THE EFFECTS OF A SELF-INSTRUCTION
PROGRAM IN FACILITATION AND COMMUNICATION
SKILLS FOR ELEMENTARY SCHOOL TEACHERS

By

CAROLYN GWEN MAURER

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To my parents

Speak your truth quietly and clearly, and listen to others

-Desiderata
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Abstract of Dissertation Presented to the Graduate Council of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

THE EFFECTS OF A SELF-INSTRUCTION PROGRAM IN FACILITATION AND COMMUNICATION SKILLS FOR ELEMENTARY SCHOOL TEACHERS

By

Carolyn Gwen Maurer

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The purpose of this study was to develop and investigate the effects of a self-instruction program in facilitation and communication skills for elementary school teachers. Interpersonal skills are considered an integral part of teaching. The teacher who attempts to see the student's point of view, regards self, students and others positively, and who is empathic and warm, contributes much to the learning environment. A teacher skilled in conveying such relationship variables will foster personal growth and learning in students.

The experimental program, which integrated experiential and didactic methodologies, was compared with a delayed-treatment control program. Seventeen volunteer third, fourth and fifth grade teachers participated as subjects for the study. Eight teachers comprised the experimental group with seven completing the treatment program which
consisted of a 15 lesson module containing written and/or taped materials and activities. Each activity focused on a skill or skill component related to facilitative responding.

Three dependent variables were investigated: teacher verbal response patterns (VRP); teacher written response identification (WRI); student perceptions of teacher affect (TA). Null hypotheses were defined indicating that no significant difference would exist between groups on each of the variables. Measurement of the variables took place prior to and following either interaction with the experimental materials or a nine week control period.

Data for measuring VRP were generated through audio-taping prescribed classroom guidance discussion lessons. These tapes were coded and randomly assigned to trained judges. The Flanders' Interaction Analysis Categories (FIAC) scale was employed as a measurement for VRP. Two other instruments were employed to measure WRI and TA: The Teacher Response Patterns (TRP) inventory and the Student Assessment of Teacher Affect (SATA) scale, respectively. Comparisons of group means were made using the Student's t statistic.

The results of the data indicated significant differences between groups in change scores from pre- to post-treatment measurement of the variables WRI and TA, \( p < .05 \). For the variable VRP, two categories of the FIAC scale reached significance at the .05 level. Positive, significant experimental
group change was indicated for Category 1, acceptance of students' feelings. Negative, significant experimental group change was indicated for Category 7, criticizing or justifying authority. Teacher evaluation of the experimental module following treatment indicated that subjects perceived participation as a valuable experience. Limitations in methodology and design were explored as a precaution against unwarranted generalizations.

It was concluded that the self-instructional materials tested in this study offered an effective method of training for elementary school teachers in interpersonal skills. The modular lessons positively affected the acquisition of skills in identifying facilitative responses, reflecting feelings, clarifying another's ideas, and in the use of feedback as an alternative to criticism of students or justification of authority. Furthermore, the students themselves perceived their teacher more positively as a result of the teacher's experiences with the experimental activities.
CHAPTER I
INTRODUCTION

Current trends in education focus on the need to foster positive, personal growth in students. The educational process of meeting this need is most often spoken of as "humanistic education." Humanistic education aims at helping students develop compassion and concern for others, along with faith in themselves (Blume, 1971). Because the school exerts influence over the total life of the individual, recognition and inclusion of both affective and cognitive learning experiences is essential.

The merger of affective and cognitive elements of learning has been referred to as confluent education (Brown, 1971). Advocates of confluent education maintain that a student's emotional needs are linked to his capacity to learn. The student who perceives learning as meaningful will initiate new discoveries about himself in relation to the learned material. The meaning that learning will have for the individual depends upon the extent to which his emotional needs are being met; this extent depends upon the manner in which teaching is conducted. A teacher who views students positively and who is, in turn, perceived by students as warm and empathic will facilitate personal growth and acquisition of knowledge (Bell, 1962; Combs, 1969; Dellow, 1971).
Today's schools are facing a number of problems which point out the need for increased interpersonal effectiveness. Violence on public school campuses is on the rise and evidence of overcrowding in the classrooms continues as increased costs of operation mandate budget cuts. In addition, the growth and maintenance of a technological society creates an environment which de-emphasizes individual worth. Contemporary writers have emphasized the need to turn again to valuing human potential (Fromm, 1968; Reich, 1970; Toffler, 1970; Wrenn, 1973). Wrenn (1973) further suggests that:

The beckoning frontier belongs less to technological knowledge than to better understanding of human relationships, less to knowledge per se than to use of knowledge, less to ideas and things than to that most puzzling phenomenon, the human being. (p. 212)

A 1972 Gallup poll indicated that public consensus considered schools as places where students should be taught to relate more positively to one another (Hill, 1972). The classroom teacher is a key figure in this educational process. Besides imparting information, the teacher serves as a model for interpersonal interaction. To fulfill this role adequately, the teacher must be cognizant of how to affect growth and change in students through interpersonal relationships.

Research in the helping professions has indicated that the helping, or facilitative, relationship is not unlike any good, positive interpersonal relationship (Fiedler, 1950).
Particular conditions emerge which enable one person in contact with another to act as helper. Rogers (1957) designated three main therapeutic dimensions: genuineness or congruence, unconditional positive regard, and empathy. These three conditions are considered central to all facilitative interpersonal learning experiences. They apply also to the teaching task and have an effect on learning climates. The facilitative teacher exhibits skill in effective listening and interpersonal communication (Wittmer & Myrick, 1974, p. 40). These five characteristics (congruence, unconditional positive regard, empathy, effective listening, and interpersonal communication), coupled with intelligence, are present in classrooms where students and teachers are engaged in meaningful learning experiences.

In an analysis of classroom interaction patterns, Flanders (1970) found that 95% of teacher classroom behavior consisted of advising, judging, and dispensing facts, opinions, and information. Further research indicated that there exists a positive relationship between feelings, praising or encouraging, accepting ideas and asking questions, and measures of pupil achievement and positive attitudes toward school (Flanders, 1970).

Wittmer and Myrick (1974) suggested that teacher responses can be grouped along a continuum from least to most person-centered. Those responses identified as most person-centered are considered to be highly facilitative in nature. They include the use of open-ended questions, clarification
and summarization, and reflection of feelings. Research has indicated that these responses lead students to perceive teachers as more empathic and understanding (Wittmer & Myrick, 1974, p. 75). Consequently, an increase in the use of facilitative responding by the teacher can foster learning and personal growth on the part of students.

Some teacher preparation programs are currently dealing with the task of providing learning experiences which will hopefully serve as models for humanistic approaches to be used in classrooms of future teachers (Blume, 1971). Those teachers already in the field must rely on other means to acquire such experiences.

**Statement of the Problem**

Educators have traditionally devised and conducted workshops with groups of teachers. Such in-service education has served to update teaching methods and subject matter competencies. The staff development which has been offered in interpersonal skills has chiefly been aimed at special target groups. Very little on-going, in-service education in communication skills and facilitative teaching appears to be readily available. School counselors and other consultants occasionally have offered programs in individual schools dealing with communication skills. A key problem to be faced with any such program is one of attendance. With teacher time at a premium, teacher commitment to such workshops can easily be displaced to more pressing items such as report cards, cumulative folders, and lesson plans.
One way to solve the problem of attendance at workshops might be through individualized self-instruction. In meeting the needs of increasing numbers of students, educators long ago initiated methods of individualized instruction. These methods ranged from sophisticated machines programmed to respond to students' needs and requests, to teacher-devised learning centers at which students progress through a given task. After completion of a self-instructed task, students often meet with the teacher for follow-up and checking out of skills learned. The student is then free to move on to other experiences appropriate to his needs. Research has indicated the success of such learning activities and students themselves have responded enthusiastically to such experiences (Calvin, 1969; O'Day, 1971). A learning package incorporating the elements of a workshop in communication skills and facilitative teaching might be employed to educate teachers. The program would then be available to teachers on their own terms, at their own convenience, to be completed at their own pace. Such a self-instructed learning package was the focus of this study.

**Purpose**

The purpose of this study was to develop and investigate the effects of a program of self-instruction in facilitative skills on elementary school teachers. The treatment program, which integrated communication skills training and affective experiences, was compared with a control program of no treatment. At the conclusion of the experimental intervention
period, the treatment program was made available to control subjects.

The following questions were explored: were teachers who experienced the learning module able to identify high facilitative responses (HFR) in written form; were these same teachers able to demonstrate increased frequency of HFR during classroom discussion; were these teachers rated by students regarding relationship and classroom climate variables more positively after treatment?

**Definition of Terms**

For the purpose of this study, the following definitions applied.

**Facilitative Teaching**

The process of educating which facilitates or promotes growth on the part of the student. Such teaching includes skill in interactive talk, plus the provision of certain helping characteristics (empathy, non-possessive warmth, congruence, respect, positive regard, caring, and acceptance).

**High Facilitative Responses (HFR)**

Typically, the method of responding employing open-ended questioning, clarification, and reflection of feelings. These responses focus on the person and his experiencing.

**Communication Skills**

Methods or techniques employed to insure exchange of ideas and feelings from one person to another. These include listening and verbal and non-verbal language.
Significance of the Study

The significance of this study was based upon the need for person-centered, facilitative teaching for today's students. It was hypothesized that the procedures utilized would have positive implications for training programs in interpersonal skills for teachers and the availability of such low-cost human relations training would have an impact on teacher in-service programs.
CHAPTER II
REVIEW OF THE LITERATURE

Effective Teaching

Identification of the Effective Teacher

The problem of describing and identifying the good or effective teacher has been approached from many positions. Proponents of merit-pay systems have advocated using analyses of student achievement to determine competence of individual teachers. Other investigators have studied teacher classroom behavior to distinguish behavior patterns which appear most conducive to pupil growth. Still other researchers have attempted to describe the perceptual field of teachers identified as effective or ineffective. It would appear that such investigations would have led to a large body of concrete information regarding effectiveness in teaching. Yet, there remains the question of who is applying what standards for the purpose of identification (Rabinowitz and Travers, 1953).

One way of viewing teacher effectiveness is through the goals of education. Hoyt (1969) related success in teaching to student progress on objectives valued by the instructor. Medley and Mitzel (1962) described teacher competence as "the average success of all ..., behaviors in achieving their intended effects" (p. 317). O'Conner
and Justiz (1970) described general teaching ability as the ability to produce in students skills specified by educational objectives.

The problem, then, becomes one of defining and delimiting the objectives, goals, and purposes of education. Contemporary writers, in social comment, have predicted that the goals of education must include the scope of human experiencing in order to prepare students for the vastly changing, challenging world of the future (Blume, 1971; Brown, 1971; Fromm, 1968; Reich, 1970; Toffler, 1970). This would indicate that the affective as well as cognitive elements of learning must be emphasized.

Combs and Snygg (1959) have described the goals of education in terms of a dynamic society—"to create the optimum conditions for individual growth and achievement of adequacy" (p. 343). Theoretically, human beings are engaged in a lifetime search for adequacy, or self-actualization (Combs & Snygg; Maslow, 1954). Education, therefore, must involve personal elements; learning must have personal meaning for the learner. Successful or effective teaching relies on creating experiences which encourage learning and emphasize communication and discovery (Combs & Snygg, 1959). The teacher becomes more a facilitator of student growth than a conveyor of facts and knowledge.
Characteristics of Effective Helpers

The view of the teacher as a facilitator of personal growth is derived from a view of the helping professions at large. Counselors, therapists, physicians, clergymen, and educators are traditionally considered members of helping professions. Their purpose is to facilitate mental, physical, and spiritual health in other individuals. Their goal is to aid people in exploring and discovering more effective and satisfying relationships between themselves and their environment (Combs, Avila, & Purkey, 1971).

Rogers (1958) has described the helping relationship as "a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping of life of the other" (p. 6). The helping relationship is further distinguished from other types of relationships by the presence of certain core conditions or therapeutic dimensions, according to Rogers (1957).

Genuineness. The therapist should be, within the confines of the relationship, a congruent, genuine, integrated person; he is freely and deeply himself, with his actual experience accurately represented by his awareness of himself. (p. 97)

Unconditional Positive Regard. The therapist accepts each aspect of the client's experience as being a part of the client; there are no conditions of acceptance. Unconditional positive regard exists as a matter of degree in any relationship. (p. 98)

Empathy. The therapist experiences an accurate, empathic understanding of the client's awareness of his own experience. (p. 99)
Fiedler (1950) attempted to delineate the ideal therapeutic relationship and to distinguish its different manifestations. In his notable studies, therapists of different schools of thought and of varying degrees of expertise and naive laymen sorted descriptive statements concerning the ideal relationship into categories ranging from least to most characteristic. The results of these studies indicated that allegiance to one theoretical orientation did not determine one's description of the ideal therapeutic relationship; that experience and expertness seemed to be related to determination of ideal variables; but that naive laymen also could distinguish most and least desirable qualities of the relationship. A factor analysis of the more than one hundred variables used in Fiedler's cardsort yielded one general factor for each group of subjects. These results led Fiedler to conclude that "a good therapeutic relationship is very much like any good interpersonal relationship" (p. 244).

In his investigations of the nature of the therapeutic relationship, Rogers (1957) reported six conditions necessary and sufficient to the ideal relationship and for positive personal growth.

1. Two persons are in psychological contact;
2. The first person (client) is in a state of incongruence, being vulnerable or anxious;
3. The second person (therapist) is congruent or integrated in the relationship;
4. The therapist experiences unconditional positive regard for the client;
5. The therapist experiences an empathic understanding of the client's internal frame of reference and endeavors to communicate this experience to the client;

6. The communication to the client of the therapist's empathic understanding and unconditional positive regard is to a minimal degree achieved (p. 96).

In any interpersonal relationship, the first condition is either present or not. The other five conditions exist along a continuum. The extent of positive client change depends upon the degree to which the conditions are offered. The greater the degree, the greater the change.

Extensive review and study of the literature, concerning therapy and client change, reveals that counseling and therapy may be for better or for worse, depending on the degree of conditions offered by the therapist (Berenson, 1971; Carkhuff, 1969b, 1969c; Carkhuff & Truax, 1966). Ratings of taped interviews conducted by expert and non-expert, or naive, helpers indicated that positive client growth occurred only at levels above 3.00, on a scale from 1.00 to 5.00, for the core conditions of empathy, respect, genuineness, concreteness, confrontation, and immediacy. Below 3.00, clients either maintained their current status or deteriorated.

In describing the ideal helping relationship, other investigators have approached analysis by viewing the characteristics of the perceived helper. In a series of studies of the helping professions, Combs (1969) identified attributes of effective helpers which were related to the perceptual organization of the helper, rather than to
specific techniques. Generally, it was found that effective helpers viewed themselves and others positively; that these helpers were people-oriented as opposed to being concerned with things; that they viewed their task as freeing rather than controlling; that they displayed authenticity in their methods of helping.

Miller (1965) studied the personality factors related to effective helping. Using the 16PF test devised by Cattell, he confirmed the presence of three factors in unique combination in effective helping personalities. An emergent profile of this person included surgency, conscientiousness, emotional maturity, interest in people, tolerance for frustration, and ability to express inner emotions.

Characteristics of Effective Teachers

The literature on the characteristics of effective helpers offers a perspective for viewing the process of education and effective teaching. In the past, research on teacher effectiveness has been limited by the assumptions that: 1) student growth can be measured objectively; 2) the ultimate goals of education are obtained through such growth; 3) the teacher is solely responsible for pupil growth or lack of it; 4) teacher effectiveness is reflected in pupil growth alone (Bradley, Kallenbach, Kinney, Owen, & Washington, 1964).

In a review of research relating teacher behavior to pupil growth, Soar (1972) reported that early studies
reflecting such assumptions were inconclusive in showing that a positive relationship indeed exists between teacher effectiveness and student achievement. When attention shifted from measurements of pupil achievement to analysis of teaching behavior and perceptions, more consistent and conclusive findings began to emerge.

In an early exploration of student perceptions of teacher effectiveness, Witty (1950) compiled the following list of characteristics taken from student essays on "The Teacher Who Has Helped Me Most." Ranked in order of frequency, these characteristics were:

1. Cooperative, democratic attitude;  
2. Kindliness and consideration for the individual;  
3. Patience;  
4. Wide interests;  
5. Pleasing personal appearance and manner.

Knowledge of subject matter was ranked twelfth by these students in grades 1-12. A review of research on effective teaching by the American Association of School Administrators, commissioned in 1929 and published in 1961, also revealed that proficiency in subject matter was not sufficient for success by an individual teacher (Ellena, Stevenson, & Webb, 1961).

Student perceptions of teacher attitudes and effectiveness have been found to be significantly related to teaching behavior. Silberman (1969) interviewed third grade
teachers to discern particular students whom they regarded positively or negatively. Classroom observation of these teachers interacting with their students revealed that the teachers' attitudes significantly affected the frequency and kind of interaction with identified students. Silberman concluded that "... these actions not only serve to communicate to students the regard in which they are held by a significant adult, but they also guide the perceptions of, and behavior toward, these students by their peers" (p. 407).

Faunce (1969) found that attitudes of effective and ineffective teachers differ with respect to culturally disadvantaged children. Effective teachers tended to recognize and accept the unique situation of the disadvantaged child without rejecting the individual. Ineffective teachers were more likely to deny the existence of any problems created by the child's experience, and reacted with rejection or punishment toward children who exhibited behavioral symptoms of such deprivation.

These studies suggest that there may be internal, personality factors which distinguish effective teachers from the ineffective. Minnesota Multiphasic Personality Inventory (MMPI) scores reveal that successful teaching is positively related to maturity, responsibility, depth of affect and ability to feel personal and social loyalties (Bowers & Soar, 1962). Additional investigations propose the existence of a unique perceptual organization of teachers perceived as most facilitative.
An extensive body of knowledge with respect to the perceptual organization of effective teachers has been compiled by Combs and his associates. Using a modified Fiedler Q-sort, Combs and Soper (1963) determined that both "good" and "poor" teachers, as identified by student and supervisor nominations, agreed with expert therapists on the nature of the ideal helping relationship. These teachers were able to describe ideal interpersonal characteristics, but were not necessarily able to offer such conditions to their students. This study confirmed that there is a difference between knowing and behaving. It was evident that other variables existed to distinguish effective teaching from ineffective.

In a search for these distinguishing variables, Gooding (1964) used trained judges to observe selected teachers during classroom sessions. The judges rated each teacher on twenty perceptual dimensions on three separate occasions. Results of these data indicated that the teachers described as effective had a similar perceptual organization, and that this organization differed from teachers identified as ineffective.

Investigating the phenomenology of teaching further, Vonk (1970) reported a relationship between perceptual frames of reference, teaching purposes, and pupil-rated teacher effectiveness. In this study, teacher effectiveness correlated highly with a positive view of self, identification
with others, and openness to experience. Similar results were found for the teaching purposes—having broad purposes, discovering meaning, expanding uniqueness, disclosing self, and seeking student ends. A significant interaction effect was found between frame of reference and teaching purposes.

In another perceptual study, Dedrick (1972) explored the relationship between effective junior college teaching and six perceptual characteristics. Responses of instructor subjects to a human relations incident and the Thematic Apperception Test were rated according to an internal or external frame of reference; viewing others as able or unable, worthy or unworthy; viewing self as with people or apart, adequate or inadequate; viewing the helping relationship as freeing or controlling. These data were compared with student-determined effectiveness criteria. Results indicated that an internal frame of reference, viewing others as worthy, and viewing self as adequate were relevant predictors of teacher effectiveness.

From this study and others previously cited, it can be concluded that there is a positive and significant relationship between perceptual organization and various criteria of teacher effectiveness. Good teachers view themselves and their students as worthy individuals; are internally motivated and open to experiences of the teaching relationship; see their task as one of freeing and facilitating others to learn. The relationship of these perceptual criteria to the core interpersonal conditions has been the focus of additional research.
Emmerling (1961) identified high school teachers as open or closed on the basis of classroom problems they regarded as most urgent. In a comparison of these teachers with student perceptions of the empathy, congruence and positive regard they displayed, he found that student perceptions were related to the type of teacher.

Dellow (1971) utilized judges' ratings of problem incidents written by teacher subjects to explore relationships between empathy, congruence, positive regard, and the perceptual protocols—general frame of reference, perceptions of self and others, and perception of the helping relationship. The results of the data indicated high correlation among the perceptual variables. The facilitative variables yielded varied correlations with each other. Correlations of perceptual variables with facilitative variables were low to moderate. Dellow concluded that perceptual variables differ from facilitative variables with regard to teaching. "Levels of empathy, congruence, and positive regard are related to the total perceptual organization, rather than just isolated perceptions" (p. 81). The therapeutic condition of positive regard appeared to be the best single predictor of a teacher's facilitative functioning.

The literature on effective teaching discloses a positive relationship between perceptual characteristics and success in the field. In addition, the therapeutic dimensions of empathy, congruence, and positive regard are related to perceived effectiveness and are integrated in the teaching
style of the perceived facilitative teacher. The ideal teaching relationship is not unlike the ideal therapeutic relationship.

Verbal Behavior of Effective Teachers

Researchers in the area of teacher competence and effectiveness have attempted to define specific behaviors which successful teachers exhibit. Much of their data has been gathered by classroom observation methods, in which the frequency of occurrence of behavior indices has been recorded.

A review of work in the area of systematic classroom observations in the late 1930s and early 1940s confirms the postulate that specific teacher classroom behaviors are related to pupil growth (Soar, 1972). These early results indicated that:

... a teacher tended to create the same patterns of behavior in pupils from one year to another, and that pupils in "integrative" classrooms tended to show more initiative and spontaneity, participated more freely and involved themselves in problem solving, in contrast to pupils in the "dominative" classrooms who seemed less independent and showed some tendency to reject the teacher. (p. 512)

Since these early studies, investigators have employed various observation systems and have concluded that whether during specific study areas or during classroom work in general, teacher behavior is a distinct factor in the classroom success of both teachers and pupils.

In the area of teacher verbal behavior, Flanders and
his associates have been leaders in data collection and analysis. The impact of teacher verbal behavior is reflected in the acknowledgement that 70% of all classroom talking is teacher talking (Flanders, 1965). The classroom teacher exerts tremendous influence on students through verbal interaction. An understanding of how to control this verbal communication will lead to use of influence as a social force (Flanders, p. 1).

Early research by Flanders and others categorized teacher verbal behavior as either integrative or dominative. An integrative behavior pattern is characterized by: acceptance, clarification and support of pupil ideas and feelings; praise and encouragement; questions to stimulate student decisionmaking, questions to orient students to schoolwork. A dominative pattern includes: expressing or lecturing about own ideas or knowledge; giving directions or orders; criticizing or depreciating pupil behavior with the intent to change it; justifying own position or authority (Flanders, 1951). In a laboratory research situation, a sustained dominative pattern was disliked by students, reduced recall of cognitive material, and produced disruptive anxiety. Exposure to integrative patterns reversed these trends.

In order to study classroom interaction patterns more specifically, Flanders and associates devised and refined a system of nine verbal categories, with a tenth category used to denote silence or confusion (Flanders, 1965; 1970).
(Appendix I). A frequency distribution is charted on a matrix so that areas of influence can be easily discerned. The Flanders' scale breaks all teacher interaction into either indirect or direct influence. Indirect influence includes behaviors of the earlier interactive designation. Direct influence refers to dominative patterns of behavior. With this scale, the assumption is made that verbal behavior is an adequate sample of total classroom behavior.

The pilot research with the Flanders' instrument in 1956 and 1957 showed that the presence or absence of indirect influence correlated highly with positive or negative student behavior (Flanders, 1965). Classes of students with a high degree of motivation and respect for the teacher, where rewards and punishments were perceived as fair, who displayed independence and a lack of anxiety, were characterized by a high degree of indirect teacher influence. These studies also concluded that knowledge of subject matter was not sufficient.

Amidon and Hough (1967) reported a study comparing superior elementary school teachers with average teachers. The frequency distribution per Flanders' categories revealed the following:

Category 1, acceptance of feeling, was used nearly three times as much by superior teachers, although both groups used this category infrequently.

Category 2, praise and encouragement, was used equally by both groups, although superior teachers used praise more frequently after student-initiated ideas, and gave reasons for the praise more often.
Category 3, acceptance and use of student ideas, occurred twice as often with superior teachers and was used over three times as often in response to student-initiated talk.

Category 4, questioning, was distinguished by average teachers using more closed questions, while superior teachers employed questions to control noise and to clarify ideas.

Category 5, lecturing, was used more by average teachers, but accounted for at least 40% of all teacher-talk. Superior teachers were interrupted more often by their students.

Category 6, direction-giving, was used twice as often by average teachers.

Category 7, criticism, occurred twice as often with average teachers as a technique for control of noise. Both groups of teachers used this response infrequently.

Categories 8 & 9, student interaction patterns, differed for the two groups of teachers. Superior teachers had two times more student-initiated talk occurring in their classrooms.

Category 10, silence or confusion, occurred twice as often in classrooms of average teachers (pp. 186-187).

**Effective Teaching and Pupil Growth**

The evidence thus far cited purports that there are certain behaviors and ways of being teachers which positively influence pupil growth. Effective teachers hold certain characteristic perceptions of students, themselves, and their own role, respond to others in a therapeutic, facilitative manner, and tend to interact with their students from an indirect sphere of influence. Researchers have attempted to relate these variables to measures of student achievement.

Christenson (1960) investigated relationships between pupil achievement and affect-need, and teacher warmth and permissiveness. Results of the study indicated that
teacher warmth was significantly related to pupil achievement in vocabulary and arithmetic.

In a study of the interpersonal dimensions of empathy, congruence and positive regard, Aspy (1969) found a relationship with measures of pupil achievement on the Stanford Achievement Test. Test scores correlated positively with the three therapeutic characteristics in all areas related to language arts, except spelling. On that subtest, the correlation was negative but not significant.

Kratochvil, Carkhuff, and Berenson (1969) explored the influence of several variables of parent and teacher facilitative functioning upon student emotional functioning, physical variables, grade point average, creativity and productivity. A series of multiple regressions indicated that combined parent and teacher levels of functioning were not related to student interpersonal, physical, and intellectual indices. However, the level of functioning of individual teachers was positively related to criterion variables when these were important at that grade level. Results further indicated that parent and teacher facilitative functioning needs to meet minimum levels to have a significant and positive effect on student functioning. The researchers concluded that the negative impact of parents and teachers functioning at lower levels may cancel out the positive impact of high level parents and teachers. In a related study, Cogan (1958) reported that student work habits and productivity were influenced by teacher attitudes and behaviors.
Extensive investigations have been conducted to study the effects of teacher verbal interaction on student achievement. Soar (1968) reported a non-linear relationship between teacher indirectness and measures of pupil growth. Students showed the most gain in creativity with high teacher indirectness. Vocabulary gain was achieved with somewhat less indirectness. Reading gain was related to still less indirectness.

Later work by Flanders, reported by Soar (1972), has shown a difference in pupil gain from lower to upper elementary grade levels. Previous results of studies with students from fourth grade and higher have shown a positive relationship between sustained teacher acceptance and student achievement. A later study with second grade students revealed very different results. In this study, a strong negative relationship was reported between teacher acceptance and pupil cognitive growth. In reporting these intriguing differences, Soar (1972) suggests that there may be a developmental difference which might call for a different style of teacher-pupil interaction at lower grade levels to produce the most growth.

Pellegreno and Williams (1973) reported a sex-based differential in teacher response patterns. These patterns, however, related to student role behavior. They found that the teachers sampled used significantly more praise and encouragement following the talk of girls characterized as rigid, conforming, and orderly. The teachers asked more questions of boys who were active, independent, and assertive.
Also, these boys responded to teacher questions more frequently, whether or not these questions were directed to them personally. The authors concluded that the teachers rewarded "typical" female behavior and that the immediate didactic purposes of the teachers were more important than the student behavior fostered (p. 273).

Interpersonal Skills

Communication and Facilitative Responding

The process of influencing positive growth in another is one of communicating effectively. The successful teacher is an effective communicator of facets of knowledge and human experience. In the act of educating, the teacher is an encoder of messages which are sent to students, the decoders. For learning to occur, the message sent must be decodable by the learner within his frame of reference (Olson, Pagliuso, Robinson, Marcus, Gaite, & Taub, 1969). Communication in the learning environment is a function of common meanings, an overlapping of perceptual fields (Combs, Avila, & Purkey, 1971). Loeffer (1970), in reviewing literature on communication, concluded that this process consists of a variety of verbal and nonverbal expressions. All communication conveys content and relationship and is a measure of shared thoughts and feelings (Cherry, 1966; Loeffer, 1970).

Critical to the art of teaching is the art of interpersonal communication with students. In a study reported by Olson et al. (1969), teachers who could adapt their
communication patterns to include the listener's frame of reference were judged, on independent bases, as more effective. Lewis and Newell (1962) also studied teacher communication patterns with reference to the orientation of the teacher. They found that learner-centered instructors emphasized a receiving-orientation.

Behavioral conditioning is apparently not free of the influence of facilitative dimensions. Vitalo (1970) explored the extent to which conditioning and extinction processes depend on the interpersonal functioning of the experimenter. Results of the study suggested that the conditioner's level of functioning on empathy, positive regard and genuineness was essential to effective systematic conditioning and extinction.

Wittmer and Myrick (1974) described the frame of reference of teacher communication patterns as a critical issue in teacher-student relationships. Response patterns fall along a continuum from least person-centered to most person-centered. The more person-centered the teacher's responses to students the greater the understanding, warmth, and caring communicated.

These writers go on to explain the behaviors which occur along the continuum (Wittmer & Myrick, pp. 54-74). On their scale, the least person-centered response is one of advising or evaluating. This response emphasizes the teacher's role as an authority, making judgments based on personal values and frame of reference. Timely advice can be helpful, but all too often advice is perceived as a
threat or rejection and acts as a roadblock to personal growth.

Moving along the continuum, verbal responses which seek to analyze or interpret the behavior or feelings of another limit the extent to which another's frame of reference is considered. Such responses tend to limit also the facilitative nature of teacher-student interaction.

Reassurance and support are often employed by teachers to express their caring and confidence in students. These responses, however, are likely to deny the actual feelings of students, limiting the expression of empathic understanding.

Questioning is a unique tool in teaching methodology. Employed most often to extract cognitive knowledge from students, questions follow several forms and relay numerous messages. Wittmer and Myrick (1972) classify questions as either least person-centered or most person-centered, depending on the facilitative nature of the question. Least person-centered questions include questions which create a bind for preferred answers, questions which solicit agreement, forced-choice questions, double-bind questions ("have you stopped beating your wife") and "why" questions. Most facilitative, person-centered questions are those questions which allow an expanded reply. These are most often referred to as open questions and solicit expression of another's frame of reference.

A high level response along the Wittmer-Myrick
continuum is one in which the teacher or helper seeks to clarify or summarize what has been said by the respondent. With this response, a genuine attempt is made to comprehend what has been expressed by another person by rewording or simplifying what was said. While clarifying and summarizing statements reflect understanding of what has been said, the facilitative teacher also attempts to reflect the feelings of the student. The feelings held by a student may be verbalized or not, but the sensitive teacher responds to what he thinks the student is experiencing. A verbalization and labeling of the feeling by the teacher helps the student become aware of his innermost experiencing and thereby promotes growth.

**Listening as a Prerequisite to Communication**

An integral part of the communication process is the ability to listen. Combs and Snygg (1959) emphasized the importance of teachers listening intently to students as a method of helping students explore the personal nature of learning. **Intent listening** is an active process in which one tries to grasp the meaning of what another is expressing. "Good teaching requires a sensitivity to what students are expressing and this requires accurate hearing of what others are trying to convey" (p. 395).

Gordon (1970) refers to "active listening" as a means of conveying understanding and caring. The receiver (parent or teacher) decodes the message sent by the child and verbalizes his understanding as feedback for verification by
the sender (p. 53). Prerequisite attitudes for active listening include genuineness, acceptance, trust, and empathy.

The most person-centered responses (Wittmer and Myrick, 1974) rely on the skill of listening. Both reflection of feelings and clarification or summarization are possible only to the extent to which careful listening has occurred. Effective listening includes attending to all that is being expressed by another person, both verbally and non-verbally. It includes also what specifically is not expressed. Such listening has been referred to as "listening with the third ear" (Combs, Avila, & Purkey, 1971).

Training for Interpersonal Skills

Carkhuff (1969a; 1969b; 1969c; 1969d; 1971a; 1971b) has described the effects of training in interpersonal skills on the level of functioning of professional and lay helpers. His investigations have shown that the level of communication achieved is a function of experience, training, or both. An overriding assumption of these studies is that interpersonal skills can be learned.

The theme of systematic human resource training is skill acquisition. The key to the model is the expansion of the quantity and thus quality of an individual trainee's response repertoire in physical, emotional, and intellectual spheres of functioning. (Carkhuff, 1971b, p. 4)

The skills and conditions necessary for effective helping and teaching have been subjected to various inquiries regarding methods of training. Training models for lay
personnel have typically been geared to establishing relationship skills which promote positive growth (Carkhuff, 1969b). These programs have focused on sensitivity training or teaching interpersonal skills and attitudinal changes in the individual trainee. Training models which focus on empathy, positive regard, and congruence showed that lay persons could be trained to function at minimal facilitative levels over a relatively short period of time--from 20 hours to a one year duration (Carkhuff, 1969b).

A systematic approach to interpersonal skills training has been developed and tested by Carkhuff. This model integrates didactic and experiential approaches to learning. The didactic experiences provide for the transmission of theory and validated constructs, while the use of role-playing, modeling, and imitation comprise a system for active involvement of participants (Carkhuff, 1971a).

A high-level facilitative trainer is considered crucial to the training process, with trainee outcome related to the trainer's level of functioning. Trainees are taught to use process rating scales with which to make decisions concerning the facilitative nature of verbal interactions. Stimulus tapes provide practice in response patterns, and eventually actual clients are employed in the training process. Sessions with these clients are taped and feedback to the trainee is given by professional helpers. Research supports this training method as highly effective in producing high-level facilitative behavior (Carkhuff, 1969d; 1971b). Additional
research has indicated that both written and verbal responses to helper stimulus expressions are valid indices of assessment of counselor behavior in an actual counseling situation (Carkhuff, 1969b).

Instances of training for communication and facilitation skills have been effective in producing increased levels of functioning with relation to various criteria. Lundgren and Shavelson (1974) investigated the effects of a program in listening training on the interpersonal skills of teachers. Results of this study plus prior testing by developers of the program indicated significant treatment effects on listening criteria.

The effects of training for the communication of core interpersonal conditions reveal success within the methodological limits. Holder (1969) studied the immediate and long-range effects of empathy communication training on student nurses. Utilizing didactic training procedures presented by a facilitative trainer, this investigation yielded significant and consistent gains for 5, 10, and 15 hours of training. A one month follow-up indicated that the gains were sustained.

Newton (1974) reported significant, positive effects of training procedures utilizing videotaped stimulus vignettes, process rating scales, and triad listening-talking-observing techniques. Measures of empathic understanding, respect, and communicative accuracy increased for the trained student personnel paraprofessionals participating in this study.
Resnick (1972) compared two treatment groups and a delayed treatment control group. The treatments employed systematic, didactic, and experiential training, videotaping and process recall, and micro-counseling. Although one treatment program was not more effective as a training program over the other on all the variables, the program which included both communication skills and self-disclosure produced significant gains in facilitative responding.

Training programs for teachers employing active involvement in the training process have produced gains in interpersonal skills. Dustin (1973) reported the effects of a workshop approach to empathy training for school counselors and teachers. After training in the skills to express empathy, both groups interacted with a coached client. Post treatment data showed both groups using more empathic responses. A positive aspect of the workshop appeared to be the interaction of teacher and counselor during training.

Carline (1970) studied the effects of a teacher in-service program designed to "train in" and "train out" relationship variables. Using the Flanders' Interaction Analysis Categories (FIAC) scale as the major instructional vehicle, the program emphasized the analysis of classroom interpersonal environment. Results of FIAC and Teacher Situation Reaction Test data indicated that the program was successful in "training in" behaviors that were desired. This study supported the use of intensive in-service training to produce desired teacher behavior change.
A comparison of four methods of training in interpersonal skills revealed that direct involvement of teachers in the learning process was more valuable than didactic experiences (Thorman, 1971). From the data obtained in this study, it was concluded that training in interpersonal skills produces extroverted and gregarious behavior in teachers.

Hefele (1971) explored the impact of interpersonal process training on teacher effectiveness and student achievement. Pre-service teacher participants in the systematic training program were rated as exhibiting higher levels of facilitative behavior than non-participants. Students of the trained subjects displayed greater involvement with learning. An adjunctive finding of the study was that the trained student-teachers selected supervising teachers who were functioning at high facilitative levels, indicating increased discrimination regarding effective teaching behavior.

Berenson (1971) conducted a systematic human relations training program with another group of pre-service teachers. Experimental subjects received twenty-five hours of didactic, experiential and modeling training which employed discrimination and communication of core facilitative conditions. Comparison groups received either 25 hours of straight didactic interpersonal skills training or no training. Analysis of classroom interaction patterns, measured by the FIAC scale, revealed greater use of praise, encouragement, acceptance, and clarification by experimental subjects over
those in comparison groups. The experimental group also tended to spend less classroom time criticizing and giving directions than control subjects. Supervisors of trained student-teachers perceived these subjects as more effective in the actual classroom experience. These students appeared more capable of handling problems related to classroom management, planning, and pupil teacher relationships. Results of this study supported the efficacy of short training periods for interpersonal skills.

**Instructional Models for Teacher Education**

The systematic approach to education in communication and facilitative skills has proven effective in the training of teachers and other lay personnel. This final section will explore the use and relative effectiveness of other methods of instruction for teacher education, namely programmed and self-instruction; microteaching; modular and competency approaches.

**Programmed and Self-Instruction**

The technology of programmed instruction seeks to solve problems created by ever-increasing numbers of persons to be educated. Calvin (1969) supported the advancement of self-instruction with programmed materials as an answer to individual differences in learning styles, shortage of instructors, and the educational consequences of socio-economic deprivation. The principles of programmed instruction (PI) focus on the specification of objectives and terminal behaviors. Learning is self-paced and can be influenced by built-in feedback and
successive approximation of the terminal behavior (O'Day, Kulhavy, Anderson, & Malczynski, 1971). Programmed instruction is based upon the concepts of learning theory—that all behavior is learned and that responses leading to the behavior can be shaped (Hilgard & Bower, 1966; O'Day, et al., 1971).

Programmed materials which include the principles of overt responding and feedback provide increased learning yields but also expand program time. Program time decreases with the inclusion of successive approximation, review prior to responding, and confirmation. However, the more PI principles which are employed in a program, the less the learning is dependent upon ability. In a study cited by O'Day, et al., results indicated that: "... for learners at any level of ability, the branching format with its small steps and thematic prompting achieved the most learning" (p. 103). Overt responding was found the most critical principle to include in programs for junior college students (O'Day, et al.).

Schramm (1964) reviewed thirty-six studies which compared programmed instruction with conventional classroom instruction. These sampled different populations: 16 studies were done in colleges; 4 in secondary schools; 5 with primary grade children; 1 with retarded children (Schramm, p. 5). Results for the groups varied, but general findings indicated that 18 of the studies showed no significant differences between groups when measured on the same criterion tests. Seventeen studies reported superiority for subjects interacting with programmed materials. One of the thirty-six
studies distinguished classroom instruction as superior to programmed instruction. Schramm noted a possible source of error in all studies involving programmed materials with the occurrence of the Hawthorne effect (p. 4). This must be viewed as a limitation to research findings where these programs have been utilized.

Coppernoll and Davies (1974) reported an evaluative study of methods of instruction in a school of medicine. Students and faculty rated self-instruction and independent study high, outranking lecturing. Ranked most effective were the experiential approaches of clerkship and departmental rounds.

The effectiveness of self-directed learning programs has been cited by Hunter (1972). The experiences of 400 junior college students indicated that students can assume the major responsibility for their own learning and that achievement can be positively influenced.

Microteaching

The concept of microteaching recognizes the efficiency and effectiveness of experientially based learning. The elements of practice, feedback, modeling, and supervision have been employed in this approach, with the provision of step-by-step integration of teaching competencies to reach the terminal goal (Brown & Armstrong, 1975; Perlberg, 1972; Phillips, 1975).

The typical microteaching program is based primarily on
a laboratory experience with videotape recordings used for feedback. A modeled tape of the teaching skill to be learned is presented prior to student practice. The student or teacher then prepares and presents to a small group of children a similar lesson focusing on the basic teaching component. After feedback utilizing the videotape recording, the lesson is retaught to a different group of children.

Brown and Armstrong reported an adaptation of the original microteaching approach developed by Allen and others at Stanford University. Their adaptation expanded the original model to encompass a three year program. The first year focuses on observation and analysis of teaching techniques. In the second year, students participate in small group teaching with videotape feedback. The third year consists of student-teaching in a school. A unique aspect of this program is peer-group teaming. The peers serve as teachers, pupils, and cameramen for the laboratory experiences. An analysis of evaluative data for this microteaching program indicated significant changes in teaching performance for students involved. Flanders' Interaction Analysis data showed that by the end of the program, students asked fewer questions of pupils but obtained more pupil-initiated responses; students responded to and expanded upon pupil ideas; student-teachers used silence effectively; the student-teachers talked less and were less hesitant with responses and explanations (Brown & Armstrong, p. 56).
Modular and Competency Approaches

A corollary to microteaching is the minicourse or modular approach to teacher education. The learning module is a self-contained package of training materials which focus on a single learning component or competency (Le Baron, 1969; Perlberg, 1972). This self-contained nature makes the module a program which can be used in any school or locality. The minicourse package is self-explanatory and includes a method of self-evaluation. Perlberg explained three procedures utilized in the minicourse: 1) an instructional film describing the focal skill; 2) the planning, teaching, and taping of a lesson employing the skill; 3) self-feedback and evaluation with provision for replanning and reteaching (Perlberg, p. 551). Research has indicated that the minicourse is an effective instructional method. Self-evaluation through videotaping appears as adequate as supervisor feedback and evaluation. Teaching skills learned through interaction with the module have been found to be incorporated into the teacher's classroom behavior (Perlberg, 1972).

The Childhood Teacher Education program at the University of Florida reflects the integration of competency and modular approaches within the framework of the learning theory of Combs and phenomenological psychology (Blume, 1971). Faculty members of the various methodological disciplines direct the acquisition of specified teaching skills. Students participate in learning activities which emphasize personal
involvement in the educational experience. During the typical two year program, students also complete field experiences, increasing observation and participation time from an hour a week to five full weeks of intensive student teaching.

**Summary**

Teacher effectiveness has been found to be related to the level of interpersonal functioning of the individual teacher. The presence of core facilitative dimensions—empathy, positive regard, and congruence—creates a classroom climate which positively influences student academic and personal growth. The effective teacher holds certain beliefs regarding his role and the students to be reached. These beliefs become integrated into and interpreted by the teacher's style and functioning in the classroom. Students, in turn, perceive the teacher as a significant, helpful individual.

Teacher verbal behavior patterns also influence the amount and direction of pupil growth. The facilitative teacher employs interaction patterns which focus on acceptance of feelings, use of praise and encouragement, responses to pupil ideas, and use of questions. Such person-centered responses communicate warmth and understanding and stimulate creativity and problem-solving.

The formulation of an educational program for teaching interpersonal skills necessitates consideration of effective training techniques and methods. Programs which combine didactic, experiential, and modeling approaches have been
found to be effective over any single-method programs. In the area of teacher education, training programs based on microteaching and/or learning modules provide valuable resources for the acquisition of specified skills. Programmed materials and self-instruction capitalize on a technology which adapts theoretical concepts of learning. These and other methods of educating are based on the assumption that knowledge can be acquired and behaviors learned, such that adaptation and assimilation create new modes of responding.
CHAPTER III
PROCEDURES AND METHODOLOGY

Interpersonal skills are considered an integral part of teaching. The teacher who attempts to see the student's point of view, regards self, students and others positively and who is warm and empathic, contributes much to the learning environment. A teacher skilled in conveying such relationship variables will foster positive personal growth and learning in students.

Methods for teaching interpersonal skills to teachers have most often been offered through time-consuming workshops conducted by experienced facilitators. This study proposed to develop and evaluated the effectiveness of a program of self-instruction for developing interpersonal, facilitative skills for teachers in the field.

Description of the Population and the Sample

The target population for this study was third, fourth, and fifth grade teachers in public elementary schools located in a metropolitan area of Alachua County, Florida. The sample was defined as teachers from among this group who volunteered to complete the self-instructional program during the second semester of the 1975-76 school year.

In order to secure the sample for the study, the
researcher contacted principals and counselors of eleven elementary schools which had expressed interest in the study. Counselors and principals in eight of the eleven schools agreed to allow the researcher to meet with third, fourth and fifth grade teachers to explain the study, its rationale and materials to be used. At this meeting, the researcher presented first an activity in which the teachers were asked to list one word each to describe a teacher from their past schooling who had exerted a negative influence on their academic and personal development. They were then asked to do the same for a teacher who had exerted a positive influence. These descriptions were then related by the researcher to the literature concerning effective teaching and facilitative skills. The researcher continued with a description of the study and the involvement that volunteers could expect. All prospective subjects were informed that basic in-service points would be awarded through the Alachua County Teacher Center, CREATE, for participation in the study.

All of the teachers who volunteered were selected to participate in the study. A total of twenty-five teachers from seven of the eight schools meeting with the researcher volunteered for the study. Two groups subsequently were identified upon self-selection to one of two entry dates for interaction with the experimental materials. Those electing to begin immediately composed the experimental group. Those electing a later date in
the same school year composed the delayed-treatment control group. Thirteen teachers thus participated as experimental subjects; twelve teachers participated as delayed-treatment control subjects. Of the original twenty-five teachers subjects, sixteen completed the study; seven experimental subjects and nine control subjects. Seven of those not completing the study dropped out of their own accord. Two others failed to use the tape recorder correctly, rendering the data unusable.

**Design of the Study**

**Research Design**

In order to determine the effects of a self-instruction program in facilitation and communication skills on the interaction behaviors of elementary classroom teachers a quasi-experimental research design was employed. Three dependent variables were investigated: teacher verbal response patterns in a classroom setting; teacher selection of written response patterns; student perceptions of the classroom environment. The Flanders' Interaction Analysis Categories (FIAC) scale, the Teacher Response Patterns (TRP) inventory, and the Student Assessment of Teacher Affect (SATA) scale were used to measure the effects of the treatment program. These instruments were administered to all teacher subjects or to their students, respectively, prior to and following the treatment intervention period.
The research paradigm employed a nonequivalent control group design (Campbell & Stanley, 1967). This design has been used widely in educational research. It was selected for this study because of its adaptability to the limitations of this research. The controls exerted by this design have been described by Campbell and Stanley (pp. 47-50).

Since the major purpose of the study was to test the effectiveness of individualized, self-paced experimental materials, subjects in the experimental group completed the treatment within varying time periods. Delayed-treatment control subjects were administered post-treatment instruments at the end of a nine-week period. They were given the opportunity to use the experimental materials.

Collection of the Data

Pre-treatment. Systematic collection of pre-treatment data took place immediately upon the securing of subjects in each particular school. Counselors in the participating schools were responsible for managing the data collection procedures. The procedures were as follows:

1. Using audio cassettes, each subject taped a prescribed classroom guidance lesson (Appendix II).

2. After taping the prescribed lesson, each subject returned the completed tape to the school counselor. The teacher was then given a copy of the TRP which was to be completed within one week.

3. The school counselor administered the SATA to
homeroom students of teacher subjects prior to the experimental treatment or the nine-week control period. Teachers were asked to leave their classrooms during the collection of student assessment data.

Treatment. All experimental subjects began with Lesson I upon completion of pre-treatment data. In accordance with the self-instructional orientation of the module, all teachers in the experimental group progressed through the fifteen lessons at their own pace. Intermittent encouragement was supplied by the school counselors and the researcher to insure completion of the module prior to the end of the school year. Teachers in the delayed-treatment group proceeded with normal teaching activities during the nine-week control period and did not have access to any of the experimental materials until after the post-treatment data were collected.

Post-treatment. Immediately following the nine-week control phase, all post-treatment data were collected from delayed-treatment teachers. As with pre-treatment data, each teacher taped a prescribed activity (Appendix III) then completed the TRP. The school counselor administered the SATA to students of participating teachers. Post-treatment data were gathered from experimental teachers upon completion of Lesson XV of the module. This final lesson contained the identical taping activity as prescribed for control subjects. All post-treatment taping was therefore concluded as each experimental teacher
completed the module. Upon receipt of the tape and Teacher Activity Package, the school counselor gave each experimental teacher the TRP and administered the SATA to the students.

The Experimental Program

The experimental program centered around a self-instruction module in facilitation and communication skills. The module consisted of fifteen lessons containing written and/or taped materials. Each lesson included one or more activities to be completed by the subjects. Each activity focused on a skill or skill component related to facilitative responding.

The entire module package was housed in a box and consisted of the text, Facilitative Teaching: Theory and Practice (Wittmer & Myrick, 1974), manila folders holding each lesson and tape, and a lesson check-out sheet. One such module package was provided for each school participating in the study. Typically, the module packages were kept in the counselors' offices or in a centrally located area so that materials could be shared by participants. Subjects checked out individual lessons as needed, signing name and dates taken and returned on sheets provided.

A Teacher Activity Package (TAP) consisting of a module outline, response sheets for lesson activities, and a final module evaluation form, was designed to accompany the module. The TAP served as a workbook,
and a copy was provided for each subject. Subjects recorded responses to lesson activities on the designated worksheets in the TAP. Eight of the fifteen lessons required the completion of a self-evaluation form concerning facilitative skills. Seven lessons required other types of response formats specific to the particular lesson. All TAPs were returned to the researcher at the conclusion of the study. The module and TAP materials are contained in the Appendix section of this study.

Implementation and management of this study necessitated involvement of school counselors. The researcher met with counselors from participating schools prior to program initiation for the purpose of orientation. This orientation meeting with each counselor focused on the purpose of the study and role of the counselor. The researcher continued close contact with each school counselor throughout the study. Instructions to the counselor are included in Appendix IV.

**Hypotheses**

- **H₀₁**: There is no significant difference between groups on the variable of indirect teacher talk as measured by the Flanders' Interaction Analysis Categories scale (FIAC).

  a: There is no significant difference between groups on the variable of acceptance of students' feelings (category 1 of FIAC).

  b: There is no significant difference between groups on the variable of praise and encouragement of students (category 2 of FIAC).

  c: There is no significant difference between groups on the variable of acceptance or use of ideas of students (category 3 of FIAC).
d: There is no significant difference between groups on the variable of questions asked students (category 4 on FIAC).

\[ \text{Ho}_2: \] There is no significant difference between groups on the variable of direct teacher talk as measured by the Flanders' Interaction Analysis Categories scale.

\[ \text{a:} \] There is no significant difference between groups on the variable of lecturing to students (category 5 of FIAC).

\[ \text{b:} \] There is no significant difference between groups on the variable of giving students directions (category 6 of FIAC).

\[ \text{c:} \] There is no significant difference between groups on the variable of criticizing or justifying authority (category 7 of FIAC).

\[ \text{Ho}_3: \] There is no significant difference between groups on the variable of student talk as measured by the Flanders' Interaction Analysis Categories scale.

\[ \text{Ho}_4: \] There is no significant difference between groups on the variable of confusion or silence as measured by the Flanders' Interaction Analysis Categories scale (category 10).

\[ \text{Ho}_5: \] There is no significant difference between groups on the variable of student assessment of teacher affect.

\[ \text{Ho}_6: \] There is no significant difference between groups on the variable of identification and ordering of written facilitative responses by teachers.

Instrumentation

Flanders' Interaction Analysis Categories (FIAC)

In order to obtain a behavioral measurement of classroom interaction, the FIAC scale was employed as both a pre- and post-treatment measurement. This scale, developed by Flanders and tested by Flanders, Amidon, and other researchers, gives an overall picture of classroom verbal interaction and groups all interactions into ten categories.
A rater records a numeral corresponding to one of ten categories every three seconds of the observation period. The frequencies which occur within categories, plus the patterns in which they fall, indicate the interactions and communication patterns which have taken place during a given classroom observation period. This observation period is typically twenty minutes in duration (Amidon, 1968; Flanders, 1970). Research utilizing FIAC indicates the instrument to be an effective measure of classroom verbal interaction (Soar, 1972). The first seven categories were of particular interest in this study and were applied as they pertain to teacher-to-student interaction.

Behavioral samplings for analysis with FIAC were accomplished in this study by obtaining from each subject an audiotape of a prescribed classroom discussion, prior to and after the treatment period. The audio-tapes were rated by trained judges utilizing the FIAC scale. The use of trained raters in FIAC coding has been discussed by Amidon (1968), Amidon and Hough (1967) and Flanders (1970).

Judges for the study were two Teacher Corps graduate student-teachers, each of whom had prior exposure and experience with the Flanders' and other observational rating systems. Training sessions for the judges were conducted by the researcher for the purposes of re-training with FIAC and obtaining interrater agreement data. These sessions consisted mainly of rating audiotapes of teacher-led classroom discussion. Tapes for the training sessions
were made by teachers not participating in the study.

Five training sessions, totaling 14 hours, were conducted the week prior to the data rating period. Each rater had memorized the FIAC scale prior to the training sessions. The first session consisted of reviewing the FIAC categories and discriminating among categories, as suggested by Flanders (1970). Samples of classroom discussion were used for category distinction. The remaining sessions focused on actual rating experiences with training tapes followed by analysis and discussion of rating decisions. In order to clarify distinctions between FIAC categories, ground rules were established during the rater training period and are found in Appendix VI.

At the end of the third, fourth, and fifth training sessions, analyses were made of the ratings generated. Scotts' coefficient, \( \pi \), was employed to obtain an indication of interrater agreement (Amidon & Hough, 1967, pp. 158-166; Scott, 1955; Tinsley & Weiss, 1975, p. 370). During the fifth training session, the judges agreed on 83% of the responses coded. Using Scotts' coefficient, which corrects for agreement by chance, an interrater agreement level of .77 was obtained.

At the conclusion of the training sessions, all taped data for the study were given to the judges. Audio-tapes containing pre or post data were randomly assigned to each rater. Each tape was labeled with a teacher identification number so that all ratings could be
considered "blind" (i.e. judges did not have access to teacher names, schools, or group assignments, and did not know whether the taped data were pre- or post-treatment). All ratings were made directly on NCS scanner sheets, Transoptic F 3143-54321, ten-response form. All other coding necessary was done by the researcher at the completion of the judges' ratings.

**Teacher Response Patterns (TRP)**

An inventory of teacher response patterns was administered to obtain a measure of teachers' ability to identify and select written facilitative patterns. The Teacher Response Patterns inventory consists of five selections describing a situation which might occur in a school setting. Each selection is presented with limited information, followed by six possible responses which might be made by a teacher. Respondents rank-order the selections from most understanding and helpful to least understanding and helpful.

Reliability coefficients for the TRP, utilizing both split-halves and test-retest methods, are above .86. Raw scores on the TRP range from 30 to 180, with a score of 144 or above indicating selection of person-centered responses. The TRP was administered to both groups of teachers pre and post.

**Student Assessment of Teacher Affect (SATA)**

A measure of student perceptions of teacher classroom
affect was obtained from the home-base students of each teacher-subject. The Student Assessment of Teacher Affect scale (Appendix I), devised by the researcher, was administered by school counselors to the target students in absence of the classroom teacher. This scale is based on the constructs of empathy, positive regard of teacher toward student, and general classroom climate. All items on the scale refer to the general factor of teacher affect.

The student scale consists of sixteen statements related to the general factor. It employs a Likert scaling technique with four categories ranging from strongly agree to strongly disagree, as described in Shaw and Wright (1967). Scores on the SATA range from 16 to 64 for each student rating. To obtain a teacher score, student scores were averaged, yielding a mean score with a range from 16 to 64.

Content validity for the SATA scale was obtained through a consensus of a panel of four judges. The judges were faculty members in the Department of Counselor Education at the University of Florida. Each judge was selected on the criterion of experience working with public school teachers or pre-service teachers. Each judge was given a copy of twenty possible items for the scale and instructed to label each item as relating to one of the three constructs, empathy (E), positive regard (PR), and general classroom climate (C). Items reflecting 75% agreement or better were selected for the scale. Two teacher educators specializing in elementary teacher education evaluated
the format and readability of the instrument.

A stability rating over time for the SATA was established through a test-retest method over a three-week interval. A Pearson's product-moment correlation coefficient of .64 was obtained. Results of the data obtained in the study with the SATA are discussed in Chapters IV and V. Interpretations are guarded, relative to the low reliability of the instrument.

**Analysis of the Data**

In order to compare differences between groups in teacher verbal patterns, ordering of written responses, and student perceptions of teacher affect, a statistical analysis of the data was conducted. Data generated by the FIAC scale were tallied and a rate established for each category. Difference scores were computed from the rates. A series of "t" tests were run on the difference scores from pre- and post-treatment administrations of the FIAC, TRP and SATA instruments. Results of the data are discussed in Chapter IV.
CHAPTER IV
RESULTS AND DISCUSSION

The purpose of this study was to develop and investigate the effects of a self-instruction program in facilitative teaching skills with elementary school teachers. The following dependent variables were studied: teacher verbal response patterns during classroom discussion; teacher written response identification; student perceptions of classroom climate and teacher-offered empathy and positive regard. This chapter presents the results of the data analysis regarding the three dependent variables. All results are discussed in the text at the point presented and are considered in relation to the methodology and statistical procedures explained in Chapter III.

Hypothesis 1

In general, Hypothesis 1 indicated that no differences would exist between experimental and control group means on the variable of indirect teacher verbal expression. This variable is comprised of the first four categories of the Flanders' Interaction Analysis Categories (FIAC) system. An analysis of the data was computed on the four categories collectively (Hypothesis 1) and individually (Hypotheses 1a, 1b, 1c, 1d).

Results. The results of the data analysis, presented in Table 4.1, indicate a significant difference between groups
TABLE 4.1
MEANS, STANDARD DEVIATIONS AND \( t \) VALUES OF DIFFERENCE SCORES: INDIRECT TEACHER TALK AND FIAC CATEGORIES 1-4

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>D.F.</th>
<th>( t ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0569</td>
<td>0.156</td>
<td>14</td>
<td>1.62</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.1041</td>
<td>0.223</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 1</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0103</td>
<td>0.008</td>
<td>11</td>
<td>3.45*</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.0145</td>
<td>0.019</td>
<td></td>
<td></td>
</tr>
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<td>Cat. 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0118</td>
<td>0.014</td>
<td>14</td>
<td>1.16</td>
</tr>
<tr>
<td>Con.</td>
<td>0.0015</td>
<td>0.020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0215</td>
<td>0.048</td>
<td>11</td>
<td>2.07</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.0637</td>
<td>0.111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0132</td>
<td>0.120</td>
<td>14</td>
<td>0.63</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.0275</td>
<td>0.135</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p < .05 \)
for Category 1, acceptance of students' feelings, $t(11) = 3.45$, $p < .05$. Category 3, clarifying and summarizing students' ideas, categories 2 and 4, and the combined category effect, Indirect Teacher Talk, yielded no significant differences between groups. Therefore, null hypotheses 1, 1b, 1c and 1d were accepted; null hypothesis 1a was rejected.

**Discussion.** The significant difference between groups on the variable of acceptance of students' feelings indicates a positive treatment effect of the experimental program, as this difference was in the direction of the experimental group. The variable of clarifying and summarizing students' ideas approached significance in the same direction, which supports the indication of a positive treatment effect. According to Wittmer and Myrick (1974), the facilitative skills of responding to feelings and clarifying content are highly person-centered. These responses reflect an attempt on the part of teachers to interject themselves into the students' frame of reference. Other investigators have suggested that such communication patterns are related to effectiveness in teaching (Amidon & Hough, 1967; Aspy, 1969; Combs & Snygg, 1959; Olson, Pagliuso, Robinson, Marcus, Gaite, & Taub, 1969). The results of this data analysis confirm Berenson's (1971) findings that the interpersonal skills of acceptance of feelings and clarification are subject to positive, short-term training effects. Both skills were stressed in the experimental program.

The lack of significant difference between groups on
the variable of praise and encouragement (Category 2) may be related to the tendency of all teachers to rely on this mode of responding to students. Traditionally, teachers have been encouraged to use praise liberally in their teaching relationships, in order to extend warmth and to reinforce preferred student behaviors. The increased use of praise and encouragement was not a focus of the treatment program, and thus the presence of similar reliance on this response by all subjects was expected.

The results of testing, regarding the variable of use of questions (Category 4), may relate to the traditional teacher role as the director of discussion. The lessons prescribed for the pre- and post-treatment measurements (Appendices II and III) were designed as discussion activities. Teaching methodologies support the use of questions to elicit student response in such activities. Category 4 of the FIAC scale does not differentiate among types of questions, as have been described by Wittmer and Myrick (1974). Distinctions in past studies with the FIAC scale (Amidon & Hough, 1967) have been gained by specific analyses of paired observations. In this manner, responses prior to and following the use of a question were analyzed to identify the type of question asked. Such analysis was not conducted in this study, and therefore all questioning modes were included in this one category. The use of open-ended questions, which was a focus in this study, is not identifiable and should be investigated in further studies.
Hypothesis 2

In general, Hypothesis 2 indicated that no difference would exist between the experimental and control group means on the variable of direct teacher verbal expression. FIAC categories 5 through 7 were considered collectively (Hypothesis 2) and individually (Hypotheses 2a, 2b, 2c).

Results. The results of the data analysis, presented in Table 4.2, indicate a significant difference between groups for Category 7, criticizing or justifying authority, \( t(14) = -2.19, p < .05 \). Results of data analysis for Categories 5 and 6, lecturing and giving directions, and the collective Direct Teacher Talk yielded no significant differences between groups. On the basis of these findings, null hypotheses 2, 2a and 2b were accepted; null hypothesis 2c was rejected.

Discussion. The significant difference between groups on the variable of criticizing or justifying authority indicates a positive treatment effect of the experimental program. The direction of this difference between groups is indicated by the negative mean for experimental group difference scores and the positive mean for control group difference scores. One explanation of this difference lies in the focus of the experimental materials. These materials emphasized the positive influence of conveying understanding to students and de-emphasized responses to students which tend to analyze, interpret, or otherwise place the teacher in the position of an authority on another's inner
<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>D.F.</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Teacher Talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>-0.01538</td>
<td>0.046</td>
<td>10</td>
<td>-0.09</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.1492</td>
<td>0.138</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>-0.0779</td>
<td>0.056</td>
<td>14</td>
<td>-1.08</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.0501</td>
<td>0.047</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>-0.0690</td>
<td>0.007</td>
<td>9</td>
<td>1.17</td>
</tr>
<tr>
<td>Con.</td>
<td>-0.1059</td>
<td>0.031</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>-0.0069</td>
<td>0.012</td>
<td>14</td>
<td>-2.19*</td>
</tr>
<tr>
<td>Con.</td>
<td>0.0068</td>
<td>0.013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.
experiencing. In addition, the experimental module sought to familiarize subjects with a model for verbal feedback to convey their own feelings to students. This model was presented as a positive alternative to the use of criticism, physical and verbal abuse, and exercising authority.

The exhibited difference between groups may also be explained by the method of self-evaluation used in the module. This procedure provided progressive experiences wherein subjects were expected to increase their use of facilitative skills. In the acquisition of skills a conditioning process takes place such that old behaviors are gradually replaced by new, reinforced behaviors. This conditioning process may account, in part, for the negative experimental group difference mean reported for Category 7.

Both the experimental and control groups experienced an overall decrease in the use of Indirect Teacher Talk, as indicated by the negative difference means. This was also found for both Categories 5 and 6. As with Hypothesis 1, the nature of the pre- and post-treatment modular lessons may have influenced these results since the primary focus of the lessons was to generate classroom discussion. Directions to teachers specified that they lead their students to talk about the stimulus experiences. Such directions may have precluded the occurrence of extended lecturing or directing by the teacher subjects, and thus have acted as a positive influence in decreasing the occurrence of these behaviors.
Amidon and Hough (1967) reported use of lecturing and direction-giving by both average and superior teachers, with directions being given twice as often by average teachers. Analysis of the interactive patterns during classroom observation revealed that superior teachers, although relying heavily on lecturing, were interrupted more often by their students than were average teachers.

It would appear, from the data of this study, that teaching modes involving lecturing and direction-giving are not affected by training in interpersonal skills. Classroom interaction patterns are influenced by the task at hand. The appropriateness of a teacher's response—whether to lecture, give directions or advice, clarify student ideas, reflect feelings—determines the effect on student functioning.

Hypothesis 3

In general, Hypothesis 3 indicated that no differences would exist between group means on the variable of student verbal expression. This variable encompasses two categories of the FIAC scale: responsive pupil talk (Category 8) and initiative pupil talk (Category 9).

Results. The results of the data analysis, presented in Table 4.3, indicate no significant difference between groups on the student talk variable. Group means and standard deviations for the variable are, for all purposes, equivalent, indicating a similar increase and dispersion in the rate of student talk from pre- to post-treatment measurement and null hypothesis 3 was accepted.
TABLE 4.3
MEANS, STANDARD DEVIATIONS AND t VALUES OF DIFFERENCE SCORES: STUDENT TALK
(FIAC CATEGORIES 8 and 9)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>D.F.</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.1149</td>
<td>0.205</td>
<td>14</td>
<td>0.08</td>
</tr>
<tr>
<td>Con.</td>
<td>0.1076</td>
<td>0.180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0910</td>
<td>0.269</td>
<td>14</td>
<td>0.23</td>
</tr>
<tr>
<td>Con.</td>
<td>0.0629</td>
<td>0.210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat. 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.0239</td>
<td>0.103</td>
<td>14</td>
<td>-0.31</td>
</tr>
<tr>
<td>Con.</td>
<td>0.0447</td>
<td>0.152</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion. The major point which should be mentioned in a discussion of the student talk variable consisting of Categories 8 and 9 is that these category distinctions were difficult to discern in the data collected for this study. Flanders (1970) discussed the perils to be encountered in rating audiotaped data, as were employed by this study. Without the advantage of viewing student behavior, it is difficult, if not impossible, to distinguish responsive from initiative verbal expression of students (p. 50). For the purpose of this study, the categories were therefore considered together. It is doubtful that anything more can be derived from the data other than that instances of student talk occurred in both groups and at a slightly higher rate during the post-treatment observation session. The nature of the post-treatment lesson may have influenced this increase.

Hypothesis 4

In general, Hypothesis 4 indicated that no differences would exist between group means on the variable of the occurrence of silence or confusion during classroom discussion. This variable was represented by Category 10 on the FIAC scale.

Results. The results of the data analysis, presented in Table 4.4, indicate no significant difference between groups for Category 10, silence or confusion. Both groups experienced a drop in the rate of occurrence of the behaviors
TABLE 4.4
MEANS, STANDARD DEVIATIONS AND $t$ VALUES OF DIFFERENCE SCORES: SILENCE OR CONFUSION (FIAC CATEGORY 10)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>D.F.</th>
<th>$t$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>-0.0872</td>
<td>0.137</td>
<td>14</td>
<td>0.13</td>
</tr>
<tr>
<td>Control</td>
<td>-0.0948</td>
<td>0.094</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
identified by this category during the post-treatment observation session.

Discussion. Category 10 in the Flanders' system is utilized to record the occurrence of silence or confusion. It is also the first category recorded by a rater to initiate an observation period. In this study, in addition to traditional uses, Category 10 was recorded during any portion of the taped sessions where student responses were entirely inaudible (see Appendix VI, Instructions to Raters). Due to this use of the category, one can determine little from the data.

The negative group difference means may have been influenced by the different procedures of the pre- and post-treatment modular lessons. The pre-treatment lesson was structured so that the teacher needed to write on a chalkboard to record student responses. The post-treatment lesson required only that the teacher lead students in a discussion. Due to this major procedural difference, it would be expected that the rate for Category 10 might decrease upon posttesting.

Hypothesis 5

In general, Hypothesis 5 related to differences between teacher group means obtained through an assessment of student perceptions of teacher-offered affective variables.

Results. The results of the data, presented in Table 4.5, indicate a significant difference between groups on the
### TABLE 4.5

MEANS, STANDARD DEVIATIONS AND \( t \) VALUES OF DIFFERENCE SCORES: SATA AND TRP

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>D.F.</th>
<th>( t ) Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>0.1743</td>
<td>3.147</td>
<td>14</td>
<td>2.13*</td>
</tr>
<tr>
<td>Con.</td>
<td>-2.556</td>
<td>2.963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>48.000</td>
<td>19.459</td>
<td>14</td>
<td>5.45*</td>
</tr>
<tr>
<td>TRP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Con.</td>
<td>0.7778</td>
<td>15.246</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\*\( p < .05 \).
student assessment variable, $t(14) = 2.11, p < .05$. Therefore, null hypothesis 5 was rejected.

**Discussion.** The low test-retest reliability coefficient ($r = .64$) obtained for the Student Assessment of Teacher Affect (SATA) scale, noted in Chapter III, directs a need for caution in interpreting the results obtained in this study. Although the literature supports an assumption of positive change in student-reported perceptions for teachers receiving training (see Chapter II), it is difficult to assess whether the change indicated by these results is a factor of treatment effect or weak instrumentation. It is interesting to note, however, the differences in group means indicating positive change for experimental subjects and negative change for control subjects. These group mean differences are in the same direction as differences for FIAC categories 1 and 3, the TRP, and inversely, for FIAC category 7. These differences raise a question regarding the relationship between results for individual teachers on the SATA and the other dependent variables. The existence of such a relationship would further suggest a positive treatment effect of the experimental materials. One factor influencing data obtained through student assessment has been discussed by Soar (1972). He cautions that such student assessments tend to lack discrimination in perceptions below the fifth grade (p. 521). Therefore care is needed in interpreting data for younger children. The data obtained in this study describe the perceptions of third, fourth and fifth grade.
students. The low reliability of the SATA scale could be inherent in the variable being tested as well as in the instrument itself.

Hypothesis 6

In general, Hypothesis 6 explored the nature of group mean differences on the variable of teacher identification of written facilitative responses.

Results. The results of the data, presented in Table 4.5, indicate a significant difference between groups on the variable of teacher response identification, $t(14) = 5.45$, $p < .05$. Therefore, null hypothesis 6 was rejected.

Discussion. The significant difference reported for results of Teacher Response Patterns (TRP) data reflects a considerable treatment effect of the experimental program, as evidenced by the large difference between group means. The experimental group gained substantially more than the control group from pre- to posttesting.

One focus of the self-instruction program was to increase teacher subjects' awareness of facilitative, person-centered responses. The first portion of the module centered around identifying such responses in written form and on tape. Remediation exercises were required for those teachers not achieving a nominal degree of accuracy with each lesson. Such activities have exerted positive influence over the dependent variable tested by the TRP in this study. One caution to be considered in interpreting these data, however, is that the results presumably reflect an
effect of practice as well as an effect of treatment.

**Summary**

The three dependent variables investigated in this study were teacher verbal response patterns, teacher identification of written facilitative responses, and student assessment of teacher affect. The hypotheses generated around these variables were tested using a Student's t-test, with the rejection level at $p < .05$. Significant pre-to post-treatment differences between groups were found for the student assessment and teacher response identification variables. A breakdown of the teacher verbal response variable revealed significant pre-to post-treatment differences for two verbal patterns, acceptance of feelings and criticizing or justifying authority. A third pattern, clarifying or using student ideas, approached significance at the .05 level of confidence.

These findings indicate the existence of a positive effect of the experimental program. Self-reports of experimental subjects indicated generally favorable reactions to the program. Exposure to the training activities were viewed positively, and a carry-over of skills into other teaching activities was reported by a majority of the teachers.
CHAPTER V
SUMMARY AND IMPLICATIONS

Summary

The purpose of this study was to develop and investigate the effects of a self-instruction program in facilitation and communication skills for elementary school teachers. Interpersonal skills are considered an integral part of teaching. The teacher who attempts to see the student's point of view, regards self, students and others positively, and who is empathic and warm, contributes much to the learning environment. A teacher skilled in conveying such relationship variables will foster personal growth and learning in students.

The experimental program, which integrated experiential and didactic methodologies, was compared with a delayed-treatment control program. Seventeen volunteer third, fourth and fifth grade teachers and their students participated as subjects for the study. Eight teachers comprised the experimental group, with seven completing the treatment program which consisted of a 15-lesson module containing written and/or taped materials and activities. Each activity focused on a skill or skill component related to facilitative responding.

Three dependent variables were investigated: teacher verbal response patterns (VRP); teacher written response
identification (WRI); student perceptions of teacher affect (TA). Null hypotheses were defined indicating that no significant difference would exist between groups on each of the variables. Measurement of the variables took place prior to and following either interaction with the experimental materials or a nine-week control period.

Data for measuring VRP were generated through audiotaping prescribed classroom guidance discussion lessons. These tapes were coded and randomly assigned to trained judges. The Flanders' Interaction Analysis Categories (FIAC) scale was employed as a measurement for VRP. Two other instruments were employed to measure WRI and TA: the Teacher Response Patterns (TRP) inventory and the Student Assessment of Teacher Affect (SATA) scale, respectively. Comparisons of group means were made using the Student's t statistic.

The results of the data indicated significant differences between groups in change scores from pre- to post-treatment measurement of the variables WRI and TA, p < .05. For the variable VRP, two categories of the FIAC scale reached significance at the .05 level. Positive, significant experimental group change was indicated for Category 1, acceptance of students' feelings. Negative, significant experimental group change was indicated for Category 7, criticizing or justifying authority. These findings suggested a positive treatment effect of the self-instructional materials tested in this study. Teacher evaluation of the
of the experimental module following treatment indicated that subjects perceived participation as a valuable experience (Appendix IX).

**Implications**

**Limitations**

The implications of this study must first be considered in relation to limitations in the design and methodology.

1) The primary limitation of the study lies in the generalizability of the results. Although the robustness of the Student's *t* test allows for considerable violation of its underlying assumptions, the small number of subjects, use of volunteers, and lack of total random assignment to groups indicate that caution must be used in generalizing results to other populations.

2) Repeated analysis of the data using the *t* statistic increases the probability of obtaining at least one significant comparison by chance. The results obtained, particularly for the Flanders' data, may include the occurrence of type I error.

3) A degree of self-motivation and involvement of teachers participating in the training program was necessary. Extrinsic motivation was provided by in-service credit and counselor and researcher encouragement. There was, however, no way to measure either the reinforcing quality of the planned encouragers or the motivational level of the individual teacher.
Recommendations

The training program. The results of the study have suggested that the use of self-instructional materials in training programs in interpersonal skills is a viable alternative to traditional approaches. Most training programs in interpersonal skills have utilized the involvement of a trainer. Carkhuff (1969d; 1971b) has reported significant positive training effects with the presence of a high-functioning trainer. Although it was not the purpose of this study to compare methods of training, further investigation utilizing other methodologies for such purposes warrants consideration.

Length of the training program. There was some indication that the length of the module was a factor in securing and holding subjects for the study. Teachers who either chose not to participate or who later dropped out of the program cited lack of time as a major factor in their decisions not to participate. Pressures on all teachers in the latter portion of the academic school year were present so that volunteer involvement in yet another project was uncomfortable, if not impossible. Scheduling the program during another period of the school year, withholding teacher responsibilities for other projects, or exercising more systematic checks on the progress of individual teachers are suggested as considerations for further research.

Instrumentation. The use of observational data in this study has proven to be costly and time-consuming. Such
data were, however, necessary to the nature of the study and provided a picture of teaching behaviors which have been previously described as highly influential of positive student growth. An expansion of such data-gathering methods might therefore be considered to insure "getting the most for one's time and money." The optimum observational data would be those gathered in the actual classroom and at various intervals throughout and after the treatment period. The lesson content could still be held constant across teachers to control for some nuisance variation. An alternative to direct observation might be to retain the use of taping, employing videotaping where possible. Rather than holding to a prescribed lesson, samples could be gathered of a teacher's "best" teaching.

The SATA instrument used in this study presented problems initially and may also have been a factor in the volunteer rate. Several teachers approached about their participation in the study expressed concern over the prospect of being assessed by their students. It might be advantageous to further investigations to eliminate this variable entirely if the population sampled views such as a threat.

Role of the counselor. This study was designed so as to utilize the involvement of the school counselor as a research assistant (in collecting the data) and as a consultant (in listening to tapes that teacher subjects chose to share with them). The analysis of the data did not explore the influence of the counselor in either capacity as related
to results. Apart from administrative duties required by the study itself, the inclusion of the counselor as a part of the self-instruction program was optional. Teacher subjects reported varying degrees of reliance on counselor input. There was some evidence that in schools which experienced a high teacher drop-out rate (50 to 100%), the counselor either had not completed all data collection procedures as specified or had not served as a motivator for the participating teachers. One teacher completing the program and exhibiting growth in the use of facilitative skills reported that the input of the school counselor had been meaningful to her in the course of the study. Further analysis is necessary to determine the overall effect of counselor as consultant on the success of the experimental materials.

Conclusions

On the basis of findings reported for this study, the following conclusions were drawn:

1. The self-instruction module offered an effective method of training for elementary school teachers in interpersonal skills.

2. The module positively influenced teacher verbal responses to students, by increasing the rate of responses to feelings and clarification of ideas, and by decreasing the use of criticism or justification of authority.

3. Students' perceptions of their teachers were enhanced as a result of the teachers' experiences with the modular activities.
4. The module increased teachers' awareness of facilitative ways of responding in a variety of situations, exhibited by their expanded ability to identify such responses to written stimulus situations.

The generally positive influence of the self-instruction program tested in this study suggests the need to replicate the study with inclusion of such methodological improvements and additions as have been previously noted. A more thorough assessment of the value of this approach to interpersonal skills training can be completed at that time, utilizing the added input of comparative methodologies.

The efficacy of training programs in interpersonal skills for teachers has been discussed in Chapter II. If such training programs are to be made available to teacher populations at large, analyses of local needs, priorities and environments will be necessary. Selection of methodology for the program would then reflect these needs plus effectiveness of approach as tested with similar populations. The discovery and utilization of motivational sources would serve to enhance the success of the program. The ultimate in-service program in interpersonal skills training for teachers would be designed so as to become an extension of their professional role and function.
APPENDIX I

INSTRUMENTS FOR THE STUDY
Flanders' Interaction Analysis Categories (FIAC)*

<table>
<thead>
<tr>
<th>Teacher Talk</th>
<th>Initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
<td><strong>4. Asks questions.</strong> Asking a question about content or procedure, based on teacher ideas, with the intent that a pupil will answer.</td>
</tr>
<tr>
<td>1. <strong>Accepts feeling.</strong> Accepts and clarifies an attitude or the feeling tone of a pupil in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Praises or encourages.</strong> Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head or saying &quot;um hm?&quot; or &quot;go on&quot; are included.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Accepts or uses ideas of pupils.</strong> Clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Lecturing.</strong> Giving facts or opinions about content or procedures; expression of his own ideas, giving his own explanation, or citing an authority other than a pupil.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Giving directions.</strong> Directions, commands, or orders to which a pupil is expected to comply.</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Criticizing or justifying authority.</strong> Statements intended to change pupil behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.</td>
<td></td>
</tr>
<tr>
<td>Pupil Talk</td>
<td>Response</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>8. Pupil-talk--response. Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Pupil-talk--initiation. Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Silence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Silence or confusion. Pauses, short periods of confusion in which communication cannot be understood by the observer.</td>
</tr>
</tbody>
</table>

*There is no scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.*
I.D. # Date Grade Level

TEACHER RESPONSE PATTERNS*

The following selections describe situations which might occur in a school setting and where a teacher will make a response to a student. Each selection is presented with limited information, and followed by possible responses which a teacher or teacher's aide might first make in the described situation.

Read over the possible responses and rank order them from 1 to 6 in order of those considered to be most understanding and helpful to those found least understanding and helpful. Place a number 1 in the space before the response you are most apt to favor, if you were in the situation. The wording used may not always appeal to you as being the best, but disregard this factor as long as the response is the same type as you would favor. Place a number 2 in the next most understanding and helpful response, and so on.

1. A boy says, "I wish I weren't in school. Sometimes it's okay, but most of the time I hate being here... (pause). But it's better than staying at home and being 'nagged.' This place (school)... they expect so much. Things would be great if I could just get away from here... anything is better than this... I don't know... I might just quit..."

_____ (a) You're pretty unhappy now and feel things would be easier for you if you weren't in school.

_____ (b) Even though you don't like school, you're still here and probably because you're feeling that things might not go well for you, if you quit school.

_____ (c) If I understand you, you're saying that you've got a decision to make between staying in school or quitting.

_____ (d) Things are looking bad for you right now, but I'm sure you'll find some way of working things out, and you'll feel better.

_____ (e) What would you do if you quit school?

_____ (f) You should talk with the school counselor about this; he has some interesting information you should see.
2. Helen, a fifth grade girl, reports that she is being talked about by a group of girls. "Those girls make me so mad! They're nothing but dirty little gossips." (She glares at the group across the playground.) "I can tell just as dirty stories about them—and I will too. You just wait and see..." (A few tears appear in her eyes.) "They think they are so great—so high and mighty—just because they are the 'goodie-goodie' girls."

(a) Are you saying that some day you'll make sure that they pay for how they are making you feel right now?

(b) You're very angry with them right now.

(c) What do you think they are saying about you?

(d) Many girls your age talk about other girls that way, but later it won't seem so serious. You might even be close friends.

(e) If I were you, I'd ignore them and not let them know that they upset you.

(f) Behind your feelings of wanting revenge, Helen, it might be that you're a bit envious of the girls in the group.

3. A girl is complaining that another teacher, Mrs. Jones, is being unfair to her. "That Mrs. Jones... she doesn't like me. She likes all the other kids better than me. She's always picking on me and it makes me... (hesitates)... makes me so mad. She's so unfair and critical. I know I'm not doing as well as I should in her class, but... she's so (frowns)... so..."

(a) Correct me if I'm wrong, but it seems you're saying that Mrs. Jones doesn't see you like you want her to see you.

(b) How long have you felt this way about Mrs. Jones?

(c) Well, one of the best things you could do is to talk with Mrs. Jones about how you feel.

(d) You say you're not doing as well as you should in school, and this is hard to accept. Thinking that Mrs. Jones is unfair to you could be an excuse.

(e) Some teachers seem unfair at first. You might be interested to know that most of the kids eventually list Mrs. Jones among their favorite teachers. You'll be able to work things out.

(f) You're feeling upset and irritated with Mrs. Jones.
4. Harold, who frequently seeks the teacher's approval, wants to have the record he brought to school played for the rest of the class, right now. He's standing by the teacher and says, "Can't we play the record now? Please. Oh, please." (The teacher wants to move to the lesson she's planned and play the record later.) Harold looks at the teacher with a depressed expression.

(a) Now look, there's no need to feel sad, Harold. We want to hear the record and we will later.

(b) Playing your record right now is especially important to you and you're disappointed. But we will hear the record later.

(c) I guess you're saying, Harold, that you don't want to wait. But, we will hear the record later.

(d) Your wanting me to play the record right now, Harold, is another way of your asking me to prove that I like you. We are going to hear a story now and the record later.

(e) You ought to think of other people's wishes too, Harold, and most of the class wants to hear the story (lesson) now. So, we will hear the record later.

(f) Why is it so important to you that we hear the record right now, Harold?

5. A class committee is meeting and one boy, John, is taking charge. He is not appreciated by the others. Finally, Joe says, "I don't want to be on that committee. I want to be with someone besides John. He's telling everybody what to do and says we aren't doing it right. Besides, he's not the leader, is he? I'm a better leader than he is. . . . he's so bossy. He never lets anyone else say anything. Can I be on another committee?

(a) One of the reasons you probably dislike working in the group is because you'd like to be one of the leaders, and don't feel John will let you.

(b) Why don't you and Bill get together and tell John that it should be a group effort and everyone should have a chance to say something.

(c) John's attitude makes the group work unpleasant for you, and you're so frustrated you want to get out of the group.

(d) What can you do about the situation?

(e) I know John can be a little bossy at times and I can understand why you want to be on another committee. However, things will work them-
(f) I think you're saying that the group is dominated by John and you want to have more to say about what the group's doing. Huh?

*This inventory developed by Dr. Robert Myrick, Department of Counselor Education, University of Florida, Gainesville, Florida.*
STUDENT ASSESSMENT OF TEACHER AFFECT (SATA)

Student I.D. Number

1. My teacher understands me. [Smiley: 3, Sad: 2]
2. My teacher wants to be my friend. [Smiley: 3, Sad: 2]
3. My teacher talks too much in class. [Smiley: 3, Sad: 2]
4. My teacher can usually tell what I'm feeling. [Smiley: 3, Sad: 2]
5. When I make a mistake, my teacher makes me feel dumb. [Smiley: 3, Sad: 2]
6. My teacher laughs and jokes with us in class. [Smiley: 3, Sad: 2]
7. My teacher doesn't care how I feel. [Smiley: 3, Sad: 2]
8. My teacher praises me when I do a good job. [Smiley: 3, Sad: 2]
9. My teacher orders me to do a lot of things. [Smiley: 3, Sad: 2]
10. My teacher likes to know how I feel about things. [Smiley: 3, Sad: 2]
11. My teacher believes I am an important person. [Smiley: 3, Sad: 2]
12. My teacher is a bossy person. [Smiley: 3, Sad: 2]
13. My teacher never listens to my ideas. [Smiley: 3, Sad: 2]
14. My teacher makes me feel I can do a lot of things. [Smiley: 3, Sad: 2]
15. My teacher lets me study about things that interest me. [Smiley: 3, Sad: 2]
16. My teacher makes fun of me in front of others. [Smiley: 3, Sad: 2]
APPENDIX II

PRE-PROGRAM ACTIVITY
APPENDIX II

Pre-Program Activity

(In taping this activity, make sure the microphone is close to you so that your responses are picked up clearly. Our main concern is with the audibility of your voice, and not necessarily with the clarity of the students' responses. Test the quality of this taping before embarking on the activity. You may find that you will need to hold the microphone during the activity.)

What Do We Look for in a Friend?

Purposes: 1) To discuss qualities we like those we call friends to have
2) To explore how behavior affects feelings

Procedures:

1) Write the word friend on the chalkboard. Ask your students to quickly give one or two word descriptions of what this word means. Write their words on the board as quickly as they give them. Do not evaluate or discuss these words at this time; merely list them.

2) Now look over the list together. Have your students vote for two items listed to narrow the range. Those items with highest number of votes remain on the list.

3) Now have your students give you feeling words to describe friendship (example: happy, proud, secure). List these also on the chalkboard.

4) Ask your students to give examples of their experiences with friends which show a) positive qualities they like in a person and b) how they feel toward that person. For example, when my friend lets me borrow something, I feel good about myself—special and trustworthy—and I feel warm and grateful toward my friend. I am likely to let him borrow something from me at a later date, or do some other favor for him.

5) Use whatever time may be left after several instances in #4 to conclude the activity. Your students may want to make "I learned" statements in conclusion. These statements begin with "I learned ..." and include students' input on what was learned from the lesson. These statements are not evaluated.
APPENDIX III

POST-PROGRAM ACTIVITY
APPENDIX III

Post-Program Activity
(Control Teachers)

We would appreciate another taping from you. The activity for this session is a fantasy experience for you to present to and discuss with your students. Your school counselor will give you a tape of this fantasy, "The Abandoned Store." You will need to record the discussion of the fantasy on a blank cassette tape, also to be provided by your counselor.

In taping the activity, make sure the microphone is close to you so that your responses are picked up clearly. Our main concern is with the audibility of your voice, and not necessarily with the clarity of the students' responses. Test the quality of this taping before embarking on the activity. You may find that you will need to hold the microphone during the discussion following the fantasy experience.

The following suggestions will help you present this fantasy activity to your students. When you complete the discussion taping, return this sheet and the tapes to your counselor who will then instruct you in further procedures.

Directions

1) Use imaginary examples to set the mood before playing the fantasy tape. (Picture a red house, a brown horse—now make him turn blue, et cetera.) Ask your students to get into the experience, they will enjoy it.

2) Talk about the importance of keeping eyes closed and no talking during the time the fantasy tape is playing.

3) Make them relax before beginning the activity.

4) Following the playing of the tape, allow ample time for discussion and don't interpret a student's fantasy nor permit others to do so.

5) Encourage your students to share their experiences with the fantasy.

6) Choose a time of day when you will not be interrupted. If you are in a classroom, hang a Do-Not-Disturb sign on your door. A situation free from outside noise is ideal, but not essential.  

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7) Introduce the words abandoned and neglected to your class before the fantasy to make sure your students know their meaning prior to the experience.

Thank you for participating in this experience.
APPENDIX IV
INSTRUCTIONS TO COUNSELORS
INSTRUCTIONS TO COUNSELORS

I. Collection of Pre Data
   A. Taped Guidance Lesson: hand each volunteer teacher a copy of the lesson and a blank cassette tape. Clarify directions to teacher, if needed. Request tape within two or three days.

   B. Teacher Response Patterns Inventory (TRP): hand to teacher as taped lesson is returned to you. Ask that teacher complete this within a day or two.

   C. Student Assessment (SATA): administer this to each class—see separate directions. Teacher is not to be present. Emphasize confidentiality to the students; no names, only grade level.

   D. Return all data to researcher.

II. Program Procedures
   A. Explain the following to each teacher after you have all the data:

      1. Check out procedures for the lesson in the kit—must sign out each lesson.

      2. TAP package. Give ID numbers and have teachers write these on Module Evaluation Form at this time.

      3. Teachers will need to share module(s).

      4. Stress no sharing of experiences with other teachers until after the program.

   B. Be a motivator! Help keep enthusiasm up! Be available for help, if needed. Act as consultant for tape-sharing. Contact researcher, if needed (392-0715).

   C. Keep an anecdotal record of any difficulties experienced by you or the teachers, also any suggestions. (The final page of these instructions is reserved for these anecdotes.)
III. Post-Program Responsibilities

A. Collect TAP package and final tape (from Lesson XV).

B. As you receive TAP packages, hand teachers the Teacher Response Patterns inventory (TRP). Request that it be returned within two days.

C. After receiving TAP package, administer SATA to the teachers' students.

D. Return all post-data to me at the end of the study. You should have:

- Tapes — Teachers
- TRP — Teachers
- SATA — Students
- TAPs — Teachers
- Module(s)

Use the remaining space for anecdotes regarding this program. Return these instructions to me along with the above materials.
APPENDIX V

DIRECTIONS FOR ADMINISTERING SATA
APPENDIX V

DIRECTIONS FOR ADMINISTERING SATA

1) Introduce and explain the rating scale. On the chalkboard place scale:

Present an example for each "face" of the scale. For instance:

Mark the face for whether you agree:

"I smile and laugh when I am happy."

"I like the kids in this school."

"I always like all of my schoolwork."

"I hate recess."

Emphasize the double negative:

"I never enjoy recess." (Means you always like recess.)

"I usually like it, but sometimes not."

"I hate recess."

"I don't like it."

2) Read each statement aloud to the students. Have students use markers to keep their places. Have students give grade level. (Teacher ID # will be on packet.) Collect from students. These will be turned in to me with other pre data.
APPENDIX VI

INSTRUCTIONS TO Raters
APPENDIX VI
Instructions to Raters

1. Code all open-ended questions and open-ended statements made by the teacher as Category 4.

2. Code all feeling-oriented clarification as Category 1.

3. Code content-oriented clarification as Category 3.

4. Maintain the tempo of one rating per three seconds of time.

5. Ignore teacher use of students' names intended to move the discussion along (as in calling on students to respond to a question stated to the class at large). Code as Category 6 if included as directions or if come on tempo.

6. Code student responses as Categories 8 and 9 if they are audible. Code as Category 10 if they are inaudible.

7. Ignore teacher verbal habits such as "okay." Code as Category 2 if such words are intended to praise or encourage students. Code the response "thank you" as Category 2.

8. Where several interactions occur in quick succession, code the main interaction which is occurring.
APPENDIX VII
FACILITATIVE TEACHING MODULE
LESSON I: INTRODUCTION

Purposes: 1) To give an overview of the module—rationale, purpose, and supportive research.
2) To introduce the concept of Facilitative Teaching.

Materials: 1) Wittmer and Myrick, 1974, Facilitative Teaching, Theory and Practice
2) Tape #1: Interviews with children
3) Teacher Activity Package (TAP) Worksheet #1

Procedures:

This learning module has been designed to offer you a way to learn on your own some new skills for enhancing your teaching style. This module will allow you to progress at your own pace and on your own time. It includes new experiences to learn new ways to relate to your classes and new activities to share with the children you teach. These experiences and activities have been referred to as Facilitative Teaching. Just what is facilitative teaching? How is it different from other forms of teaching?

As a way of answering the above questions, let's listen to what some students have to say about their best and worst teachers. Listen to the words these students use to describe their teachers.

*Find Tape #1 and play it now.

While listening to the students, you may have heard certain adjectives recurring in the various descriptions. In their descriptions of "best" teachers, the words warm, caring, understanding, respectful, trusting and words similar to these were used frequently. In descriptions of "worst" teachers, the words harsh, mean, did not understand, cold, distant and words similar to these came up again and again.

It is interesting to note that none of the students placed emphasis on knowledgeable, for either positive or negative experiences with teachers. Research has shown that teachers' knowledge of subject matter is rarely ever cited by students to describe a positive quality of a former teacher. Cognitive knowledge is important in teaching. However, this module is primarily concerned with the affective domain of learning.

The purpose of this module is to assist you in augmenting your teaching skills. The skills we shall
deal with herein are geared toward helping you communicate your warmth, genuineness, respect and caring to your students.

The fifteen lessons in this module will take you through systematic steps—beginning with hearing and seeing how the Facilitative Teacher talks with and responds to children. It includes practice lessons which can help you put the new skills to work for you in your own classroom experience.

Now spend some time to get acquainted with the design of the module. Look through your Teacher Activity Package (TAP), which includes a course outline and response sheets for each lesson. You may want to complete the optional follow-up activity for this lesson included below.

**Conclude this lesson today by reading Chapters I and II in the Wittmer and Myrick book, Facilitative Teaching, in preparation for your future experiences with this module.

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Optional Follow-Up Activity

Using Worksheet #1 in your TAP package, list five (5) adjectives, as quickly as possible, to describe both the "best" and the "worst" teacher you had as a student.

As you made your lists, did you recall how you felt about each teacher, the outstanding qualities of each, and how you felt about yourself when you were in contact with these teachers?
LESSON II: FACILITATIVE RESPONDING

Purposes: 1) To introduce the facilitative responses
2) To provide experience in discrimination of the facilitative responses

Materials: 1) Wittmer and Myrick book, Chapter III
2) Tape #2, Circle experience
3) TAP Worksheet #2

Procedures:

Now you have read about some of the unique skills and ways of being which a facilitative teacher exhibits in his contact with students. This lesson will expose you to specific ways teachers communicate with children in their classrooms. Research has indicated that certain modes of communication lead a child to view the teacher as more caring, warm, and understanding. It is the purpose of this learning module to help you increase the frequency of these specific responses in your work with children.


**Read the first five (5) paragraphs on page 51.

**Next, complete the "pretest" on pages 51-53, recording your responses on TAP Worksheet #2. Check your answers with those given in Table 1, page 54.

**Now continue reading the chapter through page 80. On page 80, paragraph #3, STOP. Do not take the "post-test" at this time.

**At this point, turn on Tape #2 found in your module. You will be joining a group of people in the process of learning more about Facilitative Responding. Let's eavesdrop on their group now.

..............

As you have just heard on the tape, facilitative responding is a learned skill. We can respond to other

We advocate equality of life and opportunity for all persons. Use of masculine pronouns in this module in no way is meant to disregard personal dignity and worth. They are employed only as a means of coping with a presently limiting language.
people in numerous ways. The feeling that other people experience as a result of our communication with them provides the basis for the growth or lack of growth in our relationships with them. Today's teachers care about their students—what's important is that students realize this and perceive their teachers as caring people. As a facilitative teacher, you can provide this insight for your children through the responses you give.

**Turn back again now to page 80 in the Wittmer and Myrick text. Take the "posttest" provided on the next three pages and check your answers with those in Table 2 on page 83.**

Were you able to recognize the responses described in Chapter III and on the tape?
LESSON III: REFLECTING FEELINGS, CLARIFYING AND SUMMARIZING, OPEN-ENDED QUESTIONING

Purpose: To allow specific presentation and practice with three High Facilitative Responses (HFR)

Materials: 1) List of feeling words (see Wittmer and Myrick, pp. 71-72).
2) TAP Worksheet #3

Procedures:

In Chapter III and on the tape in Lesson II, you read about and heard the responses which tend to be most person-centered and most facilitative. Today's lesson will allow you the opportunity to practice writing your own responses to various stimulus situations, similar to the methods developed on the last tape.

First, read the paragraphs below which review three high facilitative responses: reflection of feelings, clarification and summarization, and open-ended questions. Then proceed to the written activity and complete your own responses on TAP Worksheet #3.

Reflection of Feelings. On the tape from Lesson II, you heard the impact of the responses that reflected the feelings of the speaker. These responses were viewed by the speaker as most interested, understanding, and accepting. A facilitative teacher conveys a student's feelings to him in this manner and is in turn most likely perceived by that student as understanding and empathic.

Included in this lesson is a list of feeling words. It may be helpful to look over this list at this time. Notice that the list is divided into pleasant and unpleasant feelings. These words will help you in completing today's activity.

Clarification and Summarization. Another way of responding to children which lets them know you are trying to understand them is to clarify or summarize what they have said or expressed. As mentioned in Chapter III, this response is used when you want to check out with the other person what you heard being said or when you want to help that person really hear what he has said. When you attempt to clarify or summarize, you may want to leave "wiggle room" for the other person--to allow this person opportunity to agree or disagree with your summary. "Wiggle-room" is accomplished with such lead-ins as:
If I heard you correctly, you've been saying. . . .
Let me see if I understand what you are saying . . . .
If I'm following you, you're saying . . . .
(For more examples, see Chapter III, p. 69.)

Open-Ended Questions. Communication with another person requires that we learn as much as we can about that person's point of view, feelings, and experiences. Questions obviously call for a response from the other person—the kind of response usually depends on the kind of question asked. In Chapter III, the many different kinds of questions and subsequent responses are discussed. The most facilitative of these is the open-ended question which allows the respondent freedom to answer as he desires, from his own experiencing and perceptions. This person-centered question keeps the focus on the respondent and thereby helps him to think about a situation in terms of himself, his behavior and his feelings. Some examples of these questions are:

What do you dislike about school?
How do you feel about taking the test?
What is it that's confusing to you?

Follow-Up Activity. The following are nine stimulus situations for which you will need to supply one of the three types of responses as indicated. As demonstrated on the tape in Lesson II, the responses you give can build from an open-ended question to gather more information (steer clear of "Why" questions, as demonstrated on the tape) to clarifying statements, to feeling responses. Use TAP Worksheet #3 for recording your responses. Example: Student: "Jimmy is copying off my paper!"

Reflection of Feelings: You're so angry that Jimmy is copying your work.
Clarification: Jimmy is looking at your answers and writing them down.
Open-ended Question: What is it that makes you so mad about that?

1) Student: "Gary is poking at me again and if he doesn't stop it, I'm gonna punch him."

2) Student: "Our library time is always so short! I didn't get to check out a book today."

3) Student: "Wow! Did we ever beat Ms. Jones' class in kickball today."
4) Teacher: "Another faculty meeting. When are we ever expected to have time to do our lesson plans?!"

5) Administrator: "When I was walking with our visitors today, I could hear the noise from your class all the way to the end of the hall."

6) Parent: "I'm here for that conference you wanted. What has Billy done this time?"

7) Student: [Student is not saying anything, seems to be daydreaming and not getting work done.]

8) Student: "I'll never get an 'A' on a stupid old spelling test."

9) Student: "We just got a new baby sister at home and now I'm a big brother!"
LESSON IV: FACILITATIVE RESPONSES AND AFFECTIVE EXPERIENCE

Purposes: 1) To provide a pleasant experience through fantasy
2) To provide practice in responding, using high facilitative responses

Materials: 1) Tape #3, "The Cave" fantasy
2) Blank cassette tape and recorder
3) Another person
4) TAP Worksheet #4

Procedures:

The previous lessons described some facilitative responses and communication skills. While those lessons provided opportunities for you to identify and formulate in writing person-centered responding, they did not allow you to practice responding verbally with another person (although you may very well have been doing that on your own). This and subsequent lessons will focus on using these skills in interaction with other people.

You will find in this lesson's package Tape #3, labeled "The Cave." This tape contains an affective experience in fantasy. You are to listen to this tape with a friend and afterwards discuss the experience.

**When you and a friend are ready, turn to Tape #3 and listen to the fantasy. Be sure that you are in a quiet place where you will encounter no interruptions. It is important also to be in a comfortable position and to keep your eyes closed. Neither of you should talk while the tape is playing. Participate in this experience now.

********

**After listening to the tape together, immediately participate in a discussion of the fantasy experience with your friend. Concentrate on facilitating the discussion by using the responses presented in the previous lessons, particularly open-ended questioning, clarifying and summarizing, and reflecting feelings. Tape this discussion on a blank cassette.

**After you have completed the discussion, and when you are alone again, replay the tape you made. Use TAP Worksheet #4 to critique your performance.
LESSON V: DISCRIMINATING HIGH FACILITATIVE RESPONSES

Purpose: To provide further experience in discriminating HFR

Materials: 1) Tape #4: Facilitator and child with school-related problem
          2) Wittmer and Myrick book
          3) TAP Worksheet #5

Procedures:

In this lesson you will listen to a modeled conversation of a facilitator and a child. The child on the tape is talking about a problem he has related to school. Listen to the responses that the facilitator makes to the child. Listen to the subsequent responses of the child. Since communication involves a series of feedback loops—a stimulus, response, and reinforcement sequence—it is important to be aware of the mutuality of effect between facilitator and child. The responses which are the focus of this module are designed to encourage another person to talk more openly about his individual situation. As facilitator you will reinforce another's openness and willingness to share with you.

**Now play Tape #4.


**After you have listened to the entire tape, play it a second time. This time, delay the tape (by pushing the stop or pause button) after each response made by the facilitator. Using TAP Worksheet #5, mark each response of the facilitator according to the type of response.

**Now check your answers with those included on the TAP Worksheet. Evaluate your level of performance. Are at least 60% of your answers correct? If so, give yourself a pat on the back and go on to the next lesson. If not, reread Chapter III in the Wittmer and Myrick book included in the module.
LESSON VI: A HELPING RELATIONSHIP

Purposes: 1) To provide opportunity for practice in HFR  
2) To increase two-way communication between trainee and chosen partner

Materials: 1) "The Characteristics of a Helping Relationship" by Carl Rogers  
2) Another person  
3) Blank cassette tape and recorder  
4) TAP Worksheet #6

Procedures:

In this lesson you will be reading an excerpt from an address delivered by one of the foremost relationship experts of our time, Dr. Carl Rogers. You will also be facilitating another person in an experiential activity.

**Turn now to the article by Dr. Rogers and read his suggestions to facilitators.

**In this activity ask a friend to sit down with you and talk first about a negative personal experience that occurred in the past two days, and second about a positive personal experience that occurred in the past two days. Give each topic separately and instruct your friend to talk on each for five minutes. Concentrate on listening and responding to your friend. Try to increasing the frequency of HFRs. Record this conversation on a blank cassette tape.

**Now listen to the tape you made and use TAP Worksheet #6 to critique your performance as Facilitator.
LESSON VII: ANOTHER'S POINT OF VIEW

Purposes: 1) To emphasize the need to see the other's point of view
          2) To practice formulating HFRs

Materials: 1) Tape #5: The "Maligned Wolf" story
           2) TAP Worksheet #7

Procedures:
In our discussion of the person-centered, helping relationship, we have emphasized the need for feeding back to the other person what it is that we hypothesize is going on within him. It is often difficult to cut through barriers set through circumstances or opinions to derive a clear picture of the other person's perceptual field—his view of his own world.

Today's exercises are designed to allow you to step into another's world, see that person's point of view, and then respond with whatever additional knowledge you may have gathered.

*******

**Now turn on Tape #5**

**Now that you have heard the tape, write three (3) responses which reflect the feelings of the wolf, three clarification statements, and three open-ended questions. Word these statements as if you were facilitating the wolf. Use TAP Worksheet #7 for this activity.

*******

**In this second activity, think of three persons with whom you expect to have significant verbal interaction in the next week. Put into writing how you think each person views his world, how this view of his world differs from or is like your own. Write three statements about each that would describe your feelings toward that person. Conclude with a statement of what each has done in your life to be significant to you.**
LESSONS VIII, IX, X: THE PLUNGE—TALKING WITH A CHILD

Purposes: 1) To provide opportunity for practice in HFR  
           2) To increase two-way communication

Materials: 1) Tape #6: Facilitator and child  
           2) Three (3) children, one for each lesson  
           3) Blank cassette tape and recorder  
           4) TAP Worksheets #8, 9, and 10

Procedures:

Over the past seven lessons, you listened to, read, wrote, and practiced facilitative responding. In Lesson V, you listened to and critiqued a taped session between an experienced facilitator and a child. Included in Lesson VIII is another taped session of a facilitator with a child.

**Listen to Tape #6 now, paying particular attention to the role of the facilitator. Note the communication "loops" established by the different responses.

********

**You are now, and for the next two lessons, to participate in and tape your own sessions with a child. The following steps will help you prepare for this experience. Be sure to use a different child for each lesson.

1) Select a child who is easy to talk with who has, within the past day, experienced a problem related to school.

2) Go someplace where you can be alone with the child, someplace where the child will feel comfortable talking with you.

3) Say this, or something similar, to the child, "When [the problem] happened to you the other day, I noticed that you appeared to be feeling (pleasant/unpleasant/both). I'd like to know more about what it was like for you and how you feel about it."

4) Utilize HFRs to help the child talk about his problem. Open-ended questions can help at the beginning. Concentrate on seeing the situation from the child's eyes. See if you can pick up his feelings and reflect these to him. Clarify and summarize what the child is saying and experiencing as you continue to talk with him.
5) Begin to wrap-up the conversation after about 15-20 minutes. About 5 minutes prior to the end of the session say, "In a few minutes we will need to leave this place and end our talk."

6) During the last 5 minutes, concentrate on summarizing and clarifying the situation and feelings the child has expressed to you.

7) At the end of the time, thank the child for sharing with you and leave the place together.

 ..........

**Later, play the recorded conversation to yourself. Tally your responses on TAP Worksheet #8 and critique what you have done.**

**Optional—Share this tape with a human relations specialist, such as the school counselor, psychologist, et cetera.**
LESSON IX, Activity

**For this activity, select another child who is easy to talk with, but is of the opposite sex from the child you worked with in Lesson VIII.

Follow the steps below, as you did in Lesson VIII.

1) Go someplace where you can be alone with the child, someplace where the child will feel comfortable talking with you.

2) Say this, or something similar, to the child, "When happened to you the other day, I noticed that you appeared to be feeling . I'd like to know more about what it was like for you and how you feel about it."

3) Utilize HFRs to help the child talk about his problem. Concentrate on seeing the situation from the child's eyes. Clarify and summarize as you continue talking with the child.

4) Begin to wrap-up the conversation after about 15-20 minutes.

5) During the last 5 minutes, concentrate on summarizing the situation and feelings the child has expressed to you.

6) At the end of this time, thank the child for sharing with you and leave the place together.

**Later, play the recorded conversation to yourself. Tally your responses on TAP Worksheet #9 and critique what you have done.

**Optional—Share this tape with a human relations specialist.
**For this activity, select a child who is relatively quiet, who sometimes has trouble expressing his feelings and ideas.**

Follow the steps below, as you did in the two lessons preceding this one.

1) Go someplace where you can be alone with the child, someplace where the child will feel comfortable talking with you.

2) Open the conversation with a feeling response and/or open-ended question. Convey your interest and concern.

3) Utilize HFRs to help the child talk about his problem. Concentrate on seeing the situation from the child's eyes.

4) Begin to wrap-up the conversation after about 15-20 minutes.

5) During the last 5 minutes, concentrate on summarizing the situation and feelings the child has expressed to you.

6) At the end of this time, thank the child for sharing with you and leave the place together.

**Later, play the recorded conversation to yourself. Use TAP Worksheet #10 to tally your responses and critique your performance.**

**Optional—Share this tape with a human relations specialist.**
LESSON XI: FACILITATION THROUGH FEEDBACK

Purposes: 1) To introduce a rationale and model for giving feedback to another person
2) To provide written practice in using the model

Materials: 1) "I Am Angry! I Am Appalled! I Am Furious!" article by Dr. Haim Ginott
2) TAP Worksheet #11

Procedures:

The past ten lessons focused on the facilitative teacher responding to children. It is equally important, however, to express your own feelings to let children know where you stand in relation to their behavior and perceptions.

In this lesson we will be dealing with ways teachers can express their own feelings, both positive and negative, to children and still be perceived as understanding and facilitative.

A key concept in any facilitative relationship is congruence—the ability to remain real and genuine. Facilitative teachers not only respond to children in the ways we have discussed, but also are aware of their own experiencing. In addition, they relate that experiencing to their pupils. As you read in Lesson VI, Carl Rogers suggests that by being aware of and acceptant of one's experiencing of the moment, one will be perceived by the other person as dependable, consistent, and trustworthy.

Now, how does one go about accomplishing all of this? Admittedly, learning to be facilitative is not unlike learning to play golf—once one gets the grip and swing down pat, he still has to put it all together to play the game. But the golfer also knows that the whole is only as important as each part, and by concentrating early on the parts, the whole will eventually become a totality within him—integrated, unified, congruent.

*******

**Included in this lesson is an article drawn from Dr. Haim Ginott's Teacher and Child. Turn to this article now and read Dr. Ginott's suggestions for expressing anger to children.**

*******
In the article you have just read, Dr. Ginott spoke of "I" messages. Another expert in this field, Dr. Thomas Gordon (Parent Effectiveness Training, Teacher Effectiveness Training), suggests that "I" messages are used when situations or behaviors are unacceptable to the teacher or parent. These "I" messages contain feeling words which express the experience of the adult and a statement of what has occurred to trigger the feeling. Gordon adds a final statement of the concrete effects of the behavior, which he believes will most quickly lead to a behavior change.

Another model for giving such feedback to children might follow this form:

Name of child , when you behavior ,
I feel .

Feedback messages are not reserved for expressing only negative feelings. They can be used to express to others positive feelings you experience. Consider the teacher who says to a child, "Jim, when you are listening so carefully, I feel pleased and happy," or "Joyce, when you gave your book report, I felt excited and interested." Such responses indicate the feelings of the teacher and serve as positive reinforcement for the child and for the student-teacher relationship.

...........

**In the following activity, you are to write your own feedback or "I" messages for the stimulus situations. Use TAP Worksheet #11 to record your responses.

1) You are busy with the morning lunch count. Groups of your children have gathered at one or another of the activity centers and are busy visiting quietly and completing activities. When you finish and gather the class together, you say . . . .

2) You send a small group of children to the library on their own. You notice them walking together quietly on their way back to your class.

3) A child brings you a small bunch of flowers.

4) A visitor comes to your classroom. You must stop your work with a small group of children to talk to this person. The group of children continue on their own until you return.
5) You are trying to hold a lesson with a small group of children. Other children near the group are talking together loudly and distracting you and those in your group.

6) It is time to stop one activity and move on to another. One child continues with the old activity. You remind him and go on with the other children. Some minutes later you attend again to this child; he still has not given up the first activity. Your directions to him obviously have not made a difference.

7) At physical education, a few children refuse to participate in the designated activities. What's worse, they then proceed to interrupt the games of others—running through them, taking off with the ball, et cetera.

8) Some children have been working on a papier-mache project in the art center. Suddenly, in fun, one child begins slinging the coated paper at the other children. Squeals of laughter bring you over to find the center and children covered with messy paper and paste.

In giving feedback it is often helpful to the other person to precede a feedback message with a reflection of feelings statement. This lets the other person know first that you know where he is, and then lets him know where you are. Consider the above example #8. These children are having fun, inappropriate though it may be. A feeling and feedback message to them might be:

You are all really having a good time back here; however, when I see such a mess, I feel frustrated and irritated.

**Look over the other situations and the feedback responses you wrote. Try formulating statements which reflect the feelings of the students involved. See how these now fit with the "I" messages you wrote.**
LESSONS XII, XIII, XIV: PUTTING IT ALL TOGETHER—THE MORE THE MERRIER

Purposes: To provide opportunity for practice in HFR in a group setting

Materials: 1) Group of children for each lesson, as designated
           2) Blank cassette tape and recorder
           3) TAP Worksheets #12, 13, and 14
           4) Tape #7: "The New You" fantasy

Procedures:

These final lessons will concern using facilitative responses in a group setting. Although you will be increasing the size of the group over the next three lessons, and the discussion topic will change, the basic procedures will remain the same. These procedures are as follows:

1) Introduce the discussion topic as directed in each activity;

2) Encourage initial discussion through the use of open-ended questions;

3) Focus on the responding child by clarifying what was said and by reflecting feelings expressed;

4) Record the discussion on tape;

5) Wrap-up the discussion after 15-20 minutes by further clarifying and summarizing what has been said by several children or by the entire group;

6) Use the TAP Worksheets to critique your responding.

Proceed now to the activities described for each lesson. Read the activity and imagine presenting it to a group of children. When you are feeling comfortable and ready to present the activity, gather a group of children in a place where you can talk together for 15-20 minutes with minimum distraction and interruption, and proceed.
Activity for LESSON XII (for use with a group size of 6 to 10 children)

In this activity, the children will have an opportunity to share some feelings concerning the given topic. Proceed now by saying,

"The topic we will be talking about together today is 'Something that Really Upsets Me.' We all have one thing or another that upsets or bothers us sometimes, and we have found different ways to handle those feelings. I would like for us to share about these today. I'll go first and tell you about something that upsets me and how I feel about it and what I usually do." (Insert own example.)

Encourage members of the group to share now, but do not insist that each person share. If someone refuses to do so, respond to the feelings and move on to someone else. Record this experience.

********

**Play the tape you made. Use TAP Worksheet #12 to critique your performance.**
Activity for LESSON XIII (for use with a group size of over 10 children)

This activity will give children an opportunity to exercise their own imaginations, and allow you to practice the facilitative skills you have learned. Included in this lesson's package is a tape of the fantasy "The New You" (Tape #7). You will be playing the tape to the children you selected and then leading the discussion following the experience. Follow the basic procedures for this group of lessons. Below are directions related to this specific lesson. Remember to record the discussion so that you can evaluate it later. Plan at least a 20 minute block of time for this lesson.

Directions

1) Use imaginary examples to set the mood. (Picture a lemon; a red house; a black horse; et cetera.) Ask students to get into the experience, to be there. Let them know that if they go along with the experience, they will enjoy it.

2) Talk about the importance of keeping eyes closed.

3) Make them relax before beginning the activity.

4) Allow ample time for discussion and don't interpret a student's fantasy, nor permit others to do it.

5) Use the facilitative responses during the discussion to promote sharing of experiences.

6) Choose a time of day when you will not be interrupted. If you are in the classroom, hang a Do-Not-Disturb sign on your door. A situation free from outside noise is ideal, but not essential.1

**Play the tape you made. Use TAP Worksheet #13 to critique your responses.

Activity for LESSON XIV (for use with a classroom-size group)

This activity provides the stage for discussion of problems that young people often encounter. Through their participation, your students will be able to recognize how feelings and behaviors are interrelated, and you will be able to practice your facilitative skills during a total group discussion. The title of the exercise is "Dear Abby." Follow the procedures below. Be sure to tape your discussion with the total group.

Procedures:

1) Introduce the activity by bringing to class a newspaper that contains a Dear Abby column. Ask your students "Who recognizes this column in the paper?" "What can you tell me about Dear Abby?" As the students comment, listen and emphasize how the column is used, "to tell a problem and get advice;" "to get something off your chest," "to see if anyone else has a problem like yours."

2) Read a question or problem from Dear Abby. Ask: What do you suppose Abby would say?

3) As soon as students are motivated and seem to understand that people of all ages have problems and that many people seek understanding and help, distribute strips of paper and say, "Today we're going to begin our own version of Dear Abby. Start by writing down a question or problem that you have, or someone you know has, or that you think would be interesting to talk about."

Students do not sign their names. After the students have written their suggestions, the papers are collected.

4) The class is divided into small discussion groups of five or six students. Each group is given two or three problems and members are given the task of responding to (a) how it would feel to have a problem like that, and (b) what should a person do when he feels that way. Giving advice is not important at this time.

5) As soon as the groups have discussed the problems given to them, have the class come back together. Each group is given an opportunity to relate its discussion experiences. As the discussion takes place, continue to emphasize feelings and behavior and also encourage
a discussion of the consequences of the suggested behaviors and possible alternatives. Utilize your facilitative skills throughout the discussion.**

**Play the tape you made. Use TAP Worksheet #14 to critique your responses.

---

LESSON XV: THE END IS BUT A NEW BEGINNING

Purposes:
1) To utilize the classroom setting for further experience with Facilitative Responding
2) To provide opportunity to measure progress

Materials:
1) Tape #8: "The Abandoned Store" fantasy
2) Your own classroom of students
3) Blank cassette tape and recorder (tape supplied by school counselor)

Procedures:

This final activity is another fantasy experience for you to present to and discuss with your students. You should use all of the students in your class for this lesson. There is a tape of the fantasy "The Abandoned Store" in this lesson's package (Tape #8). Below are directions related to this lesson. You will need to record the discussion of the fantasy on the blank cassette tape provided by your counselor.

We are interested in your progress to date and would appreciate one last taping from you regarding your facilitative ability. In taping the lesson, make sure the microphone is close to you so that your responses are picked up clearly. Our main concern is with the audibility of your voice, and not necessarily with the clarity of the students' responses. Test the quality of this taping before embarking on the lesson. You may find that you will need to hold the microphone during the lesson.

Directions:

1) Use imaginary examples to set the mood before playing the fantasy tape. Ask the students to get into the experience, to be there. Let them know that if they go along with the experience, they will enjoy it.

2) Talk about the importance of keeping eyes closed and no talking during the time the fantasy tape is playing.

3) Make them relax before beginning the activity.

4) Following the playing of the tape, allow ample time for the discussion and don't interpret a student's fantasy nor permit others to do so.

5) Encourage your students to share their experiences with the fantasy.
6) Choose a time of day when you will not be interrupted. If you are in the classroom, hang a Do-Not-Disturb sign on your door. A situation free from outside noise is ideal, but not essential.3

7) Introduce the words abandoned and neglected to your class before the fantasy to make sure your students know their meaning prior to the experience.

**When you have completed the taping of the fantasy discussion, print your ID number and date of the taping on the cassette label provided.**

**Now turn to the Module Evaluation Form at the end of your TAP package and complete the form.**

**Return the taped fantasy discussion, your TAP package, and the Lesson XV package to your school counselor. Your counselor will instruct you in the final measurement of progress that we will need from you. This is to be completed as soon as possible and returned to your counselor.**

This lesson concludes the learning module in facilitation and communication skills. It does not conclude, however, the many different ways you will be utilizing these skills in your work with your children. Aside from conducting "feelings classes" as in the module activities, you will find your skills adaptable to as many interactions as your many-faceted teaching role can muster. We wish you not luck, but energy, strength, and perseverance to follow through with these skills—until the "swing" is totally integrated, totally you.

APPENDIX VIII
TEACHER ACTIVITY PACKAGE
MODULE OUTLINE

LESSON I: INTRODUCTION
This lesson introduces the concept of Facilitative Teaching.

LESSON II: FACILITATIVE RESPONDING
This lesson introduces some communication skills which are the focus of the module. Participants will have an opportunity to hear, on tape, a session with trainees such as themselves.

LESSON III: REFLECTING FEELINGS, CLARIFYING AND SUMMARIZING, OPEN-ENDED QUESTIONING
This lesson reviews three high facilitative responses (HFRs). Participants will be able to practice formulating responses to stimulus situations.

LESSON IV: FACILITATIVE RESPONSES AND AFFECTIVE EXPERIENCE
This lesson provides an affective experience as a channel for practice in facilitative responding.

LESSON V: DISCRIMINATING HIGH FACILITATIVE RESPONSES
In this lesson, participants will listen to and analyze a model tape of a facilitator talking with a child.

LESSON VI: A HELPING RELATIONSHIP
This lesson ties together aspects of communication which contribute to a helping relationship, and provides opportunity for facilitating another person.

LESSON VII: ANOTHER'S POINT OF VIEW
This lesson explores a way to see another's point of view. Practice in utilizing HFRs is emphasized.

LESSON VIII, IX, X: THE PLUNGE--TALKING WITH A CHILD
In these lessons, participants will have practice facilitating children of their choosing in a one-to-one relationship

LESSON XI: FACILITATION THROUGH FEEDBACK
This lesson focuses on the concept of congruence and provides opportunity for practice in giving feedback to others.

LESSON XII, XIII, XIV: PUTTING IT ALL TOGETHER--THE MORE THE MERRIER
These lessons provide opportunity for practice in facilitative responding in group settings.
LESSON XV: THE END IS BUT A NEW BEGINNING
This final lesson utilizes a total classroom setting for practice in facilitative responding. The lesson also serves to measure the progress of participants.
TAP Worksheet #1 (to accompany Lesson I)

List five (5) adjectives to describe a teacher you had as a student who was your "best" teacher.

List five (5) adjectives to describe a teacher you had as a student who was your "worst" teacher.

Lesson Time: ______________
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Lesson Time:__________
In the spaces below, supply responses as indicated for the stimulus situations provided in Lesson III.

1) Reflection of Feelings: ________________________________

2) Clarification and Summarization: ______________________

3) Open-ended Question: ________________________________

4) Reflection of Feelings: ________________________________

5) Clarification and Summarization: ______________________

6) Open-ended Question: ________________________________

7) Reflection of Feelings: ________________________________
8) Clarification and Summarization: 

9) Open-Ended Question: 

Lesson Time: _______
TAP Worksheet #4  (to accompany Lesson IV)

Part A: Tally of Responses

As you listen to the tape you have made, tally your responses for each response category (use "hash" [###] marks).

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<tr>
<th>Advise or Evaluate</th>
<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
<th>Clarify or Summarize</th>
<th>Reflect Feelings</th>
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Part B: Critique of Performance

1) Did over 40% of your responses fall to the right of the double line above (in Questioning, Clarifying, or Summarizing, Reflecting Feelings).
   Yes ___  No ___

2) Did you tend to use more clarifying responses than Interpreting responses?
   Yes ___  No ___

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?
   Yes ___  No ___

4) Did you ask any closed or why questions?
   Yes ___  No ___

5) Were you really sensitive and empathic to what the other person said?
   Yes ___  No ___

6) Were you really seeing the other person's world as he sees it, without evaluation?
   Yes ___  No ___

7) Were you focusing on the other person as an individual rather than on the events told to you?
   Yes ___  No ___

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: __________
TAP Worksheet #5 (to accompany Lesson V)

Tally the facilitator's responses for each response category (use "hash" [###] marks).

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<th>Advise or Evaluate</th>
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<th>Reassure or Support</th>
<th>Open-Ended Question</th>
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Totals

Lesson Time: _____________________
TAP Worksheet #6 (to accompany Lesson VI)

Part A: Tally of Responses

As you listen to the tape you have made, tally your responses for each response category (use "hash" [ ] marks).

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<thead>
<tr>
<th>Advise or Evaluate</th>
<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
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Part B: Critique of Performance

1) Did over 50% of your responses fall to the right of the double line above (in Questioning, Clarifying, or Summarizing, Reflecting Feelings).

   Yes ___ No ___

2) Did you tend to use more clarifying responses than Interpreting responses?

   Yes ___ No ___

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?

   Yes ___ No ___

4) Did you ask any closed or why questions?

   Yes ___ No ___

5) Were you really sensitive and empathic to what the other person said?

   Yes ___ No ___

6) Were you really seeing the other person's world as he sees it, without evaluation?

   Yes ___ No ___

7) Were you focusing on the other person as an individual rather than on the events told to you?

   Yes ___ No ___

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: ________________
TAP Worksheet #7 (to accompany Lesson VII)

Write three of each of the responses indicated as though you were facilitating the wolf in the story.

Reflection of Feelings
1) ____________________________________________

2) ____________________________________________

3) ____________________________________________

Clarifying or Summarizing
1) ____________________________________________

2) ____________________________________________

3) ____________________________________________

Open-Ended Questioning
1) ____________________________________________

2) ____________________________________________

3) ____________________________________________
Use the space below, and the back of this sheet if necessary, for the second activity—Significant Others—of this lesson.

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Lesson Time: __________
TAP Worksheet #8 (to accompany Lesson VIII)

Part A: Tally of Responses

As you listen to the tapes you have made, tally your responses for each response category (use "hash" [###] marks).

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<th>Advise or Evaluate</th>
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<td></td>
</tr>
</tbody>
</table>

Part B: Critique of Performance

1) Did over 50% of your responses fall to the right of the double line above (in Questioning, Clarifying or Summarizing, Reflecting Feelings).
   Yes ____  No ____

2) Did you tend to use more clarifying responses than Interpreting responses?
   Yes ____  No ____

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?
   Yes ____  No ____

4) Did you ask any closed or why questions?
   Yes ____  No ____

5) Were you really sensitive and empathic to what the other person said?
   Yes ____  No ____

6) Were you really seeing the other person's world as he sees it, without evaluation?
   Yes ____  No ____

7) Were you focusing on the other person as an individual rather than on the events told to you?
   Yes ____  No ____

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: ______________
TAP Worksheet #9 (to accompany Lesson IX)

Part A: Tally of Responses

As you listen to the tapes you have made, tally your responses for each response category (use "hash" [###] marks).

<table>
<thead>
<tr>
<th>Advise or Evaluate</th>
<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
<th>Clarify or Summarize</th>
<th>Reflect Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Critique of Performance

1) Did over 60% of your responses fall to the right of the double line above (in Questioning, Clarifying or Summarizing, Reflecting Feelings).

   Yes ____ No ____

2) Did you tend to use more clarifying responses than interpreting responses?

   Yes ____ No ____

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?

   Yes ____ No ____

4) Did you ask any closed or why questions?

   Yes ____ No ____

5) Were you really sensitive and empathic to what the other person said?

   Yes ____ No ____

6) Were you really seeing the other person's world as he sees it, without evaluation?

   Yes ____ No ____

7) Were you focusing on the other person as an individual rather than on the events told to you?

   Yes ____ No ____

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: __________________
TAP Worksheet #10 (to accompany Lesson X)

Part A: Tally of Responses

As you listen to the tapes you have made, tally your responses for each response category (use "hash" [###] marks).

<table>
<thead>
<tr>
<th>Advise or Evaluate</th>
<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
<th>Clarify or Summarize</th>
<th>Reflect Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
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<td></td>
<td></td>
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</tbody>
</table>

Part B: Critique of Performance

1) Did over 60% of your responses fall to the right of the double line above (in Questioning, Clarifying or Summarizing, Reflecting Feelings)?
   Yes ____ No ____

2) Did you tend to use more Clarifying responses than Interpreting responses?
   Yes ____ No ____

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?
   Yes ____ No ____

4) Did you ask any closed or why questions?
   Yes ____ No ____

5) Were you really sensitive and empathic to what the other person said?
   Yes ____ No ____

6) Were you really seeing the other person's world as he sees it, without evaluation?
   Yes ____ No ____

7) Were you focusing on the other person as an individual rather than on the events told to you?
   Yes ____ No ____

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: ____________
TAP Worksheet #11 (to accompany Lesson XI)

In the spaces provided, write "I" messages for each stimulus situation included in Lesson XI.

1)____________________________________

2)____________________________________

3)____________________________________

4)____________________________________

5)____________________________________

6)____________________________________

7)____________________________________

8)____________________________________

Lesson Time:__________________
TAP Worksheet #12 (to accompany Lesson XII)

Part A: Tally of Responses

As you listen to the tapes you have made, tally your responses for each response category (use "hash" [###] marks).

<table>
<thead>
<tr>
<th>Advise or Evaluate</th>
<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
<th>Clarify or Summarize</th>
<th>Reflect Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Critique of Performance

1) Did over 70% of your responses fall to the right of the double line above (in Questioning, Clarifying or Summarizing, Reflecting Feelings)?
   Yes ____ No ____

2) Did you tend to use more Clarifying responses than Interpreting responses?
   Yes ____ No ____

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?
   Yes ____ No ____

4) Did you ask any closed or why questions?
   Yes ____ No ____

5) Were you really sensitive and empathic to what the other person said?
   Yes ____ No ____

6) Were you really seeing the other person's world as he sees it, without evaluation?
   Yes ____ No ____

7) Were you focusing on the other person as an individual rather than on the events told to you?
   Yes ____ No ____

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: _________
TAP Worksheet #13 (to accompany Lesson XIII)

Part A: Tally of Responses

As you listen to the tapes you have made, tally your responses for each response category (use "hash" [ ] marks).

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<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
<th>Clarify or Summarize</th>
<th>Reflect Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Critique of Performance

1) Did over 70% of your responses fall to the right of the double line above (in Questioning, Clarifying or Summarizing, Reflecting Feelings)?
   Yes ___  No ___

2) Did you tend to use more Clarifying responses than Interpreting responses?
   Yes ___  No ___

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?
   Yes ___  No ___

4) Did you ask any closed or why questions?
   Yes ___  No ___

5) Were you really sensitive and empathic to what the other person said?
   Yes ___  No ___

6) Were you really seeing the other person's world as he sees it, without evaluation?
   Yes ___  No ___

7) Were you focusing on the other person as an individual rather than on the events told to you?
   Yes ___  No ___

If you replied "yes" to all of the above, then give yourself a pat on the back— you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: ________________
TAP Worksheet #14 (to accompany Lesson XIV)

Part A: Tally of Responses

As you listen to the tapes you have made, tally your responses for each response category (use "hash" [###] marks).

<table>
<thead>
<tr>
<th>Advise or Evaluate</th>
<th>Interpret or Analyze</th>
<th>Reassure or Support</th>
<th>Open-Ended Question</th>
<th>Clarify or Summarize</th>
<th>Reflect Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Critique of Performance

1) Did over 70% of your responses fall to the right of the double line above (in Questioning, Clarifying or Summarizing, Reflecting Feelings)?
   Yes ____  No ____

2) Did you tend to use more Clarifying responses than Interpreting responses?
   Yes ____  No ____

3) Did fewer of your responses fall in the first category, Advising or Evaluating, than in any other category?
   Yes ____  No ____

4) Did you ask any closed or why questions?
   Yes ____  No ____

5) Were you really sensitive and empathic to what the other person said?
   Yes ____  No ____

6) Were you really seeing the other person's world as he sees it, without evaluation?
   Yes ____  No ____

7) Were you focusing on the other person as an individual rather than on the events told to you?
   Yes ____  No ____

If you replied "yes" to all of the above, then give yourself a pat on the back—you're doing fine.

If you replied "no" to two or more, go back and reread Chapter III in the Wittmer and Myrick book.

Lesson Time: ______________
MODULE EVALUATION FORM

ID # ____________________ Male ____ Female ____

# of years teaching experience ____________

Grade or area teaching currently ____________

Total time spent in module ________________

Check the appropriate spaces on the scale to respond to the following:

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participation in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the module has been</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>helpful to me in my</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) The activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suggested in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>module have been</td>
<td></td>
<td></td>
</tr>
<tr>
<td>useful in my</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) I tend to use the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses in lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other than those</td>
<td></td>
<td></td>
</tr>
<tr>
<td>planned in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>module.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) My students seem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to respond to my use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the Facilitative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses and Acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) I still feel ill-at-ease when trying to use the Facilitative Responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) The self-instruction method employed by this module was better suited to my needs than a workshop approach to in-service.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) The length of the module was adequate without being overbearing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8) I experienced positive feelings toward this experience throughout at least 80% of the module.

9) I would recommend this experience to my colleagues.

10) Participation in this module has had a positive effect on my relationship with my students.

Describe briefly those parts of the module which were most helpful and interesting to you.
APPENDIX IX
RESULTS OF MODULE EVALUATION
MODULE EVALUATION

All teachers participating in the treatment program were asked to complete a module evaluation form at the conclusion of their interaction with the experimental materials. Responses to the form indicated generally favorable reactions to the program, with 86% of all responses corresponding with agreement or strong agreement to concepts explored by the evaluation. Specific results of the module evaluation are included in the following.

50% of the responding teachers strongly agreed and 50% agreed that participation in the module was helpful in their teaching.

87% agreed that the activities suggested in the module were useful in their classrooms.

50% strongly agreed and 37% agreed that they tended to use the Facilitative Responses in lessons other than those planned in the module.

37% strongly agreed and 50% agreed that their students appeared to respond to their use of Facilitative Responses and Activities.

63% disagreed and 24% strongly disagreed that they still felt ill-at-ease using Facilitative Responses at the end of the program.

37% strongly agreed and 50% agreed that the self-instruction method employed by the module was better suited to their needs than a workshop approach to in-service.
50% agreed and 24% strongly disagreed that the module length was adequate without being overbearing.

37% strongly agreed and 63% agreed that they experienced positive feelings throughout at least 80% of the module.

50% strongly agreed and 37% agreed that they would recommend this experience to colleagues.

13% strongly agreed and 87% agreed that participation in the module had a positive effect on their relationship with their students.

The following are representative comments of teachers who participated in the experimental program. These comments were expressed either as a part of the Module Evaluation Form or as part of Collaborative Resources for Educational Alternatives for Teacher Education (CREATE) in-service forms required by the county school system in which the study was conducted.

"I have become more aware of how what I say affects each child. I feel better talking to children now and I use this continually each day."

"They [the learning outcomes] have made me more patient and understanding with the children. I have learned how to rephrase questions in order to get results."

"I have learned a way to express how I feel when inappropriate behavior is being used. Before, I hesitated to tell the children exactly how I felt."

"I found Wittmer's and Myrick's book to be very helpful."
I also enjoyed reading Dr. Haim Ginott's article and found it to be very helpful. Taping and evaluating small group discussions or individual discussions with students was also helpful although difficult to schedule and time consuming.

The suggestions for handling anger in students—and reflecting anger yourself—were very helpful. I have had a question about how to show displeasure without a frontal attack on the child or class."

"I really enjoyed the lessons where I worked with small groups. I felt I really got to communicate with some of the students whom I never gave time to really talk to."

"Studying the textbook was very helpful. Practice with one student and taping the sessions was reinforcing for both teacher and pupils. The students loved having special undivided attention, and I feel closer to them as persons. (Seeing some positive changes in my behavior was rewarding. It was a measure of some progress and helped me identify facets I should change.)"
APPENDIX X

PRELIMINARY DATA: FIAC, SATA, TRP
### TABLE 1

Pre- and Post-Program Means and Standard Deviations for Experimental and Control Groups: FIAC Categories 1-10

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>Mean</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>0.100</td>
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<td>0.170</td>
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<td>0.047</td>
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<tr>
<td></td>
<td>Mean</td>
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## TABLE 2

Pre- and Post-Program Means and Standard Deviations
Experimental and Control Groups: SATA and TRP

<table>
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<tr>
<th>Group</th>
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<th>Post</th>
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<td>.609</td>
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<td>.060</td>
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<td>.177</td>
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**TABLE 6**

Pre- and Post-Program Raw Scores for E and C Groups:

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**Experimental Group**

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BIOGRAPHICAL SKETCH

Carolyn Gwen Maurer was born January 4, 1945 in Miami, Florida. She attended Dade County public schools and graduated from Coral Gables Senior High School in 1962.

Ms. Maurer began her undergraduate education in September 1962, at the University of Colorado, transferring to the University of Miami in 1963. She graduated from the University of Miami in 1966, receiving a Bachelor of Education degree. From 1966 to 1971 she taught fourth grade and kindergarten in Dade County public schools. In September 1971, she entered the University of Florida for graduate work in counselor education. In August 1973, she received the Master of Education and Specialist in Education degrees from the Department of Counselor Education at the University of Florida. Ms. Maurer continued her doctoral studies in that department.

Ms. Maurer worked as a graduate assistant in the Undergraduate Studies Office in the College of Education from 1972 to 1973. In August 1973 and for the next two years, she was employed as an elementary school counselor with Alachua County Public Schools. From September 1975 through June 1976, she was employed by the Undergraduate Studies Office as a counselor for teacher education students. Upon completion of her doctorate, Ms. Maurer will be employed as Assistant Professor of Education in Counseling and Student Services at North Texas State.
University in Denton, Texas.

Ms. Maurer was elected to Who's Who in American Colleges and Universities, Phi Kappa Phi scholastic honorary and Kappa Delta Pi education honorary. She is a member of Chi Omega social fraternity, American Personnel and Guidance Association and the American School Counselors Association.
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Joseph Wittmer
Professor of Counselor Education

Robert D. Myrick
Professor of Counselor Education

Audrey S. Schumacher
Professor of Psychology

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1976

Dean, College of Education

Dean, Graduate School