

1-1-1974

Guidance through counseling in the inner-city high school : the development of a structured counseling program.

Margaret Batchelor White
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

White, Margaret Batchelor, "Guidance through counseling in the inner-city high school : the development of a structured counseling program." (1974). *Doctoral Dissertations 1896 - February 2014*. 2916.
https://scholarworks.umass.edu/dissertations_1/2916

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013543560

GUIDANCE THROUGH COUNSELING IN THE INNER-CITY HIGH SCHOOL:
THE DEVELOPMENT OF A STRUCTURED COUNSELING PROGRAM

A Dissertation Presented

By

MARGARET BATCHELOR WHITE

Submitted to the Graduate School
of the University of Massachusetts
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

MAY, 1974

Major Subject: Guidance and Counseling

(c) Margaret Batchelor White 1974
All Rights Reserved

GUIDANCE THROUGH COUNSELING IN THE INNER-CITY HIGH SCHOOL:
THE DEVELOPMENT OF A STRUCTURED COUNSELING PROGRAM

A Dissertation

By

MARGARET B. WHITE

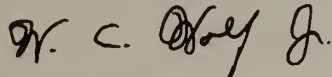
Approved as to style and content by:



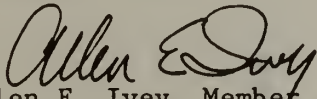
Dr. Cleo Abraham, Chairperson of Committee



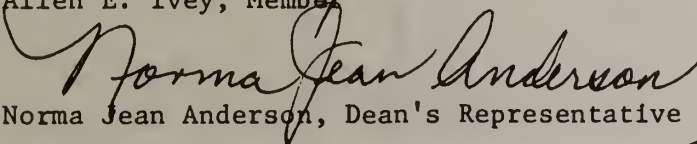
Dr. Andrew H. Griffin, Jr., Member



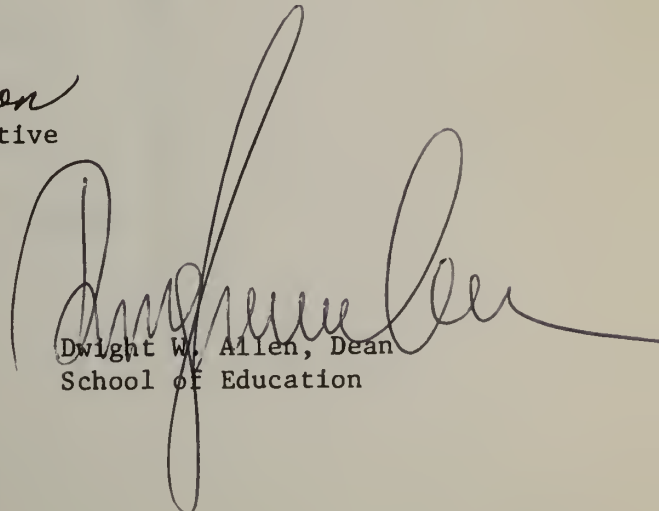
Dr. William C. Wolf, Jr., Member



Dr. Allen E. Ivey, Member



Dr. Norma Jean Anderson, Dean's Representative


Dwight W. Allen, Dean
School of Education

MAY 1974

ACKNOWLEDGEMENTS

I express my sincere thanks and appreciation to the following people for their consistent support and guidance:

To Dr. Cleo Abraham for helping me recall through discussion my growing-up process;

To Dr. William Wolf, Jr. without whose support this dissertation would have been an impossible task;

To Dr. Al Ivey who stimulated me to clarify and develop the training program design;

To the students who are the subjects of this thesis; and

To Dr. Andrew H. Griffin, Jr. whose continual moral support and encouragement helped me conceptualize and define the project's responsibilities. I am indebted to Dr. Griffin's modelling, for his actions and deeds help express his words clearly to the viewer.

Guidance Through Counseling In The Inner-City High School:
The Development Of A Structural Counseling Program
(May, 1974)

Margaret Batchelor White, B.S., Savannah State College
M.Ed., Springfield College
CAGS, Springfield College

Directed by: Dr. Cleo Abraham

ABSTRACT

This thesis studied the effects of teaching through a training program systematic counseling skills to Black students in the inner-city.

The purpose of this study was to determine whether or not short-term training (five days, four and one-half hours each day) could produce effective, high level, facilitative persons, competent in beginning counselor skills, who would work effectively in school, in their homes, and in the community.

The Black students (N-16) were selected and recruited from one of the four high schools in the city. The program emphasized self-actualization, instruction in counseling techniques and recognition of effective dimensions in skills such as speech, listening, communicating responses, and problem-solving.

Two groups were tested, a control group and the demonstration group. The results were compared to a "control group" (N-8) from the same inner-city setting, selected from the original (N-16).

Assessment procedures used to determine the effectiveness of the counselor training program were examined through the counseling process measures of Carkhuff, Osgood, Jones, and Ivey. Unobtrusive measures were used also.

Further assessments of the effects of the program were made by the students' taped comments, and a three-month follow-up survey of the students and parents of these students who participated in the program.

The results indicate:

1. . . . that "demonstrable behavior" (Carkhuff and Berenson, 1967), due to tapes and observations, are reliable yet limited. The positive responses from students, peers, parents, and teachers help to support the fact that the students made significant gains in interpersonal skills and relationships;
2. that all students made minimal gains in intra-personal skills;
3. a significant difference for mean scores was found in Ivey's Attentive Behavior Test;
4. . . . when looking at the individual components of each test, the following showed significant differences to exist between the two groups: Ivey's Eye Contact, Ivey's Physical Attentiveness, and Carkhuff's Immediacy.

The implications for the future are: the challenge of providing productive structured programs that will enable youth to become aware of self and the responsibilities of each individual.

TABLE OF CONTENTS

		<u>Page</u>
	ACKNOWLEDGEMENTS	iv
	ABSTRACT OF THE DISSERTATION	v
	LIST OF TABLES	ix
 <u>Chapter</u>		
I	INTRODUCTION	1
	The Need for the Study	
	Purpose of the Study	
	Limitation of the Study	
	Hypothesis	
	Definition of Terms	
	Summary	
II	REVIEW OF THE LITERATURE	17
	Black Student's Self-Concept	
	Training Programs	
	The Importance of the Trainer-Helper	
	The Characteristics of an Effective Helper	
	Summary	
III	TRAINING PROGRAMS	32
	Training Program	
	The Trainer	
	The Characteristics of an Effective Helper	
	Summary	
IV	RESULTS	57
	Demonstration Group Data	
	Control Group Data	
	Interviews Demonstration Group	
	Special Categories - "Dropouts"	
	Example of Unobtrusive Measures	
	Informal Data	
	Limitations of the Study	
	Implications and Aspects of the Study	

<u>Chapter</u>	<u>Page</u>
V DISCUSSION	147
Purpose of the Training Program	
Training Design	
Instrumentation and Analysis of Data	
Results	
Implications of the Project for Future Research and Training of Peer Counseling	
Personal Observations	
Summary	
 BIBLIOGRAPHY	 164
 APPENDICES	 175
Appendix A: A Proposal -- Peer Counseling	
Appendix B: Training Session Booklet	
Appendix C: Measuring Scales	
Appendix D: Interviews: Demonstration Group/Parents	
Appendix E: An Example of Implementation	

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Jones' Results - Demonstration Group - Pre Test . . .	68
II	Jones' Results - Demonstration Group - Post Test . . .	69
III	Jones' Helping Relationship Inventory - Demonstration Group	70
IV	Osgood Results - Demonstration Group - Pre Test . . .	73
V	Osgood Results - Demonstration Group - Post Test . . .	75
VI	Osgood's Semantic Differential Scale - Demonstration Group	77
VII	Carkhuff - Berenson Results - Demonstration Group - Pre Test	79
VIII	Carkhuff - Berenson Results - Demonstration Group - Post Test	80
IX	Carkhuff - Berenson Scale - Demonstration Group . . .	81
X	Ivey's Attentive Behavior - Demonstration Group - Pre Test	83
XI	Ivey's Attentive Behavior - Demonstration Group - Post Test	84
XII	Ivey's Attentive Behavior Scale - Demonstration Group .	85
XIII	Jones' Helping Relationship Control Group - Pre Test .	87
XIV	Jones' Helping Relationships Control Group - Post Test.	88
XV	Jones' Helping Relationship Inventory Control Group .	89
XVI	Osgood Results - Control Group - Pre Test	92
XVII	Osgood Results - Control Group - Post Test	93
XVIII	Osgood's Semantic Differential Scale Control Group . .	94
XIX	Carkhuff - Berenson Results - Control Group - Post Test	96

<u>Table</u>	<u>Page</u>
XX	Carkhuff - Berenson Results - Control Group - Pre Test 97
XXI	Carkhuff - Berenson Scale - Control Group 98
XXII	Ivey's Results - Control Group - Pre Test 100
XXIII	Ivey's Results - Control Group - Post Test 101
XXIV	Ivey's Attentive Behavior Scale - Control Group 102
XXV	Osgood's Semantic Differential Scale Using Mann-Whitney U-Test 104
XXVI _a	Jones' Helping Relationship Inventory Scale 105
XXVI _b	Understanding 106
XXVI _c	Probing 107
XXVI _d	Interpretive 108
XXVI _e	Supportive 109
XXVI _f	Evaluative 110
XXVII _a	Ivey's Attentive Behavior 111
XXVII _b	Eye Contact 112
XXVII _c	Physical Attentiveness 113
XXVII _d	Verbal Attention 114
XXVIII _a	Carkhuff's Scale 115
XXVIII _b	Empathy 116
XXVIII _c	Respect 117
XXVIII _d	Concreteness 118
XXVIII _e	Genuineness 120
XXVIII _f	Confrontation 121
XXVIII _g	Immediacy 122

<u>Table</u>		<u>Page</u>
XXIX	Group Trainees - Demonstration and Control Groups - Post-Tests	123
XXX	Peer Counselor Trainees	127

DEDICATION

To My
Mother and Father

C H A P T E R I

INTRODUCTION

For a long time this researcher has attempted to analyze the necessary ingredients needed to help make the individual child, student and adult the "fully functioning person," the person able to cope on a day-to-day basis with everyday problems and eventually progressing to a high level of self-actualization.

The kind of person that is able to give of self to others, establishing a life style that is beneficial and self-satisfying, re-assessing values, living by truths and with truths, being involved with self, community and country, stressing independence, keeping abreast with current happenings and being capable of continuous learning.

This researcher has been reflecting and remembering, using familiar models, people that appear like case studies in my mind. I often ask myself the question: How is she or he able to live, not just exist today with a balance of love, understanding, self-reliance, courage, and a deep desire to achieve and improve?

My reflections, experiences on the job, in the community, and the many questions for which I had very few answers, motivated me as an educator/counselor to begin probing in depth into how others were coping with problems similar to my own. Letters were written to educators; and discussions were held with others that I trusted, about methods and the kinds of research on this topic taking place today. That

is, research that was action-oriented and helpful to minorities, with special emphasis on Black youth--Black youth with special problems and life styles.

My readings, correspondence and discussions lead me to believe that "peer counseling for Black youth in the inner-city, if conducted positively, should provide some positive results."

Guidance through counseling in the inner-city school is one of the many ways to begin to make inroads toward dealing with the inhibiting problems of poor concept, sense of self-worth, the understanding of interpersonal interaction, reassessing values, developing goals, helping to develop programs, helping to adjust education to the abilities, needs and interest of individual students, and becoming involved with the parents and community agencies. For the same kinds of problems exist for students in Atlanta, St. Louis, and Savannah, as in other cities like Tampa, Sacramento, Chicago, and Springfield, Massachusetts.

Dr. Benjamin E. Mays (1930) suggest that we "search" each student. He advocates a searching investigation and study of the whole personality to discover his assets, his liabilities, his dislikes, his determining circumstance and the means of awakening him to his own possibilities and the happiness that life may hold for him as a result of his development.

The lack of understanding of interpersonal interaction motivated Sechrist and Wallace (1967) to state:

Lacking the necessary skills for seeking and processing information about themselves, it is any wonder that few of us can construct relatively clear and unambiguous accounts of our goals, aspirations, values, traits, and abilities. And in the absence of learned skills necessary to the understanding of interpersonal interactions, it is any wonder that many individuals are confused about their relations with others.

Recommendations for counteracting some of the existing problems are:

Dr. H. B. Canady (1937) of West Virginia State College proposes a purposeful action-oriented learning program.

Adjusting education to the abilities, needs and interest of individual students involves two coordinated programs: (1) the study and guidance of students, which should begin at least early in the secondary school period; (2) the organization of college curriculum, instruction and administration with the primary purpose of serving the needs of the individual.

Frank Riessman's (1965) interest is centered around certain activities that could be put into effect to help students through the crucial transitional period.

Most of the catching up should be done in intensive after school programs--afternoons, weekends, summers, vacations--can all be utilized. Homework helpers, tutors, teaching machines, educational TV, especially trained (counselors and teachers) should be utilized.

Dr. A. H. Griffin, Jr. (1972), of American International Colleges in Springfield, advocates peer counseling for all, especially for Blacks in the inner-city, due to his research in that area where positive results were obtained after teaching systematic counseling skills.

Dr. S. Sheppard's (1972) approach in the Banneker District of St. Louis was the involvement of parents.

These various methods suggested and research performed demonstrate ways of helping individuals help themselves. The researcher's primary interest for this study is: (1) peer counseling, and (2) peer counseling in Black inner-city schools.

Peer counseling is a relatively new area within the field of guidance and counseling. This fact was reported in the spring of 1970

in Capsule. And so, while the area has attracted researchers, there continues to be clear cut needs that should be analyzed, evaluated and publicized in order to attract more research.

This writer believes that the following are of prime importance:

1. The development of training programs that accomplish desired objectives (cited by Dwight Allen, 1972);
2. The development of instruments and instructions which are sufficiently sensitive to detect changes in trainee behavior (cited by Ivey, 1972);
3. The initiation of research to ascertain the impact of the approach upon people over time (cited by Carkhuff, 1969).

Hency, this pilot study addresses the first two of the three needs mentioned above:

1. The development of a training program that will hopefully accomplish desired objectives; and
2. The development of instruments which are sufficiently sensitive to detect changes in trainee behavior.

This researcher has developed a peer counseling program geared to Black high school students. The program has been undertaken with a small group of inner-city youth who are on the lower rung of the socio-economic ladder, and who are believed to possess low self-concepts. A number of recently developed research instruments, geared to a peer counseling program, have been administered to the students in the study:

Ivey's Attentive Behavior

Carkhuff's Counseling Scales

Osgood's Semantic Differential Scales

Jones' Helping Relationship Inventory

Need for the Study

Five Key Aspects of an Effective Peer Counseling Program

The rationale for the five key aspects of an effective peer counseling program is to explore the possibilities for creating a regular course of study for high school pupils, with primary emphasis on the personal and psychological development.

The writer intends to address herself to the following areas:

1. The group process,
2. The students' self-concept and awareness,
3. Training programs,
4. The importance of the trainer, and
5. The characteristics of an effective trainer.

The overall need for the above was brought about through (1) personal experiences; (2) the writings and field work of G. Banks (197), W. Banks and Martens (1973) concerning the counselor as a change agent, Carkhuff's (1969) intensified work with paraprofessionals, and Griffin's structured teaching of counseling skills to students; (3) a conglomerate of readings in journals, newspapers, and books, stressing the importance of peers counseling peers; (4) visual accounts from television emphasizing the need for more and varied programs of helping through modeling; (5) listening to reports via the radio of the desperate cries for attention and guidance; (6) the apparent non-supportive (negative) forces for Blacks and other minorities in the school, the community and sometimes the home. Works by K. Clark (1970), Cline (1972), Cottle (1971), Glasser (1969), Lessinger (1970), and Mead (1934), gives credence to the hopelessness

among our youth and the necessary steps needed to give aid and assistance for survival strategies and hope for a promising future; and (7) the apparent lack of self-awareness, self-direction and control of one's environment as reported by Rogers (1961), Rouseve (1966), B. B. Washington (1970), and Vontress (1967).

The problem of Black inner-city youth are mammoth in scope, and the mantles worn by these youth give little or no evidence as to the specific reason(s) for the courses or effects. This writer believes that help in conceptualizing these problems, examining alternative solutions, and taking some necessary steps for realizing a more effective adjustment is a must if these Black youth in the inner-city are to survive.

The list of problems are complex and interrelated, and their range are far-reaching and varied. Researchers have identified these problems and probing continues in areas such as:

1. The environment in the home (Cottle, 1971);
2. The school and academic problems (Mays, 1930 and Cline, 1972);
3. Exposure to racism in the schools and the community (Amerman, 1957);
4. Peer groups (Griffin, 1972 and Jackson, 1972);
5. Intelligence, motivation and achievement (Green, 1971 and Wilson, 1971);
6. Attitudes, personality and emotional characteristics (Mead, 1934 and Green, 1971);
7. Cultural disadvantages (Green, 1971 and Glasser, 1969);
8. Lack of self-awareness (Adkins, 1970 and Combs & Snygg, 1959);

9. Racial identification (Banks & Carkhuff, 1967 and Griffin, 1972);
10. Nutrition (Christ, 1967);
11. Housing (Clark, 1970);
12. Programs and resources offered by the home, school and the community (Banks & Martens, 1973 and Bernstein & Herzberg, 1970);
13. Poor models (Brown, 1965 and Carkhuff, 1961);
14. The psychological consequences of being Black in America (Wilcor, 1971).

The Group Process

The small group process encouraged (1) the group to focus attention directly with each other in a more positive way (Kelly, 1952 and Driver, 1952); (2) the use of facilities were more available; (3) there was a shorter span of time for the process of "getting to know one another;" (4) a more personal approach to individual and group problems were apparent; and (5) the readiness of feedback due to a lack of tension, stress and unfamiliarity was experienced. The writer believes that the small group process is an important aspect relating to the developing of a positive peer counseling program.

Readings by researchers Adkins (1970), Driver (1952), Kelly (1952), and Griffin (1972), encouraged the writer to develop a highly structured program in order to try to meet the needs of the students. The needs being (1) the teaching skills and meanings to be implemented, (2) developing a positive-cohesive program, and (3) the ability to discipline the mind and the body for positive results. Due to the findings and results of researchers like Driver (1952) and Kelly (1952), the small group process for the peer counselor training program was used.

The development and implementation of the group process was pioneered by researchers such as Janet A. Kelly and Helen Irene Driver in the early fifties. These researchers wanted to establish basic factors that help determine one's personality.

Kelly (1952) observed individual groups and obtained data to determine these findings: (1) In these groups, the chief concern of its members in the group are with each other; (2) That the group is basically a security symbol for children and youth, a cultural entity and a basic determinant of personality roles; and (3) the youth's life in his peer groups is one of the basic factors in determining adult personality.

Small group discussion was implemented and evaluated by Driver (1952) with the following conclusions: (1) small group discussions carried on in a permissive atmosphere is an excellent learning medium for personality growth of high school, college and adult students; (2) these discussions provide an enjoyable and satisfying activity in which the student can air his grievances and talk out his personal feelings and viewpoints; (3) it gives him support and reassurance in surfacing and expressing his personal problems; and (4) it facilitates rapport and counseling efficiency through the co-participation of counselor and counselee in a pleasant group activity on individual needs in understanding and solving self and social problems. Counseling in small groups has proven successful, according to reports by Kelly (1952) and Driver (1952).

This research project will attempt to find out whether peers, with adequate instruction by an actualizing person, can create positive

self images and concepts within a group and influence other students also. Professor Andrew Griffin (1972), at American International College, pioneered such a peer counseling model in the greater Springfield area; his work serves as a prelude for this study.

Self Concept

The individual's conception of self is an all encompassing umbrella. We must begin with the self no matter what we undertake to do or be; that is, if we are to be effective human beings. And so, this is where this writer began when working with these high school students. It must be remembered that these students were selected to participate in the program due to (1) poor self images, (2) having difficulties at school and home, with teachers, administrators, students, and parents, (3) fair to poor grades, (4) broken homes, (5) having no jobs, and (6) experiencing constant failures with their peer groups. Realizing the above, helping to build the positive self concept was a necessary first step in this developmental process.

A student's self concept and awareness must not be assumed. Since the writer believes that specific steps in learning must take place, if there is to be a positive awareness of self and one's responsibilities. And so, the links of love of self, self-worth, personal pride, and self-actualization can be painful and yet gainful to all persons willing to participate.

Self-Image -- Love of self--without this ingredient we are not going to make any noteworthy inroads toward the good life. The enormous challenge is how can love of self be realized by the

individual? Rogers (1961) states: "On the other hand, the will to be that self which one truly is, is indeed the opposite of despair, and this choice is the deepest responsibility of man." And so, love of self was the main focus at the beginning of this program.

Self-Worth -- The ways and means needed to produce this type of an on-going person is important, for less and less does he look for approval or disapproval, for standards to line by, for decisions and choices. He or she is beginning to recognize that it rests within. . . , . . . that the only question which matters is, "Am I living in a way which is deeply satisfying to me, and which truly expresses me?" (Rogers, 1961)

Personal Pride -- It appears that the goal the individual most wishes to achieve, the end to which he knowingly and unknowingly pursues, is to become himself (Frankl, 1959). When he begins to be justly proud of himself and tasks, he likes himself better.

The challenge is: How can this be performed? What steps can be taken to insure this process? Where do we begin and how can this get started? This is the responsibility of the trainer, to be available, to listen, to sense how one feels, to achieve his form of reference, and aid him in identifying the problem(s).

Self-Actualization -- Once the client begins to realize his worth as an individual, the on-going process of becoming takes on new horizons. Involved in this process of becoming himself is a profound experience of personal choice. He realizes that he

can choose to continue to hide behind a facade, or that he can take the risks involved in being himself--that he is a free agent who has it within his power to destroy another, or himself, and also the power to enhance himself and others. Rogers (1961) says, "Faced with this naked reality of decision, he chooses to move in the direction of being himself."

"A human being is not one thing among others--things determine each other, but man is ultimately self-determining. What he becomes within the limits of endowment and environment he has made out of himself." (Frankl, 1959)

Training Programs

The writer believes that "anyone can be taught a skill," therefore, a training program for peer counselors is one of the ways to teach skills to a group. There are various ways of conducting programs and various kinds of programs. This program's format was based on Carkhuff's and Ivey's mode of training and evaluation.

Positive self-images and concepts are needed within the group in order for the training process to be effective. This researcher reviewed programs by Carkhuff, Ivey, Jackson, Griffin, and Cline. The decision to develop a structured, action-oriented program seemed to be the most positive approach, using the small group method to maintain high levels of performance over a period of months (ten months).

The evaluation of the program would be tested through the use of four tests administered to the trainees before and after the training period. Professor Kenneth Wall at Springfield College and associates

will evaluate the results of all tests. A follow-up on the progress of each trainee would be through unobtrusive measurements.

The Importance of the Trainer and the Characteristics of an Effective Trainer

Mouthing words, telling someone else what to do, and giving directions and instructions is relatively easy. Being an example and "practicing what you preach" can be a difficult task, for there lies one's commitment to self and mankind. Due to the complexity of the job, peer counselors need a special kind of person--one that they can relate to and pattern after.

The importance of the trainer is most vital and necessary for modeling purposes--the trainee needs to have faith and trust in the person trying to help him develop a positive life style.

Only the person who is alive and growing can enable the struggling person to choose life at the life and death crisis point. He knows that when he makes it possible for another person to choose life, he increases his own probabilities of continuing to choose life. (Carkhuff, 1969)

Dr. Clines (1972) believes that the actualizing counselor can help the client, through a systemic experience, find himself. The question asked by the client of "who am I," can be attempted by ". . . noting how various contents and contexts affect the individual's style and behavior, starting with the most minute and proceeding to the broadest level" (Cline, 1972).

Rogers (1969) believed that the counselor could help the client toward ". . . the directional trend which is evident in all organic and human life--the urge to expand, extend, develop, mature; the tendency to express and activate all the capacities of the organism, or the self."

And, an effective trainer needs the following characteristics in order to be effective:

1. understanding,
2. empathy,
3. congruence, and
4. positive regard.

The dimensions of these variables might vacillate according to the sex, race, socioeconomic status or age. The trainer's approach, however, should be eclectic so that the approach suits the situation.

Purpose of the Study

The overarching purpose of this pilot study is to evaluate the impact of a peer counseling program upon selected Black inner-city high school students. Specific aspects of the program which will be studied include:

1. The degree to which trainees are able to internalize and continue peer counseling techniques;
2. Aspects of the program that modify trainee's behavior;
3. The visual growth of the trainees as it is seen by others, such as members of the family, peers, trainer, etc.;
4. The actual worth of such a program from the trainee's point of view; and
5. The actual demonstration of benefits derived from the program-- the benefits being shared with others through involvement and practice by responding to the needs of others.

Limitations of the Study

Several limitations of this pilot study of a peer counseling program for Black high school students must be recognized. First, the sample used is not random; it is a representative sample of Black students who live in a low socioeconomic inner-city area. Only those students who participated in the pre-testing, training, post-testing, and active peer counseling are considered. Thus, dropouts, at any of these points in the development of the study, are placed in a special category.

Second, with the exception of Carkhuff and Berenson's Scales (1967) and Osgood's Semantic Differential Scale (1969), the evaluation instruments used do not have established reliability and validity scores.

However, the researcher is also talking about "demonstrable behavior." Therefore, tapes, observations and participation are measurable, plus unobtrusive measurements.

Hypothesis

Since this study is a pilot undertaking, it is suggested that "demonstrable behavior" be sufficient evidence to permit subsequent empirical testing of specified hypothesis. The trainer believes it is not unreasonable to suggest that the proposed peer counseling program can have a recognizable, positive influence upon young people; since the trainer has counseling skills and positive characteristics that the students can emulate. The trainer planned to become an integral part of their everyday living and provide them with skills through training that they will utilize to effect change.

It is hoped this pilot study will provide specific information which can be used to generate hypothesis to be tested in subsequent studies.

Definition of Terms

Attending Behavior is defined as a general construct term for eye contact, physical attentiveness and verbal attention, developed by Ivey, Normington, Miller, Morrill, and Haase.

Micro-counseling is a systematic video method of teaching counseling skills to beginning counselors, developed by Ivey and Friends at Colorado State University.

Empathy is the ability to view, understand and communicate the feelings of the client through the client's frame of reference. (Carkhuff and Berenson, 1967)

Respect is the ability of the helper to communicate to the client that he respects or cares for the feelings and experiences of that client. (Carkhuff and Berenson, 1967)

Concreteness is the ability of the helper to enable the client to become concrete (specific) about his problems. The helper zeroes in on his definiteness so that he is more specific in understanding what the client is actually saying. (Carkhuff and Berenson, 1969)

Genuineness is the dimension where client and helper are sharing honest experiences, conscious and unconsciously through feelings of sincerity. (Carkhuff and Berenson, 1967)

Confrontation is the ability to tell the client the difference between what he is saying and the way the therapist is perceiving him. (Carkhuff, 1969)

Immediacy is the ability to communicate to the client the real and unpretentious feelings of the client and the therapist at the moment. (Carkhuff, 1969)

Scales of Measuring is the levels of functioning. These scales assess the person's level of interpersonal functioning. (Carkhuff and Berenson, 1967)

Summary

In summary, the goals of the project were to train high school students as peer counselors who might give aid and assistance to each other. The procedures used to help bring about the behavior modification were self-concept and awareness, the group process, an effective trainer, and a training program. The training goals, evaluation and assessment goals of the project, and unobtrusive behavior, have implications for positive inroads in helping to solve some of the social, academic and psychological problems of our youth.

C H A P T E R I I

REVIEW OF THE LITERATURE

Chapter II concerns itself with a review of the literature in areas related to the present study. These areas, in order of their presentation, are:

1. Self-concept and its ramifications for Black inner-city youth;
2. Training programs, including the use of scales and a programmed style;
3. The importance of the trainer and his influence; and
4. The characteristics of an effective helper.

All of the areas reviewed are related to issues that were posed in the more broad questions of this study, and thus have been presented in terms of their relationship to the specific problems at hand.

The articles included in this review were selected with several points in mind: (1) the ability to provide support for the present study, (2) their ability to demonstrate the short-comings of past research and to underline the attempts of this study to overcome these problems, and (3) studies that contradict this proposed methodology.

Black Student's Self-Concept

The critical need for a positive self-concept for the Black youth of today is being realized and the actualization of projecting one's worth can be dealt with in various ways, through many channels,

as research and studies have proven. Researchers Adkins (1970), Combs (1959), Griffin (1972), Rogers (1961), and Rouseve (1966), their results support the belief that self-concept and awareness is the primary ingredient needed for individuals to lead effective lives.

The observance of socially unacceptable behavior displayed by some of the youth in the inner-city by this writer and researchers Griffin (1972), Green (1969), Combs and Snyggs (1959), gives credence to the knowledge reviewed, that "without a positive self-concept, one is not able or capable of coping with life's many problems and challenges in a meaningful way" (Carkhuff, 1969).

Due to the primary need of an individual to be aware of himself, this researcher decided to tackle this problem through communication, where the examining of attitudes toward social, emotional and educational variables could be discussed, evaluated and possibly changed. For only then do we have a chance to help the student become aware of his weaknesses and his strengths.

Harris (1967) states: "any hypothesis must depend for its verification on observable evidence."

Robert L. Green (1966) cites among the many psychological needs of the Negro student, the paramount need of acceptance. Results from a junior high school group counseling program by Blodgett and Green (1966) revealed that the Negro high school students felt basically rejected by both their school and home environment. Their feelings of rejection were complicated by a high rate of broken homes and material deprivation.

Although these researchers have given important consideration to the psychological needs of the Black student, they have failed to

present a sound philosophical, theoretical and methodological investigation of a counselor training program.

Dan C. Dinkmeyer (1972) sets forth the theory and specific applications of the encouragement process in counseling to enhance self-identity. From action research in the Cupertino Union Elementary School District, Cupertino, California, the results revealed that, "despite the wide range of symptomatic behaviors our children exhibit, the major underlying factor that results in underachievement, lack of motivation, and unproductive conduct, is low self-esteem (Randolph and Howe, 1966). The guidelines for understanding the significance of encouragement from the socio-teleological point of view are: (1) behavior is best understood in terms of its unity or pattern, (2) behavior is goal directed and purposive, (3) behavior determines the way in which the person strives to be significant, (4) behavior has social meaning, and (5) that each person interprets life in terms of his unique perceptions. To be an effective encourager, the counselor must understand encouragement's counterforce: discouragement. A group of practical procedures for encouragement are provided: (1) the relationship, (2) diagnosis, (3) insights, and (4) reorientation. The actions of the counselor is paramount; he must demonstrate that he will not be discouraged.

Although unobtrusive behavior would be used by the counselor for determining the success of such a program, there are no scales or measurements mentioned to help the counselees evaluate the counselor, nor is there a scale or inventory for the counselors to evaluate themselves, nor are there defined goals established by the counselor and the student.

Glasser's (1969) work with students lead him to believe that self-concept is based first, on the student's wholistic perception of how significant others perceive and respond to him and second, that the individual derives conceptions of himself from his socio-cultural environment.

Research provided by Griffin (1972) describes the Black student's self-image and position as unique, due to the playing of so many roles--he states, ". . . they are confused and angry at the while structure; therefore, they are in desparate need of discovering their roots, individual and group feelings, and establishing coping skills."

Adkins' (1970) research revealed that one needs the exposure and some experience in understanding in explaining his desires, needs, responses, and motivation to himself.

At this point, it is apparent from the review that the major focus of research has been directed toward a definite group pattern and positive behavior for the individual. By intergrating the small group process, the positive self-image and the developed training program, we would assume that all trainees, having completed the program, would operate at a level of proficiency.

Training Programs

The development and implementation of training programs in counselor education is a widely discussed area. This section of the literature review considers the resource of various training programs.

Banks and Carkhuff (1970) reported their study of relations between white teachers and Black parents, an area of intense conflict in

urban areas around the country. The difficulties were compounded by difficulties in communication between generations. Fourteen teachers enrolled in a program in interpersonal skills and ten Black parent volunteers were involved. The teachers and parents met every morning for a total of twenty hours over a three-week period. The primary purpose was to effect positive changes in relations between races. A secondary purpose was to effect positive changes in relations between generations. The training program was based upon the research concerning the process and outcome of effective helping relationships with the following behavioral sequence of learning experiences: (1) communication between adults within racial groups; (2) communication between adults of different races; (3) communication between generations within races; (4) communication between generations and between races; and (5) communication between generations both within and between races. Testing was given before and after the first phase of training and following completion of the program. The findings: (1) pre-training data suggest that difficulties in racial relations may be part of larger human relations problem; (2) both Blacks and whites gained significantly over the course of training with each tending to do slightly better with members of their own group; and (3) systematic training in interpersonal skills, was effective in shaping higher and more effective levels of communication and discrimination between races and with the younger generation.

Ivey et al. (1968) discussed the use of micro-counseling behavior and its benefits when teaching a skill. MacLennan (1966) discussed the training of poverty stricken young people to work in programs which largely serve other young people from similar backgrounds. Gordon (1965)

believes the solution to problem-solving lies in sub-professional training. He advocates the implementation of a team concept which may provide services more appropriately to the population needing them and can compensate for the shortage of fully qualified professionals. "Additional manpower can be recruited from segments of the population not yet adequately exploited," says Rioch (1966). These include students, dropouts, mature and married women, and various kinds of indigenous helpers, such as the poor, the hospitalized, and the incarcerated offenders. . . . More important than the saving of traditional professional time, these new workers have a double advantage--(1) they bring fresh points of view, flexible attitudes and sometimes new methods to the field; (2) they also solve their own problems in helping to solve problems of others.

Karsive (1965) reports about the success of a carefully selected volunteer working with the disadvantaged child, especially when that child gives signs of being mentally, emotionally or socially handicapped. Berenson, Carkhuff and Myrus (1966) suggest from their findings that a systematically implemented program integrating both didactic and experiential approaches and making heavy use of previously validated research scales and group therapy is superior to the usually more loosely conceived and implemented program. Carkhuff and Berenson (1967) reports that lay counselors enjoy several distinctive advantages over his counterpart: (1) he appears to have a greater ability to enter the milieu of the distressed; (2) to establish peer-like relations with persons needing help; (3) to take an active part in the client's total life situation; (4) to empathize more effectively with the client's style of

life; (5) to teach the client, within the client's own frame of reference; (6) more successful actions; and (7) to provide the client with an effective transition to higher levels of functioning within the social system. In short, the lay counselor, when appropriately employed, can be the human link between society and the person in need of help-- a necessary link that professionals are not now adequately fulfilling.

Guidepost, November 9, 1973, reports:

1. On-the-job mental health counseling by peers is being tried by members of the AFL-CIO.
2. The program's focus is on helping workers solve personal problems that can lead to: (a) anxiety and depression, (b) inability to perform on the job, (c) trouble at home, (d) absenteeism, and (e) possible excessive use of alcohol or drugs.
3. The project is sponsored by the Labor Rehabilitation Council of the New York City Labor Council, AFL-CIO.
4. Participants will attend six-week classes being given at Columbia University's Industrial Social Welfare Center's School of Social Work.

A peer-facilitator program is currently being implemented with ten and eleven-year-old children in an elementary school in Alachua County, Florida. The population of the school is 680 fifth and sixth graders, with an approximate enrollment of sixty percent white and forty percent Black. This school is located in a Black community. Gumair (1973), the counselor and eight peer-facilitators (boys and girls, blacks and whites) met for twelve training sessions over a three-week period. The students were selected from each of three classes, after the counselor and teachers reviewed records, gathered additional information of students, and interviewed children to further assess their potential as peer facilitators.

The peer facilitators were prepared by the counselor teaching them through discussions and lectures facilitating responses. Next, he introduced human relations and social adjustment topics to them for practice and discussion. The peer-facilitators presented these same topics in the respective classrooms, serving as assistants to the counselor and teachers in role-playing and demonstrations. Finally, the peer-facilitators organized small classroom discussion groups which were led by them. The supervisor/counselor and the peer-facilitators met after the discussion groups to express individual concerns and feelings, due to experiences, possible changes in procedures, fellow peer-facilitators' reactions, and individuals in the classroom groups' actions. Recommendations for future class presentations such as improvising situations with parents, teachers and administrators were suggested. Additional meetings were scheduled by the counselor for those who wanted or needed individual help.

A pre- and post-questionnaire using a Likert-type scale was completed by the teachers. Data suggested that the children became "more attentive" and "more active" in class discussions and in some cases, "more thoughtful and sensitive to others."

The peer-facilitator training and classroom programs encouraged identification among group members and the development of positive self-concepts. The classroom groups provided an opportunity to improve interpersonal relationships, also.

A recent survey of Australian universities indicated that apart from a hotline that existed at the University of Melbourne, organized "student-help-student" services did not exist. The results of this

finding resulted in the students' Representative Council at Flinders University of South Australia to request the training of students as peer-counselors.

As a result of this request, a selection and training program was initiated.

Twenty senior students volunteered--nine women and eleven men. All volunteers were given forms A and B of Cattell's 16P.F. test of personality. Results from the test exposed similar positive personality characteristics of the volunteers. The results showed these volunteers were ideally suited for the roles they were likely to play.

A commitment of one year was made, with volunteer students attending weekly training sessions. Approximately three hours a week would be required to fulfill their responsibilities.

The training programs consisted of weekly one to two hour luncheon sessions in which the peer counselors were taught to feel comfortable with silence and in which they practiced non-verbal behaviors that were both empathic and supportive. Tape recordings of scheduled interviews with a "client," which had been made before training started, were used to teach verbal communication. These recordings were analyzed using Amidon's adaption of Flanders' system of Interaction Analysis (Adams, 1965).

As a result of their training, the peer counselors were soon able to demonstrate substantial improvements in their attending skills and an increased verbal fluency. Using the ideas of others in the training group, reflecting and clarifying feelings, and better tolerating silences became part of their verbal and non-verbal repertoires.

The training group also came to realize that, unlike their previous academic experiences, appropriate behavior in a counseling relationship did not involve competitiveness. They were able to understand for themselves that reflecting, clarifying and empathizing replaced exhorting, cojoling and criticizing.

Carkhuff and Griffin (1970) developed a program to meet the needs of young black students in integrated junior high schools. Black adult human relations specialists were systematically selected, trained and assigned within the school system. Assessments of their effectiveness indicated that the specialists were functioning in the helping role above levels determined to be minimally effective and were generally highly rated by students, principals and administrative staff, teachers and counselors. Carkhuff and Pierce (1967) reports a Latin-square design incorporating white and Negroes and upper and lower social classes was replicated across four groups of four hospitalized mental patients by four trained lay counselors. Randomly selected excerpts from the sixty-four recorded clinical interviews were rated on the depth of patient self-exploration. Race and social class of both patient and therapist were significant sources of effect, and the interaction between patient and therapist was significant.

Carkhuff (1966) suggests there are no well designed, controlled and implemented studies assessing the efficacy of training programs: "And yet, a plea went out to the practicing members of the profession to help others become more open, flexible and facilitative."

Carkhuff (1966), Griffin (1972) and Banks (1970) believe that: ". . . trainees can accomplish in counseling and therapy anything that their supervisors can accomplish."

This training program was developed and structured to initiate the self-help process of the student. To help build a foundation and/or beginning point to help each individual help himself as well as others, through facilitative communications, and to use language to inform, interpret, explain, analyze, and evaluate his feelings, thinking and behavior. With autonomous problem-solving being our primary aim and objective for persons involved.

Due to findings and results of researchers Carkhuff and Banks (1970), Griffin (1972), a systematic training program appears to accomplish a number of functions with regard to helping and human relations building:

(1) it contributes to the success of learning through progressive reinforcement experiences; (2) it is goal directed and action oriented toward the implementation of prerational goals; (3) it may provide a work-oriented structure within which the more traditionally experiential and therapeutic processes can take place; (4) it emphasizes practice in the behavior which we wish to effect; (5) it leaves the trainee with tangible and usable skills; (6) it may promote the longer retention of learned skills (although this involves periodic follow-up contacts); (7) it offers a built-in means for assessing its own effectiveness. (Carkhuff and Banks, 1970)

The Importance of the Trainer/Helper

Varied programs of training in counseling and psychotherapy by Christmas (1965), Carkhuff and Truax (1965), Carkhuff (1966), Griffin (1972), Carkhuff and Berenson (1965), and Berenson, Carkhuff and Myrus (1966) emphasized through their extensive methods of research, relating the importance of the counselor/therapist's offered conditions of empathy, positive regard, genuineness, concreteness, specificity of expression, and client depth of self-exploration to client outcome in counseling and psychotherapy. Carkhuff (1966) states: ". . . due to

role playing, the main finding being that trainee change their response patterns in the direction of their recorded supervisors."

Truax, Carkhuff and Douds (1964) have focussed upon three essential principle sources of counseling or psychotherapy: (1) the didactic or direct shaping of behavior, (2) the experiential base of learning, and (3) the role model for effective counseling which the trainer establishes.

Carkhuff (1966) reveals: "It is interesting to note that one area where researchers have vigorously and rigorously sought to assess the translation of their training efforts in terms of client benefits is the area of lay counselor training. Many of the programs of which have been built in large part around a central core of facilitative conditions of empathy, positive regard and congruence and all of which have striven primarily to enable the trainees to become their most facilitative selves -- Griffin (1972), Carkhuff and Banks (1970), Carkhuff and Pierce (1967), and Carkhuff (1970). The evidence is extensive that the lay trainees demonstrate counseling outcomes at least as constructive as the training supervisors or professional practitioners in general.

The critical importance of the trainer cannot be stressed enough, due to the success of the program relying solely on this individual. Griffin (1972), Rogers (1961), Carkhuff (1971), Aspy (1969), Cook (1972), Grant (1954), Grigg (1959), Dworkin and Dworkin (1971), Ivey (1968), Michelson and Stevic (1967), Mozee (1972), Mills and Mencke (1967), and Miles and Abeles (1965). Griffin (1972) states: "I always ask the trainees if their trainer is a positive, action

oriented person; from the answer received from the clients, I can determine if the program will be a positive one."

We find increasing validity in the research published as to the worth of the trainer and the role modeling needed to produce an effective on-going program.

The Characteristics of An Effective Helper

The therapist's personal characteristics, such as age, sex and socioeconomic status, as well as specialized techniques and other specific influences upon his role concept, are relevant. The therapist variables, in turn, may be meaningful insofar as they interact with client characteristics, including especially population types in addition to other personal characteristics. Situation variables, such as the environmental setting and "atmosphere" in which therapy takes place as well as the "set" which the client has or has been given. . . might also become extremely potent considerations. (Carkhuff, 1963)

While visualizing the effective helper, it is meaningful to conjure in our minds a clear and workable model--one that is capable and alive. Carkhuff and Berenson (1969) describe such a model:

Recent research portrays the counselor as not only tender, gentle, loving, and passive-receptive in a Farsonian sense, but also active and assertive, and able to confront the interpret immediacy when appropriate. Functional definitions of masculinity and femininity would suggest that the counselor initiates communication and is action-oriented as well as responsive and facilitative. Those counselors who offer the highest levels of facilitative dimensions also offer the highest levels of action-oriented dimensions.

Carl Roger (1961) and Charles Truax (1962) saw an effective helper as one who possessed empathic understanding, congruence and unconditional positive regard.

Krasner (1962) says:

The effectiveness of the interpersonal influencing process is related directly to the personal characteristics of the "influence." These characteristics include: sex, age, personality, personal appearance, voice quality, prestige, and socioeconomic status. These are all characteristics that can be varied, and can be interrelated with variables of the situation and of the "influence" to determine the most effective reinforcement combinations.

The impact of the helper is carefully explained and stressed for results of any program clearly defines the helper's input through these characteristics--rather the results be positive and/or negative.

As Carkhuff and Berenson (1967) state:

Those facilitators offering the highest levels of facilitative conditions tend to involve the persons to whom they are relating in a process leading to constructive behavior change or gain, both affective and cognitive, or intellectual.

Summary

And so, we can assume from research previously stated that the most effective leaders/helpers appear to be those persons who can create a work atmosphere within the group, encourage varied expressions of opinions, and to appreciate the different styles of work, cultures and skills of others. There is a definite need to describe in detail the characteristics of an effective leader/helper, and the processes necessary when operating a training program due to the many challenges presented to the trainer by the black inner-city youth. The two (training program and black youth) represents a "double whammy." The double whammy will not be overcome, nor will the challenges be met for these youth or by these youth unless the trainer/leader is sensitive, aggressive, positive and structured, with an actualizing personality. In order to achieve probable positions through the self-concept, this writer dealt

with the mode of training, the type of program to be utilized, and finally, the analization of the kind of person needed to implement this program.

CHAPTER III

TRAINING PROGRAMS

The development and implementation of training programs in counselor education is prolific. This researcher's specific need, however, is research of training programs dealing with black peer counselors in a high school inner-city setting. The literature is limited in this area as reported by Capsule, Bibliography Peer Counseling (1970), Carkhuff and Banks (1970), Griffin (1972), Banks (1967), Jackson (1972), Vriend (1970).

Pallone, Hurley and Rickard (1973) suggest from their research that: ". . . black and white youth hold virtually identical expectations of their school counselors." However, Carkhuff and Banks (1970) differed, due to data collected in a study of inner-city youth. They stated: "The pre-training data suggest that difficulties in racial relations may be part of a larger human relations problem. Both blacks and whites tend to communicate at low levels with other whites and blacks.

It was further noted that: "Both blacks and whites gained significantly over the course of training with each tending to do slightly better with members of their own groups."

The above finding was consistent with previous evidence by Carkhuff and Pierce (1967). They noted that: "Race and social class of both patient and therapist were significant sources of effect, and the interaction between patient and therapist variables was significant."

Banks, Berenson and Carkhuff (1967) stated from data collected in a study where there were Negro and white counselors: ". . . even the most facilitative white counselor was rejected by three counselees (out of twenty-four in the group), thus suggesting a possible 'hard-core' of Negroes who would reject all white counselors."

Researchers Griffin (1972), Vriend (1970), Jackson (1972), Banks, Berenson and Carkhuff (1967) encouraged the writer (through readings) to pursue her efforts of an effective training program. The credibility and credence of their findings caused this writer to re-evaluate the program and to strive for the assessment of treatment, training and teaching effectiveness.

Vriend's (1970) demonstration program was based on a plan to: (1) make use of achieving disadvantaged students as peer counselors to serve as models for fellow students, and (2) to help the fellow students develop improved attitudes and behavior patterns. Four major areas of concentrated counseling was developed in the group counseling sessions: (1) the idea of success, (2) problems which all members of the group held in common, (3) education and jobs, and (4) academic skills. The program was composed of high school juniors; in the demonstration group, twelve peer leaders and thirty-six student participants. These juniors were programmed on a daily basis, in study groups, guidance activities, and counseling groups. The conclusions were: (1) the demonstration group with all of its activities and helpful relationships did not replace the need for individual counseling for students with special problems, and (2) peer leadership and the group experience did help many students seek individual assistance from teachers and counselors.

Danish (1971) believes that film-simulated counselor training would cause a significant advancement in training practices. He advocates the integration of the presentation of the methods as well as the methods themselves. This technique would enable a trainee to be more sensitive to his own feelings while allowing him to practice any new behaviors with clients. It would seem advantageous to simulate several client behaviors initially until such time that the trainee is sufficiently secure and competent to try out his new feelings and behaviors with real clients.

Ivey (1968) described a study by the research team at Colorado State University performed by Ivey, Normington, Miller, Morrill, and Haase (1968) in 1966 to identify specific, concrete behaviors of counselors so that counselor education could become a less mysterious process. The team wanted to determine the counseling skills needed to enable a person to become warmer and more empathic. The team used videotaped interviews to reinforce the following three points with their trainees: (1) eye contact, (2) physical attentiveness, and (3) verbal attention. This process became identified as a general construct termed "attending behavior." Ivey describes twelve specific skills of counseling in his book on micro-counseling, including written and programmed manuals discussing each one. Counseling is divided into four skill clusters: (1) skills of the beginning counselor (attending behavior, open-ended questions, minimal encouragement); (2) listening skills (reflection of feeling, paraphrasing, summarizing); (3) sharing skills (expression of feeling, interpretation of tests scores, direct mutual communication); and (4) interpretation skills. A variety of trainee

populations have been tested using the micro-counseling framework. Based on the results, micro-counseling is one method by which counseling skills and therapy can be learned in a relatively short span of time. Ivey advocates the teaching of micro-counseling as a skill rather than a therapy, in order to encourage multiple approaches to the counseling process. He also states: "Those who work in guidance, counseling and human development seem to be agreeing increasingly that competent models of man are just that--models."

Jackson's (1972) article deals with three germane cases from different work settings. The illustrated cases describes the benefits and possible pitfalls of peer counseling when he served as counselor at a female job corps center, and as a member of a compensatory educational program.

He described in detail the experiences of Harriet, a member of the Job Corps. Out of his frustration, due to a lack of sufficient time to meet the needs of all the students with problems, Harriet's role as a peer counselor was developed. She diagnosed the problems of her peers and adding her interpretations, expressed the moods, concerns and suggestions of those students to him. She also disseminated vocational, occupational and administrative information. The role of counselor caused Harriet to have personal anxieties and fears and due to her heavy work load, she became more disturbed and was unable to resolve her personal problems due to the lack of time and emotional energy. She resigned her position as student representative, cursed a residential advisor, and cultivated an attitude of aloofness. Eventually, she returned as a counselor for her peers and friends continued to ask her for advice.

Jackson believed he was short-sightedly practical in utilizing Harriet's services. However, he failed to realize that the major objectives of using a student as a peer counselor should be determined by the benefits this approach would have first for the student and his peers and only then perhaps for the counselor.

Harold's desire to aid his peers into affirmative action in a public high school was initiated from a compensatory educational program he attended one summer. His belief that his school counselors' were interested in only the self-motivated student caused him to want to organize a group at his high school. Due to the diligence of this student, support personnel from his community were utilized as speakers, comprehensive materials concerning junior colleges were distributed and discussed, businessmen gave talks and the advantages for the group improved in scope and understanding.

Maureen, an aggressive high school student, had taken her idea of a student committee (ten hard-working students) as paraprofessionals to the guidance department, "in hope of further assistance from the administration, and to make the committee legal and have a strong backbone." This committee had developed due to criticisms, practices of the counselors, and suggestions from the student body.

The organization began to enlarge and a head counselor was assigned; she was sixty-five, with white hair, and very conservative. Maureen became frustrated and the organization began to die. The strong desire, however, for the group to succeed enabled this student to write a standard constitution of the duties of the committee and to keep it moving, plus maintain a 3.3 average.

The following recommendations by Jackson, due to his experiences for counselors who are considering the use of peer counselors, are important to remember:

1. All peer counselors receive some prior training;
2. Decide on your rationale for using peer counselors;
3. Remember the student is not a "real paraprofessional," but still a student;
4. Come to grips with how you perceive the role of the student;
5. Establish a system for evaluating the performance of the student, both as a counselor and as a student.

Jackson's report is intended to show: (1) the critical need for pre-planning to ensure the overall success of the approach, (2) levels of successful use, and (3) ways the approach can be abused.

Research performed by Griffin (1972) examined the general question of mental health services, their availability, focus and concepts. He considered the extent to which mental health services have provided primary intervention programs and personnel as well as some of the current controversies which surround recent attempts to reformulate these programs. Griffin explored the findings of the research regarding problems that exist within black schools. He concluded that: "Blacks already understand clearly what others (educators) refuse to admit--an exclusion of black children from the competitive world of American education." The questioning of black students concerning their relationships with black and white counselors, and the training of counselors gave substance to the developing of a program to teach counselor education to black students via the Carkhuff model.

Twenty black youths from the inner-city were chosen to participate in a short, intensive course--the psychology of helping. The program focussed on systematic instruction in counseling techniques (listening skills, communication of responses, recognition of affective dimensions in speech, self-exploration, and problem-solving).

The effectiveness of the training program was examined using an array of assessment procedures. Direct tests of counseling skills were assessed through the counseling process measures of Rogers and Carkhuff. The results indicated that the students made significant gains in interpersonal skills.

Carkhuff's (1969) Effective Training Methods are designed specifically for the helper therapy principal. This method describes in detail the process by which persons in need of help may be selected and trained to offer help to others. There is evidence that indigenous persons giving help demonstrates constructive change themselves as a consequence of being cast in the helping role. First, the helper is capable of functioning at high levels on all of the dimensions involved and is flexible in his employment of the dimensions. Secondly, the helper will find that he is most effective when he views and implements the dimensions in stages (empathy, respect, concreteness, genuineness, confrontation, and immediacy). Thirdly, through the use of the didactic, experimental and modeling sources of learning, high levels of empathic understanding in the helper serve to develop in the helpee high levels of understanding of himself and others. Fourthly, the point at which we initiate the helping process is contingent upon the helpee's prior development.

Carkhuff (1969) believes that programs that train professionals should be more broadly based in all aspects of training people to help people. He states:

It is our firm conviction that the core of training in the helping professionals should involve training in helping. For this training would prepare individuals for a number of professionally meaningful roles that might best be summarized in the role of mental health consultant. Hopefully, due to effective training, he will be prepared to institute, administer, teach training programs for both professional and non-professional helpers and assess their effectiveness. (Carkhuff, 1969)

The results of programs such as Carkhuff's (1971), Griffin (1972) and Jackson (1972) helped to strengthen this researcher's belief and convictions previously stated. These studies enabled the writer to continue efforts in a positive way, realizing that the need is great and the results were promising for the student, if performed through a progression of steps with an actualizing trainer.

Due to new ideas, goals and techniques in the field of guidance, trained personnel is expected and should be dedicated to the premise of working himself out of a job through the developing of programs, involvement in the community, and continuous acquiring of knowledge that would keep one abreast of "what's happening." (Banks and Martens, 1973)

Recognizing the facts presented by researchers Griffin, Carkhuff, Jackson, and others for the need of more peer counselors for black youth, a training program was developed utilizing Ivey's "attentive behavior" and Carkhuff-Berenson eclectic model to implement the skills and methods needed for training. The author considered three variables that were of prime importance to the program in order that the program would be effective: (1) the trainer's influence, (2) the trainer's accountability, and (3) the trainee's accountability.

Training Program

Phase one describes in detail the procedures used, setting, atmosphere, aims, objections, selection of participants, the format, and informal counseling procedures used since October, 1972. The length of time, sessions, activities, challenges, and commitment of the students to themselves, the program and the very young in the community.

The second phase begins with intensive training by the author to eight participants from one of the local high schools in Springfield, Massachusetts during their spring vacation. We worked, ate and played together for five days. Pre-tests were administered, counseling techniques displayed and discussed, and constructive criticism were given and accepted. At the end of the training, we all made a commitment to the program for serving and being of service to others.

The third phase explains the meeting of the coordinator and two participants with the Family Center's director and staff to explain the objectives of the program and to ask for their input of ideas, suggestions and cooperation. The procedure for referrals were explained and discussed. Feedback to the director and the staff would be given on a regular basis (some counselors work at the Center as part-time help) so that the flow of information and supportive measures needed by the individual would be positive and without a lag in time.

The fourth phase explains the day-to-day operation, our use of the tape recorder and videotape as a source of continuous operating on a high facilitative level. The coordinator listening mostly to the counselors discuss their clients, resources needed for supportive services and the different methods and ways best suited to involve the

parents of some of these younger children. Post-tests were administered and discussed with most persons verbalizing and/or displaying more knowledge and a keener awareness of themselves, other people, the community, and the knot and bolt situations--the situations that exist in everyday living.

The author hopes to validate that self-awareness is more likely to change at a significant level when training and practice are continuous (Carkhuff, 1969), where an atmosphere of sharing and responding to the needs of others is encouraged and where the person(s) (students involved) performing the service is treated with respect and maturity.

Phase I

This researcher decided to write a proposal for the training of peer counselors in a high school for inner-city students during the summer of 1972. The objectives were: (1) to become more aware and involved with some of my clients, and (2) to help a limited amount of black students become more aware of self through peer counseling.

During the month of September, 1972, students were being selected by the researcher to participate in this study, using the following criteria: (1) Black youths from a low socioeconomic background with the apparent desire and need for counseling, (2) was sensitive to a degree of the needs of others, (3) was active in some way with other individuals, and (4) had a negative self-image. The students would be tenth, eleventh and twelfth graders.

The group met for the first time in mid-October, 1972, after school in the waiting room of the Counselor's Office. The objectives

were explained and input from the group was asked for. A social gathering at my home was decided upon and the girls assumed the responsibility of planning the affair, consulting me at different intervals. (I am not a stranger to most of these students due to my involvement, interest and concern in the community with social agencies, summer work programs, church affiliation, social clubs, volunteer programs, and other functions.)

From the first social function in October, 1972, friendships were established and the group, with my guidance, decided on a tentative format; a meeting place, activities, some challenges, and a commitment to the program. Twenty-two girls attended the first social affair; by the end of May, we had approximately sixteen active participants.

This researcher decided some meaningful contribution could be made by exposing them to other life styles. (It was established from the beginning that the social life of every girl left much to be desired.) Through social contacts like art shows, trips to the country, visits to my home, exposure to some of the actualizing community people, discussion groups--large and small, visiting other places of interest in the city, home visits, inviting parents to visit me at my home, an occasional trip to see a play in New York, constant communication via the telephone, office visits, and regular counseling sessions (rap sessions) after school, we began to jell--to become a functioning group.

In these sessions, we discussed any and everything--drugs, girl/boy relationships, family problems, work habits, jobs, study habits, personal hygiene, strategies for living, college and relating problems like

grades, financial aid, work study, living on campus, skills and training for those oriented to the work world after high school, sex and baby-care procedures. Nothing was sacred. Trust was being developed.

Changes began to take place, more time and effort was spent on improving grades and personal habits. Positive vocal expressions of continuing in school until graduation was heard, and noticeable changes toward college for continued learning were being discussed and encouraged.

In these sessions after school, the researcher was a visible, vocal counselor (the writer is not always very vocal in my office) expressing joy, anger, agreement, disapproval, disagreement, approval, personal points of view, and many times being the devil's advocate--it works; mainly because the writer has invested interest in each individual participating. The writer trusts them, they trust the writer. The writer always tries to help where and if she can--they know this from past experiences. The counselor/writer tells them truths--they tell me truths and we deal with real life city problems and possible solutions.

My reasoning for developing the peer counselor training program is that the researcher has seen it work. This was done under my supervision without special or intensive training. There was a small nucleus of girls --nine--from the original twenty-two, that decided to help each other, using me as a base to discuss and give aid when they deemed it necessary. They criticized and praised, gave aid financially if needed, and were supportive forces for each other. At times, they appeared cruel (counselor's view), but they continued to obtain positive results. They constantly "jacked each other up" (their term), expressing disapproval vocally, patting each other in support if deserving, all the while being faithful to the individual. Grummon (1965) argues "with" the method, for he states:

Fortunately, most clients are not as delicate as we sometimes think. Even when the counselor supplies information which proves threatening to the client's self-concept, little damage is done if the conditions for the therapeutic relationship have been established and are being generally maintained and if the information is communicated with warmth, understanding and a readiness to receive fully the responses of the client.

The general purpose is to help students relate to themselves and others as human beings. To help them find personal relevance in everyday living, realizing that they have a personal stake in the tasks they perform and that they can make changes which will improve their lives. Having these individuals realize that commitment is a very real part of responsibility. (Glasser, 1972)

If these young people (without specific training) can produce positive results, then young people with a vested interest in his or her fellow peers should be able, if trained, provide more positive results for themselves and for a greater number of their peers.

Phase II

The second phase begins with intensive training by the author to eight counselors from one of the local high schools in Springfield, Massachusetts during the spring vacation. We worked, ate and played games together for five days.

After a general discussion of our aims, purposes and future challenges, training booklets were given to each individual. (We had discussed the benefits and needs of trained peer counselors many times during the past months.) The group appeared highly motivated and began this hopefully meaningful experience.

Pre-tests were explained and administered in a relaxed atmosphere at the Girls' Club, Family Centers' library (a centrally located gathering place for many boys and girls in the area--ages three to fifteen years).

Counseling techniques were displayed through role playing, intensified verbal exchanges of ideas, suggestions, and constructive criticism was given and accepted. Notes were taken concerning the instruments used, methods of counseling were discussed, and terms that were foreign to some became familiar symbols to all. They were introduced to the names of researchers whose specific thoughts we were using, names like Ivey, Griffin, Carkhuff, Jones, and Osgood.

A booklet consisting of the following was given each counselor:
(see Appendix)

- Specific functions of counselors
- Implementation procedures
- Application for admission
- Job application practice sheet
- Sample letters
- Schedule for peer counselors
- Summary sheet

Each was explained and discussed by the group.

The main purpose for training the peer counselor is to have an effective, facilitative, and action-oriented individual who would be aware of and display: empathy, respect, genuineness, and concreteness.
(Carkhuff, 1969)

Instruments Used

Micro counseling was developed by a research team at Colorado State University in 1966 to communicate to others those skills and

behaviors needed for counselors to be effective and empathic. The term "attending behavior" is used to identify the principle components needed by beginning counselors. These attending skills help them give direction to natural empathy (Ivey, 1966). Ivey's attending behavior: (1) eye contact, (2) physical attentiveness, and (3) verbal attention.

Osgood and Snider's Semantic Differential Scale (feeling, reaction to word lists) causes one to think in terms of feelings that express specifics concerning a person, place or thing (Osgood, 1969).

Jones' "helping relations inventory" produces a profile based upon odd-numbered items, one based upon even-numbered items, and a total profile. The order of the score is UPISE--Understanding, Probing, Interpretive, Supportive, and Evaluative. Scores are reported on a profile sheet which allows comparison with other groups. There are no bad or good scores, and that low scores represent preferred ways of responding in helping relationships (Jones, 1973).

Carkhuff's (1969) self-exploration in interpersonal processes measurement scale" has five levels of actualization.

Phase III

An informal meeting was held with the new director of the Girls' Club to ask his cooperation and assistance with this program. (At the monthly meeting held March, 1973, the new director gave his monthly report to the Board of Directors, stating he needed aid and assistance to help with the overflowing numbers of children from 2:00 to 5:30 p.m. daily. He asked for suggestions from the group. Prior to his appointment, the researcher had discussed with the other director her project. She was willing and pleased about the idea.) When the researcher approaches him

at a later date, he was pleased and very cooperative. A place and time was set for the initial training and it was decided that the two of us would work on a schedule and a definite place for the counselors to counsel at a later date.

At the second meeting, the director and researcher decided the following: (1) the time schedule, (2) the number of days per week, (3) the names of the persons participating in the program, (4) allotted space for conferences, (5) the display area, (6) publicity for the project, (7) the training area, (8) the length of time needed for training, including cooking facilities, (9) a meeting with the staff to explain the purposes and aims, (10) referrals and feedback to the staff, (11) the initiation of the program, (12) release time for counselors working part-time at the Girls' Club, and (13) where supplies, important materials and personal information (being gathered during sessions) would be kept. (Some of the students work at the Girls' Club after school and on Saturdays. The researcher encouraged them to seek employment early in September of 1972. Interviews were arranged and talks with the director at Board Meetings helped to lay the ground work for their employment. Others are employed by the Neighborhood Youth Corp but work at the Club also.)

Two part-time members of the staff and myself briefed the staff concerning our aims and objectives; we also explained the reasons we needed their full cooperation. We explained the needs of referrals from the staff and the desire to have frequent conferences with them. The staff gave their approval of the program and promised to cooperate with us. At a later date, we would introduce the other counselors to them.

Phase IV

The researcher was cautious in scheduling the counselors at first, and very positive in stressing the importance of daily conferences with her, concerning the counselees. During the first week, each counselor had one client; this was the get-acquainted session (some information was asked for and written down in front of the client); after the session was over, the counselor wrote his impression of the session--stating apparent problems (if there were any), and other information given to him during the session; if the person had been referred by the staff, that information was also written.

The weekly meetings continued and during this time, we discussed the different cases and the group members gave individual suggestions and stated methods by which favorable results might be realized. Most of the counselors became very serious about their involvement and acted very professional in their approaches to their clients. Their actions and reactions were mature and forthright. They were calm and appeared reassuring to their clients. (The reactions described were observed by the trainer/counselor from a vantage point in the library.)

In a given day, all of the persons involved in the program would have contacts with me--asking questions, making inquiries, asking for advice, giving advice, etc. During these weekly sessions and in my office, the tape recorder was always available for individual conferences and for weekly meetings. The recorder was always visible on the desk and many times my counselors would ask for re-runs of conversations concerning problem areas we had discussed. Reasoning and an evaluation of the problem was often discussed after re-runs (this might be the next

day or two or three weeks after a crisis had taken place in one's life). The recorder was also used in our role playing sessions, played back and assessed by the group, stressing strengths and weaknesses of particular roles. Round table discussions were taped and individuals were free to listen individually or in groups later to these recordings.

Specific lectures given by the researcher were placed on tape and filed for individual and group discussion; afterwards the researcher would hear from another tape the reactions given from the tape. Each individual became proficient in the use of the tape recorder.

The videotape was used but due to the limited availability of the videotape and cost, we were unable to use it as extensively as we would have liked to. The counselors suggested the involvement of the parents to a limited degree (for specific cases) stating, "Without the cooperation of some of the parents, very little would be accomplished, due to the reenforcement variables, especially with the younger children."

At the end of the school year, the post-tests were administered and discussed. Their feelings were verbalized as "positive, regardless to the measurements or instruments used to depict or predict their capabilities."

The Trainer

In order to replicate this program, the researcher would advise one to first, take Cohen's (1971) Counselor Self-Evaluation Scale, and second, read this material and evaluate yourself with the kind of individual the researcher is. The reason for stating the kind of person the researcher is is to give credence to Dr. Griffin's statement: "I always

ask my students what level of functioning is the trainer. For if you tell me the level of functioning of the trainer, I can then tell you the level of growth the students will have."

My description of myself is being used to conjure in one's mind the kind of individual needed to perform this kind of program. Not anyone can be apart for their (students) lives; it must be a certain type of person. The researcher has facilitative types of skills, techniques and a firm commitment to others. The researcher is physically fit with a high energy level. Emotionally and psychologically, the researcher has given warmth and understanding--she knows and understands herself and is able to evaluate and regroup her actions, thoughts and ideas constantly. The researcher is intellectually and socially aware and involved in all phases of the community. It has been very beneficial to me to be able to observe the most minute changes of the peer counselors in all types of settings and circumstances. The researcher is loving yet firm when the situation arises; she is capable of facing facts, living with truths, speaking truths, being trustful, and trusting others. Failures do not destroy her or cause her to lose her cite or her goal. She is strong and vulnerable.

The researcher truly believes herself to be a sensitive, facilitative, action-oriented, dedicated, skillful, responsive, and actualizing individual. She wants to help others--she does help others. She believes that "I am what I do" (Buber, 1957).

Researchers such as Carkhuff (1969), Banks (1971), Cline (1972), Griffin (1972), and Rogers (1961) stress the importance of the counselor (trainer) having specific positive characteristics, therefore: the reason for including the characteristics of this trainer is to focus attention

to someone interested in performing a similar study. One needs to be aware of the type of person(s) needed in order to work with others in this type of undertaking. If one is willing to give of herself or himself, become totally involved and aware of the individuals, give of his time limitlessly, spend his money, and dedicate himself to this cause, then the program will be a positive one.

Anderson (1966) found that high-level therapists confront their clients more frequently and more constructively than low-level therapists. Her findings have been replicated (Carkhuff, 1969; Carkhuff and Berenson, 1969; Berenson, Mitchell and Laney, 1968) had have established that confrontation and immediacy are important ingredients in the counseling processes.

Researchers Anderson (1966), Griffin (1972), Vontress (1968) indicates the effectiveness of an effective helper with specific kinds of positive behavior patterns. This training program is based on the premise that the effective helper (trainer) is a self-actualizing, action-oriented individual. The value of such a person can not be stressed strongly enough. For that person will be the deciding factor, he or she will determine the success or the failure of the program. From the characteristics given, we can imagine the type of individual needed so that the person in need of aid and assistance can share in depth his feelings, desires and wants of today, his problems of yesterday, and his dreams of tomorrow.

The Characteristics of an Effective Helper

The researcher realizes that with every recipe, there are ingredients and directions, with any pattern there are specific guides

and so, if one wants an effective helper, there must be certain characteristics. The helper is not the extra pinch of salt or pepper, but on all encompassing human being that will make the difference. Krasner (1962) sees the therapist as the "reinforcement machine" manipulating the variables in order to help his client. And yet, we are still searching for the effective helper. Researchers have provided many of these variables. Anderson's (1966) research revealed that high level therapists confront their patients more frequently and more constructively than low level therapist. Why was this conclusion stated? Was this or that therapist more sensitive? Rogers (1961) states, "that (1) real relationships have a way of being vital and meaningful (so be yourself), (2) we need to exhibit feelings of warmth, (3) to be interested, (4) permissive, (5) to be kind, (6) to have understanding, and (7) to communicate these feelings. Harvey and his colleagues (1964) attempted to select persons for their program who exhibited (1) a sincere regard for others, (2) tolerance and the ability to accept people with values different from one's own, (3) a healthy regard for the self, (4) a warmth and sensitivity in dealing with others, and (5) a capacity for empathy. Truax's (1962) findings substantiated Rogers' theory that a "good therapist possessed: (1) empathic understanding, (2) congruence, and (3) unconditional positive regard.

Whitehorn and Betz (1962) found that the effective therapist was measurably more: (1) democratic, (2) non-authoritarian, (3) personal in approach, and (4) non-interpretive.

And so, it is reasonable to assume, due to research, that an effective helper possesses a conglomerate of the above characteristics, so that he or she can be effective and serve as an actualizing model.

RANK	FUNCTION OF TASK	Level of Competence					Level of Interest					
		LOW	BLW AVRG	AVRG	HIGH	VERY HIGH	LOW	BLW AVRG	AVRG	HIGH	VERY HIGH	
___	U. Liaison with four-year colleges											
___	V. Professional association work											
___	W. Training and supervising aides											
___	X. Writing recommendations											
___	Y. Group guidance											
___	Z. Liaison with local high schools											

Summarizing Statement

The summarizing statement called for at the end of the scale permits a written synthesis of the analyzed material, which can often be more revealing and rewarding than consideration of the scale items individually.

After the counselor has completed the scale, he should ask himself three questions: Am I competently performing those tasks I believe to be most important? Am I actually doing what I am most interested in doing most of the time? Is my work milieu a supportive one?

Reference

Cohen, A. M. and others. A constant variable. San Francisco: Jossey-Bass, 1971.

C H A P T E R I V

RESULTS

Introduction:

A brief description of the study's evaluation scheme is presented in this section initially. This is followed by a description of the results and a discussion of the findings.

SUBJECTS

Sixteen students volunteered to participate in the training program, 2 boys and 14 girls, ranging in ages 14 - 17. The students were divided into two groups, 8 in the demonstration group and 8 in the control group. There were 3 seniors, 3 juniors and 2 freshmen in the demonstration group; and 3 seniors, 4 juniors and 1 freshman in the control group.

EVALUATION

All data was evaluated by Ken Wall and Associates, an instructor at Springfield College; and the writer

Test	Pre-Test Date	Size of Sample	Post-Test Date	Size of Sample
Ivey's Attentive Behavior	April 16, 1973 May 16, 1973	Demonstration Group 8 Control Group 8	April 20, 1973 May 30, 1973	Demonstration Group 8 Control Group 8
Carkhuff - Berenson's Scale	April 16, 1973 May 1, 1973	Demonstration Group 8 Control Group 8	April 20, 1973 May 21, 1973	Demonstration Group 8 Control Group 8
Osgood's Semantic Differential Scale	April 16, 1973 May 10, 1973	Demonstration Group 8 Control Group 8	April 20, 1973 June 5, 1973	Demonstration Group 8 Control Group 8
Jones' Helping Relationship Inventory	April 17, 1973 May 16, 1973	Demonstration Group 8 Control Group 8	April 20, 1973 June 11, 1973	Demonstration Group 8 Control Group 8

Testing of the demonstration group was administered on the cite where the training took place, testing of the control group was administered at the high school in the Teacher's cafeteria, after school. Both cites were secluded and quiet with good lighting facilities. Testing was performed in a relaxed atmosphere and the students appeared to be very interested and concerned. There were periodic breaks for refreshments for the demonstration group and a lunch was prepared and served family style each of the five days at the cite of the training. Thereby, forcing the group to remain together for eight hours per day.

EVALUATION METHOD:

To measure possible counseling growth which occurred during the brief course outlined herein, pre and post tests of Ivey's Attentive Behavior Skills, Carkhuff - Berenson Scale, Osgood's Semantic Differential Scale, and Jones' Helping Relationship Inventory were given. Ivey's Attentive Behavior Skills:

...for beginning counselors were administered before and after the brief training program. The entire procedure is supported by a warm, empathic supervisor-trainer. This procedure takes approximately 45 minutes to an hour. This multifaceted approach helps the beginning counselor give direction to natural empathy. A counselor behavior scale was designed for this study by the writer to allow the trainer and the trainee to rate specific behavior which would be taught as part of the counseling process. The scale was a five point scale identifying verbal and non-verbal behavior.

Eye Contact

- (1) Counselor has little or no eye contact with client
- (2) Counselor has eye contact with client 50% of the time
- (3) Counselor has eye contact with client 75% of the time
- (4) Counselor looks at client constantly
- (5) Counselor looks at client all of the time

Physical Attentiveness

- (1) Counselor does not face client
- (2) Counselor faces client but chairs are more than arms length apart
- (3) Counselor faces client and looks directly at client
- (4) Counselor faces client and sits at arms length or distance has squared shoulder with client

- (5) Counselor faces client, looks directly at client, has squared shoulders, body leans toward client and is within hand reaching distance.

Verbal Attention

- (1) Counselor talks about something that is different from what client is expressing
- (2) Counselor talks about what client is expressing, however, he introduced a different subject
- (3) Counselor talks about what client is expressing
- (4) Counselor talks about what the client is expressing and helps to further the client into discussion concerning self
- (5) Counselor talks with the client about what he is expressing, supports the client's thinking and tries to teach him a skill

Carkhuff Scale

...for counseling effectiveness were administered before and after the brief training course, measuring the skills of: Empathy, Respect, Concreteness, Genuineness, Confrontation and Immediacy. These scales measured the skills and the effectiveness of the entire course. A general description of each level is presented below:

Level 1

describes not only the retarding therapist, but also the severely disturbed client who is essentially immune to constructive human encounter.

Level 2

describes the more moderately retarding therapist or distressed client who, unlike the Level 1 person, lives in a world of distortion, but does live in the world and is not oblivious to his world.

Level 3

describes the minimally facilitative therapist or the situationally distressed client who, for all other purposes, is functioning at a minimally effective level.

Level 4

describes the person who makes things happen, whatever his area of endeavor, but including in particular the facilitation of other persons.

Level 5

describes the kind of person that is involved in a life long search for actualization for others as well as himself, and is readily amenable to the sharing of his search with others.

The responsive dimensions are made up of the following conditions:

Empathy

The ability to view, understand, and communicate the feelings and world of the client through the client's eyes or frame of reference.

Respect

The ability of the helper to communicate to the client that he respects and cares for the feelings and experiences that the client has.

Genuineness

The ability of the helper to share with the client his conscious and unconscious self, so that the client can be real and honest in his sharing of feelings and experiences.

Concreteness

The ability of the helper to get the client to become concrete or specific about his problems and at the same time, the helper becomes more specific as to what he actually is hearing.

Initiative dimensions are made up of the following conditions:

Confrontation

The ability of the helper to tell the client the difference between what he is saying and the way the therapist perceived him.

Immediacy

The ability to communicate to the client what is going on between the client and the therapist within the moment.

Jones' Helping Relationship Inventory

...was used in the study to obtain a measure of counselor's response style. The HRI consists of 25 items, each having a stem depicting client verbal dialogue. The counselor, in responding to this stem, is required to rank-order five possible counselor responses. The five response modes and a general description of each is presented below:

Understanding

A response tendency which indicates that the counselor's intent is to so respond as in effect to ask the client whether the counselor understands what the client is "saying," how the client "feels" about it, how it "strikes" the client, how the client "sees" it. This is the Rogerian reflection-of-feeling approach.

Probing

A response tendency which indicates that the counselor's intent is to gather further information, provoke further discussion along a certain line, to query. He in some way implies that the client ought to or might profitably develop or discuss a point further.

Interpretive

A response tendency which indicates that the counselor's intent is to teach, to impart meaning to the client, to show him. He in some way implies what the client might or ought to think, however, grossly or subtly.

Supportive

A response tendency which indicates that the counselor's intent is to reassure, to reduce the client's intensity of feeling, to pacify. He in some way implies that the client need not feel the way he does.

Evaluative

A response tendency which indicates that the counselor has made a judgement of relative goodness, appropriateness, effectiveness, rightness. He in some way implies what the client might or ought to do, however grossly or subtly.
(Jones, 1965)

A clear statement of the important properties of ipsative scores has been offered by Bauernfeind (1962), as follows:

Intercorrelations are low and tend to be slightly negative; every tested student will have the same mean interest score computed across all categories, so that he will necessarily be below average in some areas and above average in others (or at average in all areas); differences in scores from one area to another within a student reflect only relative strengths of interests for that student; and differences in scores from one student to another for a particular interest categories cannot be interpreted normatively, since each score may be related to a different mean (P. 212).

Bauernfeind summarized the popular arguments for and against the use of ipsative or forced choice instruments. Some of these arguments are paraphrased below:

Arguments pro forced choice:

1. Forced choice technique approximates more closely real life situations - where one cannot do all things.
2. More resistant to faking and tends to control "response set" -- differences in enthusiams between subjects.
3. Usually provide higher reliabilities than free response measures.
4. Past reserach has indicated useful validities of instruments (e.g. Kuder-Vocational), in terms of discriminating among various vocational groups.

Arguments against forced choice:

1. Forced choice does not allow for enthusiasm or strength of response.
2. Forced choice does not represent real life situations, and thus scores are contrived.
3. Free response not only has potential for discriminating among various groups, but in addition has potential for discriminating enthusiasm within groups.
4. Forced choice cannot be interpreted in a straight-forward way.

A Comment:

It should be noted that Jones' Scale was not taught as a skill. Carkhuff (1971) and Ivey (1973) both note that the testing must fit the treatment and my treatment was to Carkhuff and Ivey, not Jones, therefore, the results should be expected.

Osgood's Semantic Differential Scale was used to measure the attitudes of the trainees toward the trainer/counselor.

Osgood's Semantic Differential Scale is an objective method of measuring meaning. This scale was developed to receive implicit response processes which produce self-stimulation. The concept of meaning has the virtue of making it a matter of individual learning and experience. The meaning which the individual attaches at any given moment to the sign "counselor" is the sum total of the processes which at that time represent his experiences with "counselors" - their stimulus patterns and all their associative values to him. And since what an individual will say about "counselors" can be assumed to depend upon the mediational processes occurring at the moment of utterance, our predictions of his utterances can reasonably be based upon whatever indices of the "meaning" of "counselors" we can obtain from him. This statement on the measurement of meaning has been offered by Carrol (1969)

DEMONSTRATION GROUP DATA

The data being presented in this section concerns the "demonstration group", discussing scales, and scores of pre and post tests.

Jones Helping Relationship Inventory

Tables I and II show the scales and scores of the pre/post tests and the mean of the pre-post tests of the demonstration group.

The difference between the pre/post tests is (+.1) from a possible score of 5.0. This indicates some growth of the students. It should be stressed that there are no good or bad scores, and that low scores represent preferred ways of responding in helping relationships.

An inspection of individual scores indicated that 4 students moved downward in Understanding, 1 remained the same, and 3 made gains. Probing, 1 student moved downward, 2 remained the same, and 5 made gains, 4 students moved downward in Interpretive, 0 remained the same, and 4 made gains. 1 student moved downward, 2 remained the same, and 5 made gains in Supporting the individual. 4 students moved downward and 4 made gains and 0 remained the same when Evaluating the individual situations.

To summarize,, then, the pre/post tests scores on the Jones' Helping Relationship Inventory indicated an upward gain in the areas of Probing (2.4, 2.7) and Supportive (2.9, 3.1), from a possible score of 5.0, and yet, we must continue to be aware that a low score represents a preferred way of responding in helping an individual. Table III gives a clear view of the ratings of the students and their scores.

TABLE I
 JONES' RESULTS - DEMONSTATION GROUP
 PRE TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Understanding</u>	<u>Probing</u>	<u>Interpretive</u>	<u>Supportive</u>	<u>Evaluative</u>	<u>Mean Score</u>
1	3.4	2.7	2.9	3.4	2.8	3.0
2	3.9	2.6	2.5	2.8	3.0	2.9
3.	2.7	2.5	3.1	2.8	3.0	2.8
4	3.7	2.4	3.5	2.7	2.6	2.9
5	4.0	2.9	2.3	2.4	2.0	2.7
6	3.1	1.9	3.1	3.1	3.6	2.9
7	3.2	2.2	3.2	2.9	3.2	2.9
8	3.8	2.6	2.8	3.6	2.3	3.0
	—	—	—	—	—	—
	3.4	2.4	2.9	2.9	2.8	2.8

N = 8 \bar{X} = 2.8 Mean Score

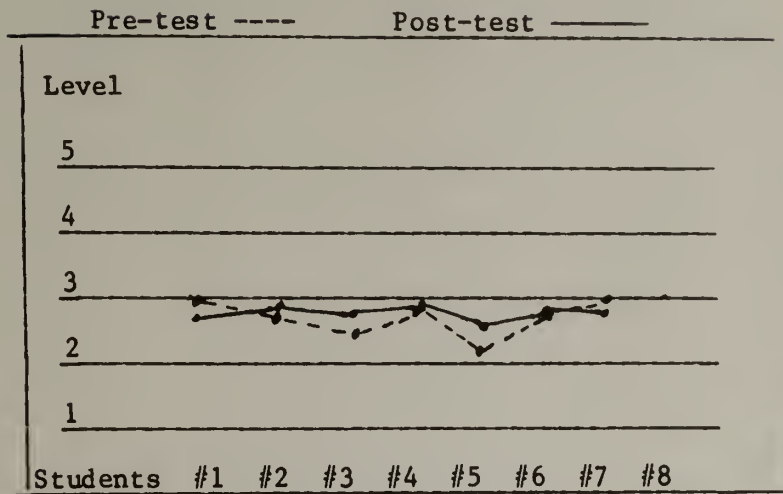
TABLE II
 JONES' RESULTS - DEMONSTRATION GROUP
 POST TEST

<u>Student</u>	<u>Understanding</u>	<u>Probing</u>	<u>Interpretive</u>	<u>Supportive</u>	<u>Evaluative</u>	<u>Mean Score</u>
1	3.2	2.8	2.8	2.6	3.1	2.9
2	3.9	2.6	2.4	3.1	2.6	2.9
3	3.2	2.3	2.8	3.2	3.2	2.9
4	2.8	3.4	2.4	3.4	2.8	2.9
5	4.2	3.2	2.4	2.4	1.9	2.8
6	2.4	1.9	3.2	4.3	3.0	2.9
7	2.6	2.6	3.8	2.9	2.9	
8	4.0	3.0	3.0	3.0	1.8	2.9
	—	—	—	—	—	—
	3.3	2.7	2.8	3.1	2.6	2.9

N = 8

$\bar{X} = 2.9$

TABLE III
 JONES' HELPING RELATIONSHIP INVENTORY
 DEMONSTRATION GROUP



Pre-test Mean Score 2.8

Post-test Mean Score 2.9

N = 8

Osgood's Semantic Differential Scale

Table IV and V shows the scales and scores of the pre/post tests of the demonstration group, the mean of the pre/post tests.

The difference between the pre/post tests is (-.7) meaning (1 = high, 5 = low). This is a "reverse scale". There was a significant change in the attitude toward the counselor-trainer of the students. This interpersonal style of rating the counselor depended upon the individual's learning and experiences, therefore, this was a sum total of the processes which at that time represented his experiences with this counselor.

An inspection of individual scores indicated that 1 student moved upward, 1 remained the same and 6 moved downward when scoring the word Just. Fast, 3 students moved upward, 3 remained the same and, 2 moved downward. The response for Peaceful, 2 moved upward, 5 remained the same and, 1 moved downward. Active 1 moved upward, 3 remained the same and, 4 moved downward. Good, 1 moved upward, 5 remained the same, 4 moved downward. Black, 3 moved downward, 4 remained the same and, 1 moved upward. Nice, 3 moved downward, 4 remained the same and, 1 moved upward. Kind, 1 moved upward, 3 remained the same and, 4 moved downward. Valuable, 1 moved upward, 2 remained the same and, 5 moved downward. Clean, 1 moved upward, 6 remained the same and, 1 moved downward. Soft, 3 moved upward, 2 remained the same, and 3 moved downward. Honest, 1 moved upward, 4 remained the same and, 3 moved downward. Fair 0 moved upward, 3 remained the same and, 5 moved downward. Delicate, 4 moved upward, 1 remained the same and, 3 moved downward. Beautiful, 2 moved upward, 1 remained the same and, 5 moved downward. Brave, 1 moved upward, 3 remained the same and, 4 moved

downward. Strong, 1 moved upward, 2 remained the same and, 5 moved downward.

To summarize, then, the pre/post tests scores on the Osgood's Semantic Differential Scale indicated a downward trend, remembering the reverse scale, this was a positive gain of (-.7) (using the reverse scale) showing confidence, trust and belief in the many variable represented by the trainer/counselor. The lower the score the better the discrimination of the student. Table VI indicates the ratings of each student on the graph

DEMONSTRATION GROUP - PRE POST

Osgood Results

(Scoring Scale 1 = Strongly in favor, 5 = Strongly against)

Student	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	Delicate	Beautiful	Brave	Strong	Score
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	Rugged	Ugly	Cowardly	Weak	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1.1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1.4
3	3	1	4	5	1	2	2	2	4	3	3	3	4	4	5	2	4	3.0
4	3	3	3	4	5	5	5	4	5	2	4	3	4	0	3	2	4	3.4
5	3	3	3	3	3	3	3	3	2	2	2	3	3	1	1	1	1	2.3
6	2	5	1	2	1	1	1	1	2	1	2	1	5	1	2	3	2	1.9
2	5	1	2	1	1	1	1	1	2	1	1	1	5	3	3	3	4	3.1

Student	Just Unjust	Fast Slow	Peaceful Ferocious	Active Passive	Good Bad	Black White	Nice Awful	Kind Cruel	Valuable Worthless	Clean Dirty	Soft Hard	Honest Dishonest	Fair Unfair	Delicate Rugged	Beautiful Ugly	Brave Cowardly	Strong Weak	Score
7	3	4	3	3	4	3	2	3	5	1	4	1	4	3	3	3	4	1.0
8	2	3	3	3	1	3	2	3	3	3	3	2	2	1	3	2	3	1.4
	2.2	2.6	2.3	1.7	2.1	2.8	2.1	2.2	2.8	1.7	2.6	1.8	3.1	1.7	2.6	1.8	2.5	1.0

N = 8 $\bar{x} = 2.4$

1.5
3.0
2.3

TABLE V

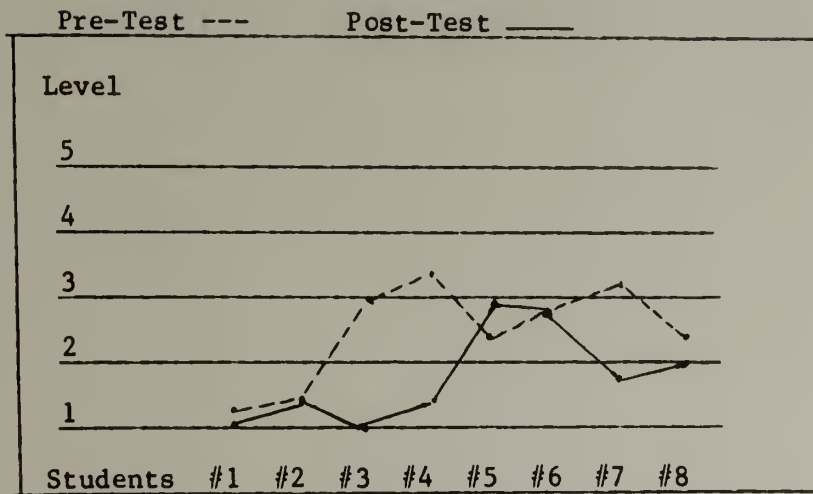
DEMONSTRATION GROUP - POST TEST

Good Results		Scoring Scale 1 = Strongly in favor, 5 = strongly against															Score	
Student	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	<u>Delicate</u>	<u>Beautiful</u>	Brave	<u>Strong</u>	
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Rugged</u>	<u>Ugly</u>	Cowardly	<u>Weak</u>	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	3.1
2	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	<u>Delicate</u>	<u>Beautiful</u>	Brave	<u>Strong</u>	
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Rugged</u>	<u>Ugly</u>	Cowardly	<u>Weak</u>	
1	3	2	1	1	1	1	1	1	1	1	3	1	1	2	3	1	1	2.4
3	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	<u>Delicate</u>	<u>Beautiful</u>	Brave	<u>Strong</u>	
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Rugged</u>	<u>Ugly</u>	Cowardly	<u>Weak</u>	
1	2	3	1½	0	1	2	1	1	1	2	2	2	1	1	1	1	1	2.4
4	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	<u>Delicate</u>	<u>Beautiful</u>	Brave	<u>Strong</u>	
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Rugged</u>	<u>Ugly</u>	Cowardly	<u>Weak</u>	
3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	1	1	3
5	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	<u>Delicate</u>	<u>Beautiful</u>	Brave	<u>Strong</u>	
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Rugged</u>	<u>Ugly</u>	Cowardly	<u>Weak</u>	
3	3	4	3	2	1	2	3	1	1	1	3	2	4	3	3	3	3	3
6	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	<u>Delicate</u>	<u>Beautiful</u>	Brave	<u>Strong</u>	
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Rugged</u>	<u>Ugly</u>	Cowardly	<u>Weak</u>	
3	3	4	3	2	1	2	3	1	1	1	3	2	4	2	2	3	1	3

Student	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	Delicate	Beautiful	Brave	Strong	Score
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair					
7	2	5	3	2	2	1	2	2	2	1	1	1	2	2	2	1	2	1.8
8	Just Unjust 2	Fast Slow 3	Peaceful Ferocious 3	Active Passive 1	Good Bad 1	Black White 3	Nice Awful 1	Kind Cruel 2	Valuable Worthless 2	Clean Dirty 3	Soft Hard 3	Honest Dishonest 1	Fair Unfair 1	Delicate Rugged 3	Beautiful Ugly 2	Brave Cowardly 1	Strong Weak 2	2.0
	1.7	2.7	2.5	1.6	1.3	1.5	1.6	1.7	1.5	1.6	2.1	1.5	1.7	2.0	2.1	1.5	1.3	1.7

N = 8 $\bar{X} = 1.7$

TABLE VI
 OSGOOD'S SEMANTIC DIFFERENTIAL SCALE
 DEMONSTRATION GROUP



Reverse Scale

Pre-test Mean Score 2.4

Post-test Mean Score 1.7

N = 8

Carkhuff - Berenson Scale

The scales and scores of the pre/post tests and the mean of these tests of the demonstration group are shown in Tables VII and VIII. A significant (.05 level) mean score gain of +.5 was obtained between the pre/post test administrations.

One of the primary objectives of the peer counseling training course was to teach specific skills of listening and responding. An assessment was made of the student's communicative competence through the use of tapes, observations of on the job counseling (at a specific cite), individual conferences and group sessions. Discrimination ratings were based on a given scale (1=very poor, 2=poor, 3=average, 4=good, 5=very good). Each response was rated independently by Wall and Associates and this wirtter. The scoring in discrimination was developed by the students, being fully aware of Carkhuffs' expalnation concerning these ratings.

An inspection of individual scores indicated that 3 students moved downward, 3 remained the same and 2 moved upward in Empathy. Respect, 2 moved downward, 4 remained the same, and 2, moved upward. Concreteeness. 1 moved downward, 5 remained the same and, 2 moved upward. Genuieness, 1 moved downward, 3 remained the same and, 4 moved upward. Confrontation, 1 moved downward, 2 remained the same and, 5 moved upward. Immediacy, 0 moved downward, 3 remained the same and, 5 moved upward.

To summarixe, then, the pre/post tests 'scores on the Carkhuff Scale indicated an upward gain of (+.5) from a possible score of 5.0. Table IX gives a clear picture of the two tests.

TABLE VII
 CARKHUFF - BERENSON RESULTS
 DEMONSTRATION GROUP
 PRE-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Empathy</u>	<u>Respect</u>	<u>Concreteness</u>	<u>Genuineness</u>	<u>Confrontation</u>	<u>Immediacy</u>	<u>Score</u>
1	2	1	3	2	1	1	1.6
2	3	4	3	3	3	4	3.3
3	5	4	3	4	4	3	3.8
4	3	2	3	3	4	3	3.0
5	3	3	4	3	2	3	3.0
6	4	4	3	4	4	3	3.6
7	3	5	3	3	4	3	3.5
8	5	4	3	5	2	3	3.6
	—	—	—	—	—	—	—
	3.5	3.3	3.1	3.3	3.0	2.8	3.1

$N = 8 \quad \bar{X} = 3.1$

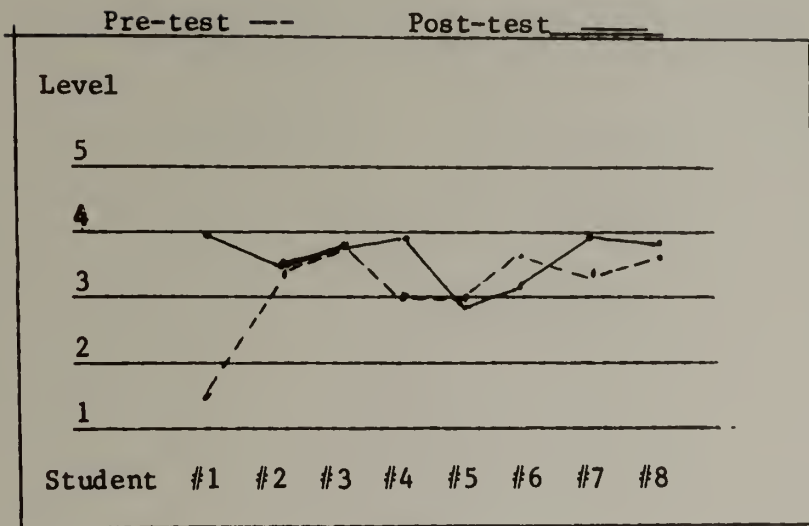
TABLE VIII
 CARKHUFF - BERENSON RESULTS
 DEMONSTRATION GROUP
 POST-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Empathy</u>	<u>Respect</u>	<u>Concreteness</u>	<u>Genuineness</u>	<u>Confrontation</u>	<u>Immediacy</u>	<u>Score</u>
1	3	4	5	3	4	5	4.0
2	3	4	3	4	4	4	3.5
3	4	4	3	4	4	4	3.8
4	4	4	3	4	5	4	4.0
5	3	3	3	3	3	3	3.0
6	3	3	3	4	3	4	3.3
7	4	4	4	4	4	4	4.0
8	5	4	3	4	4	3	3.8
	—	—	—	—	—	—	—
	3.6	3.7	3.3	3.7	3.8	3.8	3.6

N = 8 \bar{X} = 3.6

TABLE IX
 CARKHUFF - BERENSON SCALE
 DEMONSTRATION GROUP



Pre-test Mean Score 3.1

Post-test Mean Score 3.6

N = 8

Ivey's Attentive Behavior Scale

The results of Ivey's Attentive Behavior Scale are shown in Tables X and XI of the demonstration group. These tables indicate significant improvement in attentive behavior with a gain of (+1.5) from a possible score of 5.0.

A primary objective of the course was to teach these skills to beginning counselors, so that they could communicate empathy and warmth to another person in a short span of time.

An inspection of the individual scores indicated that for Eye Contact, 1 student moved downward, 0 remained the same and, 7 moved upwards. Physical Attentiveness, showed 0 students moved downward, 1 remained the same, and 7 moved upwards. 1 student moved downward, 0 remained the same and, 7 moved upward in Verbal Attention.

To summarize, then, the pre/post tests scores on Ivey's Attentive Behavior indicated a significant gain of (+1.5) from a possible score of 5.0. Table XII shows the scale and scope of their improvement.

TABLE X
 IVEY'S ATTENTIVE BEHAVIOR
 DEMONSTRATION GROUP
 PRE-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Eye Contact</u>	<u>Physical Attentiveness</u>	<u>Verbal Attention</u>	<u>Score</u>
1	1	2	1	1.3
2	2	2	3	2.3
3	3	2	2	2.3
4	2	3	2	2.3
5	4	3	4	3.6
6	3	3	2	2.6
7	2	3	1	2.0
8	2	3	1	2.0
	2.3	2.6	2.0	2.3

$N = 8$ $\bar{X} = 2.3$

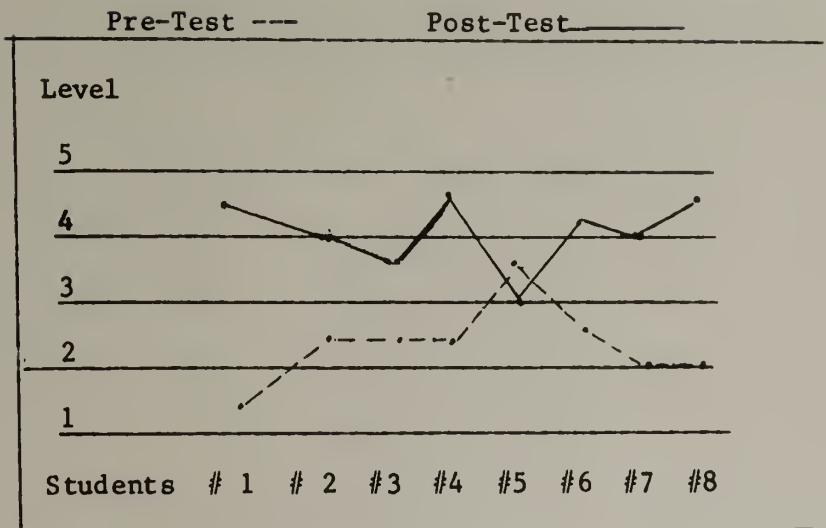
TABLE XI
 IVEY'S ATTENTIVE BEHAVIOR
 Demonstration Group
 POST-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Eye Contact</u>	<u>Physical Attentiveness</u>	<u>Verbal Attention</u>	<u>Score</u>
1	4	4	5	4.3
2	4	4	4	4.0
3	4	4	3	3.6
4	4	5	5	4.6
5	3	3	3	3.0
6	4	4	5	4.3
7	4	4	4	4.0
8	4	5	5	4.6
	—	—	—	—
	3.8	4.1	4.2	3.8

$N = 8$ $\bar{X} = 3.8$

TABLE XII
 IVEY'S ATTENTIVE BEHAVIOR SCALE
 DEMONSTRATION GROUP



Pre-Test Mean Score 2.3

Post-Test Mean Score 3.8

N = 8

CONTROL GROUP DATA

The data being presented in this section concerns the "control group", discussing scales, and scores of pre and post tests.

Jones' Helping Relationship Inventory Scale

Tables XIII and XIV shows the scales and scores of the pre/post-tests and the mean of these tests of the control group.

The difference between the pre/post-tests is (+.1). This indicates some growth of the students. We continue to stress there are no good or bad scores, just a representation of a preferred way of that particular student's responding to another individual in a helping relationship.

An inspection of individual scores indicated that 2 students moved downward, 0 remained the same and, 3 moved upwards in Understanding. Probing, 4 moved downward, 0 remained the same and, 1 moved upwards. Interpretive, 3 moved downward, 0 remained the same and, 2 moved upward. Supportive, 1 moved downward, 0 remained the same and, 4 moved upward. Evaluative, 3 moved downward, 1 remained the same and, 1 moved upward.

To summarize, then, the test scores indicate an upward gain of (+.1). Table XV gives the scope of those tested. Scores for 8 students are given on pre-test scores, however, 3 students were not able to complete the program, therefore, no test scores for those students.

TABLE XIII
 JONES' HELPING RELATIONSHIP
 CONTROL GROUP
 PRE-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Understanding</u>	<u>Probing</u>	<u>Interpretive</u>	<u>Supportive</u>	<u>Evaluative</u>	<u>Score</u>
1	2.8	2.7	3.2	2.8	3.3	2.9
2	3.7	2.2	2.9	2.2	2.5	2.8
3	2.6	3.0	3.1	2.8	3.3	3.0
4	2.8	2.8	3.0	3.3	3.2	2.7
5	3.5	2.6	3.1	2.6	3.0	3.0
	—	—	—	—	—	—
	3.0	2.6	3.0	2.7	3.0	2.8

N = 5 $\bar{X} = 2.8$

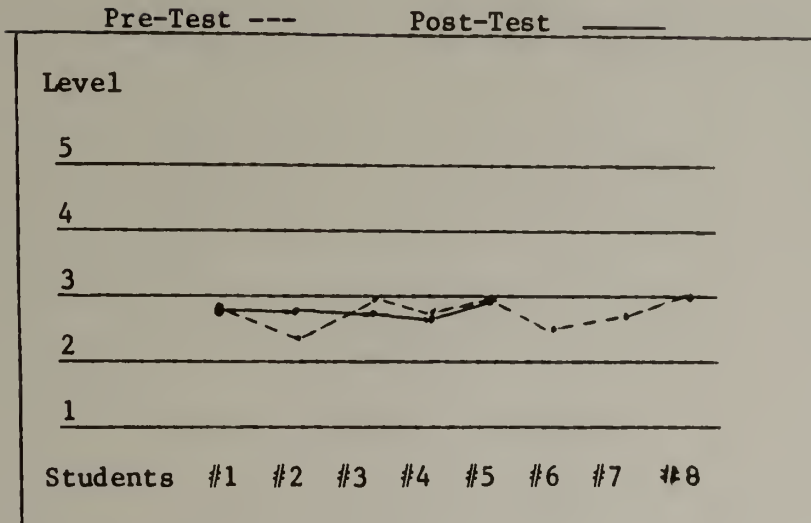
TABLE XIV
 JONES' HELPING RELATIONSHIP
 CONTROL GROUP
 POST-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Understanding</u>	<u>Probing</u>	<u>Interpretive</u>	<u>Supportive</u>	<u>Evaluative</u>	<u>Score</u>
1	2.7	2.5	2.5	3.7	3.1	2.9
2	3.2	2.1	3.4	3.4	2.7	2.9
3	2.8	2.8	3.0	3.2	3.0	2.9
4	2.9	3.3	2.9	2.7	3.0	2.9
5	3.6	1.6	3.3	3.7	3.0	3.0
	—	—	—	—	—	—
	3.0	2.2	3.1	3.3	2.9	2.9

$N = 5$ $\bar{X} = 2.9$

TABLE XV
 JONES' HELPING RELATIONSHIP INVENTORY
 CONTROL GROUP



Pre-Test Mean Scores 2.8

Post-Test Mean Scores 2.9

N = 5

Osgood's Semantic Differential Scale

Tables XVI and XVII shows the scales and scores of the pre/post tests and the mean of these tests of the control group.

The difference between the pre/post-tests is (+.5). This indicates a downward (negative) movement in the student's feelings toward the trainer/counselor; remembering that this is a reverse scale, where in, the lower the score the more positive the feelings.

An inspection of individual scores indicate that 1 student moved upward, 2 remained the same and, 2 moved downward concerning the word Just. Fast indicated, 0 moved upward, 2 remained the same and, 3 moved downward. Peaceful, 3 moved downward, 1 remained the same and, 1 moved upward. Active, 1 moved downward, 1 remained the same, and 3 moved upward. Good, 4 moved downward, 1 remained the same and 0 moved upward. Black, 1 moved downward, 3 remained the same and 1 moved upward. Nice, 2 moved downward, 1 remained the same and, 2 moved upward. Kind, 2 moved downward, 2 remained the same and, 1 moved upward. Valuable, 1 moved downward, and 3 remained the same and 1 moved upward. Clean, 0 moved downward, 4 remained the same and, 1 moved upward. Soft, 2 moved downward, 1 remained the same and, 2 moved upward. Honest, 0 moved downward, 4 remained the same and 1 moved upward. Fair, 3 moved downward, 1 remained the same and, 1 moved upward. Delicate, 1 moved downward, 1 remained the same and, 3 moved upward. Beautiful, 0 moved downward, 4 remained the same and, 1 moved upwards. Brave, 2 moved downward, 1 remained the same and, 2 moved upward. Strong, 2 moved downward, 2 remained the same and, 1 moved upward.

To summarize, then, the test scores indicate downward (negative) trend of (+.5). Table XVIII gives the scope of these scores. Scores for 8 students are given on pre-test scores, however, 3 students were not able to complete the program, therefore, no post-test scores for these students.

TABLE XVI
CONTROL GROUP
PRE-TEST

Osgood Results (Scoring Scale 1 = Strongly in favor, 5 = Strongly against)																						Score			
Student	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair												
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Delicate</u>	<u>Beautiful</u>	<u>Brave</u>	<u>Strong</u>								
11	3	5	4	3	3	4	2	3	3	1	3	1	2	3	2	2	3	2.7							
22	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair												
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Delicate</u>	<u>Beautiful</u>	<u>Brave</u>	<u>Strong</u>								
33	3	2	3	1	2	1	3	5	3	1	3	2	2	2	3	1	2	2.2							
44	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair												
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Delicate</u>	<u>Beautiful</u>	<u>Brave</u>	<u>Strong</u>								
55	1	5	2	1	5	3	1	5	2	1	4	1	2	2	2	3	4	2.5							
N = 5	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair												
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	<u>Delicate</u>	<u>Beautiful</u>	<u>Brave</u>	<u>Strong</u>								
	2	3	1	1	2	1	3	2	1	1	1	1	2	1	1	1	1	1.4							
	$\bar{X} = 2.4$																								

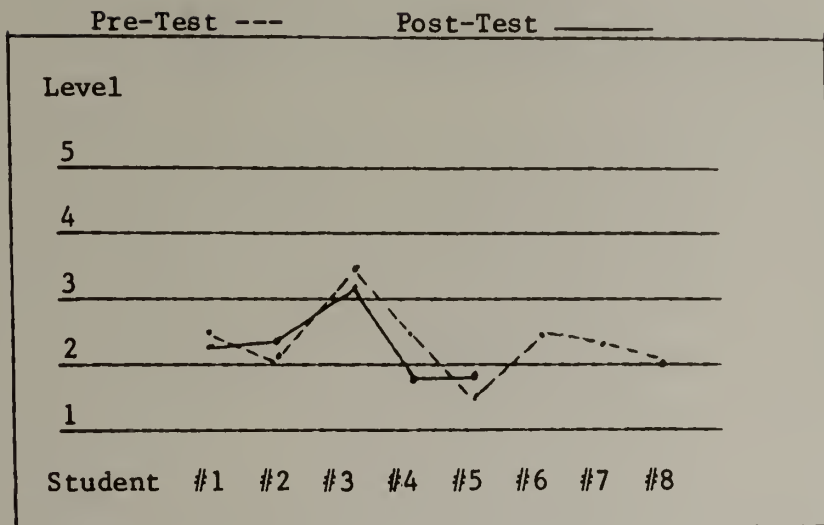
TABLE XVIII
CONTROL GROUP
POST-TEST

Osgood Results
(Scoring Scale 1 = Strongly in favor, 5 = Strongly against)

Student	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	Delicate	Beautiful	Brave	Strong	Score
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	Rugged	Ugly	Cowardly	Weak	
11	2	3	3	2	3	1	3	3	3	1	2	1	3	4	2	3	2	2.4
22	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	Delicate	Beautiful	Brave	Strong	2.3
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	Rugged	Ugly	Cowardly	Weak	
33	3	3	3	4	3	3	4	3	3	3	3	4	3	3	4	3	3	3.2
44	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	Delicate	Beautiful	Brave	Strong	1.9
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	Rugged	Ugly	Cowardly	Weak	
55	1	4	1	1	1	3	2	2	2	1	2	1	1	2	3	2	4	1.9
55	Just	Fast	Peaceful	Active	Good	Black	Nice	Kind	Valuable	Clean	Soft	Honest	Fair	Delicate	Beautiful	Brave	Strong	1.9
	Unjust	Slow	Ferocious	Passive	Bad	White	Awful	Cruel	Worthless	Dirty	Hard	Dishonest	Unfair	Rugged	Ugly	Cowardly	Weak	
	3	2	3	3	1	2	2	1	2	1	2	2	1	3	1	2	2	

N = 5 $\bar{X} = 2.3$

TABLE XVIII
 OSGOOD'S SEMANTIC DIFFERENTIAL SCALE
 CONTROL GROUP



Reverse Scale

Pre-Test Mean Score 2.4

Post-Test Mean Score 2.3

N = 5

Carkhuff - Berenson Scale

Tables XIX and XX shows the scales and scores of the pre/post tests and the mean of these tests of the control group

The difference between the pre/post test is (-.3). This indicates a downward movement of the students.

An inspection of individual scores indicated for Empathy, 3 students moved downward, 2 remained the same and, 0 moved upward. Respect, 1 moved downward, 4 remained the same and, 0 moved upward. Concreteness, 0 moved downward, 4 remained the same and, 1 moved upward. Genuineness, 3¹ moved downward, 1 remained the same and, 1 moved upward. Confrontation, 2 moved downward, 2 remained the same and, 1 moved upward. Immediacy, 2 moved downward, 2 remained the same and, 1 moved upward.

To summarize, then, the test scores indicate a negative, downward trend pattern of (-.3). Table XXI gives the scope of those tested. Scores for 8 students are given on pre-test scores, however, 3 students were unable to complete the program, therefore, no post-test scores for those students.

TABLE XIX
 CARKHUFF - BERENSON RESULTS
 CONTROL GROUP
 POST-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Empathy</u>	<u>Respect</u>	<u>Concreteness</u>	<u>Genuineness</u>	<u>Confrontation</u>	<u>Immediacy</u>	<u>Score</u>
11	3	4	5	4	4	5	4.1
22	2	2	3	2	2	3	2.3
33	3	3	4	3	4	3	3.3
44	4	5	4	5	4	4	4.3
55	3	3	3	3	3	4	3.1
	—	—	—	—	—	—	—
	3.0	3.4	3.8	3.4	3.4	3.8	3.4

N = 5 \bar{X} = 3.4

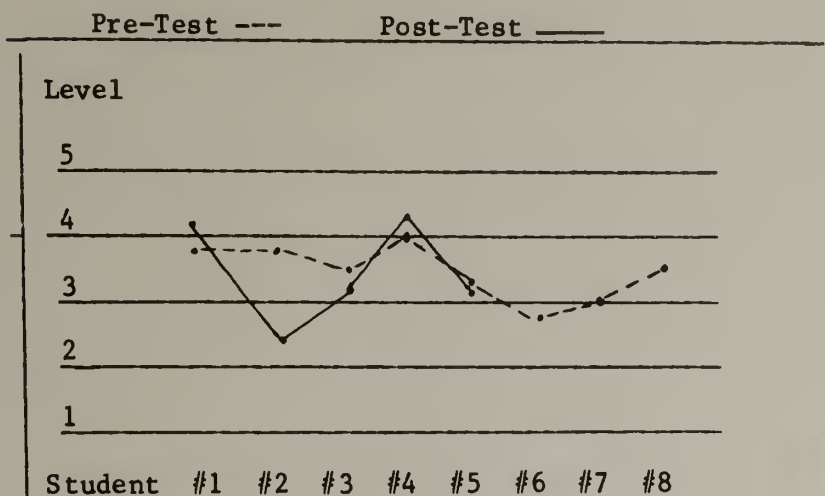
TABLE XX
 CARHUFF - BERENSON RESULTS
 CONTROL GROUP
 PRE-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Empathy</u>	<u>Respect</u>	<u>Concreteness</u>	<u>Genuineness</u>	<u>Confrontation</u>	<u>Immediacy</u>	<u>Score</u>
11	4	4	3	4	4	4	3.8
22	4	5	3	4	3	4	3.8
33	3	3	4	4	4	4	3.6
44	4	5	4	4	3	4	4.0
55	4	3	3	4	5	4	3.3
	—	—	—	—	—	—	—
	3.8	4.0	3.4	4.0	3.8	4.0	3.7

IV = 5 $\bar{X} = 3.7$

TABLE XXI
 CARKHUFF - BERENSON SCALE
 CONTROL GROUP



Pre-Test Mean Score 3.7

Post-Test Mean Score 3.4

N = 5

Ivey's Attentive Behavior Scale

Tables XXII and XXIII shows the scales and scores of the pre/post tests and the mean of these tests of the control group.

The difference between the pre/post tests is (+.2). This indicates some growth of the student.

An inspection of individual scores indicated that 2 students moved downward, 2 remained the same and, 1 moved upward in Eye Contact. For Physical Attentiveness, 2 moved downward, 1 remained the same and, 2 moved upward. 0 students moved downward, 1 remained the same and, 4 moved upward for Verbal Attention.

To summarize, then, the test scores indicate an upward gain of (+.2). Table XXIV gives the scope of those tests. Scores for 8 students are given on pre-test scores, however, 3 students were unable to complete the program, therefore, no post-test scores for those students.

TABLE XXII
 IVEY'S RESULTS
 CONTROL GROUP
 PRE-TEST

(Scoring Scale Levels I through V)

Student	<u>Eye Contact</u>	<u>Physical Attentiveness</u>	<u>Verbal Attention</u>	<u>Score</u>
11	3	2	2	2.7
22	4	3	2.	3.0
33	4	3	2	3.0
44	4	4	3	3.6
55	3	4	3	3.3
	—	—	—	—
	3.6	3.2	2.4	3.1

N = 5 $\bar{X} = 3.1$

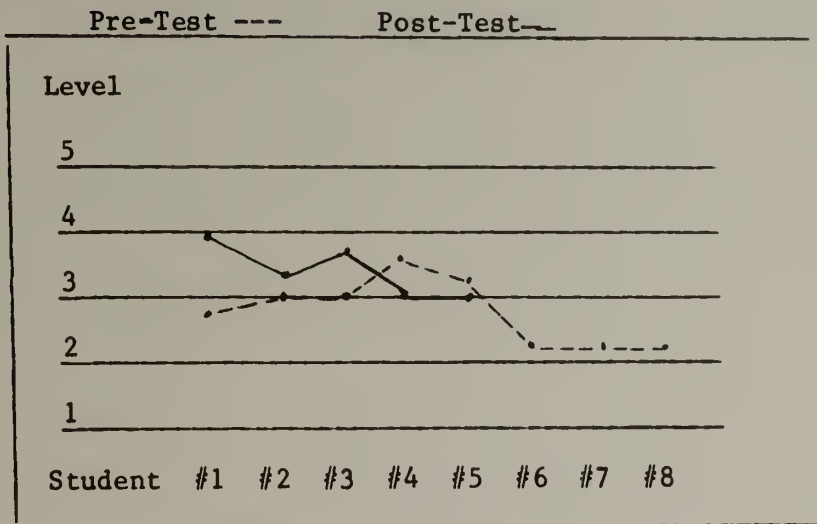
TABLE XXIII
 IVEY'S RESULTS
 CONTROL GROUP
 POST-TEST

(Scoring Scale Levels I through V)

<u>Student</u>	<u>Eye Contact</u>	<u>Physical Attentiveness</u>	<u>Verbal Attention</u>	<u>Score</u>
11	4	4	4	4.0
22	4	3	3	3.3
33	4	4	3	3.6
44	3	3	3	3.0
55	2	3	4	3.0
	—	—	—	—
	3.4	3.4	3.4	3.4

N = 5 \bar{X} = 3.3

TABLE XXIV
 IVEY'S ATTENTIVE BEHAVIOR SCALE
 CONTROL GROUP



Pre-Test Mean Scoree 3.1

Post-Test Mean Score 3.4

N = 5

Demonstration/Control Group Analysis

In analyzing the results of this study, a nonparametric test for independent groups was used. This test was the Mann-Whitney U-Test (Runyon & Hubor 1971). In order to use all the data that had been collected, a different score for each subject ($D_2 - D_1$) was found and then, the difference for the 13 subjects were ranked. Null hypothesis were tested in all areas; that is, there are no significant differences between the experimental and control groups on variables being tested.

The base formula for the Mann-Whitney U-Test is:

$$U = n_1 n_2 + \frac{n_1 (N - 1)}{2} - R_1$$

n_1 = number of subjects in smaller samples

n_2 = number of subjects in larger samples

R_1 = sum of the ranks of the smaller sample

Using the above formula, the 4 means scores of the 4 tests were compared as was each individual component of each of the 4 tests.

A significant difference for mean scores was found in Ivey's Attentive Behavior Test.

When looking at the individual components of each test, the following showed significant difference (.05) to exist between the two groups (demonstration and control):

- 1) Ivey's Eye Contact
- 2) Ivey's Physical Attentiveness
- 3) Carkhuff's Immediacy

TABLE XXV
 OSGOOD'S SEMANTIC DIFFERENTIAL SCALE
 USING MANN-WHITNEY U-TEST

<u>Demonstration Group</u>				<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
1.1	1.0	-.1	8	2.7	2.4	-.3	6.5
1.4	1.4	0	9	2.2	2.3	+.1	10
3.0	1.0	-2	1	3.5	3.2	-.3	6.5
3.4	1.5	-1.9	2	2.5	1.9	-.6	4
2.3	3.0	+.7	13	1.4	1.9	-.5	12
1.9	2.3	+.4	11				
3.1	1.8	-1.3	3	$\bar{X} =$	$\bar{2.4}$	$\bar{2.3}$	$\bar{= 39}$
2.4	2.0	-.4	5				
\bar{X}	$\bar{2.4}$	$\bar{1.7}$	$\bar{= 52}$				

$$u = n_1 n_2 \left[\frac{n_1 (n_1 + 1)}{2} - R \right]$$

$$u = 5(8) + \frac{5(6)}{2} - R$$

$$u = 40 + 15 - 39$$

$$u = 16$$

While both groups showed a decrease in mean scores on the post-tests, the decrease was not significantly different from each other when using the Mann-Whitney U-Test. With an alpha test of .05, one tailed test, and $n_1=5$, $n_2=8$, the control values from Table XXV were found to be 8 + 32. Since our obtained U was 16, it fell within these control limits. Thus, I retain the null hypothesis that the two groups are not significantly different.

TABLE XXVI_a
 JONES' HELPING RELATIONSHIP INVENTORY SCALE

<u>Demonstration Group</u>				<u>Control Group</u>			
O ₁	O ₂	O ₂ -O ₁	Rank	O ₁	O ₁	O ₂ -O ₁	Rank
3.0	2.9	-.1	2	2.9	2.9	0	6.5
2.9	2.9	0	6.5	2.8	2.9	+.1	11
2.8	2.9	+1	11	3.0	2.9	-.1	2
2.9	2.8	0	6.5	2.7	2.9	+.2	13
2.7	2.8	+1	11	<u>3.0</u>	<u>3.0</u>	<u>0</u>	<u>6.5</u>
2.9	2.9	0	6.5	$\bar{X} =$ 2.8	2.9		= 39
2.9	2.9	0	6.5				
<u>3.0</u>	<u>2.9</u>	<u>-.1</u>	<u>2</u>				
$\bar{X} =$ 2.8	2.9		= 52				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 5(8) + \frac{5(6)}{2} = 39$$

$$u = 40 + 15 - 39$$

$$u = 16$$

In comparing the mean score of all the items on the Jones' Scale, the Mann-Whitney U-Test was used. The difference between the post/pre tests for each of the 13 subjects were ranked. With an alpha level of .05, one tailed test, for $n_1 = 5$ and $n_2 = 8$, we find (Table XXVI_a) that a U of 8 is required to reject the null hypothesis. With the obtained U of 16 being greater than 8 and less than 32, we accept the null hypothesis that the mean of the two groups is not significantly different.

A U was also computed for each of the 5 components. The results are as follows:

TABLE XXVI_b
UNDERSTANDING

<u>Demonstration Group</u>				<u>Control Group</u>			
O ₁	O ₂	O ₂ -O ₁	Rank	O ₁	O ₂	O ₂ -O ₁	Rank
3.4	3.2	-.2	5	2.8	2.7	-.1	6
3.9	3.9	0	7	3.7	3.2	-.5	4
2.7	3.2	-.5	13	2.6	2.8	+.2	11
3.7	2.8	-.9	1	2.8	2.9	+.1	8.5
4.0	4.2	+.2	11	3.5	3.6	+.1	8.5
3.1	2.4	-.7	2	-----			
3.2	2.6	-.6	3	$\bar{X} =$	3.0	3.0	= 38
<u>3.8</u>	<u>4.0</u>	<u>+.2</u>	<u>11</u>				
$\bar{X} =$	3.4	3.3	= 53				

$$U = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 38$$

$$u = 17 \qquad U = 23$$

In examining the component of understanding, the obtained U of 17 fell within the critical table value of 8 + 32, with $n_1 = 5$ and $n_2 = 8$ using the .05 alpha level, one tailed test. The null hypothesis: the mean of the two groups are not significantly different, this was accepted.

TABLE XXVI_cPROBING

<u>Demonstration Group</u>				<u>Control Group</u>			
θ_1	θ_2	$\theta_2 - \theta_1$	Rank	θ_1	θ_2	$\theta_2 - \theta_1$	Rank
2.7	2.8	+ .1	8	2.7	2.5	- .2	3
2.6	2.6	0	6.5	2.2	2.1	- .1	5
2.5	2.3	- .2	3	3.0	2.8	- .2	3
2.4	3.4	- 1.0	13	2.8	3.3	+ .5	12
2.9	3.2	+ .3	9	<u>2.6</u>	<u>1.6</u>	<u>- 1.0</u>	<u>1</u>
1.9	1.9	0	6.5	\bar{X} 2.6	2.2		24
2.2	2.6	+ .4	10.5				
<u>2.6</u>	<u>3.0</u>	<u>+ .4</u>	<u>10.5</u>				
$\bar{X} = 2.4$	2.7		= 67				

$$u = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1 \quad U^1 = 9$$

$$u = 40 + 15 - 24$$

$$u = 31$$

While the demonstration group improved from 2.4 to 2.7 and the control group showed a decrease from 2.6 to 2.2, the differences between the two groups was found to be non-significant when tested with the Mann-Whitney U-Test. The obtained U of 31 fell within the table values of 8 + 32, for $n_1 = 5$ and $n_2 = 8$ with an alpha level of .05, one tailed test. The null hypothesis that the two groups are not significantly different was therefore accepted.

TABLE XXVI_d
INTERPRETIVE

<u>Demonstration Group</u>				<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
2.9	2.8	-.1	5.5	3.2	2.5	-.7	2
2.5	2.4	-.1	5.5	2.9	3.4	+.5	12
3.1	2.8	-.3	3	3.1	3.0	-.1	5.5
3.5	2.4	-1.1	1	3.0	2.9	-.1	5.5
2.3	2.4	+.1	8.5	<u>3.1</u>	<u>3.3</u>	<u>+.2</u>	<u>10.5</u>
3.1	3.2	+.1	8.5	$\bar{X} = 3.0$	3.0		= 35.5
3.2	3.8	+.6	13				
<u>2.8</u>	<u>3.0</u>	<u>+.2</u>	<u>10.5</u>				
\bar{X} 2.9	2.8		= 55.5				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 5(8) + \frac{30}{2} - 35.5$$

$$u = 40 + 15 - 35.5$$

$$u = 19.5$$

$$U^1 = 20.5$$

When analyzing the two groups with the Mann-Whitney U-Test, a U of 19.5 was obtained. This value was greater than the table value of 8 for $n_1 = 5$, $n_2 = 8$, alpha level .05, one tailed test. The null hypothesis that the mean for the two groups were not significantly different was therefore accepted.

TABLE XXVI_e

SUPPORTIVE

<u>Demonstration Group</u>				<u>Control Group</u>			
O ₁	O ₂	O ₂ -O ₁	Rank	O ₁	O ₂	O ₂ -O ₁	Rank
3.4	2.6	-.8	1	2.8	3.7	+.9	10
2.8	3.1	+.3	6	2.2	3.4	+1.2	12.5
2.8	3.2	+.4	7.5	2.8	3.2	+.4	7.5
2.7	3.4	+.7	9	3.3	2.7	-.6	2.5
2.4	2.4	0	4.5	<u>2.6</u>	<u>3.7</u>	<u>+1.1</u>	<u>11</u>
3.1	4.3	+1.2	12.5	\bar{X} 2.7	3.3		= 43.5
2.9	2.9	0	4.5				
<u>3.6</u>	<u>3.0</u>	<u>-.6</u>	<u>2.5</u>				
\bar{X} = 2.9	3.1		= 47.5				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 43.5$$

$$u = 55 - 43.5$$

$$u = 11.5$$

$$U^1 = 28.5$$

Both groups did show improvement. However, when analyzing the scores with the Mann-Whitney U-Test, an obtained U of 11.5 was greater than the table value (Table XXVI_e) of 8 with $n_1 = 5$, $n_2 = 8$, $\alpha = .05$, one tailed test, the null hypothesis was retained.

TABLE XXVI_f
EVALUATIVE

<u>Demonstration Group</u>					<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank		O_1	O_2	$O_2 - O_1$	Rank
2.8	3.1	+ .3	13		3.3	3.1	- .2	6.5
3.0	2.6	- .4	3		2.5	2.7	- .2	11
3.0	3.2	+ .2	11		3.3	3.0	- .3	4.5
2.6	2.8	+ .2	11		3.2	3.0	- .2	6.5
2.0	1.9	- .1	8		$\frac{3.0}{3.0}$	$\frac{3.0}{2.9}$	$\frac{0}{0}$	$\frac{9}{37.5}$
3.6	3.0	- .6	1	$\bar{X} =$				
3.2	2.9	- .3	4.5					
<u>2.3</u>	<u>1.8</u>	<u>- .5</u>	<u>2</u>					
$\bar{X} =$ 2.8	2.6		= 53.5					

$$u = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1$$

$$u = 40 + 15 - 37.5$$

$$u = 17.5 \qquad U^1 = 22.5$$

As can be seen, both groups scored lower on the post-test than on the pre-test. However, in the Mann-Whitney U-Test, a U of 17.5 was obtained. When comparing the obtained U of 17.5 to the table value for $n_1 = 5$, $n_2 = 8$, alpha level = .05, one tailed test, it was found to be larger. Thus, the null hypothesis was retained, that the mean for the two groups were comparable.

TABLE XXVII_aIVEY'S ATTENTIVE BEHAVIOR

<u>Demonstration Group</u>				<u>Control Group</u>			
O ₁	O ₂	O ₂ -O ₁	Rank	O ₁	O ₂	O ₂ -O ₁	Rank
1.3	4.3	+3.0	13	2.7	4.0	+1.3	6.5
2.3	4.0	+1.7	8.5	3.0	3.3	+.3	4
2.3	3.6	<u>-1.3</u>	6.5	3.0	3.6	+.6	5
2.3	4.6	+2.3	11	3.6	3.0	-.6	1.5
3.6	3.0	-.6	1.5	<u>3.3</u>	<u>3.0</u>	<u>-.3</u>	<u>3</u>
2.6	4.3	+1.7	8.5	$\bar{X} =$ 3.1	3.4		= 20
2.0	4.0	+2.0	10				
<u>2.0</u>	<u>4.6</u>	<u>+2.6</u>	<u>12</u>				
$\bar{X} =$ 2.3	3.8		= 71				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R$$

$$u = 40 + 15 - 20$$

$$u = 35$$

Both groups showed improvement, and the difference between the two groups was significant when analyzed with the Mann-Whitney U-Test. The obtained U of 35 fell outside the critical values of 8 + 32, for $n_1 = 5$, $n_2 = 8$, one tailed test at alpha level of .05. Thus, the null hypothesis that the mean for the two groups are equal was rejected. By observing the tabled values, we can easily see that the demonstration group showed more improvement than did the control group.

TABLE XXVII_b

EYE CONTACT

<u>Demonstration Group</u>				<u>Control Group</u>			
O ₁	O ₂	O ₂ -O ₁	Rank	O ₁	O ₂	O ₂ -O ₁	Rank
1.0	4.0	+3	13	3.0	4.0	+1	7
2.0	4.0	+2	10.5	4.0	4.0	0	4.5
3.0	4.0	+1	7	4.0	4.0	0	4.5
2.0	4.0	+2	10.5	4.0	3.0	-1	2
4.0	3.0	-.1	2	<u>3.0</u>	<u>2.0</u>	<u>-1</u>	<u>2</u>
3.0	4.0	+1	7	$\bar{X} =$ 3.6	3.4		= 20
2.0	4.0	+2	10.5				
<u>2.0</u>	<u>4.0</u>	<u>+2</u>	<u>10.5</u>				
$\bar{X} =$ 2.3	3.8		= 71.0				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 20$$

$$u = 35$$

When analyzing the difference between these two groups, an obtained U of 35 was found to fall outside of the critical values of 8 + 32, for $n_1 = 5$, $n_2 = 8$, $\alpha = .05$, using the one tailed test, thus the null hypothesis that the mean of the two groups are equal was rejected, as a significant difference was found to exist.

TABLE XXVII_c
PHYSICAL ATTENTIVENESS

<u>Demonstration Group</u>				<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
2.0	4.0	+2	10.5	2.0	4.0	+2	10.5
2.0	4.0	+2	10.5	3.0	3.0	0	3.5
2.0	5.0	+2	10.5	3.0	4.0	+1	6
3.0	5.0	+2	10.5	4.0	3.0	-.1	1.5
3.0	3.0	0	3.5	<u>4.0</u>	<u>3.0</u>	<u>-.1</u>	<u>1.5</u>
3.0	4.0	+1	6	$\bar{X} = 3.2$	3.4		= 23
3.0	4.0	+1	6				
<u>3.0</u>	<u>5.0</u>	<u>+2</u>	<u>10.5</u>				
$\bar{X} = 2.6$	4.1		= 68				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 23$$

$$u = 55 - 23$$

$$u = 32$$

Because the obtained U of 32 is equal to the critical table values of 32 for $n_1 = 5$, $n_2 = 8$, $\alpha = .05$, one tailed test, the null hypothesis is rejected. The mean of the two groups are considered significantly different from each other. Upon examination of the data, one sees that the demonstration group is clearly superior in terms of physical attentiveness.

TABLE XXVII_d
 VERBAL ATTENTION

<u>Demonstration Group</u>				<u>Control Group</u>			
O ₁	O ₂	O ₂ -O ₁	Rank	O ₁	O ₂	O ₂ -O ₁	Rank
1.0	5.0	+4	12.5	2.0	4.0	+2	8
3.0	4.0	+1	5	2.0	3.0	+1	5
2.0	3.0	+1	5	2.0	3.0	+1	5
2.0	5.0	+3	10	3.0	3.0	0	2
4.0	3.0	-1	1	<u>3.0</u>	<u>4.0</u>	<u>+1</u>	<u>5</u>
2.0	5.0	+3	10	$\bar{X} =$ 2.4	3.5		= 25
1.0	4.0	+3	10				
<u>1.0</u>	<u>5.0</u>	<u>+4</u>	<u>12.5</u>				
$\bar{X} =$ 2.0	4.2		= 66				

$$u = n_1 n_2 \frac{n_1 (n_1 + 1)}{2} - R_1$$

$$u = 40 + 15 - 25$$

$$u = 55 - 25$$

$$u = 30$$

Both groups showed improvement from the pre-test to the post-test. The groups did not differ significantly from each other when analyzed with the Mann-Whitney U-Test. The obtained U of 30 fell within the critical limits of 8 + 32, for $n_1 = 5$, $n_2 = 8$, $\alpha = .05$, one tailed test. Thus, for verbal attention, the two groups were found to have equal means. Therefore, the null hypothesis was retained.

TABLE XXVIII_a
CARKHUFF'S SCALE

<u>Demonstration Group</u>				<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
1.6	4.0	+2.4	13	3.8	4.1	+ .3	9.5
3.3	3.5	+ .2	7.5	3.8	2.3	-1.5	1
3.8	3.8	0	5.5	3.6	3.3	- .3	2.5
3.0	4.0	+1.0	12	4.0	4.3	+ .3	9.5
3.0	3.0	0	5.5	<u>3.3</u>	<u>3.1</u>	<u>- .2</u>	<u>4</u>
3.6	3.3	- .3	2.5	$\bar{x} =$ 3.7	3.4		+ 26.5
3.5	4.0	+ .5	11				
<u>3.6</u>	<u>3.8</u>	<u>+ .2</u>	<u>7.5</u>				
$\bar{X} =$ 3.1	3.6		64.5				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 26.5$$

$$u = 55 - 26.5$$

$$u = 28.5$$

In this test, the demonstration group improved slightly, while the performance of the control group deteriorated. However, this difference when analyzed with the Mann-Whitney U-Test was found to be non-significant. Thus, the null hypothesis that the mean of the two groups are equal was retained. The obtained U of 28.5, fell within the table values of 8 + 32 for $n_1 = 5$, $n_2 = 8$, $2 = .05$, one tailed test.

TABLE XXVIII_b

EMPATHY

<u>Demonstration Group</u>				<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
2.0	3.0	+1.	12	4.0	3.0	-1.	3.5
3.0	3.0	0	8	4.0	2.0	-2.	1
5.0	4.0	-1.	3.5	3.0	3.0	0	8
3.0	4.0	+1.	12	4.0	4.0	0	8
3.0	3.0	0	8	<u>4.0</u>	<u>3.0</u>	-1.	<u>3.5</u>
4.0	3.0	-1.	3.5	\bar{X}	3.8	3.0	= 24
3.0	4.0	+1.	12				
<u>5.0</u>	<u>5.0</u>	0	<u>8</u>				
$\bar{X} =$	3.5	3.6	= 67				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 24$$

$$u = 55 - 24$$

$$u = 31$$

In observing the empathy scores, the two groups did not differ significantly from each other. This is evidenced by an obtained U of 31, which fell within the limits of $8 + 32$, for $n_1 = 5$, $n_2 = 8$, $2 = .05$, one tailed test. Therefore, the null hypothesis was retained.

TABLE XXVIII_c

RESPECT

<u>Demonstration Group</u>				<u>Control Group</u>			
θ_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
1.0	4.0	+3.	13	4.0	4.0	0	7.5
4.0	4.0	0	7.5	5.0	2.0	-3.	1
4.0	4.0	0	7.5	3.0	3.0	0	7.5
2.0	4.0	+2.	12	5.0	5.0	0	7.5
3.0	3.0	0	7.5	<u>3.0</u>	<u>3.0</u>	0	<u>7.5</u>
4.0	3.0	-1.	22.5				
5.0	4.0	-1.	2.5	\bar{X}	4.0	3.4	= 31
<u>4.0</u>	<u>4.0</u>	0	<u>7.5</u>				
\bar{X}	3.3	3.7	= 60.				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 31$$

$$u = 55 - 31$$

$$u = 24$$

While the groups differed from pretest to posttest, this difference was found to be non-significant. The obtained U of 24 fell within the critical values of 8 + 32, for $n_1 = 5$, $n_2 = 8$, $\alpha = .05$, one tailed test. The null hypothesis that the means for the two groups are equal was retained.

TABLE XXVIII_d

CONCRETENESS

Demonstration GroupControl Group

O_1	O_2	$O_2 - O_1$	Rank
3.0	5.0	+2.	12.5
3.0	3.0	0	6
3.0	3.0	0	6
3.0	3.0	0	6
4.0	3.0	-1.	1
3.0	3.0	0	6
3.0	4.0	+1.	11
<u>3.0</u>	<u>3.0</u>	0	<u>6</u>

O_1	O_2	$O_2 - O_1$	Rank
3.0	5.0	+2.	12.5
3.0	3.0	0	6
4.0	4.0	0	6
4.0	4.0	0	6
<u>3.0</u>	<u>3.0</u>	0	<u>6</u>
\bar{X}	3.4	3.8	= 36.5

$$\bar{X} \quad 3.1 \quad 3.3 \quad = \quad 54.5$$

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 36.5$$

$$u = 55 - 36.5$$

$$u = 18.5$$

While both groups did improve on the pretest, the two groups did not significantly differ from each other when analyzed with the Mann - Whitney U - Test. The obtained U of 18.5 fell within the critical values of $8 + 32$, for $n_1 = 5$, $n_2 = 8$, $\alpha = .05$, one tailed test. Therefore, the null hypothesis was retained.

TABLE XXVIII_f
CONFRONTATION

<u>Demonstration Group</u>					<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank		O_1	O_2	$O_2 - O_1$	Rank
1.0	4.0	+3	3		4.0	4.0	0	5.5
3.0	4.0	+1	9.5		3.0	2.0	-1	2.5
4.0	4.0	0	5.5		4.0	4.0	0	5.5
4.0	5.0	+1	9.5		3.0	4.0	+1	9.5
2.0	3.0	+1	9.5		<u>5.0</u>	<u>3.0</u>	<u>-2</u>	<u>1</u>
4.0	3.0	-1	2.5	$\bar{X} =$	3.8	3.4		$[= 24$
4.0	4.0	0	5.5					
<u>2.0</u>	<u>4.0</u>	<u>+2</u>	<u>2</u>					
$\bar{X} =$	3.0	3.8	[= 67					

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 24$$

$$u = 55 - 24$$

$$u = 31$$

In comparing the two groups on confrontation, no significant difference was found to exist. The obtained U of 31 fell within the critical limits of $8 + 32$, for $n = 5$, $n = 8$, $\alpha = .05$, one tailed test. Therefore, the null hypothesis was retained.

TABLE XXVIII
8

IMMEDIACY

<u>Demonstration Group</u>				<u>Control Group</u>			
O_1	O_2	$O_2 - O_1$	Rank	O_1	O_2	$O_2 - O_1$	Rank
1.0	5.0	+4.	13	4.0	5.0	+1.	10
4.0	4.0	0	5	4.0	3.0	-1.	1.5
3.0	4.0	+1.	10	4.0	3.0	-1.	1.5
3.0	4.0	+1.	10	4.0	4.0	0	5
3.0	3.0	0	5	<u>4.0</u>	<u>4.0</u>	0	<u>5</u>
3.0	4.0	+1.	10				
3.0	4.0	+1.	10	\bar{X}	4.0	3.8	= 23
<u>3.0</u>	<u>3.0</u>	0	<u>5</u>				
$\bar{X} = 2.8$	3.8	=	68				

$$u = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$u = 40 + 15 - 23$$

$$u = 55 - 23$$

$$u = 32$$

In analyzing the two groups on immediacy, a significant difference was found to exist. The obtained U of 32 was equal to the critical value of 32 in the table 1₄, for $n_1 = 5$, $n_2 = 8$, .05, one tailed test. The null hypothesis that the mean for the two groups are equal was therefore rejected.

TABLE XXIX
GROUP TRAINEES
 Post-Test
Demonstration

Jones' Helping Relationship Inventory

<u>Student</u>	<u>Understanding</u>	<u>Probing</u>	<u>Interpretive</u>	<u>Supportive</u>	<u>Evaluative</u>
XXX	3.2	2.8	2.8	2.6	3.1
XXX	3.9	2.6	2.4	3.1	2.6
XX	3.2	2.3	2.8	3.2	3.2
XXX	2.8	3.4	2.4	3.4	2.8
X	4.2	3.2	2.4	2.4	1.9
XX	2.4	1.9	3.2	4.3	3.0
X	2.6	2.6	3.8	2.9	2.9
XX	4.0	3.0	3.0	3.0	1.8
N = 8 <u>X</u>	3.3	2.7	2.8	3.1	2.6

Control

Jones' Helping Relationship Inventory

<u>Student</u>	<u>Understanding</u>	<u>Probing</u>	<u>Interpretive</u>	<u>Supportive</u>	<u>Evaluative</u>
XX	2.7	2.5	2.5	3.7	3.1
XXX	3.2	2.1	3.4	3.4	2.7
XX	2.8	2.8	3.0	3.2	3.0
XXX	2.9	3.3	2.9	2.7	3.0
X	3.6	1.6	3.3	3.7	3.0
N = 5 <u>X</u>	3.0	2.2	3.1	3.3	2.9

CODE

GREEN X FRESHMAN
 BLUE XX JUNIOR
 RED XXX SENIOR

OSGOOD'S SEMANTIC DIFFERENTIAL SCALE

(A reverse scale - 1 = high, 5 = low)

<u>Student</u>	<u>Attitudes Toward Counselor</u>
1 XXX	1.0
2 XXX	1.4
3 XX	1.0
4 XXX	1.5
5 X	3.0
6 XX	2.3
7 X	1.8
8 XXX	2.0
N = 8 \overline{X}	1.7

OSGOOD'S SEMANTIC DIFFERENTIAL SCALE

(A reverse scale - 1 = high, 5 = low)

<u>Student</u>	<u>Attitudes Toward Counselor</u>
1 XX	2.4
2 XXX	2.3
3 XX	3.2
4 XXX	1.9
5 X	1.9
N = 5 \overline{X}	2.3

CODE

GREEN	X	FRESHMAN
BLUE	XX	JUNIOR
RED	XXX	SENIOR

XX	4.0	3.0	4.0	4.0	3.0	4.0
X	4.0	4.0	4.0	4.0	3.0	4.0
XX	4.0	4.0	4.0	5.0	3.0	4.0
	3.0	3.0	3.0	3.0	3.0	3.0
X	3.0	3.0	4.0	3.0	3.0	4.0
	4.0	4.0	4.0	4.0	4.0	4.0
X	4.0	4.0	4.0	4.0	3.0	3.0
= 8	\overline{X} 3.7	3.6	3.7	3.8	3.3	3.8

CARKFUFF'S SCALE

<u>Ident</u>	<u>Respect</u>	<u>Empathy</u>	<u>Genuineness</u>	<u>Confrontation</u>	<u>Concreteness</u>	<u>Immediacy</u>
X	4.0	3.0	4.0	4.0	5.0	5.0
XX	2.0	2.0	2.0	2.0	3.0	3.0
X	3.0	3.0	3.0	4.0	4.0	3.0
XX	5.0	4.0	5.0	4.0	4.0	4.0
	3.0	3.0	3.0	3.0	3.0	4.0
= 5	\overline{X} 3.4	3.0	3.4	3.4	3.4	3.4

CODE

GREEN	X	FRESHMAN
BLUE	XX	JUNIOR
RED	XXX	SENIOR

IVEY'S ATTENTIVE BEHAVIOR

<u>Student</u>	<u>Eye Contact</u>	<u>Physical Attentiveness</u>	<u>Verbal Attention</u>
1 XXX	4.0	4.0	5.0
2 XXX	4.0	4.0	4.0
3 XX	4.0	4.0	3.0
4 XXX	4.0	5.0	5.0
5 X	3.0	3.0	3.0
6 XX	4.0	4.0	5.0
7 X	4.0	4.0	4.0
8 XX	4.0	5.0	5.0
N = 8 \overline{X}	3.8	4.1	4.2

IVEY'S ATTENTIVE BEHAVIOR

<u>Student</u>	<u>Eye Contact</u>	<u>Physical Attentiveness</u>	<u>Verbal Attention</u>
1 XX	4.0	4.0	4.0
2 XXX	4.0	3.0	3.0
3 XX	4.0	4.0	3.0
4 XXX	3.0	3.0	3.0
5 X	2.0	3.0	4.0
N = 5 \overline{X}	3.4	3.4	3.4

CODE

GREEN	X	FRESHMAN
BLUE	XX	JUNIOR
RED	XXX	SENIOR

TABLE XXX
P E E R C O U N S E L O R T R A I N E E S

Demonstration Group

Jones' Helping Relationship Inventory

Student	Understanding			Probing			Interpretive			Supportive			Evaluative			Mean Score	
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post
1 XXX	3.4	3.2	-.2	2.7	2.8	+.1	2.9	2.8	-.1	3.4	2.6	-.8	2.8	3.1	+.3	3.0	2.9
2 XXX	3.9	3.9	0	2.6	2.6	0	2.5	2.4	-.1	2.8	3.1	+.3	3.0	2.6	-.4	2.9	2.9
3 XX	2.7	3.2	+.5	2.5	2.3	-.2	3.1	2.8	-.3	2.8	3.2	+.4	3.0	3.2	+.2	2.8	2.9
4 XXX	3.7	2.8	-.9	2.4	3.4	+1.0	3.5	2.4	-1.1	2.7	3.4	+.7	2.6	2.8	+.2	2.9	2.9
5 X	4.0	4.2	+.2	2.9	3.2	+.3	2.3	2.4	+.1	2.4	2.4	0	2.0	1.9	+.1	2.7	2.8
6 XX	3.1	2.4	-.7	1.9	1.9	0	3.1	3.2	+.1	3.1	4.3	+1.2	3.6	3.0	-.6	2.9	2.9
7 X	3.2	2.2	-.6	2.2	2.6	+.4	3.2	3.8	+.6	2.9	2.9	0	3.2	2.9	-.3	2.9	2.9
8 XX	3.8	2.6	+.2	2.6	3.0	+.4	2.8	3.0	+.2	3.6	3.0	-.6	2.3	1.8	-.5	3.0	2.9
N = 8	\bar{X} 3.4	3.3	-.1	2.4	2.7	+.3	2.9	2.8	-.1	2.9	3.1	+.2	2.8	2.6	-.2	2.8	2.8

Control Group

1 XX	2.8	2.7	-.1	2.7	2.5	-.2	3.2	2.5	-.7	2.8	3.7	+.9	3.3	3.1	+.2	2.9	2.9
2 XXX	3.7	3.2	-.5	2.2	2.1	-.1	2.9	3.4	+.5	2.2	3.4	+1.2	2.5	2.7	+.2	2.8	2.9
3 XX	2.6	2.8	+.2	3.0	2.8	-.2	3.1	3.0	-.1	2.8	3.2	+.4	3.3	3.0	-.3	3.0	2.9
4 XXX	2.8	2.9	+.1	2.8	3.3	+.5	3.0	2.9	-.1	3.3	2.7	-.6	3.2	3.0	-.2	2.7	2.9
5 X	3.5	3.6	+.1	2.6	1.6	-1.0	3.1	3.3	+.2	2.6	3.7	+1.1	3.0	3.0	0	3.0	3.0
N = 5	\bar{X} 3.0	3.0	0	2.6	2.2	-.4	3.0	3.1	+.1	2.7	3.3	+.6	3.0	2.9	-.1	2.8	2.9

Osgood's Semantic Differential Scale (A reverse Scale 1 = high, 5 = low)

Student	Attitudes Toward Counselor			Mean Score		
	Pre	Post	Diff.	Pre	Post	Diff.
1 XXX	1.1	1.0	-.1	1.1	1.0	-.1
2 XXX	1.4	1.4	0	1.4	1.4	0
3 XX	3.0	1.0	-2.0	3.0	1.0	-2.0
4 XXX	3.4	1.5	-1.9	3.4	1.5	-1.9
5 X	2.3	3.0	+.7	2.3	3.0	+.7
6 XX	1.9	2.3	+.4	1.9	2.3	+.4
7 X	3.1	1.8	-1.3	3.1	1.8	-1.3
8 XX	2.4	2.0	+.4	2.4	2.0	+.4
N = 8	\bar{x} 2.4	1.7	-.7	2.4	1.7	-.7

Osgood's Semantic Differential Scale (A reverse scale 1 = high, 5 = low)

Student	Attitudes Toward Counselor			Mean Score		
	Pre	Post	Diff.	Pre	Post	Diff.
1 XX	2.7	2.4	-.3	2.7	2.4	-.3
2 XXX	2.2	2.3	+.1	2.2	2.3	+.1
3 XX	3.5	3.2	-.3	3.5	3.2	-.3
4 XXX	2.5	1.9	-.6	2.5	1.9	-.6
5 X	1.4	1.9	+.5	1.4	1.9	+.5
N = 5	\bar{x} 2.4	2.3	-.1	2.4	2.3	-.1

CARKHUFF'S SCALE - Demonstration Group

Student	Respect		Diff	Empathy		Diff	Genuineness		Diff	Confrontation		Diff	Concreteness		Diff	Immediacy		Diff	Mean	
	Pre	Post		Pre	Post		Pre	Post		Pre	Post		Pre	Post		Pre	Post		Pre	Post
XXX	1.0	4.0	+3.0	2.0	3.0	+1.0	2.0	3.0	+1.0	1.0	4.0	+3.0	2.0	5.0	+3.0	1.0	5.0	+4.0	1.6	4.0
XXX	4.0	4.0	0	3.0	3.0	0	3.0	4.0	+1.0	3.0	4.0	+1.0	3.0	3.0	0	4.0	4.0	0	3.3	3.5
XX	4.0	4.0	0	5.0	4.0	-1.0	4.0	4.0	0	4.0	4.0	0	3.0	3.0	0	3.0	4.0	+1.0	3.8	3.8
XXX	2.0	4.0	+2.0	3.0	4.0	+1.0	3.0	4.0	+1.0	4.0	5.0	+1.0	3.0	3.0	0	3.0	4.0	+1.0	3.0	4.0
X	3.0	3.0	0	3.0	3.0	0	3.0	3.0	0	3.0	3.0	+1.0	4.0	3.0	-1.0	3.0	3.0	0	3.0	3.0
XX	4.0	3.0	-1.0	4.0	3.0	-1.0	4.0	4.0	0	4.0	3.0	-1.0	3.0	3.0	0	3.0	4.0	+1.0	3.6	3.3
X	5.0	4.0	-1.0	3.0	4.0	+1.0	3.0	4.0	+1.0	4.0	4.0	0	3.0	3.0	+1.0	3.0	3.4	+4	3.5	4.0
XX	4.0	4.0	0	5.0	4.0	-1.0	5.0	4.0	-1.0	2.0	4.0	+2.0	3.0	3.0	0	3.0	3.0	0	3.6	3.8
= 8 X	3.3	3.7	+4	3.5	3.6	+1	3.3	3.7	+4	3.0	3.8	+8	3.1	3.3	+2	2.8	3.8	+1.0	3.1	3.6

CARKHUFF'S SCALE - Control Group

XX	4.0	4.0	0	4.0	3.0	-1.0	4.0	4.0	0	4.0	4.0	0	3.0	5.0	+2.0	4.0	5.0	+1.0	3.8	4.1
XXX	5.0	2.0	-3.0	4.0	2.0	-2.0	4.0	2.0	-2.0	3.0	2.0	-1.0	3.0	3.0	0	4.0	3.0	-1.0	3.8	2.3
XX	3.0	3.0	0	3.0	3.0	0	4.0	3.0	-1.0	4.0	4.0	0	4.0	4.0	0	4.0	3.0	-1.0	3.6	3.3
XXX	5.0	5.0	0	4.0	4.0	0	4.0	5.0	+1.0	3.0	4.0	+1.0	4.0	4.0	0	4.0	4.0	0	4.0	4.3
X	3.0	3.0	0	4.0	3.0	-1.0	4.0	3.0	-1.0	5.0	3.0	-2.0	3.0	3.0	0	4.0	4.0	0	3.3	3.1
= 5 X	4.0	3.4	-6	3.8	3.0	-8	4.0	3.4	-6	3.8	3.4	-4	3.8	3.4	-4	4.0	3.8	-2	3.7	3.4

IVEY'S ATTENTIVE BEHAVIOR - DEMONSTRATION GROUP

<u>Student</u>	<u>Eye Contact</u>			<u>Physical Attentiveness</u>			<u>Verbal Attention</u>			<u>Mean Score</u>			
	<u>Pre</u>	<u>Post</u>	<u>Diff</u>	<u>Pre</u>	<u>Post</u>	<u>Diff.</u>	<u>Pre</u>	<u>Post</u>	<u>Diff</u>	<u>Pre</u>	<u>Post</u>	<u>Diff</u>	
1 XXX	1.0	4.0	+3.0	2.0	4.0	+2.0	1.0	5.0	+4.0	1.3	4.3	+3.0	
2 XXX	2.0	4.0	+2.0	2.0	4.0	+2.0	3.0	4.0	+1.0	2.3	4.0	+1.7	
3 XX	3.0	4.0	+1.0	2.0	4.0	+2.0	2.0	3.0	+1.0	2.3	3.6	+1.3	
4 XXX	2.0	4.0	+2.0	3.0	5.0	+2.0	2.0	5.0	+3.0	2.3	4.6	+2.3	
5 X	4.0	3.0	-1.0	3.0	3.0	0	4.0	3.0	-1.0	3.6	3.0	-.6	
6 XX	3.0	4.0	+1.0	3.0	4.0	+1.0	2.0	5.0	+3.0	2.6	4.3	+1.7	
7 X	2.0	4.0	+2.0	3.0	4.0	+1.0	1.1	4.0	+3.0	2.0	4.0	+2.0	
8 XX	2.0	4.0	+2.0	3.0	5.0	+2.0	1.1	5.0	+4.0	2.0	4.6	+2.6	
N = 8	<u>X</u>	2.3	3.8	+1.5	2.6	4.1	+1.5	2.1	4.2	+2.2	2.3	3.8	+1.5

IVEY'S ATTENTIVE BEHAVIOR - CONTROL GROUP

1 XX	3.0	4.0	+1.0	2.0	4.0	+2.0	2.0	4.0	+2.0	2.7	4.0	+1.3	
2 XXX	4.0	4.0	0	3.0	3.0	0	2.0	3.0	+1.0	3.0	3.3	+.3	
3 XX	4.0	4.0	0	3.0	4.0	+1.0	2.0	3.0	+1.0	3.0	3.6	+.6	
4 XXX	4.0	3.0	-1.0	4.0	3.0	-1.0	3.0	3.0	0	3.6	3.0	-.6	
5 X	3.0	2.0	-1.0	4.0	3.0	-1.0	3.0	4.0	+1.0	3.3	3.0	-.3	
N = 5	<u>X</u>	3.6	3.4	-.2	3.2	3.4	+.2	2.4	3.4	+1.0	3.1	3.4	+.3

INTERVIEWS DEMONSTRATION GROUP

- #1 Peer counseling has enabled me to gain many experiences. I became aware of myself and others. I am a stronger individual because of my training, exposure, and my counseling of others. The counselors responded to me. I want to do more of this. My interest have changed - I relate to others rather its a friend or a new acquaintance. I know where I'm going as an individual now - for I can help direct my own actions andmake my choices.
- #2 Theprogram was beneficial to me and due to my training and exposure, it was helpful to the younger children that we tired to help. The opportunity of having someone to talk to, and understand you, without making judgements is very important - this happened to me and I tried to do the same for those that I worked with. I will be able to use these skills for the rest of my life. For I realized my strengths and my weaknesses.
- #3 Due to my training, I became an active, useful member of the community. I helped others solve some of their problems. I also began to help myself solve some of my problems. I learned how to listen more carefully. I got to know some of my counsellers I became a big sister to many of them. I became a more loving member of my family, for I have younger brothers and sisters. I understand them better, and I continue to see an improvement of my relations with my parents. I want to continue counseling in the fall.
- #4 I felt that peer counselling helped me as an individual and it enabled me to help others. I just didn't have the time to participate more. I would make some changes in the future, such as having the counselors meet more often and discuss the problems they are having more frequently. I realized that the lives of these children are much different from how I did them (and there is not that much age difference). I had to relearn some things. I found my counselors needed help with problems at home and at school, and although we didn't solve any problems each counselor had an opportunity for someone to listen to her. We are in need of male counselors. I would hope in the near future we can interest some males to help us. There are many male children that need big brothers.

I've been working at the Center for a few years and I always knew how the children felt about the staff and the program but I was not that familiar with what and how they felt outside of the club, my counseling enabled me to have a better picture of the whole child. I have more insight today and I've found out that I must group and regroup to make life happier for me.

#5 I liked the program. I enjoyed working with the younger children. Because of my training, contacts, and you, I've learned some new and exciting things about myself and others. I really want to get into it more. I hope we can continue this in the fall, at the Girls' Club. I want to do more and get more involved. The children benefited from having an interested person to talk to. I think everybody needs this kind of program, but most of them are afraid. The more people that get involved, the better we'll all be.

#6 I enjoyed the counseling program. My experiences during the year gave me insights and knowledge concerning myself (and what I must do), other people (especially little children) and I had an opportunity to express myself on those things that interested me. Although I was a junior, I felt more grown up. I found out what I would need to do as a senior in order to prepare myself for life.

#7 I like working and helping little kids. Our meetings after school helped me in my growing up process. I became aware of a lot of new things. I plan to continue using my knowledge in solving my own problems. I want us to continue peer counseling.

SPECIAL CATEGORY - "DROP-OUTS"

Left out of the discussion thus far are the "drop-outs" in the control group. It was explained earlier - if for any reason the individual could not participate in the entire program, that individual would be dropped.

Persons in the demonstration and control group met after school for guidance sessions once a week for nine months. Therefore, continuous interaction took place.

Special attention is being made of the "drop-outs" for two reasons: (1) each drop-out continued to participate in the counseling sessions after school for the entire school year; thereby, a continuous effect was made by the counselor to help each individual fulfill and meet his or her needs, and (2) contact with these persons continues today, although two of the three graduated.

Dropping-out of the program for two of the persons in the "control group" was due to the necessity of obtaining funds for college in the fall. The parents of both young men had below average incomes. Realizing the needs of family and self, these persons obtained full-time employment after school hours. The other drop-out, a 10th grade girl had responsibilities at home that were pressing due to having one working parent (father deceased).

Both boys obtained scholarships and are attending college. The girl is a junior in high school now.

SENIORS - CONTROL GROUP

Grades continued to improve.

Both were very involved with school and community activities (one person worked at a T.V. station two nights a week).

Both are in college, one received One Thousand Dollars (\$1,000) from a Journalism organization, the other financial aid.

Both continued to enhance their images with staff, other counselors, teachers and some peers.

One returns and participates in the Black Studies program at school (he attends the University).

JUNIOR - CONTROL GROUP

Grades for this individual vacillates.

She has become a model for a known agency.

The individuals image improved with teachers, and peers but not with other counselors or administrators.

Will pursue modeling after graduation.

Continues to get along poorly with mother at home and older sisters.

Is very ambitious and mature thinking concerning career.

FRESHMAN - CONTROL GROUP

Grades show little or no improvement.

Involved with school activities and in the community, plus church related activities.

Poor image with administrators and some teachers, improved image with peers and other counselors.

Positive concerning continuing her education.

EXAMPLE OF UNOBTRUSIVE MEASURES

To illustrate the kinds of involvements of the peer counselors, I will describe two cases that remain very clear in my recollection of events. Maria's first client had been referred by one of the staff members. The reason for her referral was, the girl of nine had no friends, she did not get along well with her peers and she appeared to be depressed. With all of these negative aspects she attended the club daily, Monday through Saturday.

"K" was nine (9) years of age, appeared highly intelligent, acted very mature for her age and enjoyed being with grown-ups. She and her father lived alone in a single dwelling with two Great Danes.

The initial meeting of "K" and Marcia was unusual, in that, the young girl appeared and acted hostile toward Marcia. She made threats and commented

that her dog(s) would a-tack anyone she wanted them to attack. Other comments followed and before Marcia realized what was going on the young girl was chasing her around the library, stating, "I don't like you, you're too fat"... She told Mary how unhappy she was and the reasons for this, the dogs she said, "were her only true friends. She was lonely and depressed because she loved her mother and her mother was in another state married to somebody else". She stated to Mary, "I like you and I want you to be my friend". Mary filled this gap, she became her counselor/big sister, for she became aware and involved herself in "K's" life. This friendship is an on-going relationship, for Mary is still involved with "K", they discuss her problems, and are continuing to find soluble solutions to some of these problems. "K" gets along better with her peers, she enjoys sharing a little more and she appears happy at the club most of the time.

CONCLUSION:

Mary talked with the father and asked him to let her share with him some of the frustrations his daughter had. He was glad for the help of this young girl and encouraged the relationship. "K", still has a long way to go but she has a friend who tries to understand her and gives her support.

Cindy became involved with a young boy who came on his own to "case the joint" as he put it. "To see what was really going on". He stated, "I have no problems, I just want to talk to you". During the sessions that followed he revealed that school was going badly, that he was always being punished at home and that nobody really liked him.

"R" was twelve (12) years of age, from a large family where mother was the main supportive force (she worked long hours). Father drank a great deal and often punished the boys by "strapping them". "R" got along well with his peers and had leadership qualities, but was always in trouble at school. "R" did not appear to care about his personal appearance however, he acted very "hip" to the language and actions of his age level and peer group.

Cindy decided she would tutor "R" in the areas of study he felt were difficult. This helped but it was not enough. During group discussions of clients, it was decided that a visit to his teacher was necessary. A conference with the teacher revealed that, ""R" played a great deal in class, was the class clown at times, was well liked by his classmates, was an outstanding student in gym, that he liked people and that he was a very personable child but was not neat in his appearance and that this might be the cause of some of his difficult", stated the teacher.

Cindy began to inject how one takes care of the whole self in their sessions, emphasizing health, nutrition, love of self, and of others, and the beginnings of realizing how one's aim, needs and wants could influence the individual's life style. The discussions revealed that "R" had very few pieces of clothing and that he didn't take care of those he did have, that he wanted more and better clothes to wear, that he didn't always go home for dinner, that he had never realized that the actions taken today would determine his future later on.

"R" tried to find a job but his efforts were unsuccessful, and so he asked his mother about a few new peices of clothing and shoes, expressing the desire to take better care of his possessions, plus performing some chores around the house. He began to bring homework and other school papers that had been graded by the teacher to the sessions (very pleased with his progress) and to discuss what he wanted to do when he grew-up. His appearance changed -- he appeared clean and proud of himself and he stated, "My dad hardly ever straps me anymore, 'cause I've become mom's right hand around the house".

CONCLUSION:

Some of "R"'s problems were not solved, Cindy still reminded him of arriving on time to his sessions. He still reported to her that, "Sometimes I think I'm

becomming too much of a square". But he began to believe in himself to the point that the positive demonstrable behavior was witnessed by his family, his teacher, his peers at the school and at the club, by his counselor and by himself. He began to think and consciously make efforts to help himself due to the support and prodding of an involved counselor with a committment to helping others.

INFORMAL DATA

The informal data presented here is both factual as represented by grades, teachers and administrators comments and opinionated due to the writter's observations of the trainees.

Significant gains were made by "all" students in the demonstration group and marginal gains by "some" students in the control group.

The following data is sub-divided into groups such as: Senior - Demo Group, Senior-Control Group; Juniors - Demo Group, Control Group; Freshman - Demo Group, Control Group

Seniors - Demo Group

Grades for all persons in the Demo Group improved. Images improved among teachers, peers, other counselors, and administrators. All seniors in the Demo group enrolled in college and received financial aide through work study, loans, grants, and/or urban scholarships. Two seniors of this group received scholarships from local organizations due to their interest and involvement in the community.

Nine of the 13 mothers and some fathers were aware of the aims and objectives of the program and gave their full co-operation.

Seniors - Control Group

Grades for 1 of the 2 seniors improved. Images of both improved with their teachers. Both graduated, 1 is working, the other one is enrolled in a training program.

Juniors - Demo Group

Grades for all persons improved. More involvement this year in school activities. Images improved with teachers, other counselors, staff, administrators and peers (Black and white) and age group. All 3 have made applications to colleges 2 are very active in the community, 1 is very active in church related activities.

Juniors - Control Group

This counselor's grades improved. Very involved with school activities, (head majorette). Very popular with peers and age group (Black and white). Acts and reacts to situations relating to self and others in a more mature way. Has made applications to several colleges.

Freshman - Demo Group

Grades improved for 1, have remained the same for the other one. More involved in school activities, 1 is a majorette. Images improved with staff, other counselors, teachers, peers, and administrators. Both are being tutored after school. 1 works after school, babysitting 5 evenings a week; the other has responsibilities at home, such as preparing the evening meal daily. Both are planning on continuing their educations, 1 in the school of dance, the other in the field of Elementary Education.

Freshman - Control Group

Grades beginning to improve after 1st marking period this school year (1973-1974). Very little ambition displayed. Poor image with teachers, peers, administrators and other counselors. Refuses to get help from tutors. Gets along poorly with family due to poor attitude and lack of initiative and ambition.

LIMITATIONS OF THE STUDY

There are several limitations of this study which need to be identified and discussed. The number of subjects used was a small and biased sample (16 girls and boys). However, this study was concerned with clients from a minority group assumed to possess certain characteristics due to their "hard core" existence, thereby making them a select group. These students were selected due to disruptive behavior patterns in school, poor self-images, fair to poor grades, socio-economic conditions, and negative social advantages.

Another limitation of the study was the necessity of designing the model for a five day, five hour a day training program. This was done due to the availability of the students' time, rather than sound training philosophy.

Another limitation of the study is the little difference in scores of the demonstration and the control groups. During the entire year, both groups continued to have the availability of the counselor/trainers and both groups were active in the weekly sessions held after school, the control group was never abandoned.

The final limitation to be discussed is the lack of published research in the psychological field of peer counseling for Black students in the inner-city. For there may be other methods or models which are more efficient and more effective.

Until such research is implemented and published constructive change in training programs will be limited.

IMPLICATIONS AND ASPECTS OF THE STUDY

The data being reviewed in this study speaks to the hypothesis made by the writer that: "the proposed peer counseling program can have a recognizable, positive influence upon young people; since the trainer has counseling skills and positive characteristics that the students can emulate". The evaluation was broadly based - first, self-awareness and motivation and second, community action. The most significant aspect of the work is that it attempted to narrow the gap between theory and practice, between the rhetoric and the reality of practical action-oriented experiences. The two main areas of concern were identified as: (1) peer counseling and (2) peer counseling in Black inner-city schools. Data obtained from the tests were used to evaluate the program; in addition, unobtrusive measures provided further insight into gut feelings and real meaning about the individuals involved in the program.

With regard to the data on the acquisition of counseling skills, the trainees became more aware of self and his/her responsibilities. Due to training and commitment, the trainees developed, organized and implemented a counseling program for younger children.

Data collected from the pre/post-tests showed overall growth in all four tests. Jones' Helping Relationship Inventory indicated an upward trend in two particular areas - Probing 2.4 to 2.7 and Supportive 2.9 to 3.1, with an overall gain of .1 from a possible score of 4.0; Osgood's Semantic Differential Scale (a reverse scale) indicated a positive gain of 2.4 to 1.7 from a possible score of 1.0; Carkhuff - Berenson's Scale indicated gains from 3.1 to 3.6, from a possible score of 4.0; and Ivey's Attentive Behavior Scale indicated overall growth from 2.3 to 3.8 from a possible score of 4.0

A significant difference for mean scores was found in Ivey's Attentive Behavior Test.

When looking at the individual components of each test, the following showed significant differences (.05) to exist between the two groups (Demonstration and Control).

Ivey's Eye Contact

Ivey's Physical Attentiveness

Carkhuff - Berenson Immediacy

Results from the data obtained seem to indicate the following:

(1) Through a highly structured training program, Black youth in the inner-city can learn particular skills and use them effectively, thereby, modifying their behavior.

(2) Ivey's Eye Contact and Physical Attentiveness Skills will enable the student to communicate more effectively with his peers, his family, his teachers and hopefully all others that he has contacts with. These skills will effect change and cause the student to become more explicit and more verbal, making them more affective individuals. These skills, if used continuously, will become a part of the way they communicate in their everyday exchanges and will hopefully remain with them for the rest of their lives.

(3) Carkhuff's Immediacy gives credence to the here and now of the students dilemma, his pressing problems, and the unpretentious feelings needed to help one explore and regroup. The results indicate that this need of immediacy is recognized and attended to by these students.

(4) The need for affective education in our curriculums, and the role affective education must begin to play in presenting meaningful and relevant programs within the traditional curriculum in our schools.

(5) The need for small groups and the small group process.

In addition:

"Demonstrable behavior" was of primary concern as a measurement to this writer, and so, although the demonstrable behavior can not be measured on a scale - it can and was observed.

Data obtained by unobstrusive means.

Unobstrusive Measures

Other measurements were unobstrusive and consisted of comments of trainee counselors regarding their experiences in the course; peer's comments regarding observations of their friends; experiences; and, interviews with parents of the counselors (see appendix), asking specific questions concerning their children's actions, behavior patterns and verbal expressions. Each participant was interviewed 3 months after the training program.

The findings indicate progress to the writer by the students and gives credibility to the observations of the students by the trainer.

The data received from this study will indicate to others, like school personnel, administrators, boards of directors, and other interested persons in the community, the worth of such a program and the great need for involvement by adults to be supportive of our youth.

C H A P T E R V

DISCUSSION

The purpose of this chapter is to give a general overview of the goals of this pilot study and the degree to which they were achieved. The evaluation of the program is presented as well as implications for further research practices and the training of peer counselors.

Purpose of the Training Program

The primary purpose of the study was to probe into counseling skills that would enable peer counselors to become competent in counseling. Secondly, to have an understanding of interpersonal interactions through a structured training program. Behavioral changes in conjunction with the goals were observed and measured.

Black inner-city high school youth were able, through this training program, to become effective counselors for their peers. The same counseling skills that are taught on college campuses to undergraduate and graduate students were taught to black inner-city high school students--these skills were learned and used effectively in (1) the classroom, (2) individually and in groups, (3) in organized activities, and (4) through the evaluation processes.

Training Design

The training program was divided into four areas:

1. Classroom setting -- trainer's attitude, a creative and positive atmosphere, experiential (problems of trainees), the didactic approach, and modeling.
2. Individual and sub-group counseling -- individual counseling sessions continued throughout the year, in an office, at individual homes, and in unspecified and specified areas in the school building. Each week at a specified area, sub-group counseling was directed and structured to meet the individual group's needs.
3. Activities -- planned activities were organized and implemented by members of the group and/or the trainer on a monthly basis; house parties, trips to events, and visits to campuses. At the end of the training period, the trainees developed, organized and implemented a counseling program for younger children.
4. Evaluation -- pre- and post-tests were explained and administered to the group to test the retainability of skills learned.

The training design was positive and effective; therefore, I would recommend this training design, especially for black inner-city youth. However, I would zero in on Ivey's Attentive Behavior Skills and eliminate the use of the other skills and scales during future research.

Instrumentation and Analysis of Data

The instruments used for measurements in this study were: Carkhuff and Berenson's Scales, Osgood's Semantic Differential Scales, Ivey's Attentive Behavior Skills, and Jones' Helping Relations Inventory. Unobstrusive measurements were also used to assess the worth of the training to the peer counselors and their parents.

A non-parametric test (Mann-Whitney U-Test) for independent groups was used to determine the statistical significance of changes over a period of time in the trainees. Measurements were taken before and immediately after training. Three months after the training and the developing of a counseling program for young children, tape recorded interviews were held with trainees and one or both parents.

Results

Results of the tests revealed that: (1) overall, there was minimal learning for all trainees, (2) a significant difference for mean scores was found in Ivey's Attentive Behavior Test, and (3) when looking at the individual components of each test, the following showed significant differences (.05) to exist between the two groups.

Ivey's Eye Contact

Ivey's Physical Attentiveness

Carkhuff's Immediacy

Carkhuff's scales were taught in conjunction with Ivey's Attending Behavior. The process and outcome as measured through testing gives one part of the total picture, for minimal learning was experienced by all. Due to the many complex variables of the trainees, they apparently (from their everyday experiences) determined that "immediacy" was the most meaningful process needed to become effective in the real-life, day-to-day functionings.

Ivey's Attending Behavior Skills appeared to be more functional for the following reasons: (1) a small worded sample, (2) the process was used daily (in conferences, talking in the halls and in the classroom),

(3) the need to maneuver others, and to manipulate situations became a driving challenge, and (4) the desire to have others praise and give positive comments concerning these skills was very important to the trainees. Therefore, we have the significant differences (.05) for the two groups in Ivey's Eye Contact, Ivey's Physical Attentiveness and Carkhuff's Immediacy.

Because of the apparent need of these black inner-city youth, Ivey's Attentive Behavior Skills met their immediate needs, thereby, the significant changes on tests scores; therefore, this writer's conclusion is that the other skills and scales were inconsequential. And so, the writer recommends the exploration of other instruments of measurement along with Ivey's skills in future research.

Unobtrusive measurements revealed that: (1) all the trainees continuously used the skills obtained in training by coping, analyzing, evaluating, and regrouping their thinking and actions when faced with personal problems and negative situations; (2) they continued to counsel each other and some of their other peers; (3) they continued the contacts with younger children at the agency where the counseling program was developed; (4) interviews with parents were positive--pride in the individual and his accomplishments were expressed, signs of caring were more evident, giving of self and family togetherness were emphasized and expressed strongly during these interviews.

Due to the writer's continued belief that "you are what you do," unobtrusive measurements were very important measurements. Each student (counselee) began to feel that they were in charge of themselves. Although Carkhuff's, Jones', Ivey's, and Osgood's skills and scales were

used and are important, the unobtrusive measurements were demonstrative, observed and judged as positive by significant others. One can say what he feels others want him to say, and buffalo the test if he wants to, but the demonstration of positive behavior and effective results were much more important to this writer.

Implications of the Project for Future Research and Training of Peer Counseling

Peer Counselors

The influence of peers are detected easily by the age of three and this influence does not hide itself under a carpet as the child becomes a teenager. If the evidence is correct, the influence of peers become greater as the person grows older. The implications are: in order to counter balance the negative forces of peer groups, the home must provide effective measures for inner self-control. Peer groups can be positive or negative, or positive-negative forces in a student's life.

The implications of the peer group developed in this training program gave evidences of how effective these peers can be if: (1) given the opportunity, (2) trained by a positive trainer, (3) presented with a structured curriculum that is meaningful, (4) are willing to make a commitment, (5) are supervised with respect, and (6) are expected to produce and act in a positive way.

We should remember that these were "hard core" students, acting as "toughies" most of the time, with poor study habits, receiving poor to fair grades, from broken homes, and operating with poor self-images.

The trainee became a trainer during the process and realized this fact early in the year. This was evident in the positive behavior, the desire to help oneself as well as others, and the ability to assume responsibility for his growth, involvement, experiences, and situations, and the kind of life style he hoped to attain.

The trainees saw Glasser's Reality Therapy as a code to guide them. They appeared to believe in their own valued judgments and began to gain confidence and security.

The implications for trainees who have completed the program are:

1. Trainees will change and assume more responsibility;
2. Trainees need to develop more discrimination skills;
3. Trainees need to become more sensitive to the needs of parents and other family members;
4. That while he or she is freed due to training and the acquiring skills, he or she is bonded to responsibility through his awareness;
5. Peers can be made aware through training;
6. Trainees realized the advantages of making intelligent choices;
7. It is possible, through training, to develop leaders with skills to help solve problems.

Personal Observations

Teachers

Phillips (1961), Carkhuff and Banks, Carkhuff and Pierce, St. Clair and Griffin realize, as the researcher does, that effective teaching of skills are needed by all, and in particular, with inner-city blacks. The

apparent failure to a large populace of this group is revealed through dropouts, poor grades, poor self-image, the inability to obtain jobs, and the desire to continue their education in college or other training programs.

The climate and tone of any classroom is set by the teacher. If this is a true statement, and it is, certain measures are needed to throw the probability factor a long distance from the classroom so that each individual is respected, recognized and appreciated for what he brings to the classroom--his culture, his experiences and his particular individuality.

Roy Nash of North Wales University College suggests that teachers' attitudes influence not only pupils' academic performance (the well-known Rosenthal effect), but their friendships as well. This burden of guilt is handed to the teacher whether he accepts it or not.

The implication here is to question the professionalism of the persons trained at institutions to help produce worthy, learned students. (There is a need for a curriculum to teach the teachers the skills needed when working with inner-city minority students.)

Curriculum and School Structure

The February issue of Guidepost 1974 reports on the Panel on Youth of the President's Science Advisory Committee, headed by Dr. James Coleman of John Hopkins University, Baltimore.

Society no longer depends on young people for anything in particular and has been forced to create for them a succession of contrived roles and institutions not tightly woven into the community structure. This has led to greater peer learning and a separate peer culture.

The panel advocated several changes in the structure of schools and in the socialization process since schools are one of the major socialization influences. Due to the powerful influence of the schools, they are "isolating youths by social, economic and age groups." (Guidepost 1974)

The implications are:

1. Curriculums are needed and should provide for specific competencies that are self-centered and other centered. Stressing in the developing of the curriculums that individuals can make a difference, in regards to self-image, poverty and the dignity of man.
2. Zeroing-in on the great problems of the human condition--environmental problems, criminal justice, drug abuse, racism, legal services, welfare rights, day-care facilities, power training, the elderly, and transportation.
3. Provide courses that encourage independent study.
4. Provide options on grading--pass-fail, word pictures or letter grades.
5. Learn to live with new and innovative programs that do not always deliver as much as we expect, but evaluate and regroup goals before banishing these programs at a scheduled time.
6. The establishing of smaller schools, teaching in smaller groups, giving more independence to the student, and having a less rigid atmosphere.
7. Developing a work-study program for the student so that he could gain practical experience and training.

8. The involvement of the city fathers and other business persons to lecture, participate in planning (with staff, students, administrators, and parents), specific plans for a given program, stating purposes, goals, implementation, and the schedule of the program.

Counselors

Research by the Office of Human Development, Department of Health, Education and Welfare, Carkhuff, Banks, and others have proven that due to barriers of white counselors and black students, black students do not relate well to white counselors.

The causes for the distrust and lack of confidence of the blacks are due to many complex and varied reasons. The beginnings being rooted in slavery, the forty acres and a mule myth, the mockery of justice, the trampling of blacks' human rights, the denial of civil liberties--they are so many and so great, I could go on, but we are all aware!

The probable causes of whites' inability, many times, to counsel effectively (even when the strong desire to do so prevails) is hindered by their culture, established stereotypes, motivation, fear, lack of sympathy, peer pressures, and with some, an ego flight.

It appears that counselors are not effective helpers and so they need to develop effective counseling skills for interpersonal relations, problem-solving, program development, and program implementation, especially when working with minority groups.

Implications for counselors are:

1. The need to break out of our ivory towers of offices and become involved in the community where we work to teach others these

particular skills. We should and we need to make a commitment to people (in particular, the youth) and their problems in a sincere and objective way.

2. The development of training programs for counselors concerning blacks and other minorities.
3. Training programs by counselors for teachers should be implemented, using specific classes, utilizing students, setting short-range goals, and involving the administration of that particular school.
4. Develop peer counselor training programs.
5. Develop programs after school for youth representing behavior problems, academic problems or social inadequacies.
6. Develop an exploratory study to delineate the best methods and procedures needed by parents to support their youth.
7. From the exploratory study, contact parents and help develop group encounter sessions for some and group meetings for others to meet on a regular basis (neighbor or black groups) in individual homes or at one of the community agencies.
8. Help develop leadership qualities and specify needs of the individual group, then work to eradicate the negative forces through guest speakers, films, personal reports, experiences, etc.
9. Contact community agencies, social clubs, churches, and other groups to volunteer their services with peer groups by assisting with parties, tutoring, one-to-one counseling, field trips, and home visits.

10. Provide the youth with more knowledge concerning what alternatives are available to him.
11. After acquainting the youth with career opportunities, help him to engage in activities or jobs in this real work.
12. Help the youth to intersperse real world experiences with their school education.

Parents

The job of a parent is to provide the basic needs of his child. The needs are varied and complex with most variables being equal and when we discussed the black inner-city parent, often times there are many "whammys" connected. These being poor, uneducated, one-parented, ghetto-living, poor self-image, many times negative models, and splintered family relationships.

Phrases used by many are: "I can't do nothing with him," "What can I do?," "Let them do it," or "I have done the best I can," or "I can't help him; I've problems of my own." These phrases are all negative.

Although we've discussed some negative aspects of the parents, let us not forget those strong giants that exist in most households.

Those loving, giving, hard-working parents that establish standards, values, love of work, and accomplishment through their actions and in their involvements. Without them, regardless of imagery, modeling and trainer/counselor self-worth, and awareness, education and the rest would be an impossible task to accomplish. We cannot, we must not forget that these persons represent the backbone of society, emphasizing daily the great desire for their children to press on.

The implications from this study give evidence that: (1) the students respect structure and the definite setting of goals by their family and especially the head(s) of the household, (2) the desperate need for involvement of the parents in more home-related activities, school participation and the social agencies in the communities, (3) a positive model--one that acts instead of tells, and (4) for that model to listen, believe in and support him as an individual during times of stress, tension and frustration. Parents need skills to teach their children to become more effective.

Trainer

The characteristics needed for an effective trainer continue to play the most important role in the program, for an ineffective trainer cannot attain positive results.

Implications for trainers are:

1. With specific training skills and a concentrated effort, stated goals can be realized.
2. A structured program is an effective vehicle for training students.
3. The trainer must make a commitment and be involved on every level with the individual students participating in the program. Being a part of the student's full life (night and day).
4. Being able to accept the whole person as is; this will enable the trainer to be more acceptable to the trainees.
5. There are at least four major qualities that are needed more than any others: (a) perseverance, (b) determination, (c) faith in other human beings, and (d) skills.
6. One must be able to cite a difficulty, place the problem in the right perspective, discuss (using open-ended questions), evaluate, and many times, regroup (on the spot).
7. One must constantly break barriers with peers, parents, teachers, and/or other family members, social agencies, and self.
8. The limits of one's language means the limits of his world; this is an important fact when working with youth for without an acquaintance of his (counselee) particular language, the ballgame is lost.

9. To remember oneself and help others realize that short and long range planning is necessary in every individual's life; and that a part of living is "we win some battles and we lose some battles"--but we can never give up, for regardless of the circumstances, we are responsible to ourselves for ourselves.

Project Evaluation

The results seem to indicate the following:

1. Behavioral changes were made by the black inner-city students; these changes were recognized by peers, other counselors, administrators, teachers, and parents.
2. The affirmative need for an affective educational program within a traditional curriculum.
3. The importance of the small group process in teaching and counseling.
4. The high level of training needed for the helper to be an effective change agent/positive force.
5. A structured program with precise goals are attainable when these goals are explained and a commitment is made by each participant.
6. That positive results can be expected of black inner-city youth when the course of action is relevant, action-oriented and personable.
7. The transference of skilled knowledge obtained through structure can be given freely and openly to others (peers and younger children).
8. That skills obtained in one specific area can be used effectively in other areas.

9. That the continuous use of these skills enables one to cope more easily with himself and society on a daily basis.
10. Through the acquisition of counseling skills, a positive self-image can be established.

Conclusions

From the findings of this study, it appears reasonable to conclude:

1. That the use of selected, trained and supervised peer counselors can provide a practical and productive addition to the guidance program.
2. That the training program must be organized and that student counselors require effective training and supervision.
3. That a program such as the one described can provide all students in a school system equal opportunity to learn specific skills that will enable them to become better human beings.
4. The factual data from this program should help others establish programs needed to deal with attitudes that result in anti-social behavior, self-destruction, poor intergroup relations, and self-concept.

This study also addresses itself to the validity of unobtrusive measures as a tool for research. For so much that goes on in "treatment" is mysterious, intangible and elusive. Therefore, they can be measured by the trainer or professional. In addition, the trainee is able to measure the trainer and himself through concrete behavior.

This training program is for global implementation; however, an example of implementation for the Springfield, Massachusetts School System is explained in the Appendix.

Summary

It is evident that effective training programs in peer counseling education are needed, and if they are to be comprehensive, the four aspects of growth--(1) factual knowledge and ideas, (2) social sensitivity, (3) rational and objective habits of thought, and (4) the social skills--constitute an interrelated pattern of growth toward literacy in these training programs must be implemented.

Education does make a difference. That is, a complete and comprehensive education--an education that deals with truths in-composing all peoples, places and things. The difference being the breaking of barriers between man and himself, man and his neighbor, and man and his environment. Education helps man become free--free from racism, ignorance, disease, starvation, greed, and hate. Man is able, through education, to discard a low mentality, become strong emotionally, and to break the chains of being handicapped socially.

This training program was effective due to six essential ingredients: (1) length of program, (2) making the trainee part of the team; allowing the person to participate in various functions, (3) providing opportunities for the trainee to test reality emotionally, (4) a structured, action-oriented program, (5) presenting a model that the individual could identify with in a positive way, and (6) the follow-up procedures.

This training program jelled into a graspable, definable, readily distinguishable form for the students due to their application, repetition and sheer hard work.

As a participant in this program, the writer remembers some exciting facts about teenagers and their experiences changed some of her thinking example (blacks can be counseled more effectively by blacks), and became more involved in the whole family related process, realizing that there are a conglomerate of tasks to be performed in order to help individuals survive--in the home, in the school and in the community.

The initial premise held by the writer still stands: "the buck stops here," and the writer's beliefs were reinforced by the trainees and other researchers. The convictions concerning self-worth and responsibility continue to be firm and the realization that these convictions must be shared with others. This knowledge must become a "link" to help foster the good life, the open mind, a healthy body, and love for self and mankind.

There are no simple solutions.

Only intelligent choices.

B I B L I O G R A P H Y

- Adams, J. F. Counseling and guidance. New York: Macmillan, 1965.
- Adkins, Winthrop R. Life skills: Structural counseling for the disadvantaged. Personnel and Guidance Journal, 1970, 49, 108-116.
- American, Helen. Perspective for evaluating inter-group relations in a public school system. Journal of Negro Education, 1957, 26, 108-120.
- American Personnel and Guidance Association, Professional Preparation and Standards Committee. The relationship of short-term and specialized programs to the APGA policy statement, "The counselor: Professional preparation and role." Washington, D.C.: American Personnel and Guidance Association, 1964.
- Anderson, R. P., & Anderson, G. V. Development of an instrument for measuring rapport. Personnel and Guidance Journal, 1962, 41, 18-24.
- Anderson, Susan. Level of therapist functioning and confrontation. Unpublished manuscript, University of Massachusetts, 1966.
- Aspy, D. The effect of teacher-offered conditions of empathy, positive regard, and congruence upon student achievement. Florida Journal of Educational Research, 1969, 11, 39-48.
- Banks, G.; Berenson, B. G.; & Carkhuff, R. R. The effects of counselor race and training upon Negro clients in initial interviews. Journal of Clinical Psychology, 1967, 23, 70-72.
- Banks, G. The effects of race on one to one helping. Social Service Review, 1971, 45, 137-147.
- Banks, W., & Martens, K. Counseling: The reactionary profession. The Personnel and Guidance Journal, 1973, 51, 457-461.
- Barr, Norman I. The responsible world of reality therapy. Psychology Today, 1974, 2, 64-68.
- Bauennfeind, R. H. The matter of "ipsative scores." Personnel and Guidance Journal, 1962, 41, 210-217.
- Berenson, B. B.; Carkhuff, R. R.; & Myrus, Pamela. The interpersonal training and functioning of college students. Journal of Counseling Psychology, 1966, 13, 441-446.

- Bernstein, S. & Herzberg, J. Small group experience with psychiatric aides. Mental Hygiene, 1970, 54, 113-117.
- Betz, Barbara J. Experiences in research in psychotherapy with schizophrenic patients. In H. H. Strupp & L. Luborsky (Eds.), Research in Psychotherapy, 1962, 2. Washington, D.C.: American Psychological Association.
- Blodgett, E. & Green, R. A junior high school group counseling program. The Psychological Consequences of Being a Black American, 1971, 57-67. New York: John Wiley & Sons, Inc.
- Brennan, E. C. College students and mental health programs for children. American Journal of Public Health, 1967, 37, No. 1.
- Brown, W. F. Student to student counseling for academic achievement. Personnel and Guidance Journal, 1965, 43, 811-817.
- Butler, Robert R. Non-attending behavior used as positive reinforcement. Counselor, 1973, 20, 391-393.
- Canady, Herman G. Adapting education to the abilities, needs and interest of Negro college students. The Psychological Consequences of Being a Black American, 1971, 169-174. New York: John Wiley & Sons, Inc.
- Cattell, R. B.; Eber, H. W.; & Tatsuoka, M. M. Handbook for the sixteen personality factor questionnaire (16 P.F.). Champaign, Illinois: Institute for Personality and Ability Testing, 1970.
- Capsule. Bibliography Peer Counseling, 1970, 3, 10-11. The Counseling and Personnel Services Information Center, University of Michigan.
- Carkhuff, R. R., & Alexek, M. Effect of client depth of self-exploration upon high and low functioning counselor. Journal of Counseling Psychology, 1966, 13, 467-480.
- Carkhuff, R. R., & Banks, G. Training as a preferred mode of facilitative relations between races and generations. Journal of Counseling Psychology, 1970, 17, 413-418.
- Carkhuff, R. R., & Berenson, B. G. Beyond Counseling and Therapy. New York: Holt, Rinehart and Winston, 1967.
- Carkhuff, R. R., & Griffin, A. H. Jr. The selection and training of human relations specialists. Journal of Counseling Psychology, 1970, 17, 443-450.

- Carkhuff, R. R., & Pierce, R. The differential effects of counselor race and social class upon patient depth of self-exploration in an initial clinical interview. Journal of Consulting Psychology, 1967, 31, 632-634.
- Carkhuff, Robert R. Helping and human relations, Volumes I & II. New York: Holt, Rinehart and Winston, Inc., 1969.
- Carkhuff, R. R. Training as a necessary pre-condition of education: The development and generalization of a systematic resources training model. Journal of Research and Development in education, 1971, 4, 3-13.
- Carkhuff, R. R. The development of effective courses of action for ghetto school children. Psychology in the Schools, 1970, 7, 272-274.
- Carkhuff, R. R. Training in counseling and therapeutic practices: Requiem or Reveille? Journal of Counseling Psychology, 1966, 13, 360-367.
- Carkhuff, R. R. On the necessary conditions of therapeutic personality change. Discussion Papers, 1963, 47, 1-7. Wisconsin Psychiatric Institute, University of Wisconsin.
- Carkhuff, R. R., & Truax, C. B. Training in counseling and psychotherapy: An evaluation of an integrated didactic and experiential approach. Journal of Consulting Psychology, 1965, 29, 333-336.
- Carroll, John B. The measurement of meaning. In J. G. Snider & C. E. Osgood, (Eds.), Semantic Differential Technique, 1969, 96-114. Chicago: Aldine Publishing Company.
- Christ, J. Volunteer training as an education. Mental Hygiene, 1967, 51, 433-439.
- Christmas, J. J. Group methods in training and practice: Non-professional mental health personnel in a deprived community. American Journal of Orthopsychiatry, 1966, 36, 410-419.
- Ciavarella, Michael A. Rogerian counseling theory: How practical for schools? The School Counselor, 1965. American Personnel and Guidance Association.
- Clark, Kenneth B., & Clark, Mamie K. The development of consciousness of self and emergence of racial identification in Negro pre-school children. The Psychological Consequences of Being a Black American, 1971, 323-331. New York: John Wiley & Sons.

- Cline, David W. The psychiatrist, the counselor and the school. The Personnel and Guidance Journal, 1972, 51, 251-256.
- Cohen, A. M., & others. A constant variable. San Francisco: Jossey-Bass, 1971.
- Combs, A., & Snygg, D. Individual behavior, a perceptual approach to behavior. New York: Harper and Row, 1959.
- Community services directory. Junior League of Springfield, Massachusetts, 1972.
- Cook, David R. The change agent counselor: A conceptual context. The School Counselor, 1972, 20, 9-15.
- Cottle, Thomas J. True creativity can emerge anytime--at age 6 or at 40. Life, special issue, 1971.
- Cottle, Thomas J. Creativity, of course, implies an expression of self. Life, special issue, 1971.
- Danish, S. J. Film--simulated counselor training. Counselor Education and Supervision, 1971.
- Dawson, Richard W. K. Personality and peer counselors: An Australian study. Personnel and Guidance Journal, 1973, 52, 46-49.
- Dinkmeyer, Don C. Use of the encouragement process in Alderian counseling. Personnel and Guidance Journal, 1972, 51, 177-181.
- Driver, Helen I. Small group discussion. Personnel and Guidance Journal, 1952, 31, 173-175.
- Dworkin, E. P., & Dworkin, A. L. The activist counselor. Personnel and Guidance Journal, 1971, 49, 748-753.
- Frankl, Viktor E. Man's search for meaning. New York: Beacon Press, 1971.
- Fromm-Reichmann, Frieda. The client's future and the therapist's past. In Bernard G. Berenson & Robert R. Carkhuff, (Eds.), Sources of Gain in Counseling and Psychotherapy. New York: Holt, Rinehart and Winston, 1967.
- Gibbs, J. T. Black students/white university: Different expectations. Personnel and Guidance Journal, 1973, 51, 463-469.

- Glasser, William. Schools without failure. New York: Harper and Row, 1969, 12-24.
- Gordon, J. E. Project CAUSE: The federal anti-poverty program and some implications of sub-professional training. American Psychologist, 1965, 20, 334-342.
- Grant, C. W. How students perceive the counselor's role. Personnel and Guidance Journal, 1954, 32, 383-389.
- Green, R. L. After school integration--what? Problems in social learning. The Psychological Consequences of Being a Black American. New York: John Wiley & Sons, 1971.
- Griffin, Andrew H. Teaching counselor education to black teenagers. Unpublished manuscript, Harvard University, 1972.
- Grigg, N. E., & Goodstein, L. D. The use of clients as judges of the counselor's performance. Journal of Counseling Psychology, 1959, 35, 31-36.
- Gumaer, Jim. Peer-facilitated groups. Elementary School Guidance and Counseling, 1973, 8, 4-11.
- Harris, Thomas A. I'm ok--you're ok. New York: Harper and Row, 1969.
- Heller, H.; Meyers, R. A.; & Kline, L. V. Interview behaviors as a function of standardized client roles. Journal of Consulting Psychology, 1963, 27, 117-122.
- Ivey, A.; Normington, C.; Miller, C.; Morrill, W.; & Haase, R. Micro-counseling and attending behavior: An approach to prepracticum counselor training. Journal of Counseling Psychology, 1968, 15, Part II, monograph supplement.
- Jackson, Gerald. Black youth as peer counselors. Personnel and Guidance Journal, 1972, 51, 280-285.
- Jones, J. E. A comparative study of the helping relationship response tendencies of members of various occupational groups. Unpublished doctoral dissertation, University of Alabama, 1965.
- Jones, John E., & Pfeiffer, W. Annual handbook for group facilitation, 1973.
- Karsive, Harris E. How volunteers can help. Children, 1967, 14, 151-156.

- Krasner, L. The therapist as a social reinforcement machine. In H. H. Strupp & L. Luborsky, (Eds.), Research in Psychotherapy. Washington, D.C.: American Psychological Association, 1962.
- Katz, B. EAC: A store-front counseling agency in an inner-city ghetto. New York State Personnel and Guidance Association Journal, 1971, 6, 31-43.
- Kelley, Janet A. Are you looking at the group? Personnel and Guidance Journal, 1952, 31, 91-95.
- Lessinger, Leon M. Every kid a winner: Accountability in education. New York: Simon and Schuster, 1970.
- Loevinger, Jane. The meaning and measurement of ego development. Paper presented at American Psychological Association, Los Angeles, California, September, 1964.
- MacLennan, B. W. Special problems in training the non-professional. Paper presented at the 74th Annual Convention of the American Psychological Association, New York, September, 1966.
- Mays, Benjamin. An editorial. The Crisis, 1930, 37, 408-410. N.A.A.C.P.
- McGrew, J. M. Counseling the disadvantaged child: A practice in search of a rationale. School Counselor, 1971, 18, 165-176.
- Mead, G. H. Mind, self and society. Chicago: University of Chicago Press, 1934.
- Michelson, D., & Stevic, R. Preparing counselor to meet the needs of students. Counselor Education and Supervision, 1967, 7, 76-77.
- Mitchell, H. The black experience in higher education. Counseling Psychologist, 1970, 2, 30-36.
- Mills, D. H., & Abeles. Counselor needs for affiliation and nurturance as related to liking for clients and counseling process. Journal of Counseling Psychology, 1965, 12, 353-358.
- Mills, D. H.; & Mencke, R. Characteristics of effective counselors: A re-evaluation. Counselor Education and Supervision, 1967, 6, 332-334.
- Mosteller, F., & Moynihan, Daniel P. On equality of educational opportunity. New York: Random House, 1972.

- Mozee, Elliott. Counselor, evaluate thyself! Personnel and Guidance Journal, 1972, 51, 285-287.
- Murrow, Casey and Liza. Children come first. New York: American Heritage Press, 1971.
- Pallone, Nathaniel; Hurley; & Rickard. Black students and school counselor: Rhetoric and reality. The School Counselor, 1973, 20, 259-267.
- Panther, Edward E. Simulated consulting experience in counselor preparation. Counselor Education and Supervision, 1971, 11, 17-23.
- Patterson, C. H. Test characteristics of rehabilitation counselor trainees. Journal of Rehabilitation, 1962, 28, 15-16.
- Phillips, W. B. Counseling Negro pupils: An educational dilemma. Journal of Negro Education, 1960, 29, 504-507.
- Pierce, R.; Carkhuff, R. R.; & Berenson, B. G. The differential effects of high and low functioning counselors upon counselors-in-training. Journal of Clinical Psychology, 1967, 23, 212-215.
- Porter, E. H. An introduction to therapeutic counseling. Cambridge, Massachusetts: Riverside Press, 1950.
- Pryer, Margaret W.; Distefano, M. K. Jr.; & Marr, L. Attitude changes in psychiatric attendants following experience and training. Mental Hygiene, 1969, 53, 253-257, (on microfilm).
- Quay, L. C. Problems in the evaluation of attendant-employee training programs. American Journal of Mental Deficiency, 1960, 65, 322-325.
- Racial cultural factors in counseling, Tape #140. American Personnel and Guidance Association, Chicago, March 27, 1972.
- Rappaport, R. N. Community as doctor: New perspectives on a therapeutic community. London: Tavistock Publications; and Springfield, Illinois: Charles C. Thomas, 1960.
- Reding, G. R., & Goldsmith, E. F. The non-professional hospital volunteer as a member of the psychiatric consultation team. Community Mental Health Journal, 1967, 3, 267-272.

- Reiff, R. Mental health manpower and institutional change. American Psychologist, 1966, 21, 540-548.
- Reiff, R., & Riessman, F. Indigenous non-professional: A strategy of change in community action and community mental health. New York: National Institute of Labor Education, 1946.
- Reinherz, H. College student volunteers as case aides in a state hospital for children. American Journal of Orthopsychiatry, 1963, 33, 544.
- Reinherz, Helen. Leadership of student volunteers. Mental Hospitals, 1962, 13, 600-603.
- Reinherz, Helen. The therapeutic use of student volunteers. Children, 1964, 2, 137-142.
- Richan, W. C. A theoretical scheme for determining roles of professional and non-professional personnel. Social Work, 1961, 22-28.
- Richardson, R. K. Prediction of rehabilitation counselor effectiveness: The relationship of counselor characteristics to supervisors' ratings. Unpublished doctoral dissertation, University of Iowa, 1969.
- Riessman, F. The helper; therapy principle. Social Work, 1965, 10, 27-32.
- Rioch, Margaret. Changing concepts in the training of therapist. Journal of Consulting Psychology, 1966, 30, 289-291.
- Rogers, Carl. On becoming a person. Boston: Houghton-Mifflin, 1961.
- Rosenthal, R. On the social psychology of the psychological experiment: The experimenter's hypothesis as unintended determinant of experimental results. American Science, 1963, 51, 268-283.
- Rosenthal, R.; & Fode, K. L. Psychology of the scientist: Three experiments in experimenter bias. Psychol. Rep., 1969, 12, 491-511.
- Rotter, J. B., & Willerman, B. The incomplete sentences test as a method of studying personality. Journal of Consulting Psychology, 1947, 11, 43-48.
- Rouseve, R. J. Some aspects of the self-sentiments of Negro American youth. National Catholic Guidance Conference Journal, 1966, 10, 257-270.

- Runyon, Richard P., & Huber, Audrey. Fundamentals of behavior statistics, (2nd ed.). Newberry, Massachusetts: Addison-Wesley Publishing Company, 1971.
- Russell, R. D. Black perceptions of guidance. Personnel and Guidance Journal, 1970, 48, 721-728.
- Salomone, P. R. Rehabilitation counselor job behavior and vocational personality: Needs and work style. Unpublished doctoral dissertation, University of Iowa, 1968.
- Sechrest, L., & Wallace, J. Psychology and human problems. Columbus, Ohio: Charles E. Merrill, 1967.
- Shaffer, L. F., & Shoben, E. J. Jr. Common aspects of psychotherapy. In Psychotherapy: Learning New Adjustments. Boston: Houghton-Mifflin, 1957.
- Sills, David L. Gestalt theory. International Encyclopedia of the Social Sciences, 1968, 6, 158-175.
- Snider, J. G., & Osgood, Charles E. Semantic differential technique. Chicago: Aldine Publishing Company, 1969.
- Sprinthall, Norman A.; Masher, Ralph L. et al. Psychological education: A means to promote personal development during adolescence. The Counseling Psychologist, Volume II, Number 4, 1971.
- Stanton, J. V. A trained and validated style of counseling: Reconstructive therapy. Unpublished manuscript, University of Massachusetts, 1971.
- The development of a positive self-concept among students, Tape #215. American Personnel and Guidance Association, Chicago, March 27, 1972.
- Tiedeman, D., & Tiedeman-Miller, A. L. Guidance in learning: An examination of roles in self-centering during thinking. The School Counselor, 1973, 20, 334-339.
- Truax, C. B., & Carkhuff, R. R. For better or for worse: The process of psychotherapeutic change. Recent Advances in Behavioral Change. Montreal: McGill University Press, 1964.
- Vontress, C. E. Counseling blacks. Personnel and Guidance Journal, 1970, 48, 713-719.

Vontress, C. E. Cultural barriers in the counseling relationship. Personnel and Guidance Journal, 1969, 48, 18-23.

Vontress, C. E. Counseling Negro adolescents. School Counselor, 1967, 15, 86-91.

Vontress, C. E. Counseling Negro students for college. Journal of Negro Education, 1968, 37, 37-44.

Vriend, Thelma J. To lead one another. Capsule, Spring, 1970.

Ward, E. J. A gift from the ghetto. Personnel and Guidance Journal, May, 1970, 48, 752-757.

Watson, Bernard C. Who says education doesn't make a difference? The Common, January, 1974.

Warman, R. E. Differential perceptions of counseling role. Journal of Counseling Psychology, 1960, 7, 269-274.

Washington, B. B. Perceptions and possibilities. Personnel and Guidance Journal, 1970, 48, 757-761.

Weinrach, S. G. Integration is more than just bussing. School Counselor, 1973, 20, 276-279.

Wigtel, J., & Tucker, R. Racism and the school counselor. Illinois Personnel and Guidance Association Journal, 1971, 7, 3-9.

Wilcox, Roger Clark. The psychological consequences of being a black American. New York: John Wiley and Sons, 1971.

A P P E N D I C E S

APPENDEX A

A PROPOSAL
PEER COUNSELING

Margaret B. White

1972

TABLE OF CONTENTS

- I. GENERAL DESCRIPTION
- II. PURPOSE
- III. RESEARCH DESIGN
 - a. Selective Process
 - b. Admissions
 - c. Locations
 - d. Training
 - e. Options
 - f. Implementations
- IV. APPENDICES
 - a. Application for admission
 - b. Job Application Practice Sheet
 - c. Application for State Colleges
 - d. Parent Confidential Form
 - e. Sample Letters
 - f. Schedule for Peer Counselors
 - g. Summary Sheet
 - h. Facts to Remember

I. GENERAL DESCRIPTION

The peer counseling concept is to try and provide a meaningful and workable alternative to the traditional Guidance Counselor program or role. The concept advocates the training of inner-city high school students as peer counselors, so that they will be able to support, help, relate and/or improve some major aspects of his peers subculture.

Once in the program, the student will find available many opportunities to express, promote, actualize and be aware of self, the family, the community, the world. This program will provide the opportunity for the student to make responsible, (we hope) practical decisions that will enable him to apply himself - wholly.

II. PURPOSE

The purpose is to develop better human beings - through support and reinforcement of their peers. To have peer counselors make use of their relationships to provide a supplementary arm to counseling and study programs. To help formulate and list educational, attitudinal, and behavioral objectives, and help person or persons plan a given program designed as a means of achieving these objectives:

- a.) To provide young people with the opportunity to discuss areas that disturb them.
- b.) To train students to give aide and assistance as peer leaders.
- c.) To help students, plan for improvement and the evaluating of self to help determine results.
- d.) To exact commitments from the peer counselor and the students having each one realize his or her responsibility.
- e.) To aid each student in the understanding that he or she does have some control over their behavior; and that they can make changes which will improve their lives.

III. RESEARCH DESIGN

Selective Process

A group of eight students will be selected to act as the demonstration group and eight in the control group. The criteria for selection will be a combination of the following:

The ability to measure, access and evaluate self	
Communicate skills	Involvement in school and community
Levels of self-explanation	Active participation

Problem solving abilities	A sense of trust
Appearance	Concern
The ability to measure, access and evaluate others	
Patience and perserverance	Black youth
Parent and teacher evaluation	
Grades and attendance	
Sibling rivalry	
Peer relationship, male and/or female	

The activities of the group will take place once a week on a regular basis, for one hour, after school; and various other times in my office, in my home and at pre-arranged gatherings and activities.

One day each week, (Tuesday) will be devoted to group counseling. During these sessions, the emphasis will be put on self and the necessary ingredients needed to succeed in school, home with peers, in the community, etc. We will discuss work habits, study habits, grades, sex, jobs, human relations in general and boy-girl relations specifically. Also, part of the time will be used to plan activities for other sessions and social functions.

The main area of concentration is the "self", trying to find out who, what, where and how about themselves. Discussing the supportive forces needed to attain some degree of success and inner contentment. Realizing that support is needed from parents and the community, but placing a great deal of the responsibility on the daily choices each individual makes, so that the need and desire for an education is then real and alive with purpose and meaning.

The Trainer

The ingredients I have displayed that have caused me to be effective to some degree are the same criteria used to select the students with a few exceptions for the demonstration group. I rated myself, just as I rated them, realizing that I function (most of the time) at a high facilitative level. (Carkhuff 1969) being human I also function at times, at minimally facilitative levels. Realizing that training in the helping professions may be for better for worse (Carkhuff 1969) observation by trained personnel declares that clients of counselors who offer high levels of care, facilitative, and action-oriented conditions improve while those of counselors who offer low levels of these conditions deteriorate (Carkhuff 1969). Therefore, I try always to be a high level functioning person.

Admission

The only criteria needed for participation is "desire". If a student meets the eligibility requirement, he is asked to sign a request for admissions form, this is Appendix A.

Locations

The teachers' cafeteria will be used after school on Tuesdays from 2:15 p.m. until 3:15 p.m. or later. The Girls' Club-Family Center at 100 Acorn Street will be used after school, Monday through Friday at a later time. The hours and place for counseling will be displayed in the front hall at the Girls' Club, giving the names of Peer Counselors and their time for counseling.

Informal Training

I have been training these students in an informal way since October, 1972. A dimension of my commitment was to expose the students to an alternative kind of life style. I presented myself as their helper. Through everyday conversations, small group sessions, on the spot mini-lectures, telephone conversations, and individual conferences, exposure was realized. We discussed, agreed, and disagreed about appearances, manners, planning, study habits, positive and negative outcomes, abilities and strategies for living. Trust is being developed due to our experiences and togetherness. Time and effort on everyone's part involved with the group will help to bring about self-disclosure, openness and flexibility, confidence, commitment, and other more dynamic personality characteristics (Carkhuff 1969). Many of these dimensions, especially empathy, respect, genuineness, concreteness, confrontation and immediacy have supported the group thus far. An accumulation of studies offers substantial support for these core, facilitative and action-oriented dimensions to client and patient outcomes. (Carkhuff 1969).

To encourage constructive change in others, the following proposition will be discussed:

Counselors must learn to trust their own experience and feedback and use this learning in terms of what is effective for them.

Counselors must constitute models for effective living.

What are the human benefits of interpersonal learning?

Why only in understanding the person being helped as well as in enabling him to understand himself can effective alternative courses of action and development cause constructive direction?

Why is it necessary to group and regroup, if the directed plan used by the client fails?

Why is it necessary for clients to experience measures of success when trying to solve problems?

Why should problems be explored and commitments made?

Can there be self-understanding without self-exploration?

Options

One of the basic concepts of peer counseling is to encourage the development of responsible decision making by students. We want to utilize the educational, community and business agencies, facilities and people to improve the needs of our students. As a result, the student who elects to participate in the Peer Counseling Program will be able to avail himself of the options which are listed below:

a. On Campus Options

1. Counseling by Guidance and/or Peers in cafeteria on Tuesday
2. Tutoring
3. Instructions concerning forms and applications
4. College and work information
5. Rap Sessions
6. Planning activities for the participants.

b. Mobile Unit

1. Counseling by Guidance and/or Peers at Girls Club
2. Tutoring
3. Instructions concerning forms and applications
4. College and work information
5. Planning activities for all participants
6. Rap Sessions

c. Service Project Options

Agency	Contact Person(s)
Girls' Club and Family Center	Henry Dawson, Director
The Girls' Club is interested in having students assist in various capacities on a volunteer basis.	J. Thomas, Personnel

Springfield Day Nursery	Mrs. Mary Malarkey,
The Day Nursery is interested in having students work in child care and nursery school activities with young children.	Executive Director
	Dana Berry, Ed. Dr.

Tapley School	Stanely Kogut, Principal
Tutoring and Counseling elementary students	Mrs. M. Ella Singleton, Counselor

Springfield Welfare Department	Mr. Thompkins, Dr.
Students could help elderly or indigent citizens become clerical aids to social workers.	

School Volunteers for Springfield
Working through the School
Volunteers organization, students
may work in the tutoring program,
assist in school libraries, or
develop enrichment programs for
elementary or junior high school
students.

Mrs. Diane Ascoti,
Secretary
Mrs. Donald Newhouse,
Director

Springfield Northern Educational
Service

Mrs. Erma Jefferson,
Coordinator

The major emphasis of this pro-
gram is one-to-one tutoring. Stu-
dents needed in reading and other skills.

Springfield Urban League
To assist in office work

Mr. Warner Henson,
Executive Director

Winchester Square Library
To aid and assist in the
Children's Library.

Mrs. Bettye Webb,
Director

Implementation

The following are general guidelines for the implementation of the Peer Counseling program:

- 1.) Students must apply for admission to the program on the form provided.
- 2.) The Guidance Counselor and Peer leaders will discuss each applicant and will notify the student of the first meeting.
- 3.) A meeting will be held (at both sites) to describe the philosophy, procedures, aims, and purposes.
- 4.) A brochure will be distributed to each student describing the general philosophy, aims and purposes. Special emphasis concerning the commitment of the individual will be stressed.
- 5.) A prepared list of students for each site will be available and given to the Peer Leaders.
- 6.) The Guidance Counselor will serve as the Coordinator at each site.
- 7.) A bulletin board or bulletin board space will be provided at each site to display information about peer counseling, its activities, etc.
- 8.) All "project options" must be arranged through the Coordinator.
- 9.) Peer leaders will keep up dated files on students, this should include dates of sessions, interest, problems, project options, etc.

1st, he needs to involve himself in a warm and personal relationship with his client.

2nd, he deliberately avoids dwelling on the past.

3rd, he needs to encourage the client to examine and evaluate his behavior in a rational way and make a judgement that what he's doing is beneficial.

4th, he should work out, with the client, a new plan of behavior.

5th, he should commit the client, by a hand shake, a written statement or a signed contract, to the new plan.

6th, he must avoid punishment - he must accept no excuses on the part of the client, and if need be, must review and rework the plan until the client does, in fact, accomplish something positive.

Application for Admission

To

Peer Counseling Program

Student's Name _____ Grade _____ Home Room _____

School _____

Parent or Guardian's Name _____

Address _____ Telephone _____

For The Student

I, _____ have read and understood the purposes of the Peer Counseling Program. I hereby apply for admission to the Peer Counseling Program. I, _____ make a personal commitment to myself and those participating in the program; through my own efforts to improve in the area of, _____
_____.

_____ Date

_____ Student's Name

_____ Peer Counselor

_____ Margaret B. White
Guidance Counselor

Job Application Practice Sheet

(Most job application forms ask for information like this)
(print or type)

Name _____

Address _____

Either yours or one where
you can be reached fast

Telephone _____

Social Security Number _____

Education

Name and Address of School	Years Attended	Graduated

Experience (Places you have worked)

Name and Address of Company	Employment Dates	Supervisor

Special Skills

Clubs or Societies

Special Interest or Hobbies

References (3)

Name and Address and Phone Number

1.
2.
3.

78 High Street
Springfield, Massachusetts
March 20, 1973

Mr. Rand Smith
Dolittle Company
Hollis, New York

Dear Sir:

Thank you for the interview. I look forward to hearing from you, for I am very interested in the position.

Sincerely,

Mary B. Brown

28 Dull Avenue
Holyoke, Massachusetts
May 10, 1973

Dr. John E. Deady, Superintendent
Springfield School Department
195 State Street
Springfield, Massachusetts

Dear Dr. Deady:

I am requesting an interview for the position of Guidance Counselor. I will be available after May 12, 1973.

Enclosed is my resume. If there are further questions, please call 733-6889, after 4 o'clock.

Thanks for your consideration and time.

Sincerely,

Mabel C. Jones.

78 High Street
Springfield, Massachusetts
March 20, 1973

Mr. Rand Smith
Dolittle Company
Hollis, New York

Dear Sir:

Thank you for the interview. I look forward to hearing from you, for I am very interested in the position.

Sincerely,

Mary B. Brown

28 Dull Avenue
Holyoke, Massachusetts
May 10, 1973

Dr. John E. Deady, Superintendent
Springfield School Department
195 State Street
Springfield, Massachusetts

Dear Dr. Deady:

I am requesting an interview for the position of Guidance Counselor. I will be available after May 12, 1973.

Enclosed is my resume. If there are further questions, please call 733-6889, after 4 o'clock.

Thanks for your consideration and time.

Sincerely,

Mabel C. Jones

Girls' Club and Family Center

Technical High School

Schedule

Time	Peer Counselor					
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

Summary Chart

Name of Student _____

Date of Session _____

Student's Educational Plans _____

Student's Vocational Plans _____

Student's Reactions _____

Problem Area _____

Positive Action Needed _____

Peer Counselor's Signature _____

Last name *One letter per box*

Grid for last name

Maiden name

First name *one letter per box middle initial in box labeled M I*

Grid for first name

Middle initial

M I

Month

Grid for month

Month

Day

Year

Day

Grid for day

Year

Grid for year

County

Grid for county

State and Code

Grid for state and code

County

State

Zip Code

Married (M)

Married (M)

State of birth (O) Foreign (F)

International Student Program *Refer to Instruction Booklet for description of program. Yes (Y) No (N)*

Church (F) Independent (I) Parochial (R)

From (M) (not first)

Grid for F.E.B. Number

From

Year

To

Year

City State

F.E.B. Number

From

Year

To

Year

City State

Colleges attended *Most first at first*

Grid for C.E.B. Number

From

Year

To

Year

City State

C.E.B. Number

From

Year

To

Year

City State

Degree held at planned entrance date (transfers only)

A.B. (1) Associate in Science (2) Certificate (3) Bachelor of Arts (4) Bachelor of Science (5) *Refer to*

Non veteran (U) Veteran (V) Service Branch

Entry date

Separation date

Financial aid Yes (Y) PCS must be filed No (N)

Massachusetts Teacher Certification Yes (Y) No (N) Undecided (U)

1st College

Grid for 1st college

C.C.

P.A.

T.A.

Major

F.P.

H

E.P.

Refer to Instruction Booklet for appropriate codes

If you ever previously applied to this school: year you applied

2nd College

Grid for 2nd college

C.C.

P.A.

T.A.

Major

F.P.

H

E.P.

If you ever previously applied to this school: year you applied

3rd College

Grid for 3rd college

C.C.

P.A.

T.A.

Major

F.P.

H

E.P.

If you ever previously applied to this school: year you applied

Confidentiality of Records

Information that applicants that is furnished to the Massachusetts State College System shall be kept confidential and will only be released to authorized State College System personnel for educational agencies and institutions for their official purpose.

Parent or guardian signature

Applicant signature

Date

Area Code

Telephone number

I hereby certify that the information furnished on this Application Form is true and correct.

Freshman Applicants

Freshman Applicants

Applications are not complete until the SDO results, the SAT scores and a high school transcript have been sent directly to the State Colleges to which you are applying.

Applicants must complete until transcripts of all college work have been sent to the State Colleges to which you are applying.

FACTS TO REMEMBER

Notes, Suggestions, Ideas:

Girls' Club and Family Center

Technical High School

Schedule

Time	Peer Counselor					
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

Summary Chart

Name of Student _____
Date of Session _____
Student's Educational Plans _____
Student's Vocational Plans _____
Student's Reactions _____
Problem Area _____
Positive Action Needed _____
Peer Counselor's Signature _____

APPENDIX B

TRAINING SESSION

BOOKLET

Submitted by:
Margaret B. White

Implementation

The following are general guidelines for the implementation of the Peer Counseling program:

- 1) Students must apply for admission to the program on the form provided.
- 2) The Guidance Counselor and Peer leaders will discuss each applicant and will notify the student of the first meeting.
- 3) A meeting will be held (at both sites) to describe the philosophy, procedures, aims, and purposes.
- 4) A brochure will be distributed to each student describing the general philosophy, aims and purposes. Special emphasis concerning the commitment of the individual will be stressed.
- 5) A prepared list of students for each site will be available and given to the Peer Leaders.
- 6) The Guidance Counselor will serve as the Coordinator at each site.
- 7) A bulletin board or bulletin board space will be provided at each site to display information about peer counseling, its activities, etc.
- 8) All "project options" must be arranged through the Coordinator.
- 9) Peer Leaders will keep up-dated files on students, this should include dates of sessions, interest, problems, project options, etc.

1st, he needs to involve himself in a warm and personal relationship with his client.

2nd, he deliberately avoids dwelling on the past.

3rd, he needs to encourage the client to examine and evaluate his his behavior in a rational way and make a judgement that what he's doing is beneficial.

4th, he should work out, with the client, a new plan of behavior.

5th, he should commit the client, by a hand shake, a written statement, or a signed contract, to the new plan.

6th, he must avoid punishment - he must accept no excuses on the part of the client, and if need be, must review and rework the plan until the client does, in fact, accomplish something positive.

Application for Admission

To

Peer Counseling Program

Student's Name _____ Grade _____ Home Room _____

School _____

Parent or Guardian's Name _____

Address _____ Telephone _____

For The Student

I, _____ have read and understood the purposes of the Peer Counseling Program. I hereby apply for admission to the Peer Counseling Program. I, _____ make a personal commitment to myself and those participating in the program; through my own efforts to improve in the area of, _____
_____.

Date

Student's Name

Peer Counselor

Margaret B. White
Guidance Counselor

APPENDIX C

MEASURING SCALES

CARKHUFF Counseling Effectiveness Scales

Directions: Circle the number that describes your actions and reactions to your peers at this time

Name

Group

Date

		1	2	3	4	5
1.	Empathy	1	2	3	4	5
2.	Respect	1	2	3	4	5
3.	Concreteness	1	2	3	4	5
4.	Genuineness	1	2	3	4	5
5.	Confrontation	1	2	3	4	5
6.	Self-Exploration	1	2	3	4	5

Carkhuff's Scale of
Measurement

Self-Exploration In Interpersonal Processes

A Scale For Measurement

Level 1

The helpee does not discuss personally relevant material, either because he has no opportunity to do so or because he is actively evading the discussion even when it is introduced by the helper.

Example: The helpee avoids any self-description, self-exploration, or direct expression of feelings that would lead him to reveal himself to the helper.

Level 2

The helpee responds with discussion to the introduction of personally relevant material by the helper but does so in a mechanical manner and without demonstrating feeling.

Example: The helpee simply discusses the material without exploring its significance or attempting further exploration of his feelings in an effort to uncover related feelings or material.

Level 3

The helpee voluntarily introduces discussions or personally relevant material but does so in a mechanical manner and without demonstrating emotional feeling.

Example: The emotional remoteness and mechanical manner of the discussion give it a quality of being rehearsed.

Level 4

The helpee voluntarily introduces discussions of personally relevant material both spontaneity and emotional proximity.

Example: The voice quality and other characteristics of the helpee are very much "with" the feelings and other personal material being verbalized.

Level 5

The helpee actively and spontaneously engages in an inward probing to newly discovered feelings or experiences about himself, and his world.

Example: The helpee is searching to discover new feelings concerning himself and his world even though at the moment he may be doing so perhaps fearfully and tentatively.

Helper Self-Exploration: Guidelines for the Helper

1. The helper will find that he is most effective when he establishes helpee self-exploration as his immediate goal.
2. The helper will find that he is most effective in eliciting helpee self-exploration when he initially attempts to understand the helpee at the level at which the helpee presents himself.
3. The helper will find that he is most effective when he initially offers minimally facilitative levels of facilitative conditions.
4. The helper will find that he is most effective when he employs the helpee's self-sustaining level of self-exploration as his guide for movement to the next stage of helping.
5. The helper will find that he is most effective when he is open to repetition of the cycle of self-exploration both within and between different content areas.

Measuring Scales

Level 1

The helpee does not discuss personally relevant material, either because he has no opportunity to do so or because he is actively evading the discussion even when it is introduced by the helper.

Example: The helpee avoids any self-description, self-exploration or direct expression of feelings that would lead him to reveal himself to the helper.

Level 2

The helpee responds with discussion to the introduction of personally relevant material by the helper but does so in a mechanical manner and without demonstrating feeling.

Example: The helpee simply discusses the material without exploring its significance or attempting further exploration of his feelings in an effort to uncover feelings or material.

Level 3

The helpee voluntarily introduces discussions of personally relevant material but does so in a mechanical manner and without demonstrating emotional feeling.

Example: The emotional remoteness and mechanical manner of the discussion give it a quality of being rehearsed.

Level 4

The helpee voluntarily introduces discussions of personal material with both spontaneity and emotional proximity.

Example: The voice quality and other characteristics of the helpee are very much "with" the feelings and other personal material being verbalized.

Level 5

The helpee actively and spontaneously engages in an inward probing to newly discovered feelings or experiences about himself, and his world.

Example: The helpee is searching to discover new feelings concerning himself and his world even though at the moment he may be doing so perhaps fearfully and tentatively.

The following "guidelines" are "helper self-exploration."

1. The helper will find he is most effective when he established helpee self-exploration as his immediate goal.
2. The helper will find that he is most effective in eliciting helpee self-exploration when he initially attempts to understand the helpee at the level at which the helpee presents himself.
3. The helper will find that he is most effective when he initially offers minimally facilitative levels of facilitative conditions.
4. The helper will find that he is most effective when he employs the helpee's self-sustaining level of self-exploration as his guide for movement to the next stage of helping.
5. The helper will find that he is most effective when he is open to a repetition of the cycle of self-exploration both within and between different content areas.

Specific Functions of the Counselor

He needs to involve himself in a warm and personal relationship with his client.

He deliberately avoids dwelling on the past.

He needs to encourage the client to examine and evaluate his behavior in a rational way and make a judgement that what he's doing is beneficial.

He should work out, with the client, a new plan of behavior.

He should commit the client, by a hand shake, a written statement or a signed contract, to the new plan.

He must avoid punishment - he must accept no excuses on the part of the client, and if need be, must review and rework the plan until the client does, in fact, accomplish something positive.
Glasser (1972)

Ivey's Attentive Behavior Skills

Eye Contact

1.

1 2 3 4 5

Physical
Attentiveness

2.

1 2 3 4 5

Verbal
Attention

3.

1 2 3 4 5

Name

Group

Date

Semantic Differential

Osgood's (Feeling - Reaction Scale)

How would you rate your over-all feelings about counseling?

Directions: Circle the word on each line that expresses your feelings, then circle the number that expresses the depth of that feeling.

	Strongly in favor			Strongly against	
	1	2	3	4	5
1. Just-unjust	1	2	3	4	5
2. Fast-slow	1	2	3	4	5
3. Peaceful-ferocious	1	2	3	4	5
4. Active-passive	1	2	3	4	5
5. Good-bad	1	2	3	4	5
6. Black-white	1	2	3	4	5
7. Nice-awful	1	2	3	4	5
8. Kind-cruel	1	2	3	4	5
9. Valuable-worthless	1	2	3	4	5
10. Clean-dirty	1	2	3	4	5
11. Soft-hard	1	2	3	4	5
12. Honest-dishonest	1	2	3	4	5
13. Fair-unfair	1	2	3	4	5
14. Delicate-rugged	1	2	3	4	5
15. Beautiful-ugly	1	2	3	4	5
16. Brave-cowardly	1	2	3	4	5
17. Strong-weak	1	2	3	4	5

Name

Group

Facts to Remember

Notes, Suggestions, Ideas:

APPENDIX D

Interviews: Demonstration Group/Parents

- #1 My daughter has been helped greatly, she has matured, this was demonstrated in school and in her personal life. The program has helped to help her become a more reliable person. Her knowledge of self and society has been broadened - her ability to communicate, the ability to seek help when needed and she has been inspired by her trainer. She believes that she wants to pursue a career in teaching and later on in counseling.
- #2 This program has helped my daughter a lot. I hope she will be able to solve her problems - she has improved in many different ways, she's more grown up, she's responsible and I can rely on her. She's been a great help to me.
- #3 My daughter enjoyed helping others, her only complaint was she wanted to participate more. Due to her involvement in the program, there was a difference in how she dealt with her own sisters and brothers, her relationship with us improved. She is motivated to the point where she now wants to continue her education and go to college to become a counselor. I could not have made this statement six months ago, for whenever we questioned her about what she wanted to do? she didn't really know what she wanted to do. The strong force has been you Ms. White, her relationship with you has caused her to want to emulate you, she wants to be like you. We want our daughter to continue in this program. It's interesting and helpful.
- #4 + 5 I think the program has been very good for the girls. They have shown a great deal of improvement in their manners, school work and their ways. They became more mature in a lot of ways and they helped other children - this was beautiful. Because of the many experiences they are now better able to handle themselves better. It's been a wonderful program, keep up the good work.

#6 My daughter took great pride in being a member of the group. She enjoyed being able to help smaller children. We discussed some of her cases she now has a better understanding of others. She grew up doing this program. She was conscientious about her participation. She is better able to express herself with us. I want her to continue in the program. During her months of participation she was exposed to many other things, she became more aware of herself, her family and the people around her.

#7 "Due to the program I know my daughter was helped. It encouraged her mind to be more active. She is the baby of the family and was spoiled by all of us. She stopped being selfish. (10 brothers and sisters). She began to take more pride in her appearance, she loss weight, she helped around the house more, and she began to take a liking to younger children (before this she had no patience with small children). I'm proud of my little girl. She began to mix with other young people, it got her out of the house, she gained new friends, she grew up. She never wanted to miss her sessions with the group or with the younger children, my daughter gained responsibility and we're proud. She wants to continue next year". Mother's statement.

#7 I want to state that the program that my daughter participated in during the year was beneficial to all of us. She's become quite a young lady. We're proud of her and her association with you (the researcher) and the program. This program has been quite a success. I hope she continues in the program during the coming year. Father's statement.

I'm _____ mother. I want to state that she has more confidence in herself. She has always taken good care of herself, but now she thinks ahead more and she acts more grown up. Helping others helped her help herself. I hope for my daughter to continue in this program. It is a good program for the teenagers and the younger children.

APPENDIX E

AN EXAMPLE OF IMPLEMENTATION

SPRINGFIELD, MASSACHUSETTS

The traditional models (counselors) continue to by pass those students that appear to need the most help, regardless of the new rhetoric. Therefore, a peer counseling program appears as one of the alternatives to help meet the needs of these students. The expansion of a counseling program using peers to promote positive mental health should be implemented in the city's high schools is recommended.

First, this idea needs to be presented to the Assistant Superintendent in charge of Counseling and Psychological Services and to the Assistant Superintendent in charge of High Schools, enlightening them to the advantages of such a program. If they are receptive, then, a meeting with the Director of Title I, the Budget Director, and the Supervisor in charge of Writing Proposals should meet to determine the needs and facilities and identify the number of persons that could take part in the program.

I propose that one counselor interested in promoting this type of program from each school meet with this trainer at a given date before the end of the school year. At the proposed meeting, data will be presented to the group, stressing the benefits of such a program, making the counselors aware of training they would need (during the summer months) in a workshop, asking for input as to dates, place, and time, and making available to them the proposal as it was presented to the school department.

In one week, a second meeting would be held. A secretary would be appointed to keep an up to date diary of the entire program, definite dates of the workshop would be established and proposed cites would be suggested.

The writer anticipates with advanced planning, peer counseling programs would be initiated at the beginning of the school year in each of the high schools, with a trainer at each cite and this writer serving as the coordinator.

HELPING RELATIONSHIP INVENTORY

INSTRUCTIONS--PLEASE READ CAREFULLY

This is not a test in the sense that your answers can be right or wrong. It is a survey of your feelings concerning the relationship between two persons when one is attempting to help the other. Imagine yourself as a person to whom another person has come for personal assistance. Each of the items represents possible interchanges between you and your "client," who seeks your help. The "client" begins the conversation by talking about an aspect of the situation he faces. No further information is available on the case. You will not know at what point in the conversation the interchange takes place. In short, you are presented with an isolated statement. This is followed by five possible responses that you may make. Arrange these responses in the order of your preference, using the following code:

- 1 beside the response you would be most apt to favor
- 2 beside the response next most desirable to you
- 3 beside the next
- 4 beside the next, and
- 5 beside the response that least represents your preference.

Example:

1. Woman--Age 26

"I'm planning the menu now. What kinds of foods do you like?"

- 3 a. Pizza and other Italian foods.
- 1 b. Steaks and hamburgers.
- 5 c. Salads and vegetables.
- 2 d. Desserts.
- 4 e. Spanish cooking.

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

1. Woman, age 47. Quite tense.

"I really don't know what to do. Ah,-- I really don't know whether to go back to teaching school. It gets on my nerves so-- I can't hardly stand it. I've got a good salary. Or else make a clean break and really do the thing I'm interested in. (Slight pause.) But that would mean starting in at the bottom with a very small salary and I wouldn't know whether I could do that or not."

- ___ a. Could you tell me a little more about your new field of interest? It is quite important that we think about this clearly.
- ___ b. Well, before you jump into something new you should be very sure that it is really worthwhile and will provide at least the security and feeling of contribution that teaching brings you.
- ___ c. Well, now, possibly I can help you with that decision. Probably you could take some tests which will furnish you with some idea as to whether you might expect to be successful in the line of your new interests. And maybe we could explore some of the things which give you dissatisfaction in your teaching work.
- ___ d. This indecision of yours is an understandable thing and stems from the conflict between your uncertainty over the new line of interest and your mixed feelings of dissatisfaction with the teaching job yet hesitance to leave the security which it affords.
- ___ e. It's really a tough decision, isn't it? Whether to take the risks of starting out in a new field or to stick by the security of the irritating teaching job.

2. Girl, Age 19.

"I tell you I hate my father. I hate him! I hate him! I hate him! And there's no reason for it. He is a minister--a good and righteous man. He has never laid a hand on me, but I have this terrific feeling against him. And it makes me feel so terrible because-- There's no reason for it. It's a sin to hate your father, especially if you don't have any reason for it. I-- It worries me."

- ___ a. Of course you feel guilty about hating him so, especially since you can't put your finger on what he has done to make you hate him. And then, too, even though you see only your hatred of him you'll find that underneath it all you have some love for him and this plays a part in your feelings of guilt.
- ___ b. I guess everyone at some time or another goes through a period when they hate one or both of their parents. It's really not at all uncommon. Most people find that they can work out some way of getting along until things settle down.
- ___ c. This is certainly something which you will want to get cleared up. Happy relationships with parents are too constructive a thing to a person, not only now at your age, but in the future as well; you won't want to jeopardize what it can mean to you.
- ___ d. It worries you that you should hate your father without reason and yet feel sinful for hating him.
- ___ e. I think we ought to get to the root of that worry. Tell me about your father--all about him. You say he's never laid a hand on you, but maybe he has ~~not~~ let you do a number of things you wanted to do. Can you think of anything along that line?

3. Man, age 30.

"I have the queerest feeling. Whenever anything good happens to me, I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle, and I stood around for weeks before I got up enough courage to ask her for a date and she said yes, and I couldn't believe it! I couldn't believe it so much that I didn't keep the date!"

- a. You've got to grow up, fellow, and get a little more realistic about women. They're human, too, you know, and want dates just as much as you do.
- b. It just doesn't seem real when something good happens.
- c. You have probably denied to yourself so strongly that anything good could happen to you that when it does it seems unreal.
- d. I am wondering whether or not these feelings of unreality are associated with any particular area of your life. Would you like to tell me more about what you mean when you said, "Whenever anything good happens to me?"
- e. Well, I'm not too sure that you should be so worried about it. It doesn't mean anything in itself, really. I think we'll be able to get to the bottom of it all right.

4. Man, age 59.

"I couldn't let my son help me now that I'm down and out. I've got that shred of pride left. Because you see I remember when he was a kid I didn't turn my hand to help him. I tramped around the country. His mother died when the kid was born-- And I let the relatives push him around and stuck him in foster homes, and now-- It certainly was like a knife stuck in me when we met the other day and he said, 'We can make a go of it together, Dad, I've got a little money saved up.' No. No. I won't let him do it. I will clear out of here. It'll be hard, but-- I haven't done one thing for him-- Or anyone else, for that matter."

- a. Have you investigated the possibility of an old age pension? Possibly something could be worked out there that wouldn't make it necessary for you to impose on your son or accept help from him.
- b. What was your married life like? Had you and your wife planned for a child?
- c. Your behavior in the past makes you unworthy of the help your son wants to give you now; is that what you mean?
- d. Have you thought about what it will mean to your son if you don't let him do this thing which he wants to do for you?
- e. I see what you mean. You feel that you don't deserve the help he wants to give because in the past you did nothing to earn it. And your statement that you never have done anything for anyone else makes it look as if it might be a real problem to you to accept responsibility for helping others, and to accept help from others.

5. Man, age 35.

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks, if I can see my goal out there in front. And I don't mind climbing over a few people who get in my way, because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to be somebody."

- ___ a. You see yourself as a deeply ambitious person; is that it?
- ___ b. This driving ambition may stem from a need to attack other people.
- ___ c. What do you suppose is behind this strong determination of yours to get ahead?
- ___ d. It is possible with your drive that you could be successful in a number of fields.
- ___ e. Strong ambition can be a real asset to any man. You say you don't mind climbing over those who get in your way? Couldn't that turn out to do you more harm than good?

6. Man, age 21.

"Shall I marry her? Or shall I think of my future? If a fellow is going to think of his future--if he's got ambition and drive to get ahead--he's got to be hard--and forget all about sentiment. But I do love Marie. I really do. And she's been my inspiration. If we broke off, I don't know what I'd do. I don't know whether I should be able to do a thing, I don't know. On the other hand, I can't afford advanced study and marriage too. And Marie says if we can't get married now she isn't willing to wait--I don't know what to do. I love her, but if she loved me, would she say, 'Now or never.'? That's the thing I can't answer."

- ___ a. That is, you can't decide whether to marry and risk your future or whether to plan for your future and risk losing out on the marriage. They seem so dependent on each other.
- ___ b. It is not really so much of a problem of indecision between marriage and vocational plans as it is the deeper problem of whether you should be dependent upon your own self approval or dependent upon her approval of what you do.
- ___ c. I am wondering if you can't have both the career and marriage. Have you two discussed ways and means of increasing your income by extra work or by her working? Most universities or schools would cooperate with you. And besides, there just isn't time for expensive entertainment among married students working their own way. There would not be the demand for social activities that you might expect to find out in a community.
- ___ d. I think you have got to take into account how Marie will feel if you go ahead and decide to follow your studies and not get married now. What will it do to her? The decision you make ought to take into account what is best for both of you.
- ___ e. I think you may have hit on something significant there: how much she loves you. Could you tell me a little more about that? How she acts toward you and your ideas?

7. Girl, age 29.

"I'm afraid to be alone. I really am. I'm afraid I'll kill myself and I don't want to, but I get so depressed. I get caught in a terrific clutch of fear. It's unreal, but it's there. And I get so worked up I could scream. I want to get outside and I'm afraid to go out in case I run in front of a car-- and I'm afraid to stay in. I'm afraid of myself. I'm afraid to go to the doctor and get an examination. I'm afraid he'll tell me it's cancer. My mother had it. My grandmother, my aunt. I've lived with it all my life, and it's hell. And when this first came up-- See, I break out in a sweat just talking about it. Is there any help?"

- a. Aside from your fear, have you experienced any symptoms which lead you to think you really might have cancer?
- b. This terrific fear just never lets you alone.
- c. If you have any reason at all to think that you might have cancer, you really should try to control your fear enough to have a medical examination.
- d. Would you like to try this: Whenever you experience one of these fears call me on the telephone, either here at the office or at home, and talk it over with me? Talking it over oftentimes helps a person to get a grip on himself.
- e. My guess is that if we trace these fears a bit we'll find that they are not as real as you feel them to be. I think you are punishing yourself for something about which you feel pretty guilty.

8. Woman, age 30.

"I've lived in this town for ten years now, and in the same apartment for seven years, but I don't know anybody. At the office I just can't seem to make friends. I just freeze up. I try to be nice to the other workers, but I feel all stiff and uncomfortable inside. And then I tell myself that I don't care. People aren't dependable. Everyone is out for himself. I don't want any friends. And sometimes I think I really mean that."

- a. Well, I'll tell you what you can do. You can join a small social group at the "Y." Quite a few people go there who have difficulty in making friends. Most want to start out by taking ceramics, leather tooling or some other handicraft. This gives them something to do as a basis and permits them to make friends slowly and at their own pace. How does that sound to you?
- b. Possibly if you could tell me a little more about how you go about trying to make friends we could get a clearer idea of what is involved.
- c. It's gone on so long it almost has you convinced--is that what you mean?
- d. Maybe your not wanting friends is just to protect you from something else.
- e. There are a number of things that you might do to learn how to make friends, and the sooner you start the better.

9. Man, age 42.

"But can't you tell me what to do? Can't you make a few suggestions? I'm willing to do anything but I just don't know which way to turn. I'll work hard to help myself, if you'll just tell me whether you think it will help me or not. And whether you think I can get over this personality problem. If you'll just tell me what to do, I'll be so grateful to you."

- ___ a. Maybe one of the important parts of your situation is that you don't have real confidence in yourself. Do you see?
- ___ b. Really, it's not so important what you do so long as what you do is a product of your own self-dependence. You've got to learn to do the things which are good and right because you feel they are, not me.
- ___ c. I gather you just don't feel capable of working this out yourself?
- ___ d. Before it would be possible to answer any of your questions satisfactorily I'd have to have quite a bit of information about you, about your family, your childhood, your work, your relationship with your wife and so forth.
- ___ e. Well, you've really asked for a lot there, all right. I think I can best answer you in this way: We'll work together talking over these things that bother you. You'll think of some things and I'll think of some things that maybe you've missed. And maybe between the two of us, we'll get to the bottom of all this and figure out a path for you to follow that will solve most if not all the problem. I wouldn't worry too much about it. I think we can be fairly sure of making headway.

10. Man, age 35.

"I expect that if I took this job, with the understanding that I'd be given the opportunity to prove my value to the firm-- And had a chance for promotions-- Yes, I believe that's the soundest way to go about it. It's not as spectacular as I would like to have it. No, I don't really want a spectacular job anymore--just a good solid job with a future. Yes. I'll take this job and discuss my plans with the boss quite frankly and honestly. Then my wife and I can get some feeling of permanence and we can buy a home and really think about the future here in this city. The kids need an anchor, too. They haven't had that--but from now on we are all going to have our feet down on solid earth."

- ___ a. That's fine. The long way around can be the short way home. I think you've really got your feet on the ground now for sure. The kind of thinking you're doing is certainly the most constructive.
- ___ b. That sounds good to me. I hope you can sell the boss on it.
- ___ c. I'm wondering if you've investigated the promotional policy of the company to see if the path you want to follow is the one most likely to lead to promotion?
- ___ d. Of course! As you get older you react more to the pressure for security.
- ___ e. It may not be spectacular but I gather the soundness of it is what really appeals to you.

11. Man, veteran, age 30.

"What's the use of anything? No one plays fair and square with a guy. The fellows who stayed at home got all the plums. They all took advantage of us while we sweat it out at the front. I hate their guts--every one of them. They are all double-crossers. And my wife--"

- a. You started to say something about your wife?
- b. You feel they took advantage of you and it really makes you boil.
- c. You get angry when you see people trying to take advantage of you.
- d. I understand how you feel about that, but it's going to block you from getting ahead if you don't try to get away from it.
- e. You've got lots of company with your anger. It's justifiable in so many cases.

12. Man, age 33.

"I tell you I am in one hell of a fix! I'm in love with the swellest girl on the face of the earth, and she loves me. I'm sure of that. But I'm not worthy of her. I can't ask her to marry. I've got a criminal record. She doesn't know about that. But I know it'll come out some day. No. I couldn't marry and have children. I've got a record that proves to the world that I'm a first class s. o. b."

- a. Well, it would certainly be unfair to her to marry and to discover about your past later. Don't you almost have to tell her about it now?
- b. You feel afraid to face her with your record because she might turn you down and you just couldn't stand that.
- c. Could you tell me a little as to why you're so sure that she wouldn't be able to accept you if she knew about your past?
- d. Possibly if you were to have her come in to see me I could talk with her and lead her to see that your past is your past and does not necessarily mean that you couldn't have a happy future together.
- e. You see yourself as unworthy of her beyond all shadow of a doubt.

13. Man, age 27.

"I've come to the conclusion that if I'm not happy in the work I'm doing, then I'll get another job. And that's what it adds up to. I've hung on because I spent four years in college getting ready to do it. Now I think I'd be a lot happier if I chucked the whole thing and entered this other field-- even if it does mean starting at the bottom and working my way up--"

- ___ a. You feel that you'd be a lot happier if you could just escape your work and start out in a field where you are more adequate; is that it?
- ___ b. Whether this is the field in which you'll end up no one can say, but it seems to me quite sound that you are counting more on yourself.
- ___ c. Have you thought of the possibility of working out a combination line? It seems a shame to just toss out all you've lined up so far.
- ___ d. You've decided that you'd do better to change.
- ___ e. How much study have you given this new field?

14. Girl, age 23 (physical handicap).

"I can't do any of the things my sister does. I can't dance or go riding or date the boys. I'm a-- I look at Charlene, and I wish I was her. You can't know the feeling I get deep inside me. I want to be able to have pretty clothes like hers and to go out and have a good time. It makes me sick inside me. But she can't help it. She was born that way. And I can't help it because I was born this way-- And I get this feeling. I love my sister. Really I do-- But I just cried and cried--until I was sick. I want the things other girls have. I can't help it. I'm only human. I know it's a sin to feel as I do. But she has everything and I have nothing."

- ___ a. I'm wondering, since you aren't going to be able to engage in physical activities as your sister does, I'm wondering if there aren't some other sources of activities which might be satisfying.
- ___ b. I can appreciate why you'd envy her so, but since you can't compete with her it's not much use in using up your energies with envy. You've got to buckle down and build a world that satisfies you.
- ___ c. In other words, you feel envious of your sister because you can't compete with her and you feel guilty about your envy because you love your sister too.
- ___ d. I'd like to get a better idea of just how you react to her directly and how she reacts to you in some of these situations.
- ___ e. You say in one breath that you envy your sister. You say next that you love her. Now couldn't your feelings of guilt be due to these conflicting feelings?

15. Man, age 27.

"I got out of the Navy last month and I thought, 'Now what?' I looked for a job, and right there I ran into a snag. I couldn't make up my mind what to do. I thought I ought to go back to school and finish up and I thought I'd be happier if I signed up for more Navy, and then I looked for a job and nothing stood out as a clear choice. Everything looked good and everything looked bad, and I felt-- Well, what the hell? Am I going nuts? Am I always going to be so messed up inside of me that I won't be able to move in any direction?"

- a. You're wondering just what's at the bottom of it all.
- b. Let's go ahead and discuss some of the things--why don't you want them and why do you want them--maybe we can find a clue that will point out the answer.
- c. I think your criticism of yourself is a little harsh. Thousands of G. I.'s have felt the way you do.
- d. No, I don't think you need to remain messed up or really that you're messed up now. You're confused, yes, but if you set your mind to it, you'll overcome your confusion and move ahead in a more natural manner.
- e. You're confused, and alarmed with your confusion. This is to be expected when you suddenly find yourself facing the necessity for making decisions after a long period of having even minor decisions made for you.

16. Man, age 35.

"I know I could make a success of that business. All a person needs is a little overall vision, some common sense, and the courage to try it. I've got that. So-- If I could just get ahold of the cash-- I'd sure take the plunge."

- a. If you'd think it wise I could give you the name of an investment counselor who'd be glad to go over the proposition with you and possibly give you some good leads on how to seek financial support.
- b. That's fine! One must feel sure of himself if he expects to make a go of something. To go into something hesitantly can really make it get all mixed up. You're on the right track and I wish you success.
- c. If you could get the cash to start, you feel sure you could make a go of it.
- d. You feel sure you could be successful because you now see what is involved in making the thing go. When you see things clearly assurance follows.
- e. Have you figured out what the risks are as yet?

17. Girl, age 18.

"Oh, I couldn't work through my problem without help. You ask me questions and tell me-- Because I wouldn't be able to-- Honestly-- I haven't got any idea how to go about it. I don't want to-- It's like down at the office, I can't go ahead on my own. I just can't. I want to be told. Then it's not my fault if things go wrong-- And they could go wrong-- Because I don't know how things should be done, I feel so helpless."

- a. You say it's not your fault if things go wrong even after you've been told what to do. Can you tell me what you mean there?
- b. You feel that you just aren't capable of doing things unaided.
- c. We'll need to work on building up your self-confidence.
- d. Well, I could suggest some of the things you might talk about here in our interview and some of the things you might think about between interviews. I might also suggest some things for you to do about your office work that ought to make it a little easier for you.
- e. You feel dependent upon someone else for nearly everything you do, don't you? And it probably makes you panicky when people throw you on your own, too. But when people tell you what to do you don't have to assume the real responsibility and hence it's not your fault if things go wrong. They just didn't tell you enough.

18. Man, age 46.

"Well, this new man came into the company. He's a big shot. Has all the answers. Thinks he's going places. But, by God, he doesn't know George P. Quipenque! I'll get ahead of him if I have a stroke trying!"

- a. You feel that you must be out in front. That it is really important to you to be the better man.
- b. It's a fine thing to try to get ahead but do you think that by starting out with such an attitude toward him you're going at it right?
- c. And that will probably take a lot of careful planning and thinking. You'll want to go carefully.
- d. You feel like this man is trying to get ahead of you.
- e. Why is it so important to you to want to get ahead of this man?

19. Woman, age 30.

"It's not that I don't want to do something about it, I just-- Well-- I know what I ought to do, but for some reason or other I just--can't do a thing."

- ___ a. Maybe if we talked over what you've thought of doing we could figure out what is best to do. It's possible that the answer is something new.
- ___ b. Let's try to get at what's behind this blocking. Tell me more about it.
- ___ c. Behind this blocked feeling you're experiencing is a conflict in your desires: you want to and you don't want to.
- ___ d. You're blocked by something and you don't know what it is, is that what you're saying?
- ___ e. Are you sure you know what you ought to do? It seems to me that if you really had a clear idea of what you ought to do you'd be able to go ahead.

20. Man, age 60.

"I've got it all figured out. There's nothing for me to live for any more. My wife's dead. My kids don't need me. I'm too old to get a job. Just the fifth wheel on a wagon. And I'm tired of it all. I'm going to end it all, put a bullet through my brain. And rest in peace."

- ___ a. You feel there's nothing left in life for you.
- ___ b. When things add up for a person like they've added up for you it really does make it tough to face. And sometimes there doesn't seem to be a way out. Yet-- I think that we may be able to find a way out.
- ___ c. How long have you felt this way, may I ask?
- ___ d. Escaping is one way, all right. But have you thought of what it would mean to your children to have you commit suicide?
- ___ e. It seems to me that you are looking for a way to escape an otherwise intolerable situation.

21. Woman, age 43.

"I've decided that this is not going to help me. All it does is make me realize what I have to do, and I'm sick of taking responsibility. I don't think I'll come back any more."

- a. Of course it has to be your decision. I can't force you to come. But you certainly aren't going to settle anything by backing away from it.
- b. This has been too painful to you and now you want to escape the situation which produces the pain.
- c. It just doesn't seem to fill the bill for you.
- d. I'd like to know what your thinking has been in coming to this decision.
- e. Sometimes taking responsibility can be a pretty demanding thing. Possibly if you decided to continue coming we could reach a point where you enjoyed responsibility.

22. Man, age 41.

"I've been married four times and each time I've thought, 'Boy, this is the real thing!' But none of them has ever been like this girl. She's the most beautiful girl you ever saw, and dance! And she dresses like a million dollars. She's out of this world!"

- a. You're really enthusiastic about her.
- b. How does she compare with your other wives? How did you feel about them before you married?
- c. If she's anything like you seem to feel she is, she must be quite a catch. Maybe this time you'll stick.
- d. You may be making the same mistake again..
- e. You're looking for some sort of ideal woman, and the only way you can identify her is through her physical appearance.

23. Man, age 29.

"I keep remembering how I walked out on Mary and the two kids. Five years ago-- The law never caught up with me. I thought I was pretty smart. But now-- God, was I a heel! I don't see how I could do it. And I'm so ashamed I can't look people in the eye. Now I can't find her--not a trace. Her relatives won't tell me where she is. I tell you, I'll never have any self respect. Never! And I-- I don't know what to do--or how I can even try to rectify my big mistake. I don't know--!"

- ___ a. There are a number of things you might do to try to find her. You could list her as a missing person and get police help. You could get a private detective agency to handle it for you. You might even be able to get a court order that would force the relatives to give her address.
- ___ b. When did you decide that you wanted her back? Tell me about the circumstances.
- ___ c. The hopelessness there seems pretty clearly connected with the feeling of guilt.
- ___ d. Are you at all sure that you should try to go back to her? If you left her once maybe you'd do it again. Possibly you just didn't get along at all well and you were forced to leave her.
- ___ e. As you see it then, your behavior is just plain unforgivable.

24. Man, age 39.

"There is no other way to handle this than to destroy them completely. Remember this man was supposed to be my best friend, and he took my wife away from me. And after the divorce he married her. And then he pushed me out of the business. But I've got the evidence to ruin him. I could clean him out, and put him behind bars for the rest of his life. (Laughs bitterly.) Wouldn't that be something? My ex-wife married to something kept behind bars and not a dime left to live on?"

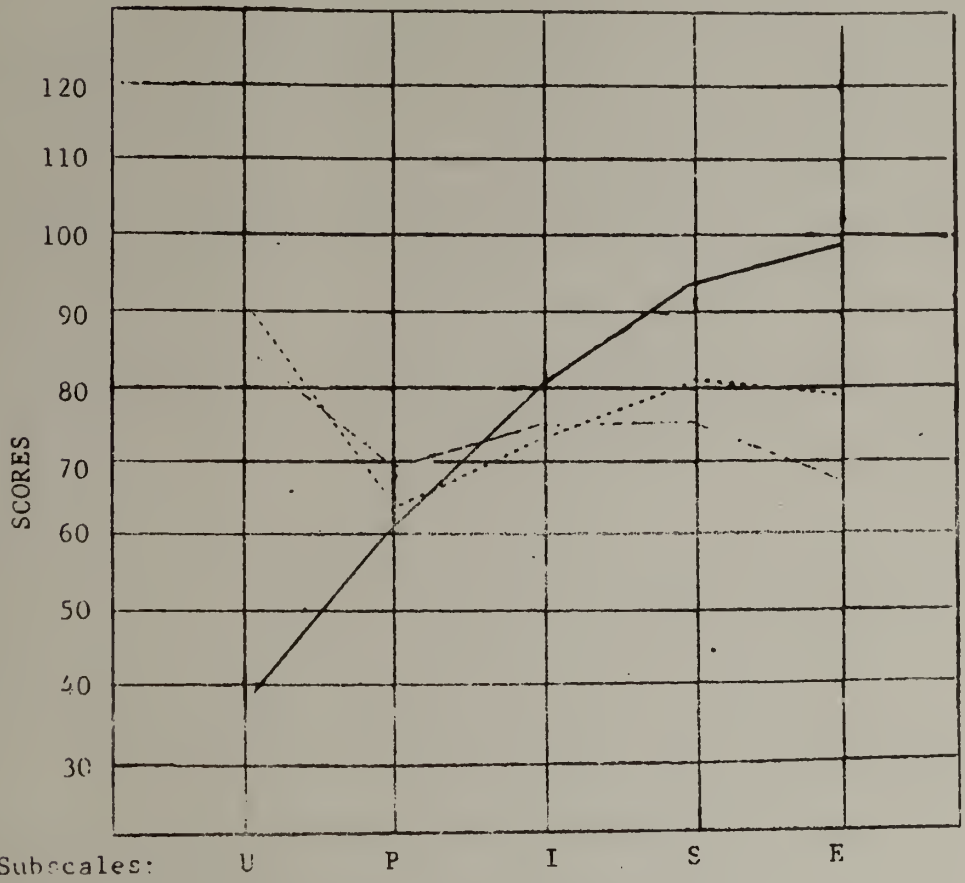
- ___ a. Your desire to destroy them seems to me to be largely a desire for revenge. It may have grown out of the rejection and denial you experienced from both of them.
- ___ b. Wanting to get even is understandable but don't you think that is going pretty far? I certainly wouldn't do anything I'd regret later.
- ___ c. You want them to suffer at your hand just as they made you suffer at theirs.
- ___ d. After all that I can see where it would be really satisfying to see them suffer.
- ___ e. Has anyone else ever crossed you like that: in business, among your friends, when you were a kid in school?

HELPING RELATIONSHIP INVENTORY PROFILES

Name

Group

Date



Subscales: U P I S E

Your scores: _____

Key to group profiles:

- _____ Counselor Candidates
- Undergraduates
- - - Secretaries

HELPING RELATIONSHIP INVENTORY

ANSWER SHEET

NAME _____

OCCUPATION _____

DATE _____

1.
a b c d e

2.
a b c d e

3.
a b c d e

4.
a b c d e

5.
a b c d e

6.
a b c d e

7.
a b c d e

8.
a b c d e

9.
a b c d e

10.
a b c d e

11.
a b c d e

12.
a b c d e

13.
a b c d e

14.
a b c d e

15.
a b c d e

16.
a b c d e

17.
a b c d e

17.
a b c d e

18.
a b c d e

19.
a b c d e

20.
a b c d e

21.
a b c d e

22.
a b c d e

23.
a b c d e

24.
a b c d e

25.
a b c d e

E _____

S _____

P _____

U _____

I _____

HELPING RELATIONSHIP INVENTORY

Scoring Sheet

1. e a d c b
3. b d c e a
5. a c b d e
7. b a e d c
9. c d a e b
11. b e c e d
13. d e a b c
15. a b e d c
17. b a e d c
19. d b c a e
21. c d b e a
23. e b c a d
25. b a d e c
-
- Od

- name _____
2. d e a b c
4. c b e a d
6. a e b c d
8. c b d a e
10. e c d b a
12. e c b d a
14. c d e a b
16. c e d b a
18. d e a c b
20. a c e b d
22. a b e c d
24. c e a b d
-
- Ev
- Od
-
- To u p i s e

