 and the Mann-Whitney U-test \bar{z} of 3.96 were both significant beyond the .01 level of confidence. The difference between the training and control samples' mean scores on the Discrimination Index was

TABLE IV

A COMPARISON OF TRAINING AND CONTROL GROUP
 POST-TEST MEAN SCORES ON INDEXES OF
 COMMUNICATION AND DISCRIMINATION

Index	n	Mean ¹	t-ratio	U-test \bar{z}
<u>Communication</u>				
Training	15	2.95	7.60**	4.74**
Control	16	2.16		
<u>Discrimination</u>				
Training	15	0.57	5.69**	3.96**
Control	15	1.05		

¹ Lower discrimination mean scores reflect higher discriminative ability.

** Indicates a statistic significant at or beyond the .01 level.

therefore statistically significant.

In regard to hypothesis 2, Table IV shows differences in post-test mean scores favoring the training sample for both discrimination and communication. The t-test and U test establish that these differences were significant beyond the .01 level. Hypothesis 2 was therefore rejected in favor of hypothesis 2': There will be a significant difference between the post-test mean scores of the training program sample and the PDP control group for (C) communication and (D) discrimination of effective helper responses on pencil and paper measures.

Hypothesis 3: There will be no significant difference between the pre- and post-test mean scores of the training program sample for (E) communication and (F) discrimination of effective helper responses on pencil and paper measures.

The data and pre- and post-test mean scores used to investigate hypothesis 3 comes from the same pencil and paper tests used in the testing of hypotheses 1 and 2. Table V shows the pre- and post-test scores on the Communication and Discrimination Indexes for each of the training sample subjects. Differences between pre- and post- ratings as well as sample means are also shown.

The tests used to assess the significance of the differences between pre- and post-test communication and discrimination mean scores were the t-test for differences between correlated pairs of means and the Wilcoxon Matched-Pairs Signed-Ranks Test. The hypothesis is considered supported when the differences are not significant at the .05 level.

TABLE V

A COMPARISON OF TRAINING GROUP PRE- AND
POST-TEST MEAN SCORES ON INDEXES OF
COMMUNICATION AND DISCRIMINATION

Subject	Communication Index			Discrimination Index		
	Pre- test	Post- test	Change	Pre- test	Post- test	Change
1	3.0	2.9	-0.1	0.56	0.29	-0.27
2	1.9	2.9	+1.0	1.40	0.75	-0.65
3	2.0	2.5	+0.5	0.96	0.42	-0.54
4	2.0	2.9	+0.9	0.71	0.50	-0.21
5	1.9	2.9	+1.0	1.47	0.63	-0.84
6	2.0	3.0	+1.0	0.74	0.57	-0.17
7	1.9	3.0	+1.1	1.21	0.67	-0.54
8	1.7	3.0	+1.3	1.32	0.78	-0.54
9	2.0	3.1	+1.1	0.69	0.58	-0.11
10	2.0	2.9	+0.9	0.89	0.51	-0.38
11	2.0	3.0	+1.0	0.82	0.81	-0.01
12	2.0	3.1	+1.1	0.85	0.43	-0.42
13	1.9	3.1	+1.2	1.00	0.44	-0.56
14	1.9	3.0	+1.1	0.76	0.47	-0.29
15	2.0	3.0	+1.0	0.75	0.65	-0.10
Mean	2.01	2.95	+0.94	0.94	0.57	-0.37
t-ratio		10.80**			6.23**	
T		1**			0**	

** Significant at or beyond the .01 level

Table V shows a training sample pre-test mean Communication Index score of 2.01 and a post-test mean score of 2.95. This shift of 0.94 in the mean score shows that the post-test written responses of the training sample were rated as more helpful than the pre-test responses. The t -ratio of 10.80 and Wilcoxon T of 1 were both significant beyond the .01 level of confidence. This difference of 0.94 between the pre- and post-test mean scores on the Communication Index for the training sample was therefore taken as statistically significant.

The situation with respect to the pre- and post-test mean discrimination scores of the training group was similar. Table V shows a pre-test mean score on the Discrimination Index of 0.94 compared with a post-test score of 0.57. This -0.37 difference indicates that the training sample ratings shifted towards the expert ratings from pre- to post-testing. The t -ratio of 6.23 and Wilcoxon T of 0 were both significant beyond the .01 level of confidence.

The data presented in Table V therefore allows us to reject hypothesis 3 in favor of hypothesis 3': There will be a significant difference between the pre- and post-test mean scores of the training sample for (E) communication and (F) discrimination of effective helper responses on pencil and paper measures.

Hypothesis 4: There will be no significant difference between the pre- and post-test mean scores of the training sample subjects in (G) Empathy, (H) Respect and (I) Genuineness on audio-tape ratings.

As stated in chapter III, audio-tape recordings of training sample subjects' live interactions with helpees were obtained prior to training and again at least seven months after formal training was completed. Trained raters rated three randomly selected excerpts from each recording using the scales for Empathy, Respect and Genuineness found in Appendix D. Results were averaged to yield pre- and post-ratings for each subject on the dimensions of Empathy, Respect and Genuineness.

Since the ratings represented an average from the three raters the method of intraclass correlation of a sum or average was used to obtain an estimate of their reliability (Guilford and Fruchter, 1973, pp 263 - 264). This method gave rating reliabilities of .91 for Empathy, .79 for Respect and .68 for Genuineness. They were all significant beyond the .01 level of confidence.

Table VI presents the pre- and post-test ratings for Empathy, Respect and Genuineness along with t -ratios for the differences between pre- and post-rating means.

The tests used to assess the significance of differences in pre- and post- mean scores were the t -test for differences between correlated means and the Wilcoxon matched-pairs signed-ranks test. The hypothesis is considered supported when the differences are not significant beyond the .05 level of confidence.

Table VI shows that the mean ratings for Empathy, Respect and Genuineness all increased from pre- to post-testing. This indicates that training subjects' responses to helpees recorded

TABLE VI

A COMPARISON OF TRAINING GROUP PRE-
AND POST-AUDIO-TAPE RATINGS FOR EMPATHY
RESPECT AND GENUINENESS

Subject	<u>Empathy</u>			<u>Respect</u>			<u>Genuineness</u>		
	Pre-	Post-	d	Pre-	Post-	d	Pre-	Post-	d
1	2.6	2.2	-0.4	2.8	2.4	-0.4	2.7	2.2	-0.5
2	2.0	2.5	+0.5	2.5	2.8	+0.3	2.3	2.3	0
3	2.1	2.3	+0.2	2.8	2.6	-0.2	2.6	2.5	-0.1
4	2.4	2.8	+0.4	2.7	3.1	+0.4	2.5	3.1	+0.6
5	2.0	2.3	+0.3	1.9	2.9	+1.0	2.0	2.6	+0.6
6	2.1	2.7	+0.6	2.8	3.1	+0.3	2.4	3.0	+0.6
7	2.2	2.5	+0.3	2.8	3.2	+0.4	1.9	2.8	+0.9
8	2.0	2.7	+0.7	2.6	3.1	+0.5	2.3	2.9	+0.6
9	2.2	2.8	+0.6	3.0	3.1	+0.1	2.6	2.6	0
10	2.1	2.7	+0.6	2.9	2.9	0	2.3	2.8	+0.5
11	2.0	2.8	+0.8	2.5	3.0	+0.5	2.1	2.9	+0.8
12	2.0	2.7	+0.7	2.5	3.2	+0.7	2.2	2.9	+0.7
13	2.0	2.3	+0.3	2.3	2.9	+0.6	2.1	2.5	+0.4
14	2.0	2.7	+0.7	2.8	3.2	+0.4	2.3	3.2	+0.9
Mean	2.12	2.57	+0.45	2.64	2.96	+0.32	2.37	2.74	+0.37
t-ratio		5.06**			3.20**			3.18**	
T		5.5**			8.5**			4.5**	

** Significant at or beyond the .01 level.

on the post-test audio-tapes tended to exhibit higher levels of Empathy, Respect and Genuineness than those same subjects' responses on pre-test audio-tape recordings. The changes in mean scores were 0.45 for Empathy, 0.36 for Respect and 0.37 for Genuineness. The corresponding t -ratios and T statistics were: Empathy, $t = 5.06$ and $T = 5.5$; Respect, $t = 3.20$ and $T = 8.5$; and Genuineness, $t = 3.18$ and $T = 4.5$. All test statistics were significant beyond the .01 level of confidence which shows that the differences in mean ratings of Empathy, Respect and Genuineness from pre- to post-testing were statistically significant.

With regard to hypothesis 4, Table VI shows positive differences in training sample mean scores for Empathy, Respect and Genuineness from pre- to post-testing. Both the t -test and T statistics establish that these differences were significant beyond the .01 level of confidence. Hypothesis 4 was therefore rejected in favor of hypothesis 4': There will be a significant difference between the pre- and post-test mean scores of the training sample subjects in (G) Empathy, (H) Respect and (I) Genuineness on audio-tape ratings.

An attempt was made to examine the relationship between the levels of empathic response on audio-tape ratings and the levels of empathic response on the Communication Index. The trained raters assessed the pre- and post- Communication Index responses for Empathy for the training group subjects. Table VII shows the pre- and post-test mean scores in Empathy for the audio-tape and Communication Index, together with the gains from the two rating contexts. The correlations of .62 between the pre-test

TABLE VII

COMPARISON OF AUDIO-TAPE AND COMMUNICATION INDEX
EMPATHY RATINGS FOR THE TRAINING GROUP

	Pre-test Mean	Post-test Mean	Gain
Audio tape	2.12	2.57	0.45
Communication Index	2.00	2.89	0.89
Correlation ¹	.62**	.52*	.83**

¹ Pearson's product-moment coefficient of correlation calculated from original data.

* Significant at or beyond the .05 level.

** Significant at or beyond the .01 level.

audio-tape and Communication Index ratings and .52 between the post-data ratings, calculated by the Pearson coefficients of correlation, indicate that the Empathy ratings of Communication Index responses can be considered more than minimally valid for predicting the Empathy ratings of audio-taped interaction (Guilford and Fruchter, 1973, p 91). The .83 correlation between the rating gains suggests that the Empathy ratings of the Communication Index responses may be more valid as predictors of gains in Empathy ratings of audio-taped interaction.

Qualitative Data

The data presented here is based on the investigator's observations and will relate to data collection, training, and rating contexts.

Collection of Data. The pre-test Communication and Discrimination Indexes were administered in group sittings and a few subjects from both the training and control groups expressed confusion concerning the directions for index completion. The investigator's response to each was to "interpret and follow the directions as best you can".

In rating the indexes it was found that one Communication and one Discrimination Index could not be scored, since the responses did not follow the guidelines given in the directions.

At the conclusion of the pre-data sitting, a few subjects from the control group claimed that the exercise was too "artificial" and that tape-recordings or some such other more realistic presentation would have been better. Many expressed an interest in what they had done and made inquiries as to the com-

pletion date and availability of the study.

The post-test communication and discrimination data was, for the most part, collected by mail (nine training sample subjects completed the indexes in a group sitting). As a result there was considerably less control over this phase of the data collection, with returns coming in as much as four months after the index was sent out. Twelve control subjects had to be contacted twice, nine of them a third time and three others a fourth. Of these, six were sent a second data package. One such subject was very concerned that the data from the study would be used to discredit Simon Fraser University's Professional Development Program. Eight returns came from the twelve who were recontacted, four of these being subjects who were sent a second package. It is not known which indexes came from these individuals nor if the indexes represented first or second attempts at completion.

As mentioned in Chapter III, seven of the training sample subjects could not participate in the written post-data group sitting. Returns from these seven also came in over the next four months, with one subject failing to submit a return. It should be noted that another subject declined from making an initial audio-tape while two others' post-audio tapes were made almost a year after completion of formal training.

It is not clear how this extended post-data collection period might have influenced the data. It may have contributed to an increase in functioning for both groups as a result of incidental training experiences. On the other hand, it may have

contributed to a decrease in trainee functioning as a result of the washing-out of gains.

Observations of trainees. There is data concerning the behavior of trainees over the course of their training that, while highly qualitative, sheds some light on the development of their facilitative functioning. Initially, the subjects approached training with a great deal of anxiety. Questions concerning the utility of training exercises and comments on the "phoniness" of using the empathic response were frequent. There was a reluctance to share material or practice the responses that endured even in the supposedly "safe" role contexts.

By the end of training, subjects' behavior had shifted markedly. Trainees were exploring personally relevant material in practice sessions and expressing positive attitudes towards the skills. Comments favoring their use both in classroom and more personal settings were frequently made. In addition, informal peer interaction reflected an increase in levels of Empathy, Respect and Genuineness.

Another area in which change was observed was in the way trainees talked of problems with students. Initially, many trainees would use words like "rude", "naughty" or "lazy" to describe students with difficulties. Over the course of their training such terms dropped from use and were replaced with descriptions like "angry", "afraid", or "listless". The trainees seemed to be more aware of the feelings of their students. There was also a noticeable decrease in trainees' authoritative interactions and a corresponding increase in reflective responses

when dealing with students in their classrooms.

Ratings for Respect and Genuineness. The raters expressed dissatisfaction with the Respect and Genuineness scales used for rating the audio-tapes. They agreed that the scales did not seem to offer enough latitude in rating and that it would be helpful if scales could be developed that were more applicable to classroom contexts.

Discussion

For the purpose of this study the term facilitative functioning was used to refer to the helpfulness of an individuals' interpersonal responses as characterized by the levels of Empathy, Respect and Genuineness inherent in the interaction. Discrimination and Communication Indexes were used to provide measures of an individual's ability to both identify and formulate helpful responses. In addition, scales for Empathy, Respect and Genuineness were used to rate trainee's live responses in classroom settings.

In Chapter II studies were presented which indicated that a teachers' level of facilitative functioning was positively related to pupil achievement and other classroom interactional processes. Other studies argued that training in the interpersonal skills of Empathy, Respect and Genuineness was both feasible and appropriate for the field of teacher training.

The purpose of the present study was to develop materials and procedures for training pre-service teachers in the skills of Empathy, Respect and Genuineness in order to improve their facilitative functioning in the classroom. To this end the

training program presented in Appendix B was developed and implemented with a group of seventeen pre-service teachers. The program featured "Empathy leaders", video protocols, stop-action discrimination and response formulation in peer groups, trio and diad practice and a high functioning trainer. The training program was approximately 18 hours long and focused on Empathy as the key interpersonal skill.

In interpreting the data, t-tests, Mann-Whitney U tests and Wilcoxon matched-pairs signed-ranks tests were used to compare the functioning of the training sample on pre- and post- measures. These tests were also used to compare the functioning of the training group with the control group. There were four major findings pertaining to the quantitative data:

(1) The training and control samples were not significantly different on pencil and paper pre-measures of discrimination and communication of helpful responses.

(2) There was a significant difference, in favor of the training group, on the post-test measures of discrimination and communication.

(3) The training group shifted significantly from pre- to post-test on measures of discrimination and communication.

(4) The training group showed a significant change, from pre- to post-test ratings on audio-tape recordings of classroom interactions.

These findings allow the observation that there was a significant improvement in the ability of the trained group to discriminate and communicate, both over the course of their training and in comparison with a control group.

Before proceeding with conclusions and implications, it is important to look at the data and findings in relation to those reported in the literature.

In examining the mean discrepancy scores for both the control group (0.94) and the training sample (1.11) on the Discrimination Index pre-test (see Table III), we find that both of these scores are better than the 1.2 level of functioning reported by Carkhuff (1971) and Austin (1975) for untrained groups. This difference may have occurred as a result of each group's greater discriminative ability. In the case of the training sample, it may be a result of modeling on the part of the investigator in meetings held prior to testing.

The score of 1.05 for the control group on the post-test Discrimination Index (see Table IV) is close to the 1.07 post-test score reported by Austin (1975) for a similar group. The post-test discrimination score of 0.57 for the training sample (see Table IV) is slightly better than the 0.6 reported for experienced counsellors but not quite as good as the 0.4 reported for trained counsellors (Carkhuff 1971).

The score of 2.01 for the training sample on the pre-test Communication Index is slightly better than the 1.92 level for the control group (see Table III). This might be explained by the presence of one high scoring subject in the training sample (see Table V, subject 1). Both scores, however, are closer to the 1.9 level for psychology graduates (Carkhuff 1971) than the 1.72 level reported for PDP students (Austin 1975). These elevated pre-scores are most probably a function of rater inter-

pretation of the global scale where it was decided to use a rating of 1 only for harshly critical responses.

The score of 2.16 for the control sample on the post-test Communication Index is higher than anticipated and results from the presence of three relatively high post-test scores. The most probable explanation for these three high post-test scores is that the subjects were involved in one of the short Empathy training sessions offered to some of the regular program groups. This conjecture is further supported by the fact that two control group subjects attended a short Empathy training session prior to collection of post-test data.

The score of 2.95 on the post-test Communication Index for the training sample (see Table V) compares favorably with the 3.0 level for trained counsellors (Carkhuff 1971).

The audio-tape data gains of 0.45 for Empathy, 0.32 for Respect and 0.37 for Genuineness in the training group all represent significant increases in functioning (See Table VI). That Empathy shows the greatest gain is plausible given the focus of training. It is interesting to note that the audio-tape assessment of Empathy gain was only half of that for written responses (see Table VII). It seems to this writer that three factors probably contributed to this result:

- (1) In rating the tapes the raters could not exclude segments as being inappropriate for rating -- a technique which has been employed elsewhere (Eggert, 1972, p 34). This may have resulted in reduced scores.

- (2) It is perhaps easier to formulate helpful responses to written stimuli than to do so in live classroom contexts.

(3) Post- audio-tape ratings were made several months after training and gains in functioning may have begun to wash out.

Whatever the reasons behind the lower ratings of audio-tape responses compared with written responses, the correlation of .83 between pencil and paper and audio-tape ratings of Empathy gains suggests that written measures have validity in terms of predicting audio-taped functioning.

The qualitative data presented earlier concerning the behavioral shifts of trainees when interacting with each other and with pupils in classrooms also supports the quantitative data indicating changes in trainee facilitative functioning.

The findings concerning these changes in facilitative functioning will now be discussed in relation to the literature concerning minimum facilitative functioning.

The final mean level of trainee functioning was 2.95 on the Communication Index (See Table V) and 2.57 for Empathy, 2.96 for Respect and 2.74 for Genuineness on audio-tape ratings (See Table VI). The 2.95 level for communication and the 2.96 level for Respect were close to the 3.0 level deemed "minimally facilitative" discussed in Chapters I and III. Nine of fifteen subjects were functioning at or beyond level 3.0 on the Communication Index and eight of fourteen at or beyond level 3.0 in Respect. Furthermore, seven individuals were represented in both groups which means that half the training sample was rated "minimally facilitative" on written communication of helpful responses and audio-taped Respect (See Table VIII which shows the data for subjects in the training group).

TABLE VIII

TRAINING GROUP DATA

Sub- ject	AUDIO-TAPE DATA				WRITTEN DATA - INDEXES													
	<u>Empathy</u>		<u>Respect</u>		<u>Genuineness</u>		<u>Empathy</u>		<u>Communicate</u>		<u>Discriminate</u>							
	Pre	Post	d	Pre	Post	d	Pre	Post	d	Pre	Post	d ¹						
1	2.6	2.2	-.4	2.8	2.4	-.4	2.7	2.2	-.5	2.7	2.8	.1	3.0	2.9	-.1	.56	.29	-.27
2	2.0	2.5	.5	2.5	2.8	.3	2.3	2.3	0	1.9	2.8	.9	1.9	2.9	1	1.40	.75	-.65
3	2.1	2.3	.2	2.8	2.6	-.2	2.6	2.5	-.1	2.0	2.5	.5	2.0	2.5	.5	.96	.42	.54
4	2.4	2.8	.4	2.7	3.1	.3	2.5	3.1	.6	2.0	2.9	.9	2.0	2.9	.9	.71	.50	-.21
5	2.0	2.3	.3	1.9	2.9	1.0	2.0	2.6	.6	1.9	2.7	.8	1.9	2.9	1.0	1.47	.63	-.84
6	2.1	2.7	.6	2.8	3.1	.3	2.4	3.0	.6	2.0	2.9	.9	2.0	3.0	1.0	.74	.57	-.17
7	2.2	2.5	.3	2.8	3.2	.4	2.8	2.8	0	1.9	2.8	.9	1.9	3.0	1.1	1.21	.67	-.54
8	2.0	2.7	.7	2.6	3.1	.5	2.3	2.9	.6	1.8	3.0	1.2	1.7	3.0	1.3	1.37	.78	-.54
9	2.2	2.8	.6	3.0	3.1	.1	2.6	2.6	0	2.0	2.9	.9	2.0	3.1	1.1	.69	.58	-.11
10	2.1	2.7	.6	2.9	2.9	0	2.3	2.8	.8	2.0	2.9	.9	2.0	2.9	.9	.89	.51	-.38
11	2.0	2.8	.8	2.5	3.0	.5	2.1	2.9	.9	2.0	3.0	1.0	2.0	3.0	1.0	.82	.81	-.01
12	2.0	2.7	.7	2.5	3.2	.7	2.2	2.9	.7	1.9	3.1	1.2	2.0	3.1	1.1	.85	.43	-.42
13	2.0	2.3	.3	2.3	2.9	.6	2.1	2.5	.4	1.9	3.1	1.2	1.9	3.1	1.2	1.00	.44	-.56
14	2.0	2.7	.7	2.8	3.2	.4	2.3	3.2	.9	2.0	3.0	1.0	1.9	3.0	1.1	.76	.47	-.29
15	--	--	--	--	--	--	--	--	--	2.0	3.0	1.0	2.0	3.0	1.0	.75	.65	-.10

¹ A negative d indicates an increase in discriminative ability.

Three subjects were rated as "minimally facilitative" or higher in audio-taped Genuineness with another three rated close to the minimum at 2.9 (See Table VIII). Thus, just under half (six of fourteen) the trainees were rated as close to or above "minimally facilitative" on audio-taped levels of Genuineness. These six were also among those rated "minimally facilitative" on written indexes of communication and audio-taped Respect.

The situation with respect to ratings of audio-taped levels of Empathy was different. While eight subjects received relatively high ratings of 2.7 or 2.8, none was rated as reaching "minimally facilitative" levels (See Table VIII). This finding may have been a result of the rating procedures mentioned earlier. It may also be a result of a "ceiling" effect created by an emphasis on responding at level three in training sessions (See Appendix B). Whatever the cause, the findings concerning audio-taped levels of Empathy were less than anticipated, especially when compared with those on written Communication Indexes and audio-taped levels of Respect and Genuineness.

Another area in which findings ran somewhat counter to expectation concerned the relationship between pre- and post-levels of functioning. Literature was reviewed in Chapter II which suggested that trainee gains and final level of functioning were related (among other things) to initial level of functioning. A face analysis of Table VIII does not seem to show a relationship between initial levels of functioning and training outcomes or gains. This writer believes that any of the following explanations are plausible:

(1) The method of rating may have collapsed the lower end of the scale and hence obscured any relationship operating there.

(2) Training subjects' initial levels may have been above that necessary to manifest the expected relationship.

(3) The training program focus and trainer level of functioning were such that a "ceiling effect" on gains may have been operant and hence prevented any such relationship from occurring.

Conclusions

The following conclusions were drawn regarding the purpose of this study:

(1) The materials and procedures developed in this study were shown to be effective in training pre-service teachers to communicate and discriminate effective helper responses on pencil and paper measures.

(2) The materials and procedures developed in this study were shown to be effective in training pre-service teachers to respond with Empathy, Respect and Genuineness on audio-tape recordings of classroom interaction.

Implications

The research reviewed in this study maintained the validity of Rogers' theory of helping and pointed towards a relationship between facilitative functioning and positive gains in classroom process and outcome variables. This study has attempted to show the results of a training program on the facilitative functioning of a group of pre-service teachers. The following implications are seen as related to the study:

(1) Interpersonal skills and teacher training. This study has indicated that pre-service teachers may be trained, within the context of a teacher training program, to improve their level of facilitative functioning. Insofar as increased levels of facilitative functioning may relate to classroom gains it would seem appropriate that pre-service teachers undergo training to increase their level of functioning.

(2) The teachers' role. It was the experience of this investigator that as the trainees underwent interpersonal skills training they began to regard the teachers' role more as a facilitator of human growth and development than as a disseminator of information. Individual pupil interests and needs seem to become more important as reflected in trainee interactions and curriculum plans.

(3) Classroom management. As trainees proceeded with training they began to view pupil behavior as a manifestation of feelings rather than as something directed at or against the teacher. The trainees also started to question the appropriateness of coercive and punitive interactions as vehicles for shaping pupil behavior.

(4) Interpersonal relationships. During and subsequent to training, the trainees seemed to become more sensitive to the feelings and points of view of pupils and peers. They were more accepting and disclosing in their interactions and more willing to foster close relationships.

(5) Effect of supervisory personnel. Research was reviewed which suggested that the level of teacher or trainer functioning

was related to the level of trainee functioning with high functioning persons promoting trainee gains and low functioning persons inhibiting trainee gains. It would seem probable then, that school and faculty supervisory personnel would serve to promote or extinguish training gains depending on the level of supervisor functioning. In this regard it would be beneficial for trainees to receive professional supervision from high functioning personnel.

(6) Supervisor training. Given the relatively low levels of facilitative functioning reported for untrained populations and the deleterious effect of low level functioning on trainee gains it would seem appropriate that supervisory personnel also undergo some form of interpersonal skills training. This could take place prior to, or along with, the training of the pre-service teachers and would perhaps serve to enhance or consolidate training gains.

(7) Implications for further study.

a) Some of the individuals did not benefit greatly from training. It would be helpful to have criteria which would allow for the identification of individuals most likely to benefit from short term training. In this study there was no clear relationship between initial and final levels of functioning. The question of whether there is a relationship between trainee characteristics and trainability seems to warrant further study.

b) In this study the raters expressed dissatisfaction with the scales used to rate the Respect and Genuineness levels of audio-taped interactions. The raters believed that the present scales

were too limiting and that instruments more suited for rating audio-recordings of classroom interaction need to be developed.

c) In this study some of the post-data was collected a year after training. The extent to which levels of functioning changed from post-training to post-data collection is not known. Do training gains endure? To what extent do gains wash out? Is there a relationship between post-training levels of functioning and the durability of gains? Longitudinal studies of trainee gains in functioning seem especially warranted.

d) Research reviewed pointed to a relationship between teacher level of functioning and classroom process and pupil achievement variables. What is the strength of this relationship? Does it hold for teachers trained to function at high levels as it does for those functioning at high levels without training? Studies investigating the effects of pre-service interpersonal skills training on subsequent pupil outcome measures are indicated.

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APPENDIX A

An Emphasis in the Professional Development Program

Since the Professional Development Program began, three elements of training have been emphasized:

1. Teaching skills and teaching theory
2. Professional relationships with others - children and adults.
3. Student, self-direction in program decisions.

We propose that in the future these priorities be extended and reordered so that the major emphasis is upon the development of the student as a person, since it is his continued personal growth which will most effect his teaching performance, his relationships with others and his development as professional, now and in the future.

Secondly, we urge that major emphasis be placed upon developing the student's skill in relating to children and other adults since a successful relationship is the dynamic upon which the success of all teaching methods depends. Finally, we recommend greater emphasis on training students to guide the growth of others in self development and in interpersonal relations with others for learning in the broadest sense, and less emphasis in training students to present curriculum content.

The framework we suggest to guide the development of the program and the individual, small group and class work of students toward the achievement of these goals is a competency model. The following outline is illustrative rather than a final or exhaustive list of the competencies students would be required to achieve and the kinds of trainings experience practice which would be available for achieving the competencies:

1. Student Competencies2. Demonstration of Competencies3. Training, Experience & PracticeA. Personal Development

1. Is able to make and act upon his own decisions for learning.
2. Is able to evaluate and improve his own learning performance.
3. Is able to clarify and demonstrate his own value system.
4. Is willing to accept unfamiliar experiences and able to function in them appropriately.

B. Interpersonal Development

1. Is able to relate to others with a high rating in "warmth", "empathy and genuineness".
2. Is able to relate to others in control of the situation rather than by controlling their behaviour.
3. Is able to communicate clearly, distinguishing between emotion and idea and making thoughtful statements.
4. Is able to function successfully in small groups by playing a constructive role in decision making, managing conflict, and sharing leadership.

1. Student Competencies
2. Demonstration of Competencies
3. Training, Experience & Practice

C. Guiding the Growth of Others

1. Is able to observe and diagnose student behaviour and to formulate appropriate learning experiences for their growth.
2. Is able to formulate learning environments or experiences in which students not only learn but learn how to learn.
3. Is able to employ a number of strategies that help individuals, small groups and classes to learn independently.
4. Is able to train students in specific, necessary skills with economical power.
5. Can articulate general and specific instructional purposes rationally.

APPENDIX B

INTRODUCTION

This section contains an outline of each of the nine training sessions which constituted the training program in Empathy, Respect, and Genuineness implemented and evaluated in this study. Copies of the various handouts, copyright material excluded, and the pencil and paper training exercises are also included. Training sessions varied from 1 1/2 to 2 1/2 hours in length, depending on the nature of the tasks and the stamina of the group. It is hoped that this outline might prove useful to anyone intending to offer a similar training program.

SESSION I

Objectives

- To have trainees gain an understanding of teaching as a helping profession.
- To have trainees gain an understanding of the appropriateness of interpersonal skills training for teachers.
- To increase trainee understanding of helpful interactions.

Training

- Trainees read and discuss the handout "Introduction to Interpersonal Skills Training."
- Trainees observe two ten-minute video-tape recordings of different helpers working with a helpee. One helper responds with high levels of empathy, respect and genuineness, the other responds with low levels.
- Trainees discuss their observations and reactions concerning the two styles of interaction. The trainer focuses on the similarities and differences in the two styles and on the trainees' reactions to what they observed.
- Trainees observe and discuss a third ten-minute video in which the helpee is interviewed concerning his reaction to the two styles of interaction.
- Chapter one, "The Need for Human Relations Training in Teacher Education" from Human Relations Development: A Manual for Educators by George M. Gazda is distributed for home reading.

Remarks

- It is important for the trainer to share his point of view concerning the ideas expressed in the introductory handout.
- The trainer models high levels of empathy, respect and genuineness during group discussions and ensures that different perspectives are heard and accepted. He attempts to make the environment safe for trainee expression and exploration.

INTRODUCTION TO INTERPERSONAL SKILLS TRAINING

What is Interpersonal Skills Training all about? Why have we included it as one of the major components of the teacher training program?

First of all, it should be stated that we see teaching as a helping profession. Like social work, psychiatry, counseling, nursing and clinical psychology, teaching involves trying to do something to be helpful to other people. In very simple language, the youngster leaving school each day should come away feeling a little better about himself than he did at the beginning of the day. If that student comes away from school feeling a little worse about himself as a person and as a learner, then school has been hurtful rather than helpful for him.

As much as we do not like to admit it, some school experiences are hurtful for students. And when students are hurt, the consequences are great in terms of how they see themselves as people (lower self-esteem) and how they function as learners (decreased academic achievement). On the other hand, some school experiences are rich and constructive for students. As a consequence of these, students learn that they can, that they are able, that they are persons deserving of respect, that they have rights, that they are valued as people.

What do teachers do that helps students to feel better about themselves as people and learners? We believe that how the teacher interacts with students has a great deal to do with helping and hurting; that how the teacher interacts with students contributes greatly to positive or negative attitudes towards learning. Now granted, there are numerous other factors which influence learning. But the research evidence on interpersonal relationships is so great and its implications for teaching so clear, that we have decided to focus on interpersonal skills as one aspect of your training.

Let us start by saying that we do not believe that teachers consciously set out to destroy children. Teachers do not enter the profession with a conscious commitment to hurt, devalue or victimize children. Yet, it seems clear that many, many children are indeed hurt by their school experiences. That would suggest that there is some important dichotomy between what teachers hope they are doing (helping) and what they are actually doing (hurting). How might this come about? From what we already know, we can see that some teachers do not have a clear or realistic idea of what they are actually saying to children. Other teachers do not have a clear idea of the kinds of things to say which would be helpful. So, on the one hand, we have something called "distorted perceptions of self" (the teacher thinks she is saying the "right" thing, but upon analysis, she's not saying the "right" thing at all); on the other hand, we have a lack of skill, of know-how, of technique.

INTRODUCTION TO INTERPERSONAL SKILLS TRAINING (CONT'D.)

And that is what Interpersonal Skills Training is chiefly about. We expect that teachers ought to be able to identify more clearly just how they are actually interacting with their students. And what's more, we expect that teachers will have the know-how to say the "right" thing to a student when he comes to that teacher in need of help.

Teachers can help.

Teachers can help kids in trouble.

Teachers can make a difference in the lives of their students

During this phase of your training you will focus on the acquisition of certain interpersonal skills through a series of step-by-step reinforcement exercises. The skills of Accurate Empathy, Respect and Genuineness will be emphasized at this time. A rough outline of the training program follows:

- Session I - Introduction and a discussion of two interaction styles.
- Session II - Perceiving the affective component in helpee statements.
- Session III - Formulating accurate descriptions of statement content.
- Session IV - Rating responses for empathy.
- Session V - Small group practice in empathic sharing and responding.
- Session VI - Practice in empathic interactions.
- Session VII - Practice in empathic interactions.
- Session VIII - Coding for Respect and Genuineness and response practice.
- Session IX - Practice in interpersonal skills. .

SESSION II

Objectives

- To have trainees gain skill in identifying the surface feeling in written communication.
- To provide trainees with practice in using a "crude" coding system to rate responses.

Training

- Trainer and trainees discuss their reactions to Session I. The trainer outlines the work of Session II.

- Trainees work in small groups (preferably trios) on the "Exercise in the Discrimination of Feelings" and come together for sharing and discussion of their choices.

- Trainees work in pairs on "Perceiving Feelings." They share their formulations in the large group and use the following 3-point coding system to rate each others offerings:

- '1' - Feeling identified is not close to a surface feeling for the statement.
- '2' - Feeling identified is close to a surface feeling for the statement.
- '3' - Feeling identified is a surface feeling for the statement.

The trainer offers ratings, with explanation, where appropriate.

Remarks

- The initial group sharing is an important arena for expressing concerns and giving trainees an opportunity to explore their reactions to the training. It provides an opportunity for the trainer to model the skills.

- The small group work is important for trainee learning and sets the stage for future diad and trio practice sessions.

- The trainer uses the group sharing of formulations to model acceptance of others' discriminations and to share and explain his discriminations.

Exercise in the Discrimination of Feelings

Directions: Circle the adjectives which best identify the speaker's feelings in the following statements.

1. "These workshop sessions have really done me a great deal of good. I enjoy my work so much more. I look forward to meeting the students now and we are talking more directly and seriously and decently to each other. There's just so much more meaning in my teaching."

This person probably feels:

- a. cautious b. contented c. excited d. alive
e. good f. delighted

2. "My husband and I just decided to get a divorce. (pause) I really don't look forward to any part of it. I just don't know what to expect. I'm well into middle age and I don't think another marriage is possible. (pause) I just don't know what to expect."

This person probably feels:

- a. assured b. sad c. brave d. discouraged e. strong
f. uncertain g. worried

3. "This class bugs me! Kim was my best friend and now she won't even play with me anymore. Damn it! She acts as if I've been talking behind her back or something. She's probably been listening to those creeps who just want to stir up trouble."

This person probably feels:

- a. angry b. put out c. enthusiastic d. confident
e. agitated f. confused

4. "Guess what! My teacher told me today that I've done better work than she ever expected. I always knew I could do good at school if I really worked. So I tried hard this time and it really paid off."

This person probably feels:

- a. skeptical b. competent c. successful d. cocky
e. gratified f. tolerant.

Exercise in the Discrimination of Feelings (continued)

5. "Poor Karen. I should never have allowed her to go on the field trip alone. I almost feel as if it was my fault-- as if I had broken Karen's arm and not the guy in that car. To top it off I have to see the principal about it to-morrow."

This person probably feels:

- a. arrogant
- b. miserable
- c. ashamed
- d. loving
- e. spiteful
- f. angry with himself

6. "I've been in college three years now and nothing much has happened. The teachers here are only so so. And you can't say that the social life around here is much. Things go on the same from day to day week after week."

This person probably feels:

- a. relaxed
- b. on a plateau
- c. empty
- d. bored
- e. indignant
- f. listless

7. "I've finally met a woman who is genuine and who lets me be myself. I can care about her deeply without making a child out of her. And she cares about me without making herself my protector. It's a good, solid feeling. We've been thinking about getting married."

This person probably feels:

- a. loved
- b. important
- c. at peace
- d. honest
- e. content
- f. genuine

8. "I don't know what I'm doing here. You're the third teacher they've sent me to -- or is it the fourth? None of them did anything for me. In fact I've never been interested in science. Why do they keep making me take it? It's a waste of your time and a waste of mine. Let's just forget about me doing science."

This person probably feels:

- a. alarmed
- b. defeated
- c. hopeless
- d. reluctant
- e. loathed
- f. it's futile

Exercise in the Discrimination of Feelings (continued)

9. "Why does he (teaching partner) always insist on coming to me about his trouble with the kids? I'm always in the middle. He complains to me about them. They complain to me about him. I could walk right out on the whole thing.

This person probably feels:

- a. empty b. resentful c. cornered d. in the middle
e. picked on f. ignored.

10. "I (teacher trainee) don't know what to expect in this course. I've never been in this kind of group before. I get the feeling that the rest of you are pros, so I'm afraid that I won't do whatever is right. I want to learn to be a teacher, but I'm not sure that I can do that in this group."

This person probably feels:

- a. afraid b. inadequate c. uncomfortable d. anxious
e. humiliated f. spiteful

PERCEIVING FEELINGS

Directions: Work with a partner on this exercise and decide on a one-word description of the surface feelings expressed in each helpee statement.

1. Teacher to teacher: "I'm so annoyed at myself! I was upset and tired and I blew up at my class for no reason. I know some of them felt hurt."

Surface feeling: _____

2. Student to teacher: "I was over here yesterday for our conference and you weren't here. This is the third time this has happened. There must be some way we can get together."

Surface feeling: _____

3. Student teacher to student teacher: "Talk about a double standard! Today the seventh grade teacher was talking to one of the boys about his being late to class so often. She said something about his parents and that made him mad. He used a couple of obscene words and that really set her off! She started shaking him and scratched him and he pushed her away. What makes me angry is that he got into real trouble with the principal, but not a word was said to her."

Surface feeling: _____

4. Student to teacher: "I'm having a lot of trouble with your course but I just want you to know that I'm actually trying very hard. I need the course to graduate but extra studying doesn't seem to help. What should I do?"

Surface feeling: _____

5. Eleventh-grader to teacher: "A lot of the time I think that it's right for me to quit school. But then, if I quit, I wonder how long I would be happy."

Surface feeling: _____

6. Student to teacher: "I can hardly wait for school to finish because today's my birthday and I think I'm finally getting a bike!"

Surface feeling: _____

SESSION III

Objectives

- To have trainees gain skill in identifying the main content in written communications.
- To provide trainees with practise in using a "crude" coding system to rate responses.

Training

- Trainer and trainees discuss their reactions to Session II. The sharing of problems and concerns is encouraged and facilitated through trainer sharing and use of the skills. Session III is outlined.

- Trainees work in small groups on the "Exercise in the Discrimination of Content." They share their choices in the large group and use the following coding system to rate the choices:

- '1' - Content identified is not close to reflecting what the person is saying.
- '2' - Content identified is close to reflecting what the person is saying.
- '3' - Content identified is a good reflection of what the person is saying.

- The handout "Perceiving Content" is distributed for home completion.

Remarks

- The initial group sharing is always important and sometimes issues and concerns surface which must be dealt with before formal training can continue.

- The trainer continues to focus on accepting trainee analyses and responses while at the same time sharing and explaining his own when appropriate. This is a delicate balance as too much trainer sharing inhibits the development of trainee exploration and autonomy while too little can tend to diminish training gains.

Exercise in the Discrimination of Content

Directions: These are the same statements as in a previous exercise. This time circle the statement which best reflects what the person is saying.

1. "These workshop sessions have really done me a great deal of good. I enjoy my work ~~so~~ much more. I look forward to meeting the students now and we are talking more directly and seriously and decently to each other. There's just so much more meaning in my teaching."

You feel alive and excited

- a. because teaching has so much to offer you now.
- b. but you also know that you have to be cautious.
- c. because you always know that there will be workshops to help you.
- d. because teaching is so much more meaningful now - for you and for the students.

2. "My husband and I just decided to get a divorce. (pause) I really don't look forward to any part of it. I just don't know what to expect. I'm well into middle age and I don't think another marriage is possible. (pause) I just don't know what to expect."

Right now your pretty worried

- a. because you realize that you've failed in your marriage.
- b. because your husband has let you down so badly.
- c. because there may be some rough times ahead - its all so uncertain.
- d. but you realize that we all go through trying times.

3. "This class bugs me! Kim was my best friend and now she won't even play with me anymore. Damn it! She acts as if I've been talking behind her back or something. She's probably been listening to those creeps who just want to stir up trouble."

Your pretty angry

- a. because your friendship might have been hurt by those other kid's talk.

Exercise in the Discrimination of Content (continued)

- b. and you're not sure what is really going on.
- c. you've been loyal to her, but now she has turned against you.
- d. and you would really like to tell your friend and the whole class off.
- e. because Kim won't play with you and you think she might have heard some gossip from the other kids.

4. "Guess what! My teacher told me today that I've done better work than she ever expected. I always knew that I could do good work at school if I really worked. So I tried hard this time and it really paid off."

So now you feel competent and satisfied

- a. because you showed your teacher a thing or two.
- b. because you did better than the others and that is always a good feeling.
- c. because this is just the beginning--you know you're headed for the top.
- d. because you've lived up to your own expectations.
- e. because you really put your mind to it and made things turn out well.

5. "Poor Karen. I should never have allowed her to go on the field trip alone. I almost feel as if it was my fault--as if I had broken Karen's arm and not the guy in that car. To top it off I have to see the principal about it to-morrow."

You're feeling pretty miserable

- a. but think positively and try to help your principal to do also.
- b. thinking of what has happened to Karen--and you still have to face your principal.
- c. but the worst is over.
- d. but you've really learned a good lesson and that's what counts.

Exercise in the Discrimination of Content (continued)

6. "I've been in college three years now and nothing much has happened. The teachers here are only so so. And you can't say the social life around here is much. Things go on the same from day to day week after week."

You're bored

- a. because neither school nor social life offers any challenge.
- b. because you really don't do much to make life interesting.
- c. and you would like to get out of here.
- d. there doesn't seem to be much to invest yourself in.

7. "I've finally met a woman who is genuine and who lets me be myself. I can care about her deeply without making a child out of her. And she cares about me without making herself my protector. It's a good, solid feeling. We've been thinking about getting married."

You seem at peace and content

- a. because you've been wanting to get married for a long time.
- b. because there is mutual caring without overprotectiveness.
- c. because there are not many women like her around.
- d. because here is an honest nonpossessive relationship.

8. "I don't know what I'm doing here. You're the third teacher they've sent me to--or is it the fourth? None of them did anything for me. In fact I've never been interested in science. Why do they keep making me take it? It's a waste of your time and a waste of mine. Let's just forget about me doing science."

You feel that this is futile

- a. just like all the other times.
- b. but maybe you would like to try just once more.
- c. because doing science is something they want you to do and not something you want to do yourself.
- d. because you're just too damn independent to be helped by anybody!

Exercise in the Discrimination of Content (continued)

9. "Why does he (teaching partner) always insist on coming to me about his trouble with the kids? I'm always in the middle. He complains to me about them. They complain to me about him. I could walk right out on the whole thing."

You really resent

- a. being in the middle
- b. being a go-between. Why don't they deal directly with one another?
- c. being treated like the one who is to blame.
- d. being in the middle, but you know you let yourself get caught.
- e. being practically forced out of your own class.

10. "I (teacher trainee) don't know what to expect in this course. I've never been in this kind of group before. I get the feeling that the rest of you are pros, so I'm afraid that I won't do whatever is right. I want to learn to be a teacher, but I'm not sure I can do that in this group."

You feel uncomfortable and inadequate

- a. because you think that you have no talent.
- b. because this is your first group experience of this kind and you don't know whether you are as talented as the other members.
- c. but still you don't want to let yourself down by leaving.
- d. because you realize that you are low man on the totem pole.
- e. because it is very important for you to succeed.

PERCEIVING CONTENT

Directions: Work with a partner on this exercise and complete the responses by adding an accurate description of the content contained in the helpee statements.

1. Teacher to teacher: "I'm so annoyed at myself! I was upset and tired and I blew up at my class for no reason. I know some of them felt hurt."

Response: You're feeling ashamed because _____

2. Student to teacher: "I was over here yesterday for our conference and you weren't here. This is the third time this has happened. There must be some way we can get together."

Response: You're feeling pretty frustrated _____

3. Student teacher to student teacher: "Talk about a double standard! Today the seventh grade teacher was talking to one of the boys about his being late to class so often. She said something about his parents and that made him mad. He used a couple of obscene words and that really set her off! She started shaking him and scratched him and he pushed her away. What makes me angry is that he got into real trouble with the principal, but not a word was said to her."

Response: You're really indignant _____

4. Student to teacher: "I'm having a lot of trouble with your course but I just want you to know that I'm actually trying very hard. I need the course to graduate but extra studying doesn't seem to help. What should I do?"

Response: You're worried because _____

PERCEIVING CONTENT (CONT'D)

5. Eleventh-grader to teacher: "A lot of the time I think that it's right for me to quit school. But then, if I quit, I wonder how long I would be happy."

Response: Sounds as if you are pretty confused _____

6. Student to teacher: "I can hardly wait for school to finish because today's my birthday and I think I'm finally getting a bike!"

Response: You are really excited _____

SESSION IV

Objectives

- To introduce the coding schedule for empathy.
- To have trainees gain initial skill in rating responses for empathy.
- To have trainees increase their understanding of the nature and appropriateness of empathy training.

Training

- Trainer and trainees discuss their reactions to Session III. Comments concerning the Gazda handout of Session I are invited. Session IV is outlined.

- Trainees receive and spend a few minutes reading the "Introduction to Empathy Training Mini Handbook." The trainer reiterates important points and draws attention to the material on pages 5 and 7-9. The Empathy Scale on pages 10 and 11 is then examined and copies of "The Coding Sheet for Empathic Responses" distributed and discussed.

- Trainees rate excerpts from the demonstration video of Session I on the coding sheet provided. Ratings are shared and discussed and the session concludes with a general discussion of the days training experience.

Remarks

- It is important that the trainees share and discuss their rating of the video excerpts as they will use this coding schedule in examining and formulating future responses. The trainer shares his ratings when appropriate.

INTRODUCTION TO EMPATHY TRAINING

MINI HANDBOOK

Prepared for the
Interactions Centre by
Selma Wassermann

What is Empathy Training? Why have we included it as one of the major components of the Interactions Centre?

First of all, it should be stated that we see teaching as a helping profession. Like social work, psychiatry, counseling, nursing and clinical psychology, teaching involves trying to do something to be helpful to other people. In very simple language, the youngster leaving school each day should come away feeling a little better about himself than he did at the beginning of the day. If that student comes away from school feeling a little worse about himself as a person and as a learner, then school has been hurtful, rather than helpful for him.

As much as we do not like to admit it, some school experiences are hurtful for students. And when students are hurt, the consequences are great in terms of how they see themselves as people (lower self-esteem) and how they function as learners (decreased academic achievement). On the other hand, some school experiences are rich and constructive for students. As a consequence of these, students learn that they can, that they are able, that they are persons deserving of respect, that they have rights, that they are valued as people.

What do teachers do that helps students to feel better about themselves as people and as learners? We believe that how the teacher interacts with students has a great deal to do with helping and hurting; that how the teacher interacts with students contributes greatly to positive or negative attitudes toward learning. Now granted, there are numerous other factors which influence learning. But the research evidence on interpersonal relationships is so great and its implications for teaching so clear, that we have decided to focus on interpersonal skills in this centre.

Let us start by saying that we do not believe that teachers consciously set out to destroy children. Teachers do not enter the profession with a conscious commitment to hurt, devalue or victimize children. Yet, it seems clear that many, many children are indeed hurt by their school experiences. That would suggest that there is some important dichotomy between what teachers hope they are doing (helping) and what they are actually doing (hurting). How might this come about? From what we already know, we can see that some teachers do not have a clear or realistic idea of what they are actually saying to students. Other teachers do not have a clear idea of the kinds of things to say which would be helpful. So, on the one hand, we have something called "distorted perceptions of self" (the teacher thinks he/she is saying the "right" thing, but upon analysis, is actually saying something else); on the other hand, we have a lack of skill, of know-how, of technique.

And that is what Empathy Training is chiefly about. We expect that teachers ought to be able to identify more clearly just how they are actually interacting with their students. And what's more, we expect that teachers will have the know-how to say the "right" thing to a youngster when that student comes to the teacher in need of help.

Teachers can help.

Teachers can help kids in trouble.

Teachers can make a difference in the lives of students. . .

By being empathic. Empathy is the working force of any helping relationship. It is the core condition through which the growth of self takes place. When a teacher communicates with high levels of empathy, that teacher is able to hear what the student is saying and communicate to that student that the message has been

received. "I hear what you are saying;" "I can understand the feeling you are expressing;" "I am in tune with you;" "I can feel how it feels to be in your shoes."

A teacher functioning on low levels of empathy doesn't understand what the student is saying or feeling. Frequently that teacher isn't fully listening. The teacher may not be getting that student's message; or the teacher may be misinterpreting what the student is saying. More often than not, the low level empathic teacher will give advice, moralize, preach or tell the student what to do. The low level empathic response communicates to the student that "nobody understands how I feel" and the impact of it is subtractive in the interpersonal process.

High level empathy is additive; it builds in the human relationship. Low level empathy is destructive; it subtracts from the human relationship.

The major focus of Empathy Training will be to help you to get a more realistic idea of what you are saying to students in trouble and to increase your level of empathic response.

So that when a youngster comes to you in trouble; when he is expressing a feeling, a concern, a difficulty, an anxiety, a fear, you will be able to say the kinds of words that will be helpful; that will make him feel better about himself as a person and as a learner; that will tell him, "I hear you and I understand." And that you will have developed your own inner ear so that you can hear yourself more accurately.

Because of time constraints, the major focus in the interpersonal relationships skills area will be on only one of the core conditions in interpersonal relationships -- that of examining and enhancing levels of empathic responses to students

in trouble. Two additional conditions, that of respect and genuineness, while not being emphasized in the training program, are mentioned below, to provide for the teacher's fuller understanding of the three conditions seen as central to effective human interactions.

Respect - A teacher communicating high levels of respect, establishes trust in the human relationship. High levels of respect contribute to the climate in which the relationship may grow. High levels of respect communicate an acceptance of the student, a prizing of who he is and a prizing of what he says. A teacher who is functioning on high levels of respect is patient and fair; is rational and consistent and interested in the student. Moreover, these feelings are clearly communicated to the student. "The teacher really cares about me" is the message conveyed by high levels of respect.

A teacher communicating low levels of respect is highly evaluative and highly judgmental. That teacher frequently expresses dislike and disapproval; warmth is expressed selectively and only when the student is seen as "deserving." Overly critical, moralistic, judgmental are characteristics of low levels of respect. The message conveyed to the student is, "The teacher would like me more if . . ."

Genuineness - The condition of genuineness is most basic to the interpersonal relationship. The person communicating high levels of genuineness is seen as an "authentic" and "integrated" person. He is seen as a "real person;" he is accepting of himself and of others; he is open to new experiences and has a capacity for openness. As he focuses on the student, he is able to put aside much of his own need system. He is "in touch" with his feelings, rather than openly expressing his feelings. The message conveyed by the higher levels of genuineness is, "this person is a real human being." High levels of genuineness may require the teacher to give negative feedback to the student. When negative feedback is necessary, the teacher tries to take out the hurt. Genuineness is never used to hurt or punish the student.

The absence of genuineness communicates artificiality. The teacher operating at low levels of genuineness is seen as playing a professional role, hiding behind a professional facade. There is a professional pompousness about him; he is insincere. Instead of being open and real, he is defensive and phony. The impact of low level genuineness on students is "this guy is a phony; man, he's unreal!"

Learning to Perceive and Respond with Empathy

The two main components in Empathy Training are perceiving (or discriminating) and responding (communicating). The teacher's ability to respond accurately is in large part dependent upon the teacher's ability to perceive accurately. In learning to perceive what the student is saying, be on the look-out for non-verbal as well as verbal cues.

Concentrate first on the verbal behavior.

- Listen to what the student is saying.
- Listen for tone of voice, rapidity of speech, nuances of expression.
- Try to identify the surface feeling being expressed.
- Try to identify the obvious content of the student's message.
- Try to formulate a response which reflects back to the student the obvious feeling and meaning of his statement (level 3 response).
- Practice doing this many times.

Concentrate next on non-verbal behavior.

- Look at posture; placement of hands and feet.
- Watch facial expressions, tightening or relaxing of muscles, mouth and eyes, forehead furrowing.
- Observe physiological reactions such as flushing or perspiring, facial tics.
- Watch body responses.
- Observe eye contact.

The first step in perceiving is the mastery of the interchangeable (level 3) response -- you are able to perceive the obvious feelings of the student and can identify the obvious content of the student's message.

In learning to respond with empathy, these guidelines may be of some help:¹

- a) Concentrate intensely on verbal and non-verbal cues
- b) Concentrate initially on responding at level 3 to content and feeling. (If you can do this repeatedly, you will be able to establish a good relationship with the student.)
- c) Formulate responses in the student's language. (Use the language that the student is likely to understand.)
- d) Use a tone of voice that is compatible with the student's tone of voice.
- e) Be active in giving lots of level 3 responses.
- f) Only after a relationship has been established should you attempt to increase your level of response to 4.
- g) Concentrate on the possible hidden messages the student is sending.
- h) Try to retain the data from the interchange. This may be of use in future responses.

* * * * *

RESPONDING AT LEVEL 5

The teacher does not respond at level 5 until he has "earned the right" to do so. Probing at underlying feelings can be very risky for the student. Unless the teacher has built a healthy and effective relationship with the student (many level 3 responses over a period of time) and until the teacher has acquired a lot of data about the student from these interchanges, the teacher is advised not to try to respond at level 5. A mis-fired probe (level 5) becomes a level 2 response and is subtractive in the relationship.

Learning to Discriminate Empathy²

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 response will fit perfectly or be interchangeable 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

The teacher's response ignores the student's feelings.
 The response is insensitive to the most obvious feelings.
 The response is irrelevant; critical; judgmental.
 The response is hurtful, ridiculing, devaluing, rejecting.
 The response denies the student's reality.

The effect is subtractive.

- Example:
- T - Jim, why haven't you finished your work?
 - J - I don't know. I don't seem to be able to concentrate. I'm having a really bad day.
 - T - Look, don't give me that. You're always full of excuses. If you just put your mind to it and stop daydreaming you'd get it done, all right. It's no wonder you are failing this course.

LEVEL 2

The teacher's response shows a partial awareness of obvious feelings, but denies student the right to feel that way.

The teacher disallows student's feelings.

The teacher moralizes, sermonizes.

The teacher gives advice, tells the student what to do.

The teacher tells the student how he (the teacher) feels.

The teacher asks stupid questions.

The teacher asks for more information.

The effect is subtractive.

- Example:
- T - Jim, why haven't you finished your work?
- J - I don't know. I don't seem to be able to concentrate. I am having a really bad day.
- T¹ - Well, don't feel too bad about it. You can finish it at home.
- or
- T² - You know, if you hadn't spent so much time trying to figure out the first problem you might have gotten through the whole assignment.
- or
- T³ - Where do you seem to be having trouble?

LEVEL 3

The teacher's response reflects the student's surface feelings.

The content of the response is interchangeable with the obvious feelings/meaning expressed by the student.

The effect is one of sustaining the relationship. It is neither additive or subtractive.

- Example:
- T - Jim, why haven't you finished your work?
- J - I don't know. I don't seem to be able to concentrate. I am having a really bad day.
- T - Things seem to be going wrong for you today and you are having a tough time concentrating on your work. You seem pretty upset about it.

LEVEL 4

The teacher's response identifies an underlying meaning not expressed by the student, but which is clearly related to the student's statement.

The response identifies what the student meant, but was unable to say for himself.

The response enables the student to examine a new dimension of his expression.

The effect is additive.

- Example:
- T - Jim, why haven't you finished your work?
- J - I don't know. I don't seem to be able to concentrate. I am having a really bad day.
- T - These assignments don't seem to have much meaning for you when your head is occupied with more pressing matters.

LEVEL 5

The teacher's response probes at possible underlying feelings.

The response attempts to disclose a feeling beneath the surface of what the student is saying.

The response understands and communicates the "hidden message" which the student is sending.

The effect is additive.

- Example:
- T - Jim, why haven't you finished your work?
- J - I don't know. I don't seem to be able to concentrate. I am having a really bad day.
- T - It may be that you're pretty resentful over not being chosen to go with the team to the Toronto playoff. Maybe that's why you are having trouble concentrating.

SCALE 1 - A SCALE FOR TEACHERS

RESPONDING WITH ACCURATE EMPATHY

Level	Nature of Response	Examples of Response
1 SUBTRACTIVE	<p style="text-align: center;">"Those kids called me 'Fatso and wouldn't let me in their game."</p> <p>IGNORES STUDENT'S FEELINGS:</p> <p>Insensitive to most obvious feelings</p> <p>Shifts topic away from student's concern</p> <p>Irrelevant response</p> <p>Criticizes; is judgmental, hurtful, devaluing, ridiculing, rejecting</p> <p>Denies student's reality</p>	<p style="text-align: center;">"Why don't you help me erase the blackboards?"</p> <p style="text-align: center;">"Recess time is over now anyway."</p> <p style="text-align: center;">"If you didn't eat so much for lunch every day, maybe you'd lose a few pounds."</p> <p style="text-align: center;">"Maybe <u>you</u> did something to provoke them!"</p> <p style="text-align: center;">"Why do you always keep coming to me with your complaints?"</p> <p style="text-align: center;">"They didn't say that!"</p>
2 SUBTRACTIVE	<p>SHOWS PARTIAL AWARENESS OF OBVIOUS FEELINGS:</p> <p>Denies student the right to feel that way</p> <p>Disallows student's feelings</p> <p>Moralizes, sermonizes</p> <p>Gives advice; tells him what to do</p> <p>Tells the student how he (teacher) feels</p> <p>Asks stupid questions; asks for more information</p>	<p style="text-align: center;">"That's nothing to worry about. It doesn't matter."</p> <p style="text-align: center;">"Don't feel bad. Lots of kids are chubby at your age."</p> <p style="text-align: center;">"Their game is not so important. Other things are more important. You are good in spelling, aren't you?"</p> <p style="text-align: center;">"If you practiced hard and learned to play real well, they would ask you to play."</p> <p style="text-align: center;">"I was chubby when I was your age and look at me now."</p> <p style="text-align: center;">"Where did all this happen?"</p> <p style="text-align: center;">"What could you do in order to get them to play with you?"</p>

Scale 1 Continued

Level	Nature of Response	Examples of Response
3 INTERCHANGEABLE	<p>REFLECTS BACK SURFACE FEELINGS:</p> <p>Includes content of student's statement</p> <p>Is neither hurtful or helpful; but communicates to student that he has heard what the student said</p>	<p>"That was a pretty upsetting experience for you."</p> <p>"It really makes you angry when they call you 'Fatso.'"</p> <p>"They called you names and wouldn't let you play with them."</p>
4 ADDITIVE	<p>CONTAINS ALL ELEMENTS OF LEVEL 3 AND:</p> <p>Adds a new meaning (thought) which is related to the student's statement</p> <p>Enables student to examine a new dimension of his expression.</p>	<p>"Not only are they calling you rude names, they won't even let you play with them. It's really important to be included and to be one of the boys."</p>
5 ADDITIVE	<p>CONTAINS ALL ELEMENTS OF LEVEL 3 AND:</p> <p>Adds a probe towards disclosing the student's <u>underlying feeling</u></p> <p>Understands and communicates the hidden message which the student is sending</p>	<p>"It's really humiliating to be called 'Fatso' by your classmates. It may be that you are a little ashamed of the way you look and wish that you were thinner."</p>

SCALE 2 - A SCALE FOR TEACHERS

RESPONDING WITH RESPECT

Level	Nature of Response	Examples of Response
1 SUBTRACTIVE	<p style="text-align: center;">"Those kids called me 'Fatso' and wouldn't let me in their game."</p> <p>OVERTLY COMMUNICATES NEGATIVE REGARD:</p> <p>Explicit evidence of rejection</p> <p>Puts down; sarcastic; demeaning, devaluing</p> <p>Teacher imposes his ideas (values) on the student</p> <p>Teacher challenges accuracy of student's perceptions</p>	<p>"Why do you always bring your complaints to me? Fight your own battles."</p> <p>"If you didn't eat so much, maybe you'd lose a few pounds."</p> <p>"You don't expect the kids to want you on their team if you can't run fast."</p> <p>"Games are not very important, anyway. You're a good student and you should be proud of that."</p> <p>"This is what you should have done. You should have told those kids where to get off."</p> <p>"Oh, come on. That's nothing to worry about. They probably didn't mean it."</p> <p>"There are more important things to worry about in the world."</p>
2 SUBTRACTIVE	<p>SUBTLY COMMUNICATES NEGATIVE REGARD:</p> <p>Puts student off</p> <p>Diverts from what the student is saying</p> <p>Responses are mechanical, casual or passive; teacher withholds himself from involvement</p> <p>Declines to involve himself as a helper</p>	<p>"Talk to me about it later. It's time for math now."</p> <p>"Where did all this happen?"</p> <p>"What did you do about it?"</p> <p>"I see. Thank you for telling me."</p> <p>"Some kids are like that. Just don't pay attention to them."</p> <p>"Please don't bring these complaints to me. If I get involved in arguments with your friends, I have less time for my teaching."</p>

Scale 2 Continued

Le- vel	Nature of Response	Examples of Response
3 INTERCHANGEABLE	<p>COMMUNICATES MINIMAL REGARD:</p> <p>No explicit or implicit rejection; interest but no warmth</p>	<p>"That was a pretty upsetting experience for you."</p>
4 ADDITIVE	<p>COMMUNICATES POSITIVE REGARD:</p> <p>Communicates that the teacher will consider entering a helping relationship</p> <p>Recognition of student as a person of worth</p>	<p>"That was a pretty upsetting experience for you. Let's talk about it."</p> <p>"You are pretty angry at the way they treated you and I don't blame you."</p>
5 ADDITIVE	<p>COMMUNICATES POSITIVE REGARD:</p> <p>Demonstration of respect, prizing, concern, encouragement</p> <p>Teacher is willing to take the risk of helping</p>	<p>"It's pretty humiliating to have people call you names. I am really concerned that you have been hurt. I'd like to see if I can help. Let's talk some more."</p>

SCALE 3 - A SCALE FOR TEACHERS

RESPONDING WITH GENUINENESS

Le- vel	Nature of Response	Examples of Response
1 SUBTRACTIVE	<p>"Those kids called me 'Fatso' and wouldn't let me in their game."</p> <p>ABSENCE OF GENUINENESS:</p> <p>Phony, insincere; artificial</p> <p>Defensive</p>	<p>"That wasn't very nice of them, was it?"</p> <p>"Why are you telling me about it. It wasn't my turn to be on yard duty."</p>
2 SUBTRACTIVE	<p>ABSENCE OF GENUINENESS:</p> <p>Anonymous; uninvolved; detached</p> <p>Intellectualizing; playing the role of "professional:" professional pompousness</p>	<p>"You just have to learn to take these things that heppen in the schoolyard at lunchtime."</p> <p>"There are other things in life that are much more important. Don't worry about it."</p> <p>"Teachers can't be bothered with things that happen in the schoolyard at lunchtime."</p>
3 INTER- CHANGEABLE	<p>ABSENCE OF PHONINESS, DEFENSIVENESS:</p> <p>Responses do not seem insincere; but responses do not reflect real (genuine) involvement</p>	<p>"Thank you for telling me. I'll see what I can do about it."</p>
4 ADDITIVE	<p>ABSENCE OF PHONINESS, DETACHMENT, DEFENSIVENESS:</p> <p>There is no doubt that this is a "real" person; he comes across as being truly himself; he shows a capacity for openness and authenticity; we learn to trust him because he is "real." He allows us to know him</p>	<p>"It's really humiliating to be called 'Fatso' by your classmates. It makes me angry to hear that they have treated you this way."</p>

SESSION V

Objectives

- To have trainees gain skill in rating written responses for empathy.
- To have trainees gain experience in the interaction roles of helper and helpee.
- To introduce the trainees to tape recording live interaction.

Training

- After the initial group sharing trainees meet in diads and code each others responses to the "Perceiving Content" worksheet handed out at the end of Session III. Diads select or formulate good level three responses for group sharing.
- Diads share their level three responses in the large group where rating feedback is provided.
- Trios are formed where one trainee plays the role of helpee and shares his feelings about the training. The other two respond as they wish, attempting to use empathic interactions. The interaction is tape-recorded and at the end of a sharing the participants discuss the session and the responses, playing back the tape if they wish. Roles are switched and sharing repeated until each trainee has had a turn being a helpee.
- The group meets and discusses the exercise with particular emphasis on individual feelings. No tapes are shared unless a trio makes a specific request to do so.
- E-2, "Perceiving Empathy" is distributed for home completion.

Remarks

- The trio work gives trainees an opportunity to practice live responding in a "safe" mode and to become familiar with taping their interactions.

NAME _____ DATE _____

CODING SHEET FOR EMPATHIC RESPONSES

Level 1 - Ignores student's feelings

Insensitive to most obvious feelings _____

Shifts topic away from student's concerns _____

Irrelevant response _____

Criticizes; is judgmental _____

Hurtful; devaluing; rejecting _____

Total Level 1 Responses _____

Level 2 - Shows partial awareness of obvious feelings

Denies student the right to feel that way _____

Disallows student's feelings _____

Moralizes; sermonizes _____

Gives advice; tells student what to do _____

Tells student how he (teacher) feels _____

Asks stupid questions _____

Asks for more information _____

Total Level 2 Responses _____

Level 3 - Reflects back content and surface feelings

Accurately reflects main idea of student's message
_____Accurately reflects student's surface feelings
_____Communicates to student that he has heard what
student has said _____

Total Level 3 Responses _____

Level 4 - Accurately reflects back feelings AND adds
a new meaningAdds a new meaning (thought) which is related to
student's statement _____Enables student to examine a new dimension of his
expression _____

Total Level 4 Responses _____

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Gazda, G., Asbury, F., Balzer, F., Childers, W., Desselle, R., and Walters, R., Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, 1973.

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

Footnotes:

¹Gazda, G., et. al. Human Relations Development: A Manual for Educators. Boston: Allyn & Bacon, 1973, pp. 55 - 56.

²These levels, originally derived from Truax and Carkhuff, have been modified and used in graduate research by Wallace V. Eggert at Simon Fraser University.

NAME _____

DATE _____

PERCEIVING EMPATHY

Several helper responses are given to the helpee situation. Rate each response using Scale 1 - Responding With Accurate Empathy. Place your rating in the blank to the left of each helper response. The correct rating is given in the answer key on the reverse side of the last page of these exercises. Find the difference, if any, between your rating and the correct rating. This number, which may have a negative or positive sign, is your "discrepancy score" for that item. Disregard the signs and add the individual discrepancy scores. Divide the sum by the number of helper responses for each helpee situation. This gives your average discrepancy score -- an estimate of your perceptual acuity.

Look at the responses you have rated incorrectly and refer to the Empathy Scale to determine why each was rated as it was. When you are confident you understand the use of the rating system for Helpee Situation 1, rate the responses to situations 2 and 3. Calculate a discrepancy score for each response and obtain the average discrepancy score for responses 13 through 27.

_____ Average Discrepancy Score: Helpee Situation 1

_____ Average Discrepancy Score: Helpee Situation 2 and 3

Comments:

HELPEE SITUATION 1

Male: "I've been looking forward to the senior prom since I was a freshman, and now it looks like I won't be able to go. It boils down to a matter of money, since there is no way I can afford to rent a tux."

Helper Responses

- _____ 1. "You've looked forward to it all these years. Are you sure you've exhausted all means of getting a tux?"
- _____ 2. "You feel left out because the money problem might cause you to miss the senior prom."
- _____ 3. "How unfortunate. Maybe you could borrow a tux from somebody."
- _____ 4. "Why don't you talk to the manager of the rental store and see if you could pay a little bit a week until it is all paid."
- _____ 5. "The prom really means a lot to you."
- _____ 6. "You are disappointed because you feel you can't afford to go to the prom."
- _____ 7. "Is there some way I can help you afford this? Are you still working?"
- _____ 8. "What happened to all that money you made last summer?"
- _____ 9. "Don't you have a friend who could lend you enough money to rent a tux until you could find work and earn enough to pay him back?"
- _____ 10. "A part-time job would probably provide enough money for your needs."
- _____ 11. "It is upsetting to think you might miss the prom this year because you don't have enough money to go."
- _____ 12. "I know how you feel."

HELPEE SITUATION 2

Tenth grade girl to teacher: "There are times when I feel like school is not important to me. Since I'm not going to college, there isn't much use for me to waste my time here."

Helper Responses

- _____ 13. "Perhaps you could talk to the counselor about why you should stay in school."
- _____ 14. "You know that the first thing an employer will want to know is if you are a high school graduate."
- _____ 15. "It sounds like you are thinking about dropping out."
- _____ 16. "I would be glad to sit down and discuss it with you sometime."
- _____ 17. "You don't know what to do. Perhaps you'd like to graduate but you're leaning toward dropping out."
- _____ 18. "It's frustrating to be caught in the middle of such a conflict."

HELPEE SITUATION 3

Tenth grade girl to teacher: "I just hate to go home after school. If I'm not fighting with my parents, they're fighting with each other. It's always so uncomfortable at home."

Helper Responses

- _____ 19. "you are dissatisfied with your home life in comparison with school."
- _____ 20. "It's hard to cope with the constant fighting in your home, yet you don't know what you can do about it."
- _____ 21. "Why do you have trouble with your parents?"
- _____ 22. "It's upsetting not to be able to feel comfortable at home with family fights every day."
- _____ 23. "You really hate to go home because you feel so uncomfortable as a result of all the fighting between your parents and yourself."
- _____ 24. "Your tired of being greeted in your home by harsh words and an unpleasant atmosphere. You'd just like to feel that you could go home and feel welcome."

- _____
- _____
- _____
25. "The situation at home makes you feel uneasy."
 26. "Do you think it is something that will blow over?"
 27. "Why don't you threaten to move out?"

Answer Key

Perceiving Empathy

Helpee Situation 1

1.	2
2.	3
3.	2
4.	2
5.	2
6.	3
7.	2
8.	1
9.	2
10.	2
11.	3
12.	2

Helpee Situation 2

13.	2
14.	2
15.	3
16.	2
17.	4
18.	3

Helpee Situation 3

19.	2
20.	4
21.	2
22.	3
23.	3
24.	5
25.	2
26.	2
27.	1

TEACHING PRACTICUM EXPERIENCES

The students, in teams of two to four trainees, returned to the classroom settings for a four-week practicum experience. The trainer met with each team once a week for a 2 1/2 hour seminar on their practice teaching. During this period the worksheet E-2 was completed and shared, the handouts, "Communication Leads" and "Vocabulary of Affective Adjectives" distributed, and the booklet "Self Disclosure for Trainees: A Search for Themes" given for completion before the next formal training session three weeks away. In addition, trainees received and completed worksheet E-3, "Responding with Empathy". Responses to E-3 were shared in their practicum teams the week prior to returning to the Vancouver External site.

Work on these materials took place incidentally during school seminars and did not constitute a formal training session as far as the program here is concerned. Both E-2 and E-3 can be done in small groups (or individually) with large group sharing and peer feedback. This work could constitute an additional training session if desired.

NAME _____

DATE _____

RESPONDING WITH EMPATHY

Directions: In this exercise you are asked to write responses to the helpee statements. When responding, try to reflect back to the helpee the feelings and content he has expressed.

Read the stimulus situation carefully, perceiving the surface and underlying feelings. Choose a word or two which best summarizes the feelings and content, and fill in the blanks in the sentences below the situation. These responses tend to sound mechanical, but beginning in this way will help you to concentrate on choosing words that accurately reflect the feelings and content. With practice, it becomes easier to state the response with more spontaneity and freshness. The formula response and the natural response would technically get the same rating, but in the future, you may try to strive for more natural and stimulating ways to respond.

When you have written formula responses for each situation, write a natural response for each. The natural response should contain the same elements as the formula response but should express them in good conversational style.

When you have concluded the exercise, discuss your responses with one of the resource faculty in the centre.

Situation 1

Student to student: "Since I got out of the army, school just hasn't been the same. The things I had fun doing when I was here before seem real silly now."

Helper Responses:

formula: You feel _____

because _

natural: _

—

—

Situation 2

Student to teacher after school: "We all like your class but we seem to do the same thing every day. Class would be more interesting if you would do something besides lecturing."

Helper Responses:

formula: You feel ___

because ___

natural: ___

Situation 3

Teacher to teacher: "At every PTA meeting, only the parents of the good kids come. The parents I really need to see are the ones who never show up."

Helper Responses:

formula: You feel ___

because ___

natural: ___

Situation 4

Student to teacher: "I don't mind working hard in school as long as things come out all right in the end. In your class I work hard and still don't seem to do well."

Helper Responses:

formula: You feel ___

because ___

natural: ___

Situation 5

Female teacher to another teacher: "I hate to be prejudiced in this class, but those long haired boys just turn me off. I'm afraid it is becoming obvious to the students."

Helper Responses:

formula: You feel ___

because ___

natural ___

Situation 6

Teacher to teacher: "I stay depressed all the time because it seems like my husband is always at work. We never have any evenings together."

Helper Responses:

formula: You feel ___

because ___

natural: _____

Situation 7

Male college student to another student: "I went through rush this year and was rejected by all the fraternities."

Helper Responses:

formula: You feel _____

because _____

natural: _____

Situation 8

Teacher to teacher: "I was hoping when I moved to this town I could make some new friends, but I've been home alone every night."

Helper Responses:

formula: You feel _____

because _____

natural: _____

Situation 9

Parent to teacher: "John's been bringing his math assignments home with him and asking me to help him. It looks like the kind of stuff I did in college, and he's only in the eighth grade. I think you're expecting too much!"

Helper Responses:

formula: You feel _____

because _____

natural: _____

Situation 10

Student to student: "My roommate is driving me crazy. He is the most inconsiderate person I have ever met!"

Helper Responses:

formula: You feel _____

because _____

natural: _____

This list of adjectives was developed to help the user find the most appropriate description of perceived feelings. No attempt has been made to order these words in terms of their degree of intensity.

Note that by simply preceding many of these adjectives with appropriate adverbs, you can control the intensity of your communication. For example:

- You feel SOMEWHAT angry with your teacher for scolding you
- You feel QUITE angry with your teacher for scolding you.
- You feel VERY angry with your teacher for scolding you.
- You feel EXTREMELY angry with your teacher for scolding you.

PLEASANT AFFECTIVE STATES

(Love, Affection, Concern)

admired	courteous	humane	pleasant
adorable	dedicated	interested	polite
affectionate	devoted	just	reasonable
agreeable	easy-going	kind	receptive
altruistic	empathetic	kindly	reliable
amiable	fair	kind-hearted	respectful
benevolent	faithful	lenient	responsible
benign	forgiving	lovable	sensitive
big-hearted	friendly	loving	sympathetic
brotherly	generous	mellow	sweet
caring	genuine	mild	tender
charitable	giving	moral	thoughtful
Christian	good	neighborly	tolerant
comforting	good-humored	nice	truthful
congenial	good-natured	obliging	trustworthy
conscientious	helpful	open	understanding
considerate	honest	optimistic	unselfish
cooperative	honorable	patient	warm
cordial	hospitable	peaceful	warm-hearted
			well-meaning

(Elation, Joy)

amused	exalted	humorous	serene
at ease	excellent	inspired	splendid
blissful	excited	in high spirits	superb
brilliant	fantastic	jovial	terrific
calm	fine	joyful	thrilled
cheerful	fit	jubilant	tremendous
comical	gay	magnificent	triumphant
contented	glad	majestic	turned on
delighted	glorious	marvelous	vivacious
ecstatic	good	overjoyed	witty
elated	grand	pleased	wonderful
elevated	gratified	pleasant	
enchanted	great	proud	
enthusiastic	happy	satisfied	

(Potency)

able	durable	influential	spirited
adequate	dynamic	intense	stable
assured	effective	lion-hearted	stouthearted
authoritative	energetic	manly	strong
bold	fearless	mighty	sure
brave	firm	powerful	tough
capable	forceful	robust	virile
competent	gallant	secure	well equipped
confident	hardy	self-confident	well put together
courageous	healthy	self-reliant	
daring	heroic	sharp	
determined	important	skillful	

UNPLEASANT AFFECTIVE STATES

(Depression)

abandoned	despised	horrible	pathetic
alien	despondent	humiliated	pitiful
alienated	destroyed	hurt	rebuked
alone	discarded	in the dumps	regretful
annihilated	discouraged	jilted	rejected
awful	disfavored	kaput	reprimanded
battered	dismal	left out	rotten
below par	done for	loathed	ruined
blue	downcast	lonely	run down
burned	downhearted	lonesome	sad
cast off	downtrodden	lousy	stranded
cheapened	dreadful	low	tearful
crushed	estranged	miserable	terrible
debased	excluded	mishandled	unhap;y
defeated	forlorn	mistreated	unloved
degraded	forsaken	moody	valueless
dejected	gloomy	mournful	washed up
demolished	glum	obsolete	whipped
depressed	grim	ostracised	worthless
desolate	hated	out of sorts	wrecked
despair	hopeless	overlooked	

(Distress)

afflicted	displeased	lost	swamped
anguished	dissatisfied	nauseated	the plaything of
at the feet of	distrustful	offended	the puppet of
at the mercy of	disturbed	pained	tormented
awkward	doubtful	perplexed	touchy
baffled	foolish	puzzled	ungainly
bewildered	futile	ridiculous	unlucky
blameworthy	grief	sickened	unpopular
clumsy	helpless	silly	unsatisfied
confused	hindered	skeptical	unsure
constrained	impaired	speechless	
disgusted	impatient	strained	
disliked	imprisoned	suspicious	

(Fear, Anxiety)

afraid	fearful	jittery	shy
agitated	fidgity	jumpy	strained
alarmed	frightened	nervous	tense
anxious	hesitant	on edge	terrified
apprehensive	horrified	overwhelmed	terror-stricken
bashful	ill at ease	panicky	timid
desperate	insecure	restless	uncomfortable
dread	intimidated	scared	uneasy
embarrassed	jealous	shaky	worrying

(Belittling, Criticism, Scorn)

abused	diminished	maligned	scoffed at
belittled	discretited	minimized	scorned
branded	disdained	mocked	shamed
carped at	disgraced	neglected	slammed
caviled at	disparaged	not taken seriously	slandered
censured	humiliated	overlooked	slighted
criticized	ignored	poked fun at	thought nothing of
defamed	jeered	pooh-poohed	underestimated
deflated	lampooned	pulled to pieces	underrated
deprecated	laughed at	put down	
depreciated	libeled	ridiculed	
derided	made light of	roasted	

(Impotency, Inadequacy)

anemic	flimsy	insecure	unable
broken	fragile	insufficient	unarmed
broken down	frail	lame	uncertain
chicken-hearted	harmless	maimed	unfit
cowardly	helpless	meek	unimportant
crippled	impotent	nerveless	unqualified
debilitated	inadequate	paralyzed	unsound
defective	incapable	powerless	unsubstantial
deficient	incompetent	puny	useless
demoralized	indefensible	shaken	vulnerable
disabled	ineffective	shaky	weak
effeminate	inefficient	sickly	weak-hearted
exhausted	inept	small	
exposed	inferior	strengthless	
feeble	infirm	trivial	

(Anger, Hostility, Cruelty)

agitated	antagonistic	bigoted	callous
aggravated	arrogant	biting	cold-blooded
aggressive	austere	bloodthirsty	combative
angry	bad tempered	blunt	contankerous
annoyed	beligerent	bullying	contrary

cool	hard-hearted	malicious	rude
corrosive	harsh	mean	ruthless
cranky	hateful	murderous	sadistic
critical	heartless	nasty	savage
cross	hellish	obstinate	severe
cruel	hideous	opposed	spiteful
deadly	hostile	oppressive	stern
dictatorial	hypercritical	outraged	stormy
disagreeable	ill-tempered	perturbed	unfeeling
discontented	impatient	poisonous	unfriendly
dogmatic	inconsiderate	prejudiced	unmerciful
enraged	inhuman	pushy	unruly
envious	insensitive	rebellious	vicious
fierce	intolerable	reckless	vindictive
furious	intolerant	resentful	violent
gruesome	irritated	revengeful	wrathful
hard	mad	rough	

COMMUNICATION LEADS

Phrases that are useful when you are having some difficulty perceiving clearly, or it seems that the helpee might not be receptive to your communications:

Could it be that...
I wonder if...
I'm not sure if I'm with you, but...
Would you buy this idea...
What I guess I'm hearing is...
Correct me if I'm wrong, but...
Is it possible that...
Does it sound reasonable that you...
Could this be what's going on, you...
From where I stand you...
This is what I hear you saying...
You appear to be feeling...
It appears to you...
Perhaps you're feeling...
I somehow sense that maybe you feel...
Is there any chance that you...
Maybe you feel...
Is it conceivable that...
Maybe I'm out to lunch, but...
Do you feel a little...
Maybe this is a longshot, but...
I'm not sure I'm with you; do you mean...
I'm not sure I understand; you're feeling...
It seems that you...
As I hear it, you...
...is that the way it is?
...is that what you mean?
...is that the way you feel?
Let me see if I understand; you...
Let me see if I'm with you; you...
I get the impression that...
I guess that you're...

Appropriate Self-disclosure for Trainees: A Search for Themes

In practice sessions, you, as a trainee, are going to be asked to act as both a helper and a helpee. When you play the role of helpee, what should you talk about? There are two general possibilities:

- (a) you can role-play, that is, pretend to have certain problems, or
- (b) you can discuss your own real problems.

Role-playing, while not easy, is still less personally demanding than discussing your own problems in practice sessions. However, while some role-playing might be useful at the beginning of the training process (since it is less threatening and allows you to ease yourself into the role of helpee), ultimately it may be helpful to use the training process to look at real problems in your life, especially those problems or characteristics of interpersonal style which might interfere with your effectiveness as a teacher. For instance, if you are an impatient person, one who places unreasonable demands on others, then you will have to examine and change this behavior if you want to become an effective teacher. If you deal with your own problems during the training program, you will get a feeling for what it means to be empathized with in a way which is impossible through mere role-playing.

However, if you are to talk about yourself during the practice session, you should take some care in choosing what you are going to focus on. This exercise, then, is meant to help you review possible topics for discussion during practice sessions. A careful execution of this exercise will give you a list of problems which are neither too superficial nor too sensitive. Without preparation you can find yourself talking about superficial things or talking about things you had no intention of revealing. As you build rapport with your fellow student teachers and learn to trust one another more deeply (and trust one another's developing skill), you can move from role-playing to dealing with somewhat more personal problem areas.

Self-disclosure, however, should always remain appropriate to the goals of training. The purpose of this exercise is not to force you into secret-dropping or into dramatic self-disclosure. In fact, it is

meant to help you avoid that. While it is true that an effective helper is a person who deals directly with the problems of his life as they come up, still the person who is training to be a helper should decide - in conjunction with the teacher or trainer if necessary - which problems are appropriate to the training group and which problems should be handled in some other forum.

The exercise should also help you choose problem areas which are capable of some extended development so that you can avoid having to find a "new" problem everytime you assume the role of helpee.

Below is a limited sample of the kinds of problems or characteristics of interpersonal style which might serve as the content of practice sessions.

- I am shy. It takes the form of being afraid to work with groups and of being afraid to reveal myself.
- I am not assertive enough. Students can run roughshod over me and I just take it.
- I get angry very easily and let my anger spill out on the students.
- I am a lazy person. I find it especially difficult to expend the kind of energy necessary to be properly prepared for the next day at school.
- I am a rather insensitive person. I find it difficult to know what others, especially the students, are feeling.
- I am overly controlled. I do not let my emotions show to the kids, if possible. Sometimes I don't want them to show even to myself.
- I like to control everthing that the students do, but I like to do so in subtle ways. I want to stay in charge at all times.
- I have a need to be liked. I seldom do anything that would offend my colleagues or the students because I have a need to be seen as a good guy.
- I never stop to examine my value system. I think I hold some conflicting values. I am not even sure why I am interested in teaching.
- I am a counterdependent person. I always have to show my fellow teachers that I am free and an individual in my own right. I find it especially difficult to get along with those in authority.
- I am an overly anxious person, especially in teaching situations. But I do not know why I am like that.

- I am stubborn and rigid. I am opinionated and am ready to argue with colleagues on almost anything. This puts them off.
- I am somewhat sneaky and devious in my relationships with students. I use my charm to get them to do what I want.
- I feel inept at times. I do not do the human thing at the right time. For instance, I often do not notice when students are suffering some emotion and as a result I seem to be callous.
- I feel a bit out of it, for I believe that I am inexperienced and somewhat naive. When others talk about education I feel apprehensive or left out or find it hard to get a feeling for what they mean.
- I am unsure of myself. I find it hard to stand up for my convictions in staff meetings and parent conferences. It is easy to get me to retreat.
- I find it hard to face conflict, either between myself and a colleague or student or even when others are in conflict. I get anxious and retreat from it. I am more or less a peace-at-any-price person.
- When my teaching is criticized, even legitimately and responsibly, I tend to attack my critic and to respond in other defensive ways.

This list is not exhaustive. It is meant to help stimulate your thinking about yourself in ways related to the goals of training.

Appropriate Self-Disclosure for Trainees: A Search for Themes

In training sessions teacher-trainees are going to be asked to act both as helpers and as helpees. As helpees, while it is true that trainees could role-play a variety of problems, still the most effective kind of training is that which places some demand on the trainee to deal with problems and unused potential in his or her own life. However, if the trainee is to use personal material in the training sessions, he should carefully choose the issues he wants to discuss. Ideally, the issues he chooses should have some bearing on his interpersonal teaching style. Furthermore, the issues chosen should not be so sensitive that the trainee finds the training sessions disruptive. Therefore, the trainee should in some way prepare what he is going to say. This exercise is designed to help the trainee do precisely that.

First of all, briefly list as many of your dissatisfactions, problems, unused personal resources as possible.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

Choosing the Issue You Wish to Discuss:

- X - Place an X through the numbers of the issues you think are too sensitive to discuss, issues which are not appropriate for the training group (or this stage), or issues you simply do not want to discuss.
- () Place brackets around the numbers of the issues you think that you might be willing to discuss in the practice sessions.
- F - Place an F in front of the numbers of the issues you think might affect your functioning as a teacher.
- T - Place a T in front of the numbers of those issues which are capable of some thematic development, that is, problem areas or areas of concern which might be able to be explored at some length.

Obviously as the training program moves forward, you might want to add other issues or change your mind with respect to the issues you want/do not want to talk about. The purpose of this exercise is to help you discover some substantive areas which you feel relatively comfortable discussing.

An Example

A trainee's list could look something like this:

- F (1) I am intellectually lazy; I don't use my intellectual resources well when planning for the classroom.
- T F 2 I am elitist and have refrained from confronting or exploring my prejudices concerning certain students.
- F 3 I am overly concerned with what the students think of me.
- T F 4 I manipulate students in covert ways.
- (5) I am somewhat overweight.
- T F (6) I am really anxious when working with a group of children.
- T F (7) I am shy and uncomfortable in staff meetings. I feel threatened by those more experienced and articulate than I.
- T 8 I think I should get involved in educational change movements, but I don't do much about it.
- T F (9) I sometimes shirk my teaching responsibilities in favour of personal comfort.
- T 10 I am very fickle in terms of my likes and dislikes.
- T (11) I fail to review my values from time to time.
- T F 12 I am selfish and this causes some resentment in my colleagues.
- T F (13) I am not sure I really want to teach.
- T F (14) I often find myself bored with the students.

Some of this trainee's judgments might change over the course of the training period. For instance, as trust develops in the training group, he may feel that he could appropriately include more sensitive issues. However, the trainee should be in command of his own self-disclosures and not be pressured by others. Each trainee's list should provide him with some T-F-() areas with which to start with relative comfort.

SESSION VI

Objectives

- To have trainees gain skill in responding with empathy in live interaction.
- To have trainees gain skill in rating responses for empathy.

Training

- Trainees meet and share their use of empathic interactions in the practicum setting. The trainer reviews the training to date and suggests that trainees are becoming skillful at formulating and rating written responses. The purpose and operation of the "Empathy Ring" is explained to the trainees.

- The "Empathy Ring": Trainees sit in a circle and one volunteers to share some personal material. Subject matter may be from the "Search for Themes" if the helpee is willing. The helpee shares for thirty to forty seconds, then stops. Every second person in the circle or "ring" attempts to respond with level three empathy. A trainee not wishing to respond simply says "pass" at this time. Responses follow one after the other, without reply from the helpee. After each ring of responses the helpee shares his reactions and the trainer and group discuss ratings for some of the offerings.

- The "Empathy Ring" is repeated twice more. This time each ring of responses is tape recorded and replayed with the trainees sharing their ratings for each response. Helpee feedback is used to verify the accuracy of ratings. Trainees then share their reactions to the session.

Remarks

- It can be helpful to discuss the "passes" during the rating discussion at the end of each circle of responses.

- The trainer participates as a full member both "sharing" and responding in turn.

- The training sessions have become more focused, with increased expectation for members to participate actively. This can generate strong reactions which are acknowledged and discussed in the general sharing at the end of the session.

SESSION VII

Objectives

- To have trainees practice and gain skill in responding with empathy in live settings.
- To have trainees gain skill in coding live responses for empathy.

Training

- Trainer and trainees share their reactions to Session VI. Session VII is outlined.

- Trainees form trios. One takes the role of helpee and explores a theme area. The others attempt to respond empathically. The session is tape-recorded and after five to ten minutes the session is stopped and the tape replayed and coded by the trio. This process is repeated until each member has served as helpee. A segment of one of the tapes is chosen for group sharing.

- Trainees come together and discuss their reactions to the task. Trios are asked to volunteer their segments for group comment and rating feedback.

Remarks

- The trainer offers ratings when appropriate and asks specific individuals to rate comment on shared segments.

SESSION VIII

Objectives

- To introduce trainees to respect and genuineness coding schedules.
- To have trainees gain practice in rating for empathy, respect and genuineness.
- To have trainees gain skill in responding with empathy, respect and genuineness.

Training

- Trainer and trainees discuss their reactions to Session VII and Session VIII is outlined.
- Coding schedules for empathy, respect and genuineness are distributed and the rating levels for respect and genuineness discussed.
- Segments from the demonstration video of Session I are rated for respect and genuineness with group sharing and discussion.
- An "Empathy Ring" is held, without taping, and the respect and genuineness levels of the responses are discussed during the rating analysis.
- The training session is discussed and trainees told to prepare an audio-tape of their interaction with an individual or small group of students during their next week in the schools.

Remarks

- References to respect and genuineness have occurred all along, but this constitutes the first formal practice and coding session.

SESSION IX

Objectives

- To have trainees gain skill in coding responses for empathy, respect and genuineness.
- To have trainees gain skill in responding with empathy, respect and genuineness.

Training

- Trainees share experiences related to preparing their audio-tape assignments. Session IX is outlined.
- Coding schedules for empathy, respect and genuineness are distributed and reviewed.
- Each trainee shares a one to two minute segment of his audio-tape and all trainees assign ratings for empathy, respect and genuineness to the segment. The ratings are then shared and discrepancies discussed.
- This final session ends with each trainee having a chance to discuss with the group the impact of the training program for him.

Remarks

- The trainer shares his reactions to the training experience and offers concluding remarks to the trainees.

APPENDIX C

PRE- DATA NOTE TO STUDENTS

January 1976

To Students in PDP:

Your associate has been asked to assist in collecting data for a communications study. In order to do this, your participation is needed in completing a brief questionnaire and two communication indexes.

If any of you strongly object to taking part in this study, you need not participate. It is important for you to know, however, that all individual participants in this study will remain anonymous. No individual's responses will be shared with any associate, student, or SFU faculty member. The concern in this study is not with the responses of any particular individual.

I have asked that participants record only their student numbers on the indexes. This is necessary to collate your responses on all parts of the study.

Many thanks to all of you participating in the study.

Neil McAllister

COMMUNICATION INDEX

PART I

The following excerpts represent nine student statements; that is, expressions by students of feeling and content in different situations.

You may conceive of these students as people who have come to you in a time of need. These students, for example, may be from one of your classes if you are a teacher. We would like you to respond to these students in a meaningful and helpful way.

In formulating each response, keep in mind those responses that the student can use effectively in his own life.

In summary, formulate helpful responses to the student who has come to you. Try to formulate a meaningful response to the student's immediate expression.

STUDENT NUMBER _____

STUDENT STATEMENTS

1. I feel so bad - I have no friends. Nobody likes me. All the other kids lunch together and play together. They always leave me out - as if they don't even care about me. Sometimes when I'm all alone and all the other kids are together I feel like crying. Why doesn't anyone like me? I try to be nice, but nothing seems to work. I guess there is nothing I can do.

2. It makes me so mad! Everybody is always telling me what to do and what not to do. When I'm at home, my parents tell me what is best for me. At school it's the teacher. Even my friends bother me. Everybody pushes me around. Sometimes I feel like punching them all in the nose! They had just better leave me alone and let me do things the way I want to.

3. I'm so excited and everything is going so great! I ran for president of my class and I won; I guess the other kids really like me. And today my teacher said I was one of the best students she ever had; she makes me feel all warm inside. And next week, during spring vacation, I'm going to have a great time with my family. I'm so happy. It's unbelievable. Some people make me feel so good.

4. I just don't know what to do. I try very hard in school, but nothing seems to sink in. I guess I'm not very smart. Nobody seems to care that I try. What really hurts is when I see my parents bragging to others about how smart my brother is; they never even mention me -- they even change the subject when I'm mentioned. Oh, I wish I could do better, but I can't. The smart kids are really lucky -- everybody likes them because they are smart. Sometimes I even get mad at myself because I can't do any better.

5. I get so angry in school! Everyone tells you what you have to learn, and they don't even care about what you are interested in. You are supposed to like whatever they want to teach you. And some of the stupid things they make you do just to get a good grade; I learn more than some kids who get all A's. For me school is a waste of time. The people there make me so mad sometimes I want to tell them that I just don't care about all their stupid subjects. But I can't because I'd get into trouble and that would make me even more angry. I could scream and blow the school up every time I see it.

6. Each day I get up at the crack of dawn and people wonder why. I do because I have a longing to learn about myself and the things around me. It's so exciting! Each moment I see or learn something new -- caterpillars become butterflies, the sun is actually bigger than the earth, or my body is made of many tiny cells. I feel like I'm bubbling over with excitement. I want to learn and discover things all day long!

7. Whenever we divide up to chose sides to play I'm always the last one picked. I'm so awkward and I don't seem to play the way the others want me to. No one ever wants me on their side. It really makes me feel bad to be the last one left. When everybody is playing I just lean against the nearest wall -- sometimes I could cry; when I do I feel worse than ever -- and all the other kids laugh at me then. I hate my body; why couldn't I have gotten a different one?

8. People get me so mad! Sometimes I feel like really letting them have it. That would at least make them stop making fun of the way I look. Just because I'm bigger than most kids my age they call me names. The other kids call me "lardy" or "fatso". Sometimes my teacher says I'm a big bully. Even my dad and mom don't like the way I look; they kid me by saying, "You'll grow out of it, we hope." Well, they just better watch out because I'll show them I can really be a bully if I want to. I'm not going to let them make fun of me and get away with it.

9. I could just run and run and run. I feel so strong. In gym today I beat everybody on the physical fitness test. At home I get my work done faster than anybody else. I'm so full of energy and I have so many ways to use it. I'm so happy and so strong I could work and play and never stop.

DISCRIMINATION INDEX

PART II

A teacher is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of his students and may guide discussions with his students into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with students, in his commitment to their welfare he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
None of these conditions are communicated to any noticeable degree in the person.		Some of the conditions are communicated and some are not.		All of the conditions are communicated at a minimally facilitative level.		All of the conditions are communicated, and some are communicated fully.		All of the conditions are fully communicated simultaneously and continually.

You will read a number of excerpts of helper responses. Rate each excerpt 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, using the above continuum. Record your rating in the appropriate box beside each statement.

STUDENT NUMBER _____

HELPER RESPONSES

1. I feel so bad -- I have no friends. Nobody likes me. All the other kids lunch together and play together. They always leave me out -- as if they don't even care about me. Sometimes when I'm alone and all the the other kids are together I feel like crying. Why doesn't anyone like me? I try to be nice, but nothing seems to work. I guess there is nothing I can do.
- a. Maybe you just have to accept things as they are 1. a.
- b. What you should do is this. Pick out someone who might be a friend. Go up to him and eat lunch with him. And then ask him to play with you. Don't cry, don't give up. b.
- c. You have tried making friends but nothing works. And now you feel so alone. c.
- d. No matter what you do, nothing works. You even expect that it will be the same here with me. d.
2. It makes me so mad! Everybody is always telling me what to do and what not to do. When I'm at home, my parents tell me what is best for me. At school it's the teacher. Even my friends bother me. Everybody pushes me around. Sometimes I feel like punching them all in the nose! They had just better leave me alone and let me do things the way I want to.
- a. You get so angry when people don't let you do things the way you want to. You just aren't going to let them push you around anymore. And I'd better watch my step too! a.
- b. Everybody pushes you around so much you feel like letting them have it. b.
- c. Don't get so mad. I think there is a time to take orders and a time to give orders. This is what I think you should learn. c.
- d. Everybody gets pushed around sometime during their life. d.

3. I'm so excited and everything is going great! I ran for president of my class and I won! I guess the other kids really like me. And today my teacher said I was one of the best students she had ever had; she makes me feel all warm inside. And next week, during spring vacation, I'm going to have a great time with my family. I'm so happy. It's unbelievable. Some people make me feel so good.

- a. Did you say everything is going great? What do you mean -- people make you feel so good? Make sure you work hard so it might stay this way. 3. a.
- b. You are getting along so well with everybody you can't believe it. b.
- c. You feel so good inside when there are people you can be close to -- you know there is something good in you and in them. I can feel it now with you. c.
- d. This probably won't last long. d.

4. I just don't know what to do. I try very hard in school, but nothing seems to sink in. I guess I'm not very smart. Nobody seems to care that I try. What really hurts is when I see my parents bragging to others about how smart my brother is; they never even mention me -- they even change the subject when I'm mentioned. Oh, I wish I could do better, but I can't. The smart kids are really lucky -- everybody likes them because they are smart. Sometimes I even get mad at myself because I can't do any better.

- a. You have tried so hard, nothing seems to work, and nobody seems to care. 4. a.
- b. You feel so sad because your effort haven't paid off and because people close to you are ashamed of you. And now you think there is something ugly about you, and I might come to feel that way too. b.
- c. Have you done anything to make your parents proud of you? I'm all for letting people suffer when they deserve it. c.
- d. You probably need to work a little harder. Give your parents a reason to think you aren't dumb. d.

5. I get so angry in school! Everyone tells you what you have to learn, and they don't even care about what you are interested in. You are supposed to like whatever they want to teach you. And some of the stupid things they make you do just to get a good grade; I learn more than some kids who get all A's. For me school is a waste of time. The people there make me so mad that sometimes I want to tell them that I just don't care about all their stupid subjects. But I can't, because I'd get into trouble and that would make me even more angry. I could scream and blow the school up every time I see it.

- a. There are good and bad things about school. 5. a.
Make sure you know which is which. Try doing what your teachers want and maybe you'll get more chances to do what you want.
- b. Some people get into trouble more than others. b.
- c. You are mad! You're caught between expressing what you feel and being bored in school. c.
- d. It's like shouting in an empty room. No one can hear you. d.

6. Each day I get up at the crack of dawn and people wonder why. I do because I have a longing to learn about myself and the things around me. It's so exciting! Each moment I see or learn something new -- caterpillars become butterflies, the sun is actually bigger than the earth, or my body is made of many tiny cells. I feel like bubbling over with excitement. I want to learn and discover things all day long!

- a. You are full of excitement and you want to learn everything there is to learn. 6. a.
- b. What about other things in your life? Are they as exciting? b.
- c. Is that so? Are you on vacation now? What about the times when you didn't feel this way? c.
- d. Hey, you make me feel good inside! You are full of life and you want to see and feel it everywhere you go. d.

7. Whenever we divide up to choose sides to play I'm always the last one picked. I'm so awkward and I don't seem to play the way the others want me to. No one ever wants me on their side. It really makes me feel bad to be the last one left. When everybody is playing I just lean against the nearest wall -- sometimes I could cry; when I do I simply feel worse than ever -- and all the other kids laugh at me then. I hate my body; why couldn't I have gotten a different one.

a. Are there times when you aren't the last one chosen? If so, what are these times like? You probably try a little harder then, don't you? 7. a.

b. You hate how you look and everybody else does too. At times you feel so hopeless you could cry -- you see nothing to do. b.

c. There are other kids who feel just as you do.

d. You are left out of all the fun and it's because of a body you wished you didn't have. If you were only just not you.

8. People get me so mad. Sometimes I feel like really letting them have it. That would at least make them stop making fun of the way I look. Just because I'm bigger than most kids my age, they call me names. The other kids call me "lardy" or "fatso". Sometimes my teacher says I'm a big bully. Even my dad and mom don't like the way I look; they kid me by saying, "You'll grow out of it, we hope". Well, they just better watch out because I'll show them I can really be a bully if I want to. I'm not going to let them make fun of me and get away with it.

a. Have you picked on kids smaller than you? Maybe you deserve being called names. 8. a.

b. Don't show them, don't be a bully. That will simply make more trouble. You are bigger, so try being nice so you don't scare the other kids. b.

c. They had better watch out, because you are big enough to let them have it and you will if they push you too far. c.

d. You are big and strong, no one recognizes this, and even people close to you poke fun at you. You won't let them, or me either, make fun of you. Right? d.

9. I could just run and run and run. I feel so strong. In gym today I beat everybody on the physical fitness test. At home I get my work done faster than anyone else. I'm so full of energy and I have so many ways to use it. I'm so happy and so strong I could work and play and never stop.

a. Keep working, eat well, sleep well, and listen to what your parents tell you.

9. a.

b. It's not nice to brag so much

b.

c. Using all of your energy all day long makes you happy and strong.

c.

d. At the same time you feel peaceful and excited inside; when you want energy it is there to use. You can face everything knowing you will be even stronger and more alive tomorrow.

d.

PRE-DATA STUDENT BACKGROUND INFORMATION

- 1) STUDENT NUMBER _____
- 2) Sex
 Male _____ Female _____
- 3) Age

- 4) Student status
 Undergraduate lower levels _____
 Undergraduate upper levels _____
 Graduate, special, or qualifying student _____
- 5) What is your present cumulative grade point average?
 1.0 - 1.5 _____ 1.5 - 2.0 _____ 2.0 - 2.5 _____
 2.5 - 3.0 _____ 3.0 - 3.5 _____ 3.5 - 4.0 _____
- 6) Faculty prior to PDP entry
 Arts _____ Sciences _____
 Interdisciplinary studies _____ Education _____
- 7) Please state either your academic major or your two minors below.
 Major _____ Minor _____

- 8) What grade level do you want to teach?
 Pre-school _____ Kindergarten or primary _____
 Intermediate _____ Junior Secondary _____
 Senior Secondary _____

I wish to thank you for your co-operation in completing these instruments and reassure you that the anonymity of responses will be preserved.



SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V2A 1S6
FACULTY OF EDUCATION, 201-336

November 1976.

To The Student:

Some time early last spring you completed a student questionnaire and two communication indexes as part of the preliminary data for a communications study. In order for the study to be completed it is essential for you to complete a second set of communication indexes and a short questionnaire.

I wish to remind you again that all participant responses will remain anonymous - they will not be shared with any associate, student, or faculty member. It is necessary, however, to have your student number entered on the various items in order to correlate the material.

Finally, let me thank you for participating in this study and I apologize for not being able to work directly with you this second time around.

Sincerely,

Neil McAllister

P.S. Directions for this phase of the study start on the next page.



POST-DATA STUDENT INSTRUCTIONS

*** IMPORTANT ***

READ THESE DIRECTIONS BEFORE EXAMINING THE REST OF THIS PACKAGE

Directions for completing the communication indexes:

- 1) It is essential that Part I be completed first and without looking at any of Part II.
 - Read the directions for Part I (on next page) and proceed to formulate your responses to each of the nine 'student statements'.
 - Enter your name or student number on each page.
- 2) When you have finished writing your responses to Part I read the cover sheet for Part II and proceed to rate each situation.
 - Again enter your name or student number on each page.
 - Do not make any alterations to your responses to Part I after starting on Part II.
- 3) Upon completing Part I and Part II please fill in the questionnaire (last page) and place all materials in the envelope provided and return it to your faculty associate or mail it to:

Neil McAllister
Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

POST-DATA QUESTIONNAIRE

- (1) Student Number _____
- (2) Present Status (Check One)
- a) ___ Withdrawn from PDP -- Date of withdrawal: _____
 - b) ___ Enrolled in Ed 401-402.
 - c) ___ Enrolled in Ed 404.
 - d) ___ Enrolled in Ed 405.
- (3) Academic Semester Data: It is necessary, for the purpose of this study, to know if you completed Educ 483 and/or Educ 484 given by Wassermann and Company in building 3 this past summer semester. Please check the appropriate item.
- a) ___ Did NOT take Educ 483/484 - Wassermann section.
 - b) ___ Completed 8 hours of Educ 483 or 484 - Wassermann.
 - c) ___ Completed 16 hours of Educ 483/484 - Wassermann.

The completion of this questionnaire concludes the present phase of this study. I would like to take this opportunity to thank you for your assistance as a participant. Without your cooperation it could not have been undertaken.

If you wish a summary of the results write me next semester and I should be able to send you something. Again, thanks for your help.

Sincerely,

Neil McAllister
Faculty of Education
Simon Fraser University

APPENDIX D

CARKHUFF'S GLOBAL RATING SCALE
FOR RATING HELPER RESPONSES

A teacher is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of his students and may guide discussions with his students into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with students, in his commitment to their welfare he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
None of these conditions are communicated to any noticeable degree in the person.		Some of the conditions are communicated and some are not.		All of the conditions are communicated at a minimally facilitative level.		All of the conditions are communicated, and some are communicated fully.		All of the conditions are fully communicated simultaneously and continually.

RATERS' MODIFIED GLOBAL SCALE FOR RATING HELPER RESPONSES

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
NOT HELPFUL: HURTFUL	NOT HELPFUL: INEFFECTIVE	HELPFUL: FACILITATIVE	HELPFUL: ADDITIVE
Ignores what the helped is saying	partial awareness of helped's sur- face feelings	reflects accurate- ly and completely the surface feel- ings and communi- cates acceptance of the helped as a person of worth	demonstrates a willing- ness to be a helper, and accurately per- ceives and responds to underlying feelings
ridicules the helped's feelings	gives premature or superficial advice		
imposes his beliefs, values on the helped in a way that denies	responds in a casual or mechanical way	helper's response is interchangeable with the helped's	goes beyond a level three response and sug- gests underlying feelings as well as adding to content
dominates the con- versation	reflects content but ignores feelings		
challenges the accuracy of the helped's perceptions	rationalizes with- holding of involve- ment		
critical	asks questions to gather more data		

Directions to raters:

1. Rate only direct responses. Ignore indirect responses.
2. When the initial sentence is a level three response, but the following sentences reduce to level 2 (advice, questions) the score is 2.5.
3. When the initial sentence is level 1 and subsequent sentences are level 2, rate the response 1.0.
4. Level 2 followed by a level 1 tends to be a 1.0.

RATERS' SHORT FORM FOR RATING
EMPATHY, RESPECT AND GENUINENESS

	EMPATHY	RESPECT	GENUINENESS
L E V E L 1	<p>Ignores feelings</p> <ul style="list-style-type: none"> -critical -shifts from or denies reality 	<p>Overtly communicates negative regard</p> <ul style="list-style-type: none"> -rejects -demeans -imposes -challenges 	<p>Phony</p> <ul style="list-style-type: none"> -insincere -defensive -punitive -deceitful
L E V E L 2	<p>Partial awareness</p> <ul style="list-style-type: none"> -disallows -moralizes -advises -questions -tells how he thinks and feels 	<p>Subtle negative regard</p> <ul style="list-style-type: none"> -puts off -diverts -withholds self 	<p>Anonymous</p> <ul style="list-style-type: none"> -detached -role played
L E V E L 3	<p>Communicates that heard what said</p> <ul style="list-style-type: none"> -reflects surface feeling and content -not hurtful nor helpful 	<p>Interest</p> <ul style="list-style-type: none"> -minimal warmth -no negative regard -open 	<p>Not phony or defensive</p> <ul style="list-style-type: none"> -controlled expression -no demonstrated incongruence between expressions and feelings -doesn't express feelings which could impede the relationship
L E V E L 4	<p>Adds new meaning</p>	<p>Recognizes worth and/or will enter helping relationship</p> <ul style="list-style-type: none"> -involved -helpee allowed to be himself 	<p>Not phony or defensive, shares self</p> <ul style="list-style-type: none"> -spontaneous -hurtful responses communicated constructively