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The Development and Validation of Self-Actualizing Education: A Primer for Affective Education

Carolyn G. Barcus
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THE DEVELOPMENT AND VALIDATION OF SELF-ACTUALIZING EDUCATION:

A PRIMER FOR AFFECTIVE EDUCATION

by

Carolyn G. Barcus

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Counseling Psychology

UTAH STATE UNIVERSITY
Logan, Utah

1975
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Carolyn Barcus
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ABSTRACT

The Development and Validation of Self-Actualizing Education:
A Primer for Affective Education

by

Carolyn G. Barcus

Utah State University, 1975

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Department: Psychology

This study describes the development and evaluation of a communications skills course for elementary teacher inservice training. The development and evaluation strategy centered on a research and development (R & D) process. The major steps of the R & D process were: (1) product selection, (2) literature review, (3) prototype planning, (4) development of preliminary prototype, (5) expert appraisal and product revision, (6) main fieldtest, (7) product revision, and (8) operational fieldtest.

The course was composed of 13 communication skills with 20 behavioral objectives and evaluations. Experiences in self-awareness and practical application of the skills presented were stressed.

The purpose of the Operational Fieldtest was to determine if there was any change in verbal behavior of the teachers on a paper-pencil evaluation given pre and post. The test used was a criterion-referenced test in three parts. Part 1 consisted of three problem-solving episodes relating a problem with a
boy being out-of-seat or talking-out, a girl crowding in the lunchline or
running in the hall, and a boy fighting or destroying property. Part 2 was an
objective test, and part 3 was a teacher estimate of student responsibility.

The subjects for the Operational Fieldtest were 39 elementary teach­
ers, including a principal, four special educators, two counselors, and a
school nurse. The data were collected over a 10-week period from January 14
to March 18, 1975.

The first five hypotheses stated that scores would increase after treat­
ment for the three student episodes and the objective test. Hypothesis 6 stated
that the teachers' estimate of student responsibility would increase. Of the six
hypotheses, four showed a significant increase in communication skills used
at the .001 level using a One-Way Analysis of Variance on the three groups.
The second episode and the estimate of student responsibility were not signifi­
cantly different. It was decided that the course had met its primary goal of
teaching communication skills to elementary teachers. Evaluation of the
product for exportability is the next step to be taken.

(228 pages)
CHAPTER I

Introduction

Society is changing; many children are no longer willing to be submissive and compliant. As have many minorities, children have discovered that they too have rights and power. Dreikurs holds that traditional child-rearing practices in the western culture have been autocratic, rather than democratic. Children's change to equal claim regarding respect and dignity has caused widespread confusion (Dreikurs, 1964).

In addition to the power struggles being waged in schools, a subtle, creeping malady called alienation is becoming pervasive in young people. Esther Levine (1973) suggests that this alienation is becoming a label for a whole generation and is a consequence of serious ignorance and lack of practice in dealing with feelings, resolving conflicts, and relating to others. Alienation, states Levine, is more than loneliness; it is the nameless sense of being cut off from the values of society and the experiences of others. Dreikurs (1964) refers to it as a feeling of not belonging and describes it as being one of the sources of misbehaviors in children.

This feeling of alienation is being perpetuated by many public institutions, including our current system of education. Silberman (1970) describes the conventional schoolroom atmosphere as "grim, repressive, and joyless." Reisman (1950), in "The Lonely Crowd," claims many students and teachers feel isolated, alienated, and lonely even in the midst of a host of people.
Evidence of alienation is found in many places. One need only look at the rising consumption of drugs, especially alcohol (and alcoholism), to see its effects. Rates of increase in crime, suicide, school dropouts, and runaways are further indication of alienation.

"The problem of the education system partly reflect and partly influence those outside," state Chanan and Gilchrist (1974). Being a reflection and an influence, educators are beginning to look seriously at the dehumanizing effects school may be having on children. Rich (1971), in writing about dehumanization, claims that any personal relationship can be dehumanizing and sites five ways dehumanization is carried out. Brutalization, or traumatic events, is the most extreme situation causing dehumanization. Neglect and child beating exemplify this. Humiliation, a blow to one's dignity and self-respect, is something frequently seen in schools. The third dehumanizer is a partial loss or aggravation of one's sense of identity, a feeling of being no longer clear who one is or what he is about. The fourth type of dehumanization occurs when one perceives himself treated as an object to be manipulated rather than a person to be respected and nurtured. Industry and education are both guilty of this dehumanizer. Finally, the fifth type of dehumanization is found in those situations where a person feels he has no control, such as some feel in government, and most children feel in schools.

Schmuck and Schmuck (1974) quote Martin Buber, the existential philosopher, as saying people learn "how to be human" through interpersonal
"meetings: brief encounters in which people communicate honestly and openly, sharing themselves with each other."

"School tends to be a dishonest as well as a nervous place," says Holt (1964). He goes on to say that teachers are dishonest with their feelings, and it is this sense of dishonesty of feeling that makes the atmosphere of so many schools so unpleasant.

Teachers are the most frequent scapegoats for those who criticize public education. This criticism is not altogether fair, as most teacher-training programs have been highly cognitive, structured, and impersonal with little experimental learning available. Having gone through a dehumanized education system, and trained as just described, what else can be expected of many teachers. Renfield (1969) says, "Education is generally so rigid that what is surprising is not the extent of its failure but the extent of its success."

Rather than blame teachers, the need is to teach them new skills to meet the demands being placed upon them. If a teacher is truly to be an "instrument," as is suggested by Combs, Avila, and Purkey (1973), they must have opportunity to learn the human relations skills needed. Purkey (1970), looking at the atmosphere that the teacher creates, names six factors that are important to the development of favorable self-images in students. These are (1) challenge; (2) freedom; (3) respect; (4) warmth; (5) control; and (6) success. But as is the case with most advice given to teachers, Purkey does not go on to give the how-to-do-it skills necessary for teachers to implement his suggestions.
Carl Rogers (1969) talks about the teacher qualities which facilitate learning as being realness, prizing the learner, and empathetic understanding. These highly regarded generalities must be broken down into skills or changes in attitude before they become useful in changing teacher behavior. Rogers gives to this endeavor the skill of listening, which is as yet hardly recognized as vital for teaching, even though we all know it forms a good half of satisfactory communication with our friends.

Glasser (1969) offers a method of gaining student responsibility, suggesting that students must be strongly and emotionally involved with a person who can make responsible choices. That person in education is the teacher.

Groman (1974), says affective education will not come on the scene without some battles. He goes on to say that it will be resisted by those who have spent long years learning to adapt to an aggregate (separate-distant) existence; it will be viewed with alarm by those who feel that safety lies in keeping other people at a distance; but it will be fought for by those who know the joy of closeness without games, of emotional sharing without hurting, and of the expression of affection without self-consciousness. This is the challenge: how to teach the skills and attitudes needed to humanize education.

**Purpose**

Curriculum in the area of human relations is needed at all levels of education. Not just theory, but practices proven to be effective in changing the communicating behaviors of people is needed. The purpose of this study,
then, is to develop and validate an inservice course for elementary teachers in the affective domain, emphasizing communication skills.

**Hypotheses**

The hypotheses to be tested are:

**Hypothesis #1:** the overall score total for all three communication skill episodes will increase after treatment.

  **Corollary #1:** the score total for episode #1 increases after treatment.

  **Corollary #2:** the score total for episode #2 increases after treatment.

  **Corollary #3:** the score total for episode #3 increases after treatment.

**Hypothesis #2:** the overall knowledge test score on an objective test increases after treatment.

**Hypothesis #3:** the overall teacher estimation of student responsibility in the classroom increases after treatment.

**Definition of Terms**

_Affective education._ The educating of the emotional aspects of the child, as opposed to only educating the intellectual or cognitive aspects.

_Alienation._ The feeling of not belonging (Appendix A).

_Choices._ A method of calling for responsibility from a child. For example, "Can you sit and watch the assembly or would you rather go back to the room?" (Appendix A).
Confrontation. A technique used when a child has not lived up to his end of a bargain made. A way of calling for responsibility (Appendix A).

Consequences. Natural—imposed by nature, such as being burned if you touch a hot stove. Logical—imposed by parents or society, such as if you are late for supper, you must fix your own, or if you are caught stealing, you are arrested. Used to teach responsibility (Appendix A).

Disengagement. Doing the unexpected. A technique used with manipulative children where a person does something other than what the manipulator expects (Appendix A).

Intimacy. Closeness between people. "I am beautiful in relationship to you. You are beautiful in relationship to me. We convey this feeling with and without words, with neither you nor I feeling exploited." (Appendix A.)

Judgments. An opinion; anything that can be argued with, as opposed to an observation. Judgments of good or bad, right or wrong are detrimental to open communication (Appendix A).

Listening. A communication skill used to enable you to understand another person. This skill consists of six skills: (1) silence, (2) non-committal expressions—"oh," "I see," (3) invitation to go on—"I'd like to hear about that," "Tell me about that," (4) parroting—saying a part of what the persons just said, (5) paraphrasing—saying what they said in your own words, and (6) reflecting feelings—reading the emotions behind the words and stating it—"You seem sad."
**Negotiation.** A problem-solving technique used with one child when both the teacher and the child have a problem (Appendix A).

**Owning.** Being aware of your responsibility in a situation and talking about the problem you have in the situation (Appendix A).

**Power.** Getting people to do something through the use of force. Creates fear and/or anger in people (Appendix A).

**Red cross.** Solving a problem for another person. A way of taking away responsibility (Appendix A).

**Self-actualizing.** A term coined by Carl Rogers meaning growing to one's full potential.

**Setting stable limits.** A process by which class rules are established and a commitment to the rules gained from each child (Appendix A).

**Limitations**

This study encompasses only the writing of the materials, the revision of the materials, and the evaluation of the change in teacher knowledge. The measurement of change in teacher and student behaviors is a separate study. Therefore, this is a product development process as opposed to a strict research design.

The course is written for elementary teacher inservice training. It could be used at other grade levels with revision of the examples and dialogues used. The course is not designed for a teacher training class, as the assignments call for practice sessions with children. Revision of assignments would enable the course to be used in teacher preparation programs.
CHAPTER II

Review of Related Literature

The following review of related literature outlines three aspects of affective teacher training programs: (1) a description of those currently in operation; (2) the research reported on inservice affective teacher training programs; and, (3) the ideas and suggestions contained in the literature relative to affective programs for teachers. No attempt is made to include affective development programs for children in this review.

Twenty years ago, Jersild (1955) was calling for teachers to have the opportunity to face themselves, their fears, alienation, and anger, so that they might better be able to help children with their emotional problems. In identifying trends and developments which need to be considered in planning elementary teacher education programs in the future, Sell (1970) proposes that educational programs must provide sensitivities, understandings and involvements for individuals to become acquainted with social and individual problems. He goes on to say that the public will continue to hold the schools accountable for preparing responsible citizens. The concept of a responsible citizen is evolving to mean one who has an inquiry and problem solving capability; an adaptive ability to meet changing situations and challenges; a democratic commitment in both principles and procedures; a rational approach to the resolution of problems and conflicts; and a respect for the personal rights and privileges of others.
Affective Education Programs for Teachers

Programs aimed at preparing teachers to meet these demands are beginning to emerge. With the Self-Enhancing Education (SEE) program, Randolph, Howe and Achterman (1974) are giving teachers opportunity to explore themselves and how they interact with children. SEE is set up on a 1-week workshop format, using Transactional Analysis as a therapy model. Workshop participants become acquainted with the Parent-Adult-Child ego states at the beginning of the workshop and are invited to learn out of which ego state they primarily function. These ego states are then related to a non-power method of working with children. Using the SEE program, teachers learn to listen, to send congruent messages, and to set up stable limits with children so that the children are committed to the limits. In addition, teachers are exposed to the skill of intervening at the point of need. Methods of approaching a child who has overridden the stable limits are defined and means of re-establishing the students commitment to the limits are enumerated. SEE also attempts to leave trained personnel in the area to act as consultants for teachers.

Confluent Education, under Brown (1971), University of California at Santa Barbara (UCSB), and Hillman (1973) propose that children be educated emotionally as well as intellectually. Using a workshop model, and drawing on Gestalt as a therapy model, Confluent Education trains teachers to integrate affective education into curriculum materials. This is achieved through planning for student interaction, and by processing what happens between students
using the syntax "I am aware that I . . .," "I imagine that you . . .," "I appreciate you for . . .," or "I resent you for . . .." Using very exact responsible language is a Gestalt therapy technique used frequently in Confluent Education. Another technique is using programmed experiences to foster self-awareness on the part of the students. For example, students are confronted with authority and directed to handle it in different ways, such as stand firm, give in, or redirect it, etc. Advanced degrees are available at UCSB in Confluent Education, in addition to the workshop experiences offered during the summers.

Gestalt Education, created by Lederman (1969), uses the philosophy and techniques of Perls in the classroom. Mobility and responsibility through awareness are primary goals in Gestalt Education. In a non-judgmental framework, the child is allowed to experience both ends of each emotional continuum: sadness and happiness, anger and joy, depression and elation. Responsibility, or the refusal of responsibility, is attended to through the use of language. Kennedy is currently conducting Gestalt Education training classes in the Palo Alto, California, area, and also uses a workshop mode for training teachers. Experimental exercises and processing the experience, as explained under Confluent Education, are the primary means by which Gestalt Education

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1 Adrienne Kennedy is a Gestalt teacher, teaching at Escondito School in Palo Alto, California. She has conducted a Gestalt workshop per quarter at Utah State University from 1971 to 1975.
trains teachers to look at themselves, and in turn, to teach children to learn who they are, how they are, and when, where and with whom they are that way.

Gordon (1970) using his Teacher Effectiveness Training (TET) course, trains leaders to lead classes in TET. The classes for teachers are usually held weekly, with the skill being presented and modeled, then time provided for practice of the skills. The skills presented are recognizing the Dirty Dozen--kinds of communication that deter further communication, recognizing who has the problem, listening when it is the other person's problem, using "I-messages" when it is your problem, and problem solving methods when it is the problem of both people. Gordon's program is outlined in his book, which is widely distributed throughout the country.

Glasser (1969) using a workshop format teaches teachers to use his methods to induce students to be responsible for themselves. Using a confrontation procedure, Glasser proceeds to get the failing child to make a value judgment about what he is now doing that is contributing to his failure. The child is helped to decide what he would like to do and ways of doing it established. The gaining of a commitment is essential. If the child breaks the commitment, he is asked in a warm way, "Now what are you doing?" and then "Is that helping?" When a child makes a value judgment and a commitment to change his behavior, no excuse is acceptable for not following through. Glasser believes the teacher who cares accepts no excuse.

Wight, Doxsey, and Mathiesen (1972), have developed a workshop for implementing an affective education program into schools. Their procedure
consists of getting the teachers and administration of a school to determine their goals and objectives for children, using handouts to acquaint the teachers with different philosophies of what is good mental health (Torrance, Tindall, Maslow, Allport, and Rogers are the sources of the handouts). After becoming acquainted with the area, teachers are guided through a needs assessment, the identification of priority affective goals, definition of these goals and the development of more specific objectives from these goal definitions. Then ways of assessing achievement of these goals are discussed. The fourth step is to become aware of conditions facilitating affective growth and development. Teachers receive handouts and have opportunity to discuss school climate, more responsive classrooms, power and decision making, and open and closed school systems. Step five in the workshop is to help the participants decide whether they wish to implement an affective education program in their school, and if so, to formulate their plan for doing so. The staff is assisted in exploring anticipated problems and alternative solutions. The teachers are also given instructions and practice in working in small groups, giving responsible feedback, using "I" instead of "you."

Wight, in working with many schools, found that teachers undertaking a re-examination of fundamental goals and philosophy found that change is a difficult, slow, and often painful process. It was not possible for a school staff to quickly and efficiently decide on affective goals, establish priorities, specify objectives, design a program to achieve these objectives, and develop
a system and procedures for assessment of outcomes and evaluation of program effectiveness.

He also found that the changes contemplated or anticipated by teachers can create anxiety and insecurity on the part of some faculty members, and sometimes resentment and hostility. It is difficult to accept the notion that what one has been doing in the classroom for years might not be best for children. Wight suggests a need for an effective problem-solving, decision-making staff team to help resolve differences in philosophy and methodology between teachers.

Wight believes teachers planning to work with student affect need to know how their own feelings, attitudes, beliefs, biases, values, etc., affect their behavior. The workshop allows them to explore their own feelings and reactions.

Little research has been or is being done in conjunction with any of these programs.

Research

Using these initial programs as springboards, research-oriented projects are beginning to be more numerous. Attacking the problem of why different people respond differently to similar training experiences, Heck (1971) split his groups on the basis of conceptual complexity, as measured by the Paragraph Completion Instrument. He placed 30 elementary teacher trainees in two training groups, one a traditional T-group concerned with
examining and understanding the different kinds of interpersonal communication that occurred in the group. The other group was a series of 10 programmed lessons called Human Development Institutes (HDI), which required the joint participation of two individuals and are designed to take the participants through a series of experiences to increase their communication skills. A communication task was used pre and post to evaluate the effectiveness of the sensitivity training. A significant increase in communication skills was found for both groups. No significant differences were found between the high and low conceptual complexity groups, indicating that the two types of training were equally effective, regardless of level of intellectual complexity.

Norton (1973) placed elementary education majors in a 10-week course in human relations designed to: (1) make each person more aware of himself in relation to his interactions with others; (2) help persons identify and respond to affective dimensions of communication; (3) help facilitate the improvement of communication skills; and (4) build a repertoire of responses necessary to communicate facilitatively. The Affective Sensitivity Scale, Carkhuff's Communication Assessment Index, Carkhuff's Discrimination Assessment Index, the Tennessee Self Concept Scale and William Rogge's Adaptation of the E. Paul Torrance Test of Creative Thinking were administered pre and post. The experimental group improved significantly over the control group on gross facilitation of interpersonal functioning, empathic understanding, and discrimination of facilitative communication. No significant changes were found on the dimensions of creativity and self concept.
Lieberman and de Castro (1970) used a clinical psychologist and a psychiatric social worker as leader/consultants in group discussions following field experiences for teacher trainees. The field experiences took the trainees into the neighborhoods, jails, hospitals, and other community facilities, as well as into the schools. In the discussions, the clinical training of the leaders enabled the students to examine and test out their reactions in a safe and supportive environment. Lieberman and de Castro state, "Unquestionably the disciplines of school psychology and psychiatric social work can do much toward sensitizing the student to develop deeper understanding of herself and her role as a teacher in today's metropolis." The authors suggest that professional clinicians can provide clinical skills which, although not normally included in teacher education programs, may make a contribution to resolve some of the current educational problems.

Adding sensitivity training to the curriculum, Marshall (1970) of Boston University had 20 groups of junior elementary education majors. The goals of training were: (1) to learn to see others as resources of learning rather than as objects of conflict and irritation, (2) to learn to see one's own behavior as others see it, (3) to learn to see the behaviors of others as they see it themselves, (4) to learn to identify and cope with one's own defenses, (5) to learn to give and to accept feedback, (6) to learn to identify the task and group building-maintenance roles that are essential for group development, and (7) to learn to identify the roles one now uses, to learn to experiment
with new roles, and to learn how to evaluate their degrees of effectiveness. Emphasis was placed on the here and now behaviors of the group participants, as opposed to delving into the past. Marshall reports the results of the sensitivity training was difficult to measure, and reported no instruments used. Group participants reported close friendships that were characterized by openness and trust resulting from the groups.

Boerger and Sandness (1973) utilized student ratings of "What would your teacher do?" to evaluate a "Classroom Communications and Guidance" course taught to elementary teachers. No significant changes were found in student ratings. The course created by Boerger and Sandness in Osseo, Minnesota, focused on techniques and skills for fostering communication, group interaction, and affective growth experiences from Achievement Motivation programs, Teacher Effectiveness Training, and formal and informal behavior modification theory.

In a review of research related to the effects of teachers on student self-concept, peer relations, and academic achievement, Schilson (1973) states that teachers do have an effect on self-concept and attitudes of students by behaviors, style of teaching, and the verbalizations the teachers exhibit. Schilson goes on to say, "There seems to be strong evidence for an immediate, and also some for a lasting and possibly multiplicative effect on the student."

Using Boergers' Osseo materials as a course for elementary teachers, Schilson found no significant differences in the teachers as a group, using the
Semantic Differential to measure change. There were changes, both positive and negative, in individual teachers in the group. Some of the changes were: some teachers were better able to give feedback, some learned what behaviors to attend to, other became less able to set goals, some were better at listening, and others became worse.

Haversack and Perrin (1973) were able to show significant improvements in knowledge of communication skills on objective paper-pencil tests after an 8-week communication course. The skills offered were group discussion, listening, sending clear messages, setting goals, and problem solving methods skills.

The Southwest Regional Education Lab developed a course for teaching communication skills to elementary students. With little systematized training for the teachers, Niedermeyer (1970) found that students made a poor showing on the midterm test. Observation of the classes revealed the following:

(1) 40% of the pupils were never called upon to make an individual response,
(2) teachers confirmed correct responses only half the time, (3) teachers made a praising statement only about once every 6 minutes, (4) when pupils were incorrect or did not respond, teachers told the child the correct answer and then had him repeat it only 56% of the time. An exportable teacher training program was deemed necessary.

Hops (1971) found that a school psychologist acting as a consultant was successful in teaching untrained teachers to use behavior modification techniques to control 22 out-of-control boys. No formal inservice class was used.
Research in the area of human relations training in teacher training programs is scant. Webb (1970) gave college seniors specializing in education encounter group experience. Of those involved, 29 of the 30 credited the group experience as being helpful. No significant differences were found in sensitivity or effectiveness in interpersonal relations among the group members. Sensitivity and effectiveness were measured by The Minnesota Teachers Attitude Inventory, The Money Problems Checklist, The Dogmatism Scale by Rokeach, The Student Teacher Self Report, and Myself as Teacher, used pre and post.

Sophomore teacher trainees were taught human relations skills and then asked to form a relationship with a school child. Preuss (1969) found that positive attitudinal and behavior change can be transmitted from instructor to student to child through the approach utilized. Positive directional change was found to be achieved in small steps and quite slowly. The teacher trainees were found to be more accepting of the behavior of the school children and showed greater self esteem than the control group.

Research in the area of non-verbal communication and its importance in the classroom is just beginning. Love and Roderick (1971) have developed Non-verbal Categories and Sample Teacher Behaviors for counting and recording non-verbal behavior of teachers. Teachers were given training in non-verbal behavior and its effects on children. Based on their findings, Love and Roderick concluded that changes in frequency and kind of nonverbal behavior exhibited by elementary and secondary teachers can occur, and change in teacher nonverbal behavior may vary with the type of lessons. Some of the
nonverbal behaviors observed were: (1) accepts student behavior--smiles, nods head, pats on back, winks, touches, (2) praises student behavior, (3) shows authority toward student--frowns, stares, taps foot, and (4) ignores student behavior. No judgments were made as to whether the changes were good or bad, only that changes could be made.

Schusler (1971) states that nonverbal communication is important because the cognitive and affective domains are not separate entities but areas that interact; therefore, the friendliness of the teacher will affect the learning behavior. Schuler found evidence in his study indicating a lack of perception on the part of the teacher as to how the students perceive him on a friendly-unfriendly basis. Assuming that teachers react to children based on how they perceive the child's attitude toward him, Schuler suggests problems for children whose attitude the teacher has misperceived. If the teacher perceives him as liking the teacher least, the teacher may react to him negatively.

Ideas for Affective Education

In developing a model for inservice training in nonverbal communications, French (1971) had two experimentally-based assumptions; (1) self-assessment (analysis of one's own behavior) is threatening to an individual who has engaged in few structured self-assessment activities; (2) study of a communicative skill suggests change from present practices, and change threatens most of us. French goes on to state that study in the area of human communication and particularly nonverbal communication makes one painfully aware that we spend a great deal of time teaching children to read, write, and compute,
but little time consciously teaching them to communicate with and interpret
the communications of their fellow human beings.

With more and more emphasis on affective education, Victoria (1971)
sees a need for a language for affective education. He claims that students
are calling for natural and direct learning experiences related to enhancing
the quality of their lives. "The revolt of youth—who comprise over half our
active population—is both a warning and a sign," states Victoria, who goes on
to suggest seven categories of teachers' gestural behaviors. The seven cate-
gories are: (1) enthusiastic—openly supportive, (2) receptive—helpful,
(3) clarifying—directive, (4) neutral, (5) avoidance—insecurity, (6) inatten-
tive, and (7) disapproval.

Chaney and Passmore (1971) suggest five important foci in affective
training for teachers: (1) personal growth and development directed toward
feelings of competence, (2) awareness of one's own affect, (3) professional
identity, (4) awareness of reciprocal impact of behaviors in interpersonal
settings, and (5) knowledge of process features of group behavior. From this,
they go on to suggest a tentative, sequential group process model for teacher
training in affective-humanizing education. Phase one: Building Feelings of
Competence and Worth, with suggested activities of (1) class meetings in
teacher training classes, showing open-ended, educational-diagnostic, and
social-problem-solving forums, and (2) Human Potential laboratories, where
students can focus on "what's right with me." Phase two: Sensitivity to Self
and Others; Sensitivity to Process, where class meetings would be modified
to help trainees face themselves, their anxieties, fears, hostilities, compassion, and caring. Related reading could be assigned. Phase Three: Further Process Awareness and Professional Identity, using seminars during the trainee's student teaching to assist in working through highly personal concerns, and using C-groups (consulting groups that are designed to develop in the teacher awareness of her assets and strengths for coping with the tasks of life and teaching).

At least five different areas within the affective domain of education have been presented in the literature on humanizing education: (1) self-understanding and self-exploration, (2) positive and self-confident view of self, (3) acceptance of self and significant others, especially students, (4) awareness and value of process features in education, and (5) awareness of the reciprocal impact of behaviors in interpersonal settings.

Strom and Ray (1971) look to affective education as a way of preparing our society for the leisure time it will soon be facing. They state, "There is a common tendency to undervalue play." The proud regard educators place on cognitive achievement is the reason the importance of play is ignored according to Strom and Ray. They also assume that the tuning out by the young is a product of adult dominance. Strom and Ray have developed a program they call toy talk aimed at furthering the communication skills of adults and children together.
Summary

In summary, the review of literature has pointed out existing programs aimed at teaching teachers human relations skills. Most of these programs are workshops lasting from 3 days to a week. The communication skills taught consist of listening, congruent and responsible sending of messages, problem-solving, confrontation, and personal awareness. No one program includes all of these skills. Few have research to substantiate their effectiveness. Of the projects researched, change was difficult to establish and measure. The research in the area of non-verbal behaviors suggests that it may be a profitable area to pursue.

The variables involved in improving the quality of the human interaction in schools are many. Teachers need to learn new skills, they need to become aware of the non-verbal messages they are sending, and they need to learn about the characteristics they have as individuals that stand in the way of their effective use of the skills presented. These skills need to be presented to teachers so as not to threaten them, yet in a way that will evoke changed teacher and student behavior. The Self-Actualizing Education (SAE) course will add several dimensions to the existing programs. The SAE course is an inservice program designed to enable teachers to practice the skills as they learn them. SAE incorporates more communication skills to meet the many problems that teachers encounter in school, including the skills presented by Dreikurs (1964). Perhaps the most important difference in SAE is that affective education techniques suggested by Brown (1971), Hillman (1973),
and Lederman (1969) are incorporated into the course. Personal awareness is stressed, experiences and personal interactions are planned for and processed as suggested. The Self-Actualizing Education inservice for teachers is a fully developed step four in Wight's (1972) system; helping teachers become aware of conditions that facilitate affective growth and development.

The problem of measuring teacher change will be attacked by using criterion referenced instruments rather than normative ones. The evaluation procedures will look for specific changes in verbal skills rather than more global changes such as changes in attitude.
CHAPTER III

Methodology

This chapter includes explanation of the steps taken in developing the Self-Actualizing Education course, and the changes suggested after two field tests. The methodology used in evaluating the effectiveness of the course in changing teachers verbal behaviors is also presented.

Figure 1 illustrates the steps followed in the product development phase of this study.

![Development and validation model diagram]

Figure 1. Development and validation model.

Product Development

**Program description.** The product is a course for elementary teachers. It is designed to be taught as an inservice program and is aimed at teachers of K through 6th grades, principals, special educators, counselors, and school psychologists.
The course is basically a communication skills and personal awareness class. It includes the skills of listening to the problems of others, of talking about one's own problems, and not taking responsibility from others. A major emphasis is placed on how to get children to be responsible for themselves in the classroom without using force. The class is intended to be a personal experience for the participants, allowing them to look at themselves and how they relate to children.

Prototype planning. Borg and Gall (1971) state, "Perhaps the most important aspect of planning a research based educational product is the statement of specific objectives to be achieved by the product." The first step in the planning of the Self-Actualizing Education course is determining the communication skills desired in the participating teachers.

The need for teachers to be able to recognize alienation in a child, and to know the effects it has, is considered primary. It is referred to frequently throughout the course.

Listening, a basic skill used by Gordon (1970), Randolph (1974), and Rogers (1969), was chosen as a primary skill desired in teachers. Prerequisites to listening, knowing who has the problem in a situation, recognizing judgments and reacting to covert (non-verbal) messages, were deemed necessary for inclusion. The ability to be responsible for actions and feelings and to make feelings explicit was chosen as another primary goal for teachers. Owning feeling involves teaching teachers how to become aware of feelings and the use of special language skills. Skills in aiding others in becoming
responsible for themselves was the final goal selected. Many skills are involved in allowing and inducing responsibility such as avoiding Red Crossing (see Definitions, Chapter I), using consequences and choices, disengagement, confrontation, and negotiation (see Definition section for explanation of each skill). It was decided that each skill was essential learning material for teachers.

**Development of preliminary prototype.** Having isolated the skills to be taught, the next step was to put them in a logical sequence. The goal of recognizing and experiencing alienation was chosen as the introduction to the course. Listening was selected as the most difficult skill, as well as the most essential, and was, therefore, placed early in the sequence, preceded only by its prerequisite skills. Personal responsibility was necessary before calling for responsibility from others. The skills in calling others to be responsible became the third section, with disengagement being the skill taught first. Not being controlled by manipulations is essential for teachers. Additional skills are needed to encourage responsible behavior and were presented in the following order: using consequences, offering choices, negotiating problems, and confronting irresponsibility.

After determining sequencing, behavioral objectives were written for the skills involved. The 16 behavioral objectives are:

1. Participants will recognize the need for man in general to belong and will recognize that every student has the need and right to
belong to the classroom group. This will be indicated when 80% of the teachers mark "agree" with 80% of the statements on "Need to Belong: Evaluation."

2. Participants will exhibit understanding of the communication process by answering correctly 75% of the quiz questions on the concept of communication.

3. Participants will recognize judgmental communication as a detriment to the concepts of belongingness. Eighty percent will state their agreement that such communication modes from teachers to students are alienable to a state of student belongingness.

4. Participants will be able to recognize five communication killers statements from a teacher-student interaction description.

5. Participants will show awareness of their present judgmental behavior by counting their judgments of students on a fixed interval schedule. (Note: Participants will pick out five 5-minute periods during each day for the next week.)

6. The participant will demonstrate recognition of covert messages by identifying correctly the covert message sent by a fellow participant in a series of statements.

7. Participants will demonstrate the listening skills of silence, non-committal acceptance, invitations to continue, parroting,
paraphrasing, and reflecting in writing and verbal expression to
the satisfaction of the instructor.

8. In a written situation the participant will correctly identify and
express his own feelings in eight out of ten circumstances.

9. Each participant will practice owning his own projected feelings
to the satisfaction of the instructor.

10. The participant will select owner rather than avoider words in
eight out of ten written sentences. He will also use "owner"
words in 80% of situations presented in role play situations.

11. Given a list of 10 problem situations between students and
teachers, the participant will name the person responsible for
solving the problem eight times.

12. Given a list of 10 statements which students might use to avoid
responsibility, each participant will respond with eight correct
responsible confrontations. He will also role play responsible
confrontation for 3 minutes, making no more than 20% errors.

13. Participants will, to the satisfaction of the instructor, write the
definition of disengagement, write the ABCD's of misbehavior
and the adult reaction to these misbehaviors, and the way adults
could disengage from the misbehaving child, write disengagements
to engaging statements made by students, write logical or material
consequences to situational events presented by the instructor, and
write choices to children which allows them to assume responsibility, for their choice.

14. Participants will achieve five of six correct on an evaluation testing knowledge of the negotiation process.

15. Participants will negotiate a problem with other class members to the satisfaction of the instructor.

16. Participants will practice the negotiation of a problem with a family member, professional cohort, or child in the classroom during the next week.

Devising methods of meeting each behavioral objective was the next task. Concept explanations, exercises, discussions, practice sessions, experiences, and out-of-class assignments were written, drawing on past experience and the literature review. The philosophy of the author is that the teachers participating in the course must experience first-hand the skills taught and the characteristics about themselves that would prevent them from being able to use those skills. Through increased self-awareness and with practice, the skills and personal changes in attitude and behavior will become an integrated part of that teacher. Evaluations for determining if the criteria stated in the behavioral objective was met or not were created. The product was ready for the next step.

Expert appraisal and product revision. The product was appraised by two experts in the field of communication skills, Dr. Michael Bertoch and Dr. Elwin C. Nielsen. Emphasis was placed on evaluating content selection,
readability of manual, and evaluation of the behavioral objectives. Appropriate revisions of the content and wording were made on the basis of the expert opinion of these evaluators.

**Main fieldtest.** The main fieldtest was four inservice classes of elementary teachers (K-6). Participation was on a voluntary basis. A total of 75 teachers participated in the main fieldtest. The courses were held at regularly scheduled meeting times, after school at three schools and an evening at the fourth school. There were nine sessions of 2 hours each. The course was taught by the author at all four test sites.

**Product revision.** Notes were kept in the instructor's manual on procedural difficulties, participant reactions, and suggestions made by participants. Also, a questionnaire on reactions to the course was given each participant at the end of the course. Combined with the results of the criterion-referenced tests on the 16 objectives (see Table 1, page 35), revisions were made.

Some of the major revisions and the rationale for making them were:

1. The evaluation section was made into a special section at the end of the book. It was too difficult monitoring use of the text with the evaluations in the text.

2. Eleven appendices were added to supply additional information on philosophy, as the instructor found it difficult to answer questions without this information being involved.
3. A bibliography and suggested reading list was added, as a result of teacher demand.

4. Also by teacher demand, more structure was provided for the role playing exercises, as well as more demonstration of the techniques involved.

A problem that repeatedly confronted the instructor was the issue of using force and power with students. It was decided that the issue must be dealt with as a topic in the course, due to the frequency of reference being made to it. In addition to discussing power and its effects openly, a section on setting up classroom guidelines without using power was added.

The negative orientation of combating alienation was changed by adding a section on intimacy as a goal to be attained with children. As incompatible behaviors, alienation cannot exist if intimacy can be created between teacher and child.

Finally, as is suggested by the literature (Flanders, 1969; Nieder­meyer, 1970), it was observed that the use of positive reinforcement with children was minimal. A section on behavior modification and reinforcement was added.

To meet the additions made, five new behavioral objectives were added, exercises and/or practices included, as well as methods for evaluation. The behavioral objectives added were: (1) Participants will demonstrate understanding of five ways that people interact by writing a personal teacher-student interaction for each of the following: withdrawal, ritual, pastimes, activities
and intimacy; (2) Participants will recognize the effects of using power tactics with children. Eighty percent will state their agreement that such teacher behavior causes resentment on the part of students and is, therefore, ineffective; (3) Teachers will choose a problem in which they need to set stable limits in their class and demonstrate effective stable limit-setting to the satisfaction of the instructor; (4) Participants will demonstrate behavior modification skills by completing at an 80% success level, the exercise "Larry R." (5) Participants will demonstrate their knowledge of using communication skills in their use of Behavior Modification by completing Evaluation at an 80% success level.

Behavioral objective 3.5 was revised to read: Each participant will correct an inaccurate dialogue of confrontation statements to within 80% accuracy. He will, also, given a role playing situation, write a dialogue showing at least four confrontation statements, closing with the child's commitment to behave differently. This change was made because of low scores on the evaluation of that objective. Also, additional material was added to the instructional section on confrontation.

In summary, the revisions made after the main fieldtest were mostly in additional content. To allow for these additions, one class period was added. Thus the course consisted of ten 2 hour sessions held over a 10-week period.

**Operational fieldtest.** The purpose of the operational fieldtest was to determine if the revised course would change the communication skill level of the participants, as measured by a paper-pencil test. The added content was
to be integrated into the course and fieldtested for procedural difficulties and appropriateness of the behavioral objective measures.

The operational fieldtest was a 10 week, 2 hour session course conducted by the author with two different groups: Heber City--20 participants, and Ogden--19 participants.

**Suggested revisions.** The order of the skills taught needs to be revised. In the section on calling for student responsibility, basic control and order-inducing techniques need to be taught before presenting stable limit setting skills. The rationale for this change is that the teachers who lacked skills in reinforcing and ignoring behavior, in disengaging, giving choices, or allowing consequences had so many misbehavior problems that setting guidelines without using power was difficult, if not impossible. By teaching these skills first, a teacher will have some structural tools to work with for starting the shift to non-power.

A second suggestion for revision is to make the participants' manual more readable. This can be achieved by removing the behavioral objectives and evaluation headings. With so many headings, it was difficult to direct the attention of the participants to the information being taught. All the headings are useful in the instructor's manuals.

Another suggestion for revision is to make the course a 12-week course. There is just enough time in 10 weeks to present all of the skills. Time to practice them in class and in their classrooms with feedback from the instructor would be beneficial.
Table 1 is a summary of the evaluation and suggested changes in the behavioral objectives and evaluations, with the rationale for the changes.

With additional time, and the suggested changes above, this Self-Actualizing Education course is ready for the final step, dissemination to the instructors.

Product Evaluation

Subjects. The subjects were 29 elementary teachers (K-6), four special education teachers, two teaching assistants, two school counselors, one principal, and one school nurse. There were four schools represented with the participation in the workshop being voluntary. Graduate credit and monetary reward were offered the participants for being part of the research.

Design. The design of the study originally included plans for a control group, using the Soloman Four Group design. The control group was not used due to difficulty in finding a group of teachers willing to participate only in the research. The data was, therefore, analyzed on the basis of three groups; pretest, posttest, and posttest-only. The pretest was given to only half of the group as a means of controlling for the effects of the pretest. A One-Way Analysis of Variance was used to determine differences between the three groups. The Newman-Keul Pariwise Comparison was used to determine between which scores the differences were found. The level of significance needed was set at .01.

Instrumentation. The testing instrument was a paper-pencil test with two forms, A and B (Appendix B). Form A was given as the pretest, form B
### Table 1
Summary of Evaluation and Suggested Changes

<table>
<thead>
<tr>
<th>Behavioral Objective #</th>
<th>Title</th>
<th>Percent of Success</th>
<th>Suggested Change</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Need to belong</td>
<td>98%</td>
<td>None</td>
<td>SA or A</td>
</tr>
<tr>
<td>1.2</td>
<td>Communication process</td>
<td>95%</td>
<td>Take both out</td>
<td>All recall items on the evaluation</td>
</tr>
<tr>
<td>1.3</td>
<td>Interaction</td>
<td>--</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Power</td>
<td>91%</td>
<td>None</td>
<td>SA or A</td>
</tr>
<tr>
<td>1.5</td>
<td>Judgments</td>
<td>83%</td>
<td>None</td>
<td>SA or A</td>
</tr>
<tr>
<td>1.6</td>
<td>Communication killers</td>
<td>90%</td>
<td>New evaluation</td>
<td>Poorly constructed</td>
</tr>
<tr>
<td>1.7</td>
<td>Covert messages</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Listening</td>
<td>85%</td>
<td>None-2.16</td>
<td>Too broad, difficult to evaluate success.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Break the Beh.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Obj. into 3 or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 objective and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>evaluations.</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Who has the problem</td>
<td>73%</td>
<td>Place between</td>
<td>Out of order-clerical error.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.6 &amp; 1.7.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Need additional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>evaluation for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>those failing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the 1st one.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Responsible language</td>
<td>87%</td>
<td>3.24 - Out</td>
<td>Recall items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71%</td>
<td>3.26 - Add 2nd</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>evaluation for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>those failing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the 1st one.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Owning feelings</td>
<td>98%</td>
<td>3.32 - Out</td>
<td>Too simple</td>
</tr>
<tr>
<td>Topic</td>
<td>Percentage</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Avoider &amp; Owner</td>
<td>91%</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Stable limits</td>
<td></td>
<td>Place after negotiation.          See rationale in text above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change eval. from tape to report.       Not practical to tape &amp; listen to all--too few recorders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Confrontation</td>
<td>88% 91%</td>
<td>4.24 - None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.25 Make a take-home                  Takes too long-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change order as with 4.1              Needs to follow Stable limits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Disengagement</td>
<td>82%</td>
<td>Change # to 4.3 Clerical error Beh. Obj. needs % correct. Clerical error</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change items in evaluation. Unclear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Consequences</td>
<td>93%</td>
<td>Beh. Obj. to call Clerical error. % correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Behavior Modif.</td>
<td></td>
<td>Beh. Obj. to call for Beh. Mod. program with a child. Teachers need the experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6 Reinforcing Beh.</td>
<td>71%</td>
<td>Change evaluation #5.25 to 4.61.       Clerical error.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change evaluation items to choice from choices given were 3 responses. not clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combine into one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8 Negotiation</td>
<td></td>
<td>Call for negotiation with a child and a Teachers need to practice with a child. written report.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
as the posttest. Care was taken to insure that the two forms were equivalent in number and type of items of equal difficulty. The purpose of having two forms was to eliminate any residual learning effects of the pretest. Part 1 of the test was three problem-solving situations in ascending difficulty. Merrill (1971) defines problem-solving as the highest level of complex cognitive behavior, and the most indicative of possible transfer to in-classroom behavior.

Part 2 of the test contained 41 objective items covering the information presented. The objective items were included to provide an objective measure that would have high scorer reliability.

Part 3 of the test was a teacher estimate of student responsibility. Responsibility was defined as being able to work without supervision or reminders, and showing respect for the rights and property of others. The teachers were to score each student as whether he or she was responsible always, usually, sometimes, seldom, or never. Since a great deal of emphasis was placed on the skill of getting students to be responsible for themselves, it was hypothesized that teacher awareness of responsibility would increase. The added skills and awareness of the teacher could, therefore, cause an increase in student responsibility.

Evaluation procedures. The problem solving situations used on a pre-post basis to evaluate the teachers verbal behaviors were called episodes (see Appendix B). Episode 1 involved a classroom situation where a third grade boy was out of his seat (form A) or talking out during discussions (form B). Episode 2 involved a fifth grade girl crowding into the lunchline (form A) or
running in the hall (form B). Episode 3 involved a sixth grade boy who was fighting (form A) or destroying property (form B). The remainder of the evaluation instrument was an objective knowledge test and teacher estimate of student responsibility.

The hypotheses to be tested were:

Hypothesis #1: the overall score total for all three communication skill episodes will increase after treatment.

Corollary #1: the score total for episode #1 will increase after treatment.

Corollary #2: the score total for episode #2 will increase after treatment.

Corollary #3: the score total for episode #3 will increase after treatment.

Hypothesis #2: the overall knowledge test score on an objective test will increase after treatment.

Hypothesis #3: the overall teacher estimation of student responsibility in the classroom will increase after treatment.

The overall procedure used to evaluate Hypothesis 1 or 2, the knowledge skills gained by the participants in the Self-Actualizing Education, was a pretest-posttest design. One-half of the group was randomly selected to take the pretest. The pretest was administered by the instructor, during the first class period, with all instructions to the participants being included in the test packet.
The experimental condition, the 10-week workshop, was then conducted. The posttest was administered to the whole group during the final class period.

To test Hypothesis 1, scoring criteria were established to rate the statements or solutions for the three episodes. The scoring criteria and ground rules for scoring, found in Appendix C, were created on the basis of the skills presented in the class. Statements or solutions were scored plus or minus based on whether they were constructive or destructive to communication.

Since some of the participants' scores were negative, the positive-negative nature of each total score for episodes 1, 2, and 3, and the overall scores, were transformed to a positive, whole-number integer scale, ranging from 1 to 49. This was done to preserve the characteristic of units of distance from the origin in analyzing the variance in each comparison using the One Way Analysis of Variance. The origin is represented by the number 1 (the most negative possible score), with the number 25 representing neutral score, and the number 49 representing the most positive possible score.

Reliability. Attempts at establishing inter-rater reliability on the problem-solving episodes yielded a correlation of .60, less than adequate results for research purposes, where r should equal .85 or above. Since the development of the instrumentation for this study is a first attempt, adequate training to establish better inter-rater reliability was not available. No one who had taken the workshop and was familiar with the terminology was
available. Thus, the author scored all tests, using the scoring system devised. The tests were coded so that the scorer had no reference to names.

**Validity.** Content validity approaches are recommended by most authors (Gorth and Hambleton, 1972; Gronlund, 1973; Papham and Husek, 1969) because criterion referenced measures are validated primarily in terms of the adequacy with which they represent the criterion. For this study, a criterion-referenced test was developed for each skill during the planning phase. Consistent with Mager's (1972, 1973) suggestions, the criterion instruments were analyzed to insure that the test items did indeed match the performance verbs in the skill objectives. This procedure insured that the test items were validated contextually against the objectives they purported to measure.
CHAPTER IV

Results

The results of this study will be presented in the order of the stated hypothesis.

Hypothesis 1

The overall score total for all three communication skill episodes will increase after treatment. The three episodes (see Appendix C) were: (1) a third grade boy exhibiting out-of-seat and talking-out behaviors; (2) crowding in the lunchline and running in the hall by a fifth grade girl, and (3) fighting and destroying property by a sixth grade boy.

The results of this study confirmed this hypothesis. The data is found in Table 2.

<table>
<thead>
<tr>
<th></th>
<th>Means and standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>$\bar{X} = 20.647$</td>
</tr>
<tr>
<td></td>
<td>$SD = 3.390$</td>
</tr>
<tr>
<td>Posttest</td>
<td>$\bar{X} = 28.438$</td>
</tr>
<tr>
<td></td>
<td>$SD = 3.464$</td>
</tr>
<tr>
<td>Posttest only</td>
<td>$\bar{X} = 27.227$</td>
</tr>
<tr>
<td></td>
<td>$SD = 5.879$</td>
</tr>
</tbody>
</table>
The One Way Analysis of Variance (ANOVA) found the difference between groups to be significant at the .001 level (Table 3). The Newman-Kuel Pairwise Comparison was made, and in all hypotheses where the F ratio was significant, the differences were between the pretest and posttest group. This confirms the fact that the pretest had no instructional effect.

**Table 3**

ANOVA Table for Teacher Behavior to all Episodes

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>2</td>
<td>603.952</td>
<td>301.976</td>
<td>14.411</td>
</tr>
<tr>
<td>Error</td>
<td>52</td>
<td>1089.685</td>
<td>20.955</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NEWMAN-KEUL PAIRWISE COMPARISON**

\[
\begin{array}{c|c|c|c}
20.647 & 27.227 & 28.438 \\
\end{array}
\]

No significant difference between post groups

The communication skills used most frequently in the three episodes can be found in the frequency count found in Table 4. The skill of listening was the skill most frequently used followed by owning, asking for solutions, and confronting.
Table 4

Breakdown of Skills used in Three Situations

<table>
<thead>
<tr>
<th>Group</th>
<th>Episode</th>
<th>Owning</th>
<th>Listening</th>
<th>Giving evidence</th>
<th>Being confused</th>
<th>Asking for solutions</th>
<th>Giving choices</th>
<th>Calling for responsibility</th>
<th>Confronting</th>
<th>Reinforcement</th>
<th>Negotiation</th>
<th>Disengagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Post</td>
<td>1</td>
<td>21</td>
<td>16</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>7</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>15</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>17</td>
<td>68</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Post only</td>
<td>1</td>
<td>32</td>
<td>28</td>
<td>5</td>
<td>8</td>
<td>30</td>
<td>2</td>
<td>7</td>
<td>22</td>
<td>10</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
<td>34</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12</td>
<td>85</td>
<td>0</td>
<td>4</td>
<td>26</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Post Totals</td>
<td></td>
<td>109</td>
<td>242</td>
<td>10</td>
<td>23</td>
<td>97</td>
<td>8</td>
<td>28</td>
<td>64</td>
<td>34</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>
Corollary 1. The score total for episode 1 will increase after treatment. The results of this study confirmed this hypothesis. The data can be found in Table 5.

Table 5

Comparison: Episode 1

<table>
<thead>
<tr>
<th></th>
<th>Means and standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>21.529</td>
</tr>
<tr>
<td>SD</td>
<td>3.555</td>
</tr>
<tr>
<td>Posttest</td>
<td>( \bar{X} = 30.250 )</td>
</tr>
<tr>
<td>SD</td>
<td>4.187</td>
</tr>
<tr>
<td>Posttest only</td>
<td>( \bar{X} = 29.646 )</td>
</tr>
<tr>
<td>SD</td>
<td>6.336</td>
</tr>
</tbody>
</table>

The results were found to be statistically significant at the .001 level with the differences being between the pretest and posttest groups (see Table 6).

Corollary 2. The score total for episode 2 will increase after treatment. The results of this study did not confirm this hypothesis. No significant differences were found between groups (see Tables 7 and 8).
### Table 6

**ANOVA Table for Episode 1**

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>2</td>
<td>825.419</td>
<td>412.710</td>
<td>16.403</td>
</tr>
<tr>
<td>Error</td>
<td>52</td>
<td>1308.327</td>
<td>25.160</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>2133.746</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 7

**Comparison: Episode 2**

**Means and standard deviations**

<table>
<thead>
<tr>
<th></th>
<th>( \bar{X} ) = 21.588</th>
<th>SD = 3.001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posttest</td>
<td>( \bar{X} = 25.250 )</td>
<td>SD = 4.234</td>
</tr>
<tr>
<td>Posttest only</td>
<td>( \bar{X} = 24.818 )</td>
<td>SD = 5.131</td>
</tr>
</tbody>
</table>
Table 8

ANOVA Table for Episode 2

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>2</td>
<td>138.446</td>
<td>69.223</td>
<td>2.994</td>
</tr>
<tr>
<td>Error</td>
<td>52</td>
<td>1202.391</td>
<td>23.123</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No significant difference

Corollary 3. The score total for episode 3 will increase after treatment. The results of this study confirmed this hypothesis. The data is found in Table 9.

Table 9

Comparison of Episode 3

<table>
<thead>
<tr>
<th>Means and standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
</tr>
<tr>
<td>$\overline{X} = 18.706$</td>
</tr>
<tr>
<td>$SD = 6.536$</td>
</tr>
<tr>
<td>Posttest</td>
</tr>
<tr>
<td>$\overline{X} = 29.686$</td>
</tr>
<tr>
<td>$SD = 5.782$</td>
</tr>
<tr>
<td>Posttest only</td>
</tr>
<tr>
<td>$\overline{X} = 27.045$</td>
</tr>
<tr>
<td>$SD = 8.633$</td>
</tr>
</tbody>
</table>
The results were found to be statistically significant at the .001 level, with the differences being between the pretest and posttest groups (see Table 10).

Table 10
ANOVA Table for Episode 3

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>2</td>
<td>1114.007</td>
<td>557.003</td>
<td>10.533 * 0.001</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>52</td>
<td>2749.923</td>
<td>52.883</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>3863.928</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 2

The overall knowledge test score (see Appendix C) on the objective test will increase after treatment.

The results of this study confirmed this hypothesis. The data is found in Table 11.

The results were found to be statistically significant at the .001 level, with the differences being between the pretest and posttest groups (see Table 12).
Table 11

Comparison of Objective Test

<table>
<thead>
<tr>
<th></th>
<th>Means and standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>$\bar{X} = 25.412$</td>
</tr>
<tr>
<td></td>
<td>$SD = 4.487$</td>
</tr>
<tr>
<td>Posttest</td>
<td>$\bar{X} = 30.938$</td>
</tr>
<tr>
<td></td>
<td>$SD = 3.130$</td>
</tr>
<tr>
<td>Posttest only</td>
<td>$\bar{X} = 31.045$</td>
</tr>
<tr>
<td></td>
<td>$SD = 3.773$</td>
</tr>
</tbody>
</table>

Table 12

ANOVA Table for Objective Test

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>2</td>
<td>366.899</td>
<td>183.450</td>
<td>12.421</td>
<td>.001</td>
</tr>
<tr>
<td>Error</td>
<td>52</td>
<td>768.011</td>
<td>14.769</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>1134.910</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 3

The overall teacher estimation of student responsibility will increase after treatment. The teachers were to estimate the responsibility level of each of their students as being (1) never, (2) seldom, (3) sometimes, (4) usually, or (5) always (see Appendix C).
The results of this study did not confirm this hypothesis. No statistically significant differences were found between groups (see Tables 13 and 14).

Table 13

Comparison of Student Responsibility

<table>
<thead>
<tr>
<th></th>
<th>Means and standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>$\bar{X} = 3.512$</td>
</tr>
<tr>
<td></td>
<td>$SD = 0.358$</td>
</tr>
<tr>
<td>Posttest</td>
<td>$\bar{X} = 3.654$</td>
</tr>
<tr>
<td></td>
<td>$SD = 0.295$</td>
</tr>
<tr>
<td>Posttest only</td>
<td>$\bar{X} = 3.613$</td>
</tr>
<tr>
<td></td>
<td>$SD = 0.420$</td>
</tr>
</tbody>
</table>

Table 14

ANOVA Table for Student Responsibility

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>2</td>
<td>.173</td>
<td>.086</td>
<td>.647</td>
</tr>
<tr>
<td>Error</td>
<td>48</td>
<td>6.396</td>
<td>.133</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>6.570</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No significant difference
In summary, the results of this study confirmed four of the six stated hypotheses. A significant difference of .001 was found for the overall score total on three communication episodes, for episode 1 on classroom misbehavior, on episode 3 on fighting and destructive behavior, and on the objective test. No significant differences were found on episode 2, lunchroom and hall misbehavior, or on the teacher estimate of student responsibility.
CHAPTER V

Summary, Discussion, and Recommendations

Summary

This study describes the development and evaluation of a communications skills course for elementary teacher inservice training. The development and evaluation strategy centered on a research and development (R & D) process. The major steps of the R & D process were: (1) product selection, (2) literature review, (3) prototype planning, (4) development of preliminary prototype, (5) expert appraisal and product revision, (6) main fieldtest, (7) product revision, and (8) operational fieldtest.

The course was composed of 13 communication skills with 20 behavioral objectives and evaluations. Experiences in self-awareness and practical application of the skills presented were stressed.

The purpose of the Operational Fieldtest was to determine if there was any change in verbal behavior of the teachers on a paper-pencil evaluation given pre and post. The test used was a criterion-referenced test in three parts. Part 1 consisted of three problem-solving episodes relating a problem with a boy being out-of-seat or talking-out, a girl crowding in the lunchline or running in the hall, and a boy fighting or destroying property. Part 2 was an objective knowledge oriented test, and part 3 was a teacher estimate of student responsibility.
The subjects for the Operational Fieldtest were 39 elementary teachers, including a principal, four special educators, two counselors, and a school nurse. The data were collected over a 10-week period from January 14 to March 18, 1975.

The first five hypotheses stated that scores would increase after treatment for the three student episodes and the objective test. Hypothesis 6 stated that the teachers' estimate of student responsibility would increase. Of the six hypotheses, four showed a significant increase in communication skills used at the .001 level using a One-Way Analysis of Variance on the three groups. The second episode and the estimate of student responsibility were not significantly different.

Discussion

The results of this study confirmed four of the six stated hypotheses. The overall score of the three episodes increased as did the scores on episodes 1 and 3, and on the objective test. No significant differences were found on episode 2 or on the teacher estimate of student responsibility.

The Self-Actualizing Education course appears to have met its primary goal, that of increasing the use of the communication skills taught. In light of the limitations of the design, and scorer reliability problems, few generalizations can be made.

A serious limitation in the evaluation of the knowledge gained by the participating teachers is that of only one instructor teaching the classes. Though efforts were taken to insure sameness in instruction and careful
following of the manual, the effect of the expertise of the author could not be controlled totally. The next step in the evaluation of the course is to give it to other instructors to teach.

Another limitation is that all tests were scored only by the instructor. Not enough time was available to train raters adequately. To maintain objectivity, all questionable statements requiring interpretation were scored zero by the rater.

The design chosen to evaluate the course has built in limitations. Campbell and Stanley (1963) point out that the effects of history, maturation, instrumentation, and statistical regression are not controlled for by the design used.

Some interesting interpretations can be made about teacher reactions to episode 2. No significant changes were made in verbal behavior between pretest and posttest groups. The episode involved two experiences taking place out of the classroom with a girl crowding in the lunchline and running in the hall. In most cases, teachers resorted to the use of power, moralizing about fairness and safety, or solving the problem by avoiding it or offering solutions. The lack of the structure of the classroom and no emotional involvement on the part of the child are suggested as reasons for the teacher's resorting to old methods. The teachers were better prepared to deal with the anger of the fighting boys by using listening, owning and problem solving. They were not prepared to meet a flagrant breech of authority without using power. This will probably be the case in actual situations. Apparently if teachers are given
time to consider the skills they could be using, the communication skills will be used. If challenged without time to organize, the new skills will be forsaken for familiar reactions.

There were no significant changes in verbal behavior on episode 2, which was a girl crowding into line or running in the hall. The lack of change may be due in part to the fact that the situation involves a girl. Teacher expectations and reactions may differ with the misbehavior of boys and girls.

As is suggested in the Review of Literature chapter, changes are frightening, especially changes as vast as changing the need for power. The people who learned the skills could use them in the test situation, accounting for the increase between the pre and posttest groups. Many still scored in the negative range overall on the posttest; their use of the skills in the classroom is projected to be minimal. The point is: changing for some is a major restructuring process and is not easily accomplished.

No change was found in the estimate of student responsibility. Realistically, the time elapsing between the presentation of the skills and the posttest is not sufficient to warrant any actual change in student responsibility level. The teachers' expertise in using the skill would be minimal in pressure situations, as discussed previously. Another confounding factor may also enter in. The teachers' awareness of what responsibility can be expected of students may have changed their estimation of how responsible their students really were, counteracting any increase in responsibility.
Reactions of the participants. The participants in the course over the past 2 years have reacted very favorably. Some strong points of the course appear to be: it is extremely relevant to teachers; the skills are not being taught elsewhere; it is challenging and fun; and the skills work in dealing with children. Revisits to schools in the project last year found teachers still using or attempting to use the skills.

Recommendations

1. The manual should be revised as suggested in Chapter III.

2. The course should proceed into the final stage of development, which is dissemination to other instructors.

3. Consideration should be given to using the present course as a primer or beginning course and offering an additional advanced course.

4. The use of part 1 of the testing device appears useful. Adequate training procedures need to be developed for preparing raters for scoring the verbalizations in the three episodes.

5. The second part of the evaluation needs revision based on an item analysis. It is recommended that an objective measure continue to be included.

6. It is recommended that the third part of the evaluation, the estimate of student responsibility, be deleted as it apparently added nothing to the evaluation when taken immediately after the course.
BIBLIOGRAPHY


Merrill, M. D. Necessary psychological conditions for defining instructional outcomes. Educational Technology, 1971, 10 (8), 34-39.


Rogers, Carl R. *Freedom to learn.* Columbus, Ohio: Charles E. Merrill, 1969.


APPENDICES
Appendix A: Instruction Manual
Self-Actualizing Education:
A PRIMER FOR AFFECTIVE EDUCATION

Carolyn Barcus

Copyright 1974
PREFACE

This book is an attempt to synthesize into active form the latest and best material available relative to teacher-student relationships. For several years the authors have conducted classes and workshops for teachers designed to help them develop better methods of motivating, discipling and relating to students. During this time, we have looked for textual and illustrative material to supplement our teaching and have found many excellent resources. However, we could not find a single source touching upon all the aspects of relationship skills we find teachers needing, hence this attempted synthesis.

Furthermore, as many others have done, we have found there is a vast and important difference between knowing something well enough to talk about it, and being able to do it. Therefore, we have attempted to incorporate numerous practice exercises into this manuscript in order that participants will gain applied skills in relating to and motivating students.

We have gleaned ideas from many sources, and would like to mention just a few that have been most useful to us. First, and most basic are the works of Dr. Carl Rogers, whose thinking underlies not only our own, but many other people in the field as well. We recommend that those interested in the area of teacher-student relationships read extensively Dr. Rogers' books and articles. We also have appreciated and commend to our readers the works of Dr. Fritz Perls, Dr. Thomas Gordon, Dr. William Glasser, Barry Stevens, Norma Randolph, and Dr. Eric Berne. Recommended readings are listed in the bibliography.

This volume was developed and field tested with the support of monies from the Kellogg Foundation, under a rural development grant to Utah State University.
### Goal 1 - To Help Participants Appreciate the Need for More Effective Communication With Students

#### 1.1 Behavioral Objective: Understanding the Need to Belong

- **1.11 Concept Explanation:** The Need to Belong
- **1.12 Discussion:** The Need to Belong
- **1.13 The Sounds of Silence**
- **1.14 Evaluation:** The Need to Belong

#### 1.2 Behavioral Objective: Demonstrating Understanding of the Communication Process

- **1.21 Zero Communication Exercise**
- **1.22 Discussion:** The Communication Process
- **1.23 Discussion Outline:** The Communication Process
- **1.24 Exercise:** The Communication Process
- **1.25 Review:** The Communication Process
- **1.26 Quiz:** The Communication Process

#### 1.3 Behavioral Objective: Understanding Ways that People Interact

- **1.31 Concept Explanation:** Ways of Interacting
- **1.32 Discussion:** Intimacy
- **1.33 Evaluation:** Ways of Interacting

#### 1.4 Behavioral Objective: Power

- **1.41 Exercise:** Effects of Force
- **1.42 Concept Explanations:** Power
- **1.43 Exercise:** Effects of Force
- **1.44 Evaluation:** Power

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GOAL--1

TO HELP PARTICIPANTS APPRECIATE THE NEED FOR MORE EFFECTIVE COMMUNICATION WITH STUDENTS.

1.1 Behavioral Objective

Participants will recognize the need for man in general to belong and will recognize that every student has the need and right to belong to the classroom group. This will be indicated when 80% of the teachers mark agree with 80% of the statements on "Need to Belong: Evaluation."

1.11 Concept Explanation: The Need to Belong

Professional people have long been interested, as has the lay public, in the way various needs affect man's behavior. Sigmund Freud saw man's primary need as evolving around life and death instincts. One of the needs arising from instinct was sexual satisfaction. Freud saw many of man's neurotic behaviors as being the result of aborted sexual satisfaction.

Alfred Adler, a fellow psychiatrist and contemporary of Freud disagreed with him. He saw man's neurotic behaviors as arising when he felt neglected or unaccepted. Adler suggested that when man feels he does not belong to a family, peer, work or other significant group, he behaves in ways not acceptable to society.

According to Adler and his disciple, Rudolph Dreikurs, much of man's behavior can be attributed to one single factor - his striving to belong. The child in the classroom who belongs listens, follows directions, completes his tasks on time. The child who doesn't feel "belongingness" pokes the child in front of him, taps his fingers for attention instead of being "on task", tells the teacher, "I won't do it", etc. These behaviors are feeble attempts to belong, to gain recognition from the group to which he is seeking "belongingness."

Students who lack "belongingness" feel lonely, worthless, desperate, and hopeless. They are unable to communicate their needs, hopes and desires to others without somehow causing resentment from the listener. The listener in turn, being irritated and resentful, fails to communicate effectively with this student. Instead he gives off more verbal and non-verbal cues to the student which say in effect, "You're right - you don't belong here."
Thus, unless this merry-go-round pattern is broken, the non-belonging child is stuck forever doubting his worthiness to belong. Ineffective in his own inter-personal communication skills, he continues to alienate people. Though his utmost need is to belong, he doesn't know how. Let's have a closer look at such people. Let's see if we can feel "where it's at" for such children in our classroom.

1.12 Discussion: The Need to Belong

1.13 "The Sounds of Silence" Published by Paul Simon

1.14 Evaluation: The Need to Belong

1.2 Behavioral Objective

Participants will exhibit understanding of the communication process by answering correctly 75% of the quiz questions on the concept of communication.

1.21 Exercise: Zero Communication

1.22 Discussion: Communication Process

1.23 Discussion Outline: The Communication Process

1. What are two ways we communicate?
   (Verbally and non-verbally)

2. What is the process we go through to communicate?
   a. It takes at least two people: the Sender and the Receiver.
   b. The sender proceeds through three steps:
      1. He decides in his thoughts what he wants to communicate.
      2. He selects the means by which to communicate, verbally or non-verbally or both.
      3. He transmits the message.
c. The receiver proceeds through the following steps:

1. He senses the message (hear, see, feel).
2. He decides by his thinking processes what the message means.
3. He sends back a response (verbally, non-verbally or a combination).

3. Diagrammed the process looks like this:

4. There are several areas where communication breaks down. Three of these are:

a. Sender selects inappropriate message to express his ideas or feelings.

Example:
Person has foot on new couch and you want him to remove it. You say: "People sure are getting gross today."

Receiver replies: "Yea, they sure are." (Did not recognize you were referring to him and wanted him to remove his feet.)

b. Sender says one thing verbally, another non-verbally.

Example:
"Please pass the salt!" (Said to wife in a shouting voice.) Message better expressed would have been: I am really upset with you.

c. Communication also breaks down when the receiver is not "tuned-in" to the sender's message because he (the receiver) is not listening. We will talk in depth about listening skills later.

5. In summary, there is communication failure any time a message is received with different meaning than the sender intended.

1.24 Exercise: The Communication Process
1.3 Behavioral Objective

Participants will demonstrate understanding of five ways that people interact by uniting a personal teacher-student interaction for each of the following: withdrawal, ritual, pastimes, activities and intimacy.

1.31 Concept Explanation: Ways of Interacting

Ways That People Interact

I. Withdrawal - Do not interact with the outer world; interact with self in the internal world.

II. Rituals - Automatic interactions. "Hello - how are you?"

III. Pastimes - Ways of filling time with others. Gossiping, bull sessions, "Who won?" "How do you like your car?" etc.

IV. Activities - programmed or spontaneous action between or among people - eating, skiing, playing bridge, sexual intercourse.

V. Games - unconscious attempts to gain a sense of worth and belongingness. "See what a poor thing I am?" "Fight with me." "Pay attention to me."

VI. Intimacy - "I feel beautiful in relationship to you. You feel beautiful in relationship to me. We convey this feeling with and without words, with neither you nor I feeling exploited."

Life Opportunities for Intimacy

Sexual intimacy--------The expression of caring and enjoyment of each other

Emotional intimacy-------Hearing and sharing empathetically the perceptions and feelings of each other; being tuned to one another's wave lengths

Intellectual intimacy-----Closeness in the world of ideas

Aesthetic intimacy--------Sharing experiences of beauty
Creative intimacy---------Sharing the experience of creating
Recreational intimacy-----Relating in experiences of fun and play
Work intimacy----------Closeness in the sharing of common tasks
Crisis intimacy--------Closeness in coping with problems and pain
Conflict intimacy-------Facing and struggling with differences
Commitment intimacy-----Mutually derived from self-investment
Spiritual intimacy--------The oneness in sharing the power of love and ultimate death of self and loved ones
Communication intimacy---The source of all types of pure intimacy

Further explanations and readings are available in appendix.

Intimacy is lost when you begin to feel ugly, or to think the other person is ugly. When you recognize "I am feeling ugly", begin to look for the judgments you have made of yourself or someone else. Only when you are "OK" and not poisoning yourself are you capable of intimacy. Communication is the source of all types of intimacy. Through the communication skills available in this course, you as a teacher will have the opportunity to learn to interact at any level you choose, including creating different kinds of intimacy. You are invited to "learn to communicate rather than alienate."

1.32 Discussion: Intimacy

1.33 Evaluation: Ways of Interacting

1.4 Behavioral Objective

Participants will recognize the effects of using power tactics with children. Eighty percent will state their agreement that such teacher behavior causes resentment on the part of students and is therefore ineffective.

1.41 Exercise: Effects of Force

1.42 Concept Explanation: Power

There are two ways to get people to do what needs to be done: (1) you can force them to do it, or (2) you can get them to want to do it. This axiom applies throughout society, including all levels of education. Let's look at the age old concept of force.
To force means to compel by force, to overcome the resistance of, to overpower. Only by being bigger, tougher, or more powerful can you successfully get a person to do something by force. And the effects upon that person? Fear in the conforming individual, and anger in the rebelling individual. Neither emotion is easily dealt with by the individual, nor is either emotion conducive to learning or to creative functioning. Force is a way of getting things done under certain conditions, if the emotional reactions are dealt with properly, it is not necessarily always detrimental.

The second method, getting people to want to cooperate is, in the long run, a much more effective method. The two methods and their results are diagrammed below.

<table>
<thead>
<tr>
<th>Teacher Attitude</th>
<th>Student Behavior</th>
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<tbody>
<tr>
<td>Nurturing</td>
<td>Free to be:</td>
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<tr>
<td>Non-judgmental</td>
<td>Spontaneous</td>
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<td>Supportive</td>
<td>Responsible</td>
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<td>- Resentment</td>
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6
Student Behavior, etc.

Free to be:
- Fearful
- Egocentric
- Aggressive
- Creative

Possible Student Attitudes Toward Teacher
- Respect
- Cooperative
- Trusting
- Dislike
- Fear of
- Distrust
- Uncooperative

From the exercise just completed, list the feelings experienced when force was employed:

Now list the words and behaviors that go with force:

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Words</th>
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</table>
Personal reactions:

1.44 Evaluation: Power

1.5 Behavioral Objective

Participants will recognize judgmental communication as a detriment to the concepts of belongingness. Eighty percent will state their agreement that such communication modes from teachers to students are alienable to a state of student belongingness.

1.51 Concept Explanation: Judgments

Judgment as defined by Webster includes: criticism, to act as a judge, to decide, to come to a conclusion, an opinion. For the purpose of this course, judgment is defined as deciding the goodness or badness, right or wrong of a situation. Teachers need not make judgments. In some cases, as in grading, teachers need to evaluate performance. Notice that in no case does a teacher have to judge a child right or wrong, good or bad. If evaluation is properly done, the teacher will have established criteria. He will then simply observe whether or not students achieve the criteria and assign grades accordingly.

Only in a relationship where judgments of good or bad, right or wrong are eliminated, where a person can know that no matter who he is and how he is, he is accepted and belongs, can he be free to look at who he is and how he is. Then, in being able to see himself, he has some choice in changing or not changing.

Judgment communicated in a way which "puts down" or causes the student to lose self-esteem is not helpful to student growth but rather causes students to become resentful and less available to the learning process. In addition to "put down" judgment messages, teachers should be aware of another type of judging which can, on occasion, impede communication. We are referring to the positive evaluation judgment. Have you ever noticed a student making a very good statement in a discussion and then saying nothing more?
This frequently happens because when you make a strong positive evaluation the other person now has a feeling that you expect such comments from him regularly. But his next comment or his next piece of any kind of work, may not be so brilliant. Thus he will be hesitant to produce for fear he will not live up to expectations.

Very infrequently, such as at grading time, teachers must make explanation about students. More frequently they will desire to provide social reinforcement to a student in order to encourage him. But most of the time a student will get just as much encouragement from a non-evaluative statement such as, "I see you have given that some careful attention," or "you seem to feel strongly about that."

The teacher who is concerned about maintaining good communication with his students will avoid all "put down judgments" and will be very aware of the effects of any other judgments he may make.

1.6 Behavioral Objective

Participants will be able to recognize five communication killers statements from a teacher-student interaction description.

1.61 Concept Explanation: Communication Killers

People make judgments in many ways. Below is a breakdown of judgments into six kinds of "communication killers."

1. Making judgments of the other. Positive and negative criticism, blaming, disagreeing.

2. Lecturing. Telling the other person what he must or should do. (Giving musts or shoulds.)

3. Pursuading with logic, preaching, promising, warning.

4. Supporting, with sympathy, or the reassurance that things aren't as bad as they seem, or that they will get better.

5. Playing Psychoanalyst (interpreting, analyzing, interrogating).

6. Diversionary tactics. Trying to kind the other person out of his problem, or in some way avoid or help him avoid the problem.
1.62 Exercise: Identifying Communication Killers

Take each of the following statements and pick out the judgment (some are hidden). Say the statement and judgment out loud. Pick out other communication killers in the same way.

Example:

(Statement) "Don't talk to your mother like that."

(Judgment) "You are obnoxious and bad."

"I don't care what other parents do, you have to do the yard work!"

"Now you go back up there and play with Ginny and Joyce!"

Non-verbal: physically putting child in his room.

"One more statement like that and you'll leave the room!"

"If you're a good boy, Santa Claus will come!"

Non-verbal: Spanking - Rewarding

"You ought to do this . . ."

"Why don't you ask both Ginny and Joyce to play down here?"

"I suggest you talk to your teachers about that."

"College can be the most wonderful experience you'll ever have."

"Let's look at the facts about college graduates."

"Look at it this way -- your mother needs help around the house."

"You're not thinking clearly."

"You're very wrong about that."

"Well, I think you're pretty."

"I think you're right."

"You've always been a good student."

"You're a spoiled brat."

"You're acting like a wild animal."
"You're just jealous of Ginny."
"You really don't believe that at all."
"You'll feel different tomorrow."
"Don't worry, things will work out."
"I used to think that, too."
"You usually get along with other kids very well."
"Why do you suppose you hate school?"
"How many other kids have you talked to about the work they have to do?"
"What will you do if you don't go to college?"
"Let's not talk about it at the table."
"How's it going with your basketball?"
"We've been through all this before."

1.63 Evaluation: Judgments

1.64 Exercise: Judgments

During the next week, pay attention to the judgments that you make (both verbally and silently). Be prepared to report what you noticed to your group.

1.7 Behavioral Objective

The participant will demonstrate recognition of covert messages by identifying correctly the covert message sent by a fellow participant in a series of statements.

1.71 Concept Explanation: Covert Messages

There are two parts of a verbal message: the overt message and the covert message. The overt message is contained in the meaning of the words themselves; the covert message is carried by the tone of the voice and the non-verbal clues that go with the words. The sender of the message may or
may not be aware of the covert message he is sending, so the covert message is not always consistent with the overt message. It is the emotional content of the covert message that the receiver reacts to, and it is this part of the message that must be made explicit if communication is to reach a meaningful level.

1.72 Exercise: Practice in Congruent and Non-Congruent Messages

A. Say the following statements to yourself in a way that your tone of voice and other non-verbal clues (facial expressions, tone of voice and body language) send the same message as does your words.

"I am glad to see you."
"I don't like having you here."
"You look really nice today."
"I am feeling very angry with you."

B. Go back to each statement, this time saying it in a way that the tone of voice and other non-verbal clues send a different message than do the words being said. Feel free to make up your own statements. Pay attention to the covert message being sent.

C. Find someone in your group with whom you will work and find a space in which to work. Take turns saying statements to the other. The listener is to judge whether the messages are congruent (both overt and covert are the same) or mixed (covert is different than the overt).

D. Instead of judging the messages as mixed or congruent, listeners reflect to the covert message by saying either of the following:

"What I hear you saying is . . ."
"I imagine you are . . ."
"You seem to be . . ."

Example: "No, I'm not either upset."
Covert messages are anger and unwillingness to talk about it.

"What I hear you saying is you are angry and you do not want to talk about it."
"I imagine you are angry."
"You seem very angry."

Continue until you are able to accurately identify the covert message.
E. In the next week pay attention to the messages being sent, and notice which is more comfortable for you to respond to, the overt or the covert messages, if it's a mixed message. Give yourself permission to not judge your responding to the messages. Also, notice when it is that you send mixed messages.
GOAL--2

TO TEACH PARTICIPANTS HOW TO LISTEN TO THEIR STUDENTS.

2.1 Behavioral Objective

Participants will demonstrate the listening skills of silence, non-committal acceptance, invitations to continue, parroting, paraphrasing, and reflecting in writing and verbal expression to the satisfaction of the instructor.

2.11 Concept Explanation: Communicating Acceptance through Listening

Listening, as used here, means wanting to understand how the other person feels, to find out what is really worrying or bugging him. It is giving him your full attention, being non-judgmental, and confident that he is capable of handling his problem if he has an opportunity to talk about it. Understanding exactly what the person feels involves responding to the emotional message, to the feelings behind the words.

Carl Rogers first pointed out most clearly that when an individual can somehow communicate acceptance and appreciation to another person, then that individual can be a very powerful helping agent to the other person. When a person feels completely, unconditionally accepted for what he is, then he is able to drop his defensive aggressive or apathetic posture and consider himself as he is and as he would like to become. Thus a climate or relationship of acceptance fosters growth, problem solving and general constructive change. Non-acceptance, on the other hand, produces defensiveness, withdrawal, anger, and retaliation. We cannot force growth. We can only encourage it in people, as we do in flowers, with nurturance and a sunny atmosphere.

This is not to say that we must approve everything a person does. Rather, we must realize that he likely is doing his best under his circumstances and within the limits of his self esteem. We can help by accepting, not condemning.

How to Listen

Acceptance is communicated by eliminating judgments, both overt and covert judgments. The following are suggestions of things to say, since we have thrown out all killer communications. They are:

1. Silence
2. Non-committal acceptance, brief expressions, such as "oh," "I see," "mm-hmm," or "really."
Silence and non-committal acceptance are potent in getting others to say more, if your non-verbal clues indicate interest. WAIT OUT THE PAUSE. Silence puts pressure on the sender to send more.

3. Invitations to go on.

**Statements that invite the person to go on:**

"Tell me more about it."
"Would you like to talk about it?"
"I'm interested in what is happening for you."
"Let's talk about it."

Feel free to use phrases that are comfortable and natural to you, if you have such phrases.

Invitational statements set the stage. They communicate, "I'm willing to listen," "I have time," "I am interested." Silence, short expressions and invitations only get the other person to begin talking. To facilitate a deeper level, other listening skills are needed.

4. Facilitative listening

As a listener, your task is to make sure you understand exactly what the person is saying and feeling. Here are some tools to help you in this task.

a. parroting--repeating the other person's words. This is effective if used in a limited fashion.

b. paraphrasing--saying what the other person said in your own words. "Let me be sure I understand. You said _________."

c. reflecting the covert messages or feelings. A list of feeling words may be found in appendix.

"What I hear you saying is ____________.
"I imagine you feel ____________.
"That must make you feel ____________.

Read the following phrases. On each phrase, practice writing a statement, first parroting it, then paraphrasing it, then reflecting the feelings.

"I'm tired of school work."
"John hit me!"
"Why can't I be the helper today?"
"Do you know why I hate school?"

(DON'T WORRY ABOUT REFLECTING THE WRONG FEELING. IF YOU ARE INTERESTED AND CLOSE TO WHAT HE IS FEELING, HE WILL CORRECT YOU.)
2.12 Demonstration: Six Listening Skills

T. What's the matter, Henry? You look really sad. (Invitation to talk)
S. Stan keeps pushing me. Every time I get the ball he pushes me.
T. So he really is giving you a bad time. (Paraphrase)
S. Yes.
T. Would you like to tell me about it? (Invitation to continue)
S. He just keeps pushing me.
T. Um . . . (Non-committal acceptance)
S. He is a rotten kid, and I hate him.
T. Oh? (Non-committal acceptance)
S. I'd like to punch him in the nose.
T. You would really like to hurt him. (Paraphrase)
S. He is rotten. He thinks he can have everything.
T. You really resent him. (Reflect feelings)
S. I hate him. Why can't he leave me alone?
T. You wonder why he won't leave you alone. (Parroting)
S. Yes, I never did anything to him and he just keeps hurting me. (Begins to have tears)
T. It is really kind of scary for you. (Reflecting feelings)
S. He is just a bully and he thinks he can push everyone around.
T. And you are afraid he might really hurt you bad. (Reflecting feelings)
S. Well, he is a lot taller than me.
T. (Looks intently at S.) (Silence)
S. And he hurts other kids too!
T. So you have a right to be afraid. (Reflecting feelings)
S. Well, wouldn't you be afraid if some great big guy was going to hurt you all the time?
T. You're not sure that I think it's OK for you to be afraid. (Reflecting feelings)

2.13 Demonstration: Non-Listening

S. I've worked and worked, but I just can't get this English stuff. Who cares about adverbs and adjectives, anyway?

T. You know you must know your English. How are you going to get along if you don't know your English? (Teacher obviously not listening, engages student in an argument by trying to persuade him.)

S. Who cares? I can talk just as well as you can.

T. Well, I'm not sure about that and what about your punctuation and grammar? (Teacher continues to argue and also implies a put down.)

S. Punctuation and grammar. That's all life is about to you. No wonder you're such a prune.

T. Now see here, young lady, is that going to help you pass English? (Teacher fails to recognize that she has asked for the put down by arguing with and putting down the student. Now things are getting tough she puts on her power hat!)

S. I don't care.

T. Really, I would like to help you. You are very unhappy I can tell, and I would like to help you if you would let me. (Teacher apparently recovers her poise somewhat and tries to be friendly but still doesn't give the student any recognition of his problem.)

S. You can help me. Just let me out of this dumb class.

T. Well, you know you have to have English. But why don't we see if we can't make it a little more fun for you. (Teacher still trying to be friendly, but obviously hasn't listened. How can it be fun for the student when he doesn't know how to do it?)

S. There is no way English is ever going to be fun.
2.14 Demonstration: Accurate Reflection of Feelings

S. I hate math. Math is a dumb stupid subject.
T. It really does make you mad. (Teacher reflects the student's feeling.)
S. Yes. Who wants to waste his time doing this stuff?
T. You surely don't, that's for sure. (Stiff reflecting feeling)
S. That's for darn sure.
T. You really do think it is a waste of time. (Here the student has simply re-emphasized his feeling so the teacher reflects more strongly.)
S. Yea. All that work, and what does it get you.
T. You don't feel like you're getting anywhere with it. (Teacher very sensitively notes the student's changed mood and reflects the new mood.)
S. I just work and work and what good does it do?
T. Don't seem to be getting anywhere? It must be pretty discouraging. (Having reflected the new feeling, the teacher has encouraged the student to state it more openly and now is continuing to reflect.)
S. I guess I am just dumb. I wish I were smart like my brother. He always gets things right.
T. And you're afraid that the reason it is hard for you is because you are dumb. (Teacher reads between the lines, so to speak, and continues to reflect the feeling.)
S. I can't seem to ever do it like he does.
T. Sounds like you feel like you should be able to do everything like your brother. (As the student has continued to open himself up to his fear, the teacher patiently follows.)
S. Well, everybody always makes so much noise about how smart he is and how neat!
T. And you're not sure people think you are smart and neat! (Again reading between the lines somewhat the teacher recognizes the student's fear that people will not esteem him.)
2.15 Exercise: Listening

Working with a partner, give one another statements or short problems. Use short expressions or invitations if you would like to hear more of what he has to say. If the person is willing to go on, use parroting and paraphrasing to make sure you understand. If feelings are shared, practice reflective feelings. Spend 30 minutes on this exercise.

Return to your small groups. Discuss the problems or successes you are having as a facilitative listener. Spend 15 or 20 minutes discussing.

Find a person with whom you are willing to work.

With your partner choose one of the role playing examples in Appendix #3 that you would be willing to talk about with this person. One person begin talking, the other become the listener, using the listening skills practiced previously as they seem appropriate.

Change roles when you're ready to change. When both partners are finished discuss the communication that went on between you, using the phrases:

"I was aware that I \_____________."  
(when talking about you) \_____________."  
(when talking about your partner) \_____________."

During this coming week, be alert for appropriate opportunities to practice your listening skills. Pay attention to which skills are most difficult for you. REMEMBER - listening takes time. If you are busy, it helps to say, "I want to hear what you're saying. Now is a bad time for me," and tell them when you will be available to listen. The sooner you are available the more the person will believe you really are interested.

DO NOT MAKE YOURSELF LISTEN IF YOU ARE NOT INTERESTED!

If you are not interested, your covert cues will tell the other person that and your effectiveness will be limited. Give yourself permission to decide whether to listen or not to listen. After your listening experience, write a short paragraph about what happened, and how you felt about the skills you used.

2.16 Evaluation: Listening
TO HELP PARTICIPANTS MORE EFFECTIVELY TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOR.

3.1 Behavioral Objective

Given a list of ten problem situations between students and teachers, the participant will name the person responsible for solving the problem eight times.

3.11 Concept Explanation: Who has the Problem

A critical part of responsible language is for each person to own or admit his own feelings, and his part of the problem. Most people find it much too easy to blame the problem on someone else and avoid responsibility for one's own contribution to the problem. On the other hand, many people have a strong tendency to take the responsibility for problems when they could leave themselves out of it and let the other person handle it.

There are those of us around who belong to the "I am responsible for the world" club. Such people take responsibility for every one and everything. They feel that whatever the problem, it is up to them to solve it and make things right. They fail to stop to consider that depriving the other person of the privilege of handling his own problems robs him of the self satisfaction and growth that comes from so doing. (Refer to Appendix 9 on "Red Cross").

Let us consider some examples. If your child keeps his room looking like the latest earthquake disaster area, and you don't like it, it is your problem. If it bothered him too, but he just didn't know how to clean it up, or didn't have the facilities, then it would be his problem too. Now if his room doesn't bother him, but your nagging him about it does, then he has a problem, but it isn't his room, it is your nagging. In this case it is possible that in order to solve his problem he may have to help you solve yours.

The point is that for communication purposes, whoever is bothered about something has the problem. If two of you are bothered about the same thing, only then do you both have the same problem. If I am doing something that you don't like, you are the one who has the problem. If you tell me about it I may then have the problem of dealing with the fact that my friend doesn't like my behavior, and in order to solve my problem I will solve yours. If, on the other hand, instead of telling me about your problem, you lay your problem on me and brand me as a thoughtless, inconsiderate clod I am likely not to care what you think, and I will probably not be very interested in helping you to solve your problem. In fact, I just may become sufficiently annoyed that I will do my annoying behavior for you even more, and increase your problem. Thomas Gordon has discussed this notion much more extensively, for those who wish a more complete exposition.
3.2 Behavioral Objective

In a written situation the participant will correctly identify and express his own feelings in eight out of 10 circumstances.

3.21 Concept Explanation: Responsible Language

Many people do not know how to take full responsibility for themselves, and instead they tend to irresponsibly place the blame for their problem on the other person and strike out in anger at him or else vaguely communicate so that the other person may not realize what is wanted. Implicitness, not talking about what you are feeling is another means of avoiding full responsibility. Implicit communicators rely upon hints, sarcasm and the mind reading ability of the listener for communication to transpire.

Frequently, people do things which you do not like. We might say that such things cause you to have a problem. When that happens, there are only three responsible things that you can do:

1. Change the other person's behavior.
2. Change the environment.
3. Change you.

When another person's behavior causes you a problem, you may not be able to get him to change his behavior but if you can, this is probably the best way to solve your problem in most cases. There are two main ways to get him to change his behavior; one is to compel him with pressure, guilt or force, and the other is to get him to want to change. Compelling someone else to do what you want is at best an uncertain course, but on the other hand most people are humane enough that they will usually not cause you discomfort if they realize it and can help it. The most frequent difficulty is that we do not appreciate when we cause someone else a problem, because the person does not openly and directly communicate with us. Most people seem not even to know how to communicate in this way, although it is really very simple. One simply keeps the channels of communication open by avoiding judging the other person while he sends a message which consists of two main parts.

1. a non-judgmental description of what is happening, non-specific to the person involved.
2. a description of how the incident makes you feel and its tangible effect on you.

3.22 Exercise: Responsible Language
3.23 Exercise: Irresponsible vs. Responsible Language

Problem: The neighbor's children keep cutting across the corner of your lot, making a trail and driving your dog crazy.

You say:
1. You kids are driving me and my dog crazy, cutting across there!
2. Don't you know better than to walk on my lawn?!
3. You kids stay on the sidewalk instead of on my lawn.

Thomas Gordon has described this kind of communication process and labels it an "I Message." We think of it simply as part of responsible communication. Here is an example.

The problem: Your guest lights a cigarette in your home. You do not like people to smoke in your home.

1. "When I have neglected to mention that we do not like people to smoke in our home and a guest lights a cigarette, I get very embarrassed and don't know how to handle it."
2. "When people smoke in my house, the smell sticks to everything and I dislike it."

Keep in mind that he is free to refuse to help you with your problem, i.e., may keep on smoking; however, he is much more likely to be inclined to help than if you create hostility and anger by criticizing or if you speak so irresponsibly that he doesn't know what you want.

Carl Rogers, Thomas Gordon, and others have pointed out that it takes a certain amount of courage to send these responsible types of messages but the rewards are generally well worth the risks. When you send such a message you open yourself up, revealing your humanness. You tell the other person that you are a person capable of being hurt or embarrassed or frightened. Thus it takes inner courage and security for a person to expose these inner feelings in a relationship.

3.24 Evaluation: Responsible Language
3.25 Exercise: Responsible Language, Role Playing

The purpose of this exercise is to provide you with practice in sending responsible messages about your problem in the hopes that it will elicit helpful behavior from the other person.

With a partner, role play briefly each of the examples, alternating roles. Your owning statement will include:

1. a non-judgmental description of what is happening, non-specific to the person involved.
2. how you feel and any tangible effect it may have on you.

Remember: you will need to listen to his reaction to keep lines of communication open.

1. A student in your classroom appears about ready to tip the paints onto the rug.
   Example - I get nervous when this gets close to the edge. (Moving the paint.)
2. A child is tugging at you for attention while you are talking to another teacher.
3. A child is getting too close to the valuable display a guest lecturer brought.
4. A child has his muddy feet on top of his desk.
5. Your child wants you to play with him after you have had a very tiring day.
6. A child steps on you while running into your room.
7. Your spouse comes late to pick you up.

3.26 Evaluation: Responsible Language

3.3 Behavioral Objective

Each participant will practice owning his own projected feelings to the satisfaction of the instructor.

3.31 Exercise: Owning Feelings

1. Close your eyes and imagine all of the things or people that make you angry. Jot these in the margin. Now go back to each of those things that make you angry and reown them by saying, "I make me be angry when ______________." For example, perhaps one of the things that you noted that makes you angry is when your spouse contradicts you when you are telling about something. In this case you might say, "I make me be angry when my husband interrupts and contradicts me when I am talking to my friend." Go through each instance where someone makes you angry and reown it. As you do, stop and listen to what you said. Does it fit,
when you really pay attention to what is inside of you? Who taught you to lay the source of your anger outside of yourself? Which is the most true way of looking at things? Which is the most helpful?

Now close your eyes and imagine all of the things or people that make you feel glad or happy. Jot these down in the margin. Now reown each of these things, saying, "I make me happy (glad) when ____________ ."

2. With the piece of clay in front of you, form something that is a symbol of you. Now become that symbol and tell about you. "I am red and etc." Others listen and decide "pain or pleasure" words. Now reflect what you heard being said.

3. After telling about the symbol and reflecting what was heard, anyone may project any images or perceptions he or she may have about that person. "I imagine it was hard for you to say that." "I see you as being warm and supportive."

3.32 Evaluation: Owning Feelings

3.4 Behavioral Objective

The participant will select owner rather than avoider words in eight out of 10 written sentences. He will also use "owner" words in 80% of situations presented in role play situations.

3.41 Concept Explanation: Avoider vs. Owner Words

If a person is to be truly captain of his own ship and master of his own soul, or even if he is merely striving to be a mature individual, that person needs to reown all of the responsibility placed outside himself, by the above method. The really mature individual also is responsible in other ways. It helps, for example, if he becomes aware of ways our language helps us slip out of being responsible. Words may be, and often are, used by most of us in a way that they help us to avoid taking responsibility for what we think and do. One of the most frequent ways that we avoid taking full responsibility is by using words that we shall hereafter refer to as avoiders. Words that show full responsibility will be called owners. Avoiders are passive words like:

"I can do it."
"I didn't have the time."
"That makes me angry."

Owner words are action words like:

"I will do it."
"I didn't take the time."
"I am getting angry."
Qualifiers are another way of avoiding. Words like:

probably
maybe
possible
think

leave us just enough room to escape assuming full responsibility for our behavior. We use these words to hedge our bets, to leave the back door open from the citadel of responsibility. Of course we don't really mean to be irresponsible. We are just being prudent. Or are we?

3.42 Exercise: Avoider vs. Owner Words

1. a. In your small groups, brainstorm all of the avoiders and qualifiers your group is aware of in our language.
   b. When your list is complete, or as incomplete as you are content to let it be, go through your list and have each person use each avoider or qualifier in his or her favorite way.
   c. Now go back and each person replace the avoider or qualifier he or she used with owners.

2. Break into groups of three. Each person pick out a situation in his life which has caused or which does cause him difficulty. Discuss that situation with person number two attempting to use owners in describing the situation, and if desired, its solution. Person number three will observe and attempt to find places where the person used avoiders where owners could have been used. Discuss these possibilities in a helpful way. Then switch roles until all three have had the opportunity to be in each role.

3. Through the next week, pay attention to your words and to you. Look for opportunities to practice using messages to express your own feelings, to reown your feelings, and to use responsible language.

3.43 Evaluation: Avoider vs. Owner Words
GOAL--4

TO TEACH PARTICIPANTS MORE EFFECTIVE WAYS OF HELPING STUDENTS TO TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOR.

4.1 Behavioral Objective

Teachers will choose a problem in which they need to set stable limits in their class and demonstrate effective stable limit-setting to the satisfaction of the instructor.

4.11 Concept Explanation: Setting Up Stable Limits

Children need and want the security of stable limits, ways of behaving and rules that are fair. Such stable limits may be set up cooperatively with the students or they may be imposed and commitment asked of each student.

Stable Limits Set Cooperatively

7 Process Steps

A Process that Involves and Fosters Commitment Intimacy.

1. Describe the activity.

2. Determine the purpose of such activity. (How will this project enlarge you, give you joy, benefit you?)

3. Describe carefully the way of proceeding through the activity.

4. Elicit the social behaviors the activity requires.

5. Invite persons to be responsible for self.

6. Provide for islands of retreat as a privilege in order to maintain responsibility for self. (Islands of retreat - refer to appendix.)

7. Provide for evaluation of what persons feel good about, what concerns arise and, if useful, repeat parts of the process to develop solutions to concerns.

Example Dialogue:

Setting Stable Limits Cooperatively

Step 1 Teacher: I would like to talk to you about our reading (math, recess, art, etc.) time. I have been feeling frustrated with this time. I just can't seem to be enough places
at once to help all of you or keep everyone busy, so I feel we need to sit down together and make some changes.

Step 2
First, what is the purpose of our reading time?

Mary: For us to learn to read!
John: So we can get better at reading!
Susie: It's fun to read!
Bill: I hate it!
Teacher: Some like reading; some don't. Some find reading easy; others find it hard. I feel I would like to spend time with all of you in reading. When I am spending time with Group 1 (large group of good readers), what do we do?

Step 3
First, we put our chairs in a circle,---(write these down)

Danny: Then we get our readers.
Joan: And sit in the circle.
Dennis: And read.
John: Some of us will be working by ourselves.

Step 4
Teacher: Right! And how do we get our readers and go sit in the circle?

Mary: Quietly.
Bobby: No pushing.
Freddie: And no running.
Kathy: And no screaming.

Teacher: Wow! You children do know how to do it. So what we have said is (review the activities listed and the social behaviors). Is there anyone who has any questions about how we get into our group for reading? (Clarify or reflect any concerns.)

Step 5
Teacher: Now some of you will be working by yourselves. Tell me how we do that. (Repeat process for working alone and for working in pairs.)

Teacher: We have done a lot of work this morning. Is there anyone who doesn't understand how to be responsible for himself
in any of these activities? (Answer or reflect any questions or concerns.)

Step 6 Teacher: Now do all of you know what things you are going to need to do while we read? --- OK, can all of you be responsible for yourselves while I work with Group 1? Is there anyone who cannot? (Note: Hereafter, at the beginning of each reading group or other new activity, the teacher would go through Step 6.)

Later----After trying it a session

Step 7 Teacher: How do you feel about how our reading session went? (Listen and reflect --- Change if it is called for.)

Activities where stable limits can be set cooperatively:

- Group Discussions
- Academics - Math, Reading, etc.
- Special Activities
  - Art
  - Assemblies
  - Guest Speakers
- To and from recess
- Lunchroom

4.12 Exercise: Setting Stable Limits Cooperatively

In groups of seven or eight choose a problem ("Going to recess, lunchroom behavior", etc.). Teacher and students - go through the stages of setting stable limits cooperatively. Designate one group member as monitor to ensure that each of the seven process steps are included.

4.13 Concept Explanation: A Process For Use When Stable Limits Are Imposed (Not Set Cooperatively)

(A Process that Fosters Commitment Intimacy)

1. Responsible authorities (supervisors, managers, teachers, parents) work for consensus among themselves as to limits needed to assure safety and well-being of student.

2. Such authorities personally present limits in positive statements as limits needed by them to assure safety and well-being.

3. Such authorities invite discussion.

4. Make revision of limits, if appropriate, based on discussion.
5. Copies of the rules stated positively are presented, and persons are asked to check ( ) those they feel are relevant and to which they can be committed and to indicate by a mark such as (0) those that they feel should not apply to them.

6. Ask each person to sign the list and file.

7. Interview any who have denied commitment in order to determine the cause, and determine solutions to the dilemma.

4.14 Exercise: Setting Stable Limits

Groups are to determine those limits that they would attempt to set cooperatively and those limits they would impose.

4.15 Evaluation: Setting Stable Limits

4.2 Behavioral Objective

Each participant will correct an inaccurate dialogue of confrontation statements to within 80% accuracy. He will, also, given a role playing situation, write a dialogue showing at least four confrontation statements, closing with the child's commitment to behave differently.

4.21 Concept Explanation: A Confrontation Process
Calling For Responsibility When Stable Limits Are Overridden

Although most problems will be solved using responsible language and problem solving techniques, there are times when it is necessary to confront the other person gently and in a caring way with his own responsibility. The most important thing that you can do as you work on this concept is to keep in mind the things that you have learned up to now about responsible communication. We cannot stress too strongly that responsible communication is not the same as criticism. Also, confrontation is of value only if the other person first knows that you really care about him.

Process steps for an effective intervention

1. Read the infringement as an unclear message, not as defiance of authority.

2. Present your concern owning your state of being.

3. Request clarification.
4. Reflectively listen to explanation.

5. State the parts of concern.

6. Invite solutions. (If necessary, clarify that what is needed is responsibility, not punishment for punishment's sake.)

7. Out of the summary of solutions, invite the person to select the alternative that will re-establish responsibility.

8. Set time to evaluate solution.

9. Develop new solutions if necessary.

Confront the individual with reality, his behavior, and the consequence of his behavior in a caring way. It is important to remember that behavior and inconsistencies between words and behaviors are what are confronted, not the person's feelings. Be prepared to do a great deal of listening to those feelings. Do not let the feelings detract from the need for responsibility in the situation.

Example #1: Calling for Responsibility when Stable Limits are Overridden

Teacher: Johnny, I keep hearing about you fighting and getting in trouble with the playground supervisor and that worries me.

Johnny: Kids keep mouthin' off at me. It's not my fault.

Teacher: What's going to happen to you if you keep hitting people who get smart with you?

Johnny: They're going to keep getting hit! I'll clean their damn clocks for 'em!

Teacher: Well, that's one solution. What else could you do?

Johnny: That's what I'm gonna do! As long as they keep lipping off to me I'm gonna bust them!

Teacher: You are really angry with them. (Listen to his pain. Continue with confronting when Johnny seems to no longer feel the intense anger and pain--)

Teacher: Johnny, it worries me a lot to think of your fighting and being in trouble. Is there anything at all that you could do besides hit those kids?

Johnny: I don't know. I get so mad.

Teacher: It's hard to do anything else when you get so mad.

Johnny: Yah.
Teacher: Let's try to think of what else you could do even if you're mad.

Johnny: Well, I would just walk off, but they'd follow me!

Teacher: You could just leave and not say anything back. That would be hard because they would still tease you.

Johnny: Yah, but if I came inside, they wouldn't.

Teacher: O.K., so you could come inside. What could you do then?

Johnny: I could work in the room.

Teacher: That would be fine with me. I heard you say that you could just walk away if kids were teasing you, and if they followed you could come in and work in the room. Would you be willing to do that next time, Johnny?

Johnny: Yah, I'll try it.

Teacher: Will you "try" it, or will you do it?

Johnny: I'll do it.

Frequently when stable limits are overridden, the individual may refuse to look at his responsibility in the situation. In this case, the confrontation process consists of constantly bringing the attention of the individual back to what is happening, to his responsibility in what is happening, and to what will happen if he continues as he is behaving now. Do not allow evasion of his responsibility.

Below are statements that may be useful in getting the person to look at his behavior and his responsibility.

**Confrontation Do's and Don't's**

<table>
<thead>
<tr>
<th></th>
<th>DO</th>
<th>DON'T</th>
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<tbody>
<tr>
<td><strong>PRESENT</strong></td>
<td>What are you doing now?</td>
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<tr>
<td></td>
<td>What did you do today?</td>
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<tr>
<td></td>
<td>What can we do today?</td>
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<tr>
<td><strong>BEHAVIOR</strong></td>
<td>What are you doing now?</td>
<td>Why did you do that?</td>
</tr>
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<td></td>
<td>What's going on?</td>
<td>How do you feel?</td>
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<td></td>
<td>What did you do in class?</td>
<td>Why do you feel that way?</td>
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<tr>
<td></td>
<td>What are you willing to do?</td>
<td>Why didn't you turn it in?</td>
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<tr>
<td></td>
<td></td>
<td>What are you out of your seat for?</td>
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</tbody>
</table>
PERSONAL

How can I help you?
It is important to me how you are doing.
Is there some way I can help you do it?
I care.
I would like to help you do better.

VALUE JUDGMENT

Is this helping you?
How will that help you?
Is your behavior helping you?
Does that help you to do better?

VALUE JUDGMENT

Will that help you in the future?
Was that a good thing to do?
How do you feel about you?

PLAN

What can we do today?
How can we plan so tomorrow will be better?
What will you do?

DO

Always obtain a commitment to the plan. The commitment may need to proceed as follows:

"What could you do?"
"What are you willing to do?"
"What will you do?"

Unless the overt and covert messages are "I care about you" messages, confronting will become alienating. If you have a problem with the situation too, use another communication method.

Example Using Only Confrontation:

Teacher: Last Thursday when we talked you said that you would start getting your assignments completed. Now for the last four days I haven't seen you demonstrating much effort in class, and I have seen no completed assignment. I guess I don't understand what is going on. What has prevented you from completing your assignments?

Billy: (shrugging shoulders and looking at the floor) I don't know.

Teacher: Yes, you know what has kept you from completing your assignments. Furthermore, you are the only one who does know. I would like you to tell me so I will know. What interfered?

Billy: I don't know.
Teacher: You mean you won't know. You are not willing to discuss it... But that isn't going to help us solve your problem. Now I would simply like you to explain to me what happened so that I can understand.

Billy: I don't know.

Teacher: It is clear that you know but refuse to discuss it. Is there some reason why you won't discuss it with me?

Billy: I don't know.

Teacher: Yes, you do know. Now what happened? Did you try to do some work?

Billy: I don't know.

Teacher: That simply is not true. You know, and only you know, whether or not you tried. Now did you try?

Billy: I don't know.

Teacher: Yes you do! Tell me.

Billy: ...Well,...no.

Teacher: O.K. That is an answer that only you can give. Now, I would like to help you but I can only help if you are willing to discuss the problem with me. Now are you willing?

Billy: I don't know.

Teacher: Only you can decide - which is it to be, yes or no?

Billy: I don't know.

Teacher: I will accept your decision, but I will not accept any more "I don't knows". Will you discuss it with me or not?

Billy: Not.

Teacher: All right. That is your decision and I will abide by it as long as we are clear that it is your responsibility. So just to be clear, who decided that you won't do your homework or discuss it with me, you or me?

Billy: Me.

Teacher: And so who is responsible if you don't learn? You or me?

Billy: Me.

Teacher: And who is responsible if you fail?

Billy: Me.
Teacher: And that is what you wish? You are sure you wouldn't care to let me try to help you?

Billy: Would you help me?

Teacher: I will try, but you must accept responsibility too. O.K.?

Billy: O.K.

4.22 Exercise: When to Confront

From the following situations, select the examples where the skill of confrontation could be useful. Check each.

1. Your husband or wife comes home and tells you he or she has been demoted.
2. A child in your class says, "He made me do it!"
3. Your daughter tells you she is going to elope with the local "good for nothing."
4. A friend comes to you and says, "I just don't know what to do. I'm so depressed."
5. A student is caught throwing spit.
6. A student never gets his work finished.
7. A child says to you, "No one likes me."
8. A fellow teacher says, "It's not fair that I'm the one that always has to straighten up this lounge."

4.23 Exercise: Confronting

In groups of three, one person be the teacher, another John, and the third person is to assist the confronter in any way that is helpful. (For example, suggesting listening if it seems appropriate, pointing out judgments, suggesting possible confrontation phrases, etc.)

Practice examples -

1. Teacher: John, I am really puzzled. Last week when we talked you said that you couldn't do your homework because you didn't understand a lot of it, so I thought we agreed that anytime you found any little thing that you weren't sure if you would come and ask me and then you would do your homework. Now it has...
been four days and I haven't seen any work. I don't understand what is keeping you from getting it done.

John: It is just too hard. I can't do it.

Teacher: Tell me about too hard.

John: Well, I just don't understand anything. I don't know what to do.

Teacher: (Confront)

2. Teacher: (Same initial response as in #1.)

John: That's dumb stuff. I am not going to mess with that dumb stuff.

Teacher: What do you mean about dumb stuff?

John: Who wants to waste his time doing adverbs and nouns and stuff. I don't care about that.

Teacher: (Confront)

3. Teacher: (Same initial response as in #1.)

John: It is just too hard. I can't do it.

Teacher: Too hard?

Teacher: (Confront)

4. Teacher: (Same initial response as in #1.)

John: Well, no, I didn't do any.

Teacher: What happened?

John: I just didn't get around to it.

Teacher: (Confront)

4.24 Evaluation #1: Confronting

4.25 Evaluation #2: Confronting
4.2 Behavioral Objective

Teachers will to the satisfaction of the instructor:

4.2A Write the definition of disengagement. Write the ABCD's of misbehavior - the adult reaction to these misbehaviors, and the way adults could disengage from the misbehaving child.

4.2B Write disengagements to engaging statements made by students.

4.3I Concept Explanation: Choices, Permissiveness or Punishment?

In many conversations with adults one is subject to hearing the following with regard to teaching children:

"I simply don't believe in this idea of permissive education. Kids have to learn they can't get away with murder. There are times when you simply have to teach them a lesson. This 'spare the rod and spoil the child' has a lot of meaning for me and I'll tell you, I'm not about to have a bunch of spoiled kids in my classroom."

What is the above teacher saying? In effect, when one listens - really listens - to the above comments the following is being said:

1. I'm frustrated that I can't control my students better.
2. I'm mad at sponsors of permissive education.
3. I want to be an effective teacher.

What is an effective teacher? One yardstick to measure effectiveness with children is how well we help kids learn to be responsible. When most adults are queried concerning what is the most important aspect of child learning, a great majority answer, "to help them learn to be responsible for their own actions."

Let us assume this is one of the most important ultimate goals of a teacher. How does the teacher help a young, inquisitive child to become a responsible member of society? Teach him a lesson? Yes, only not in quite the way that is normally meant when this adult utterance is made. Too often, teaching them a lesson means "I'll punish them for this." It also can mean revenge. "That little bugger made me the laughing stock of the class - I'll get even." What is being said by the teacher is, "I'm hurt, I'll hurt you back." Teaching them a lesson in this case is punishment for the benefit of the teacher, not the child. It allows the teacher to vent feelings and get even. It makes the student mad and resentful or causes him to withdraw into a conforming shell.

The answer similarly is not to be permissive. Permissiveness implies "let him get away with anything in the name of his inquisitiveness." Too often inquisitiveness of this nature, if allowed, brings an inquisition on the teacher. Kids need and want structure. Without limits, children continue to test the limits until society finally puts bars in front of them in order to structure their behavior.
The answer to helping children become responsible adults is neither punishment (as defined above) or permissiveness. The answer lies in giving children choices and allowing them to reap the consequences of those choices.

Disengagement: To disengage means to do the unexpected. Through communication and especially covert messages, people set up emotional climates. These emotional climates are a way of controlling the behavior of those around them, a way of getting people to react as expected. To disengage means to react in some different way than is expected.

The importance of disengagement is this: People who use emotional climates are caught in a vicious cycle. Only by someone breaking this cycle will the manipulator escape his self-made trap. For example, if a person acts obnoxious, he is almost always assured that others will reject him. By reacting differently than he expects, he is forced to find some other means of behaving; his control of me is lost!

Communicators frequently have expectations or expected reactions. Dreikurs asks us to look at behavior of children, especially misbehavior, as being purposive as opposed to caused. From being able to get people to react as they expect, a misbehaving child gains a sense of belonging. For example, a child has a tantrum when a request is refused. Adults give in and do as requested. The child feels that he is important.

4.32 Exercise: Understanding the Engagement

1. Study the following chart of misbehaviors and their expected reactions.

<table>
<thead>
<tr>
<th>MISBEHAVIOR</th>
<th>YOUR FEELING</th>
<th>EXPECTED REACTION</th>
<th>DISENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attention getting</td>
<td>Attention-any kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Boss (power)</td>
<td>Get a fight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Counter hurt</td>
<td>Hurt others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(revenge)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Disabled (totally defeated)</td>
<td>Other gives up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. From the class discussion, fill in the 2 columns that are left blank.

3. Close your eyes and imagine the two or three things that a child in your classroom would do if he wanted to get you to feel irritated with him. Jot them down in the margin.

4. Look back over the things you jotted down. Imagine each of those as a button, a push button, that is located somewhere on you. Close your eyes and let your fantasy place these buttons on you somewhere. Give them names and sizes and colors.
5. Find a person with whom you are willing to share your buttons. Take turns telling each other about your buttons, maybe even bragging a little about size, color, or your reactions to it.

Note: Participants should read Sensitizing and De-Sensitizing.

4.33 Evaluation: Disengagement

4.4 Behavioral Objective

The participants will be able to:

Write logical or natural consequences to situational events presented by the instructor.

Write choices to children which allow them to assume responsibility for their choice.

4.41 Concept Explanation: Allowing Consequences

Consequences are the happening that follows an act or behavior. When one chooses the act, one chooses the consequences that follow, unless he is protected and robbed of this opportunity to learn. The use of consequences replaces punishment. That is, by the teacher eliminating emotional reactions in a situation, the natural consequence is allowed to occur. The consequence is a natural one if it is imposed by nature, i.e. when a finger touches a hot stove, the finger gets burned, and it happens every time that act is chosen. A logical consequence is one imposed by society (teacher, mother, etc.), i.e. when a child is late for supper, he misses supper. This does not necessarily happen every time and a child learns that he can control the result through manipulation (crying, pleading, being angry). Being consistent in allowing consequences to happen helps a child to know the rules and eliminate his manipulation.

Roadblocks to communication are frequently used rather than allowing others, especially children, to experience the natural or logical consequences of their behavior, so special language tools given to us by Dreikurs and Ginott will help to set up the use of consequences. In allowing for natural or logical consequences to go into effect, it is important that the responsibility be placed where it belongs, on the child. Learning to own responsibility is one of the most important lessons any child will ever learn.

4.42 Exercise: Allowing Consequences

Oftentimes it is necessary for the teacher to administer consequences by giving choices or by acting.
Situation: A child is hitting a smaller child.

Possible teacher behaviors:
- yell at the larger child
- allow it to happen
- separate the children, saying, "Other children are not for hitting. Big boys don't act like that."
- say, "Hitting is not available now."
- give the children a choice, saying, "Will you play together without hitting, or shall I separate you?"

In front of each possibility, write yes, no, or maybe as to whether this is an effective teacher behavior.

4.43 Concept Explanation: Allowing Choices

Allowing choices - Another way of looking at natural and logical consequences is to look at the choices a child is making. By forcing him to choose his course by how he behaves, a teacher has a powerful tool with which to work.

The process usually goes something like this:

Child is misbehaving in a public assembly.
Teacher: Mike, would you like to sit and watch the assembly or would you like to return to your room?
Mike: I'll stay and watch.
- continues to fool around.
Teacher: I see that you would prefer to return to your room. Can you go by yourself or shall I go with you?
Mike: Oh, I'll be good. Let me stay.
Teacher: I see you would like me to go with you. Shall I take you by the hand or can you walk by yourself?
Teacher: (upon arriving at the room)
I'm sorry you didn't want to watch the assembly. We'll try again next time.

SOME VERY IMPORTANT HINTS IN MAKING THIS WORK

1. Never give choices you cannot carry out.
   To a 6 ft. 240 lb. senior, "Can you walk by yourself or shall I carry you?"

2. Never make the choice a threat or a punishment.
   "Either behave or you'll go to the office."
3. Never become emotionally involved. The choice is the child's choice and you are only helping him carry out his choice.

4. Never give choices that punish you as the teacher.

5. Use as FEW words as possible. Listening and reflecting are useful; explaining, and moralizing are not.

6. Always give the child opportunity to try again to be responsible. "We will try again this afternoon."

4.44 Exercise: Allowing Choices

1. In your small groups, brainstorm about situations where children are irresponsible. For instance, forgetting lunch money, assignments, etc. Write them in list form.

2. Go through your list and discuss the natural or logical consequences of these acts, writing each down across from the behavior.

3. Taking turns being the teacher, role-play the situation until each person has had a chance to practice giving a choice to a student. Other group members may act as coaches to the "teacher".

4. As a group, discuss the role-playing, and from your discussion, decide in what kind of situation is giving choices useful and where would another communication tool be more useful. Report two or three of these decisions to the whole group.

5. In the next week, look for opportunity to use consequences and choices. Be prepared to report on your efforts next week.

4.45 Evaluation: Consequences and Choices

4.5 Behavioral Objective

Participants will demonstrate behavior modification skills by completing at an 80% success level, the exercise "Larry R."

4.51 Concept Explanation: Behavior Modification

Behavior modification simply put is what the term itself implies: a system for modifying the behavior exhibited by a person which in that person's or other's opinion is unacceptable. The system's main thrust is focusing on what keeps the undesirable behavior going. In behavioristic terms, "what is the reinforcer of the undesirable behavior?" In order to answer this question, the differentiating style of behavior modifiers is to look at
what happens after the undesirable behavior rather than before. Put in slightly different terms, the question is not what happened prior to the incident to cause its occurrence, but rather what was the reaction of others to the person creating the incident after he created the incident. An example may serve to illustrate:

Billy, sixth grade student, was always leaving his seat and therefore never finishing his work. Billy was a bright lad, would always obtain high grades on the quizzes, but would never turn in daily assignments.

In trying to understand and modify this behavior, the old school of thought might be to determine if Billy has had problems before school with peers or had difficulty achieving self acceptance in the home. While these and other approaches might be appropriate, behavior modifiers would focus on what happens after Billy left his seat. In this case, the teacher would scold Billy upon which his classmates would laugh; Billy would do a fancy wiggle creating more laughter while returning to his seat causing more critical vibes to emanate from the teacher.

In the above example, the teacher and classmates' attention would be seen as the cause (reinforcer) of this behavior and an attempt would be made to eliminate the reinforcer, and substitute other interactions which would modify the behavior. In this case, ignoring Billy's behavior, praising his in-seat behavior, or calmly asking him to leave and go to the "time out" room might be appropriate. The essence of the treatment is to quit giving Billy attention for his misbehavior, rather attend to his appropriate behavior.

While identifying the reinforcers is the essence of behavior modification, the system involves more detailed steps as described in the next section.

**STEPS IN DEVELOPING A BEHAVIORAL MODIFICATION INTERVENTION PROGRAM FOR AN INDIVIDUAL**

1. Define the Problem Behavior (specifically): Describe in terms of what you actually see. For example, "He's just a pest" is not specifically defining what you see as the problem behavior. Instead, describe what he did that caused you to call him a pest; i.e., hit the girl in front of him, constantly gets into fights, etc.

2. Measure its Frequency (Determination of the Current Baseline):
   A. Determine how it is to be measured. Example: number of times in one day student leaves seat without permission.
3. What is Reinforcing and Maintaining the Problem Behavior?
   A. Causes from preceding events are not meaningful.
   B. The events that follow the emission of the behavior is the critical variable.

4. Determine Positive Reinforcers (What turns the subject "on"):  
   A. Both material and non-material (affective).
   B. Withhold positive reinforcement for incompatible behavior (problem behavior).
   C. Use M-R Questionnaire to help you determine positive reinforcers.

5. Specify the Terminal Behavior Desired "Goal":  
   A. Indicate in behavioral terms.

6. Formulate a Plan to Achieve the "Goal":  
   A. Remove the stimuli situation that is reinforcing the problem behavior.
   B. Reinforce the desired behavior using the natural environment i.e., the significant people in the environment; the reinforcement things in the environment (candy, money, grades, etc.)
   C. Making the reinforcement immediate, pleasurable, easy to get.

7. Keep Continuous Objective Records:  
   A. If unsuccessful:
      1. Re-check steps for errors.
      2. Look for more powerful reinforcers.
      3. Check to see if the reinforcement is immediate and pleasurable.

8. Modification of Reinforcement Schedule:  
   A. Establishment of a variable-ration schedule.
   B. Extinguishing of continuous reinforcement schedule.

4.52 Exercise and Evaluation: Behavior Modification

Case Study

Directions: Read the following exercise and, using the steps outlined in 5.12, write a behavior modification program for Larry R.

A nine-year-old boy, Larry R., had gained a reputation for being a trouble-maker and a bully over a period of a year and a half, because of repeated fighting behavior with peers. The behavior which had earned him this reputation was maintained primarily on the school ground and occasionally at the bus stop. The boy was judged to be at fault in every case of fighting behavior in which he was involved.

The fighting behavior began at a low level and increased over a period of three months to the point where the boy was averaging one fight a day over
the total period of observation. A check of the playground revealed there was inadequate supervision to depend on a teacher for identifying the major stimuli for Larry's behavior.

An older brother, small for his age, was proud of his brother's ability to fight well. Larry's peer group approved of his fighting. When he got caught, the principal would paddle Larry and when he returned to class after the paddling, the teacher would make a point of hoping he "had learned his lesson". At home, his mother severely condemned his behavior, as did his father. Larry's dad was proud of his son's well-developed physique. He was beaten up twice rather badly, but this did not seem to bother him.

M-R Questionnaire*

Name _______ Larry R. ________________________________

Date ________ May, 1968 ______________________________

School ______ Emerson ______________________________

My favorite adult is ______ "My dad." __________________

What do you like to do with him? ______ "Play ball." __________

The best reward anybody can give me is ______ "money" __________

My favorite school subject is ______ "science" ________________

When I grow up I want to be ______ "airline pilot" _____________

The person who punishes me most is ______ "Mr. Rogers, School Principal." __________

How? ______ "Paddling." ________________________________

Effectiveness ______ "No, it's fun to get swats." ______________

Other punishments used? ______ "Sometimes he bawls me out." __________

Which works best with you? ______ "Bawling out, I don't like that." __________

Two things I like to do best ______ "Play baseball or football." __________

My favorite adult at school is ______ "Mr. Quail, the school counselor." __________

When I do something well, what my mother does is ______ "She always says, 'that's good, Larry'." __________

I feel terrific when ______ "Hit a homerun, or get an A." _______________

*Courtesy of Behavioral Research Project, Tucson, Arizona
The way I get money is "Earn it, or my report card."

When I'm in trouble, my father "Is usually nice, but sometimes I get it."
(a spanking)

Something I really want is "A walkie talkie."

When I please my father, what he does is "Says, 'that's great, Lar'."
Sometimes, he gives me a hug."

If I had a chance "I'd like to have a motorcycle."

The person I like most to reward me is "My dad."

How? "Buy me something--candy or goodies."

I will do almost anything to avoid "Doing the dishes."

The thing I like to do best with my mother is "Talk."

The weekend activity or entertainment I enjoy most is "Swimming and baseball."

If I did better at school, I wish my teacher would "Be nicer. She's sure grouchy. Five swats for talking."

The kind of punishment I hate most is "Being sent to my room."

I will do almost anything to get "To get to go to the movies."

It sure makes me mad when I can't "Catch a fly."

When I am in trouble, my mother "Yells at me."

My favorite brother or sister in Flagstaff is "David."

The thing I like to do most is "Play baseball."

The only person I will take advice from is "My brother."

Not counting my parents, a person I will do almost anything for is "My brother."

I hate for my teacher to "Get mad."

My two favorite TV programs are "Get Smart" and "Lost in Space."
The thing I like to do best with my father is "Wrestle or play baseball."

The thing that I do that bothers my teacher the most is "Talk, in class."

Outline for Solution to Larry R.'s Problem

1. Define the Problem Behavior.

2. List the frequency of the problem behavior.

3. What factors are maintaining the problem behavior?

4. List Larry's potential reinforcers for changing his behavior.

5. List Larry's goal behavior(s).

6. Outline the treatment plan.

SOLUTION STEPS IN DEVELOPING
A BEHAVIORAL MODIFICATION INTERVENTION
PROGRAM FOR LARRY R.

This is an abridgement of an actual program developed by a counselor and a mother to deal with fighting behavior in a nine-year-old boy. The counselor or talked with the mother about two hours. Some of the communication was effected by phone calls. The mother implemented the program in the natural environment.

THE STEPS:

1. Define the Problem Behavior:

   A nine-year-old boy, Larry R., had gained a reputation for being a trouble-maker, and a bully, over a period of a year and a half, because of repeated fighting behavior with peers. The behavior which had earned him this reputation was maintained primarily on the school ground and occasionally at the bus stop. The boy was judged to be at fault in every case of fighting behavior in which he was involved.

2. Measure its Frequency:

   Recordings and observations of the fighting behavior using time-sampling procedures revealed the fighting behavior began at a low level and increased over a period of three months to the point where the boy was...
averaging one fight a day, over the total period of observation. A check of the playground revealed there was inadequate supervision to depend on a teacher for identifying the major stimuli for Larry's behavior.

3. What happens in the environment AFTER the problem is emitted, i.e., what is Reinforcing and Maintaining the Problem Behavior?

(Note: DO NOT LOOK FOR THE CAUSE OF THE BEHAVIOR FROM PRECEDING EVENTS, BUT FROM EVENTS THAT FOLLOW THE EMISSION OF THE BEHAVIOR. THIS IS MOST IMPORTANT AND AN ERROR THAT IS REPEATEDLY MADE IN THE ANALYSIS OF BEHAVIOR.)

Maintaining fighting behavior were several reinforcers: An older brother, small for his age was proud of his brother's ability to fight well. Approval of Larry's peer group; fighting gave him status. The principal's paddling was also a reinforcer, for it too was status giving. The teacher's reactions toward his behavior were reinforcing, for when he was indignantly hauled off to the office, he got even more attention from the teacher on his return to the classroom. His mother's condemnation of his behavior also gave him some extra attention. His father's pride in his son's well-developed physique was also a reinforcer.

It did not seem to matter whether he was punished or rewarded for his fighting - both responses of the environment provided him with status, recognition, and made him unique from all other children. This he valued above all else. He was beaten up twice rather badly, but this did not seem to bother him.

4. Identify Reinforcers for the Individual by:

A. Examining behavior emitted at a high frequency and observe the environment's response to this behavior - that stimuli situation may well be reinforcing the problem.

B. Interview with Individual, e.g., M-R Questionnaire, etc.

5. Choose a Goal Behavior that is Incompatible (opposite) from the Problem Behavior:

Examples of behaviors that are incompatible to problem behaviors:

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>TERMINAL BEHAVIOR DESIRED (GOAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting.</td>
<td>Being friendly and cooperative towards peers.</td>
</tr>
<tr>
<td>Not talking to others.</td>
<td>Talking to others.</td>
</tr>
<tr>
<td>Talking inappropriately.</td>
<td>Talking appropriately.</td>
</tr>
<tr>
<td>Poor hygiene habits.</td>
<td>Cleanliness.</td>
</tr>
</tbody>
</table>
Examples of behaviors, cont.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>TERMINAL BEHAVIOR DESIRED (GOAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day-dreaming.</td>
<td>Paying attention.</td>
</tr>
<tr>
<td>Glue-sniffing (escape).</td>
<td>Socialization with others.</td>
</tr>
</tbody>
</table>

6. The plan:

A. Remove the stimuli situation that is reinforcing the problem behavior and

B. Reinforce the desired behavior using the natural environment i.e., the significant people in the environment; the reinforcement things in the environment.

C. Making the reinforcement immediate, pleasurable, easy to get.

The older brother's cooperation was sought, and he stopped encouraging the fighting behavior. The older brother was reinforced for his cooperation.

Modification of the peer group's approval was effected by reinforcing Larry to seek new friends who did not use physical means of expressing their aggression quite so much.

Support from the teacher was obtained by her giving verbal praise when he behaved on the school grounds. Larry liked his teacher very much and her verbal reinforcement was extremely effective.

The school counselor proved to be a strong ally. He talked to Larry, and because the counselor himself had exhibited behavior similar to Larry's during his own boyhood, he was able to help more than anticipated.

The mother's behavior changed to verbal praise when Larry behaved, rather than condemning the bad behavior.

Most important, a point system was set up at home. When Larry was not exhibiting fighting behavior, he was reinforced with five points per day. At the end of the first week, he was rewarded with two bags of marbles; at the end of the second week, a carmel sundae. At the end of the fourth week, he received his much-wanted road racing set which was earned by accumulation of 100 points. By the end of the fifth week, he was receiving only verbal praise from teacher, mother, father and counselor. His major reinforcement seemed to come from "people liking me now".

7. Continue Measuring the Behavior during the Intervention Phase to see if it is being Modified. This Behavior Modification project was a definite success. Larry has only had two fights since the behavior modification program began.
If Unsuccessful:

A. Re-check steps for errors.
B. Look for more powerful reinforcers.
C. Check to see if the reinforcement is:
   (1) Immediate
   (2) Pleasurable to Individual

8. Once the behavior begins to be modified effectively - thin the schedule of reinforcement until you have a variable ratio, i.e., so the individual does not know time, place, or amount of reinforcement he will receive and/or raise the criterion of performance before dispensing reinforcement - this will develop in the individual a HABIT.

4.6 Behavioral Objective

Participants will demonstrate their knowledge of using communication skills in their use of Behavior Modification by completing Evaluation at an 80% success level.

4.61 Concept Explanation: Reinforcing Behavior

Behavior is maintained by the reinforcement it elicits. It is as simple as that. The difficulty arises in being aware of what is reinforcing the behavior, and in becoming aware of reinforcing other behavior instead. The use of reinforcement is a powerful tool to get a child into a "winning" cycle, instead of a "losing" cycle. By maintaining this desirable behavior, again by reinforcing it, the child begins to see himself differently, and the enhanced self-concept itself becomes the reinforcer.

4.62 Exercise: Reinforcing

With a partner, one person is the questioner, the other the answerer. The first person asks "What is reinforcing about you?" The second answers with anything that comes into his head. First responds with some acknowledgement - "OK", "Thank you", "All right", and asks the question again as if it were for the first time. Continue to do this until the person answering is completely unable to find anything else and is blank. (No judgment is involved! Create new things that could be reinforcing.)

Switch roles.

When both have finished, talk about anything you noticed or became aware of.
4.63 Exercise: Deed, Not Doer

From the following, select the items that reinforce the deed, not the doer.

--- "You are an angel."
--- "I like the card you sent."
--- "You are a good boy."
--- "The play area looks nice with all the toys put away."
--- "I liked your theme."
--- "You were good in the assembly today."
--- "Good for you. Your math is done."

Talking about the deed reflects on the skill, or the lack of it, rather than the worth of the doer. No child's worth is based on his ability to do or not do a task.

4.64 Exercise: Self-reinforcement

Read the following:

"Life is a banquet at which many of us sit and starve." The reason we starve is that we do not nourish (reinforce) ourselves. We depend upon others to do it for us. As teachers, we foster this by always handing down judgments and not allowing the child the opportunity to appraise his own efforts. As children grow older, this has serious moral ramifications. A child who is totally dependent upon those around him for his nourishment and strokes is open to be led anywhere.

By saying to a child, "What do you think?" or "How do you feel about it?", we allow the child the luxury of self-nourishment, or self-poison. Listen reflectively to the nourishment or poison and own your feelings or reactions.

During the next week observe yourself - how you nourish you and how you poison you. Also, allow at least one child that same option verbally to you, and report it back to your group at the next meeting.

4.65 Evaluation: Reinforcing Behavior
4.7 Behavioral Objective

Participants will achieve five of six correct on an evaluation testing knowledge of the negotiation process.

4.71 Concept Explanation: Negotiation

Negotiation means settling a problem with another person to the satisfaction of both people. Making a deal necessitates laying aside power and revenge, listening to the other, owning feelings, choosing solutions and evaluating the effectiveness of the solution chosen. In essence, it requires all the communication skills learned thus far. This problem solving method is used when both people have a problem in a given situation.

Negotiating a problem between two people need not be a win or lose proposition. Certain skills are needed to implement a successful contract and make it work effectively, eliminating power and resentment. A contract that both help devise is more apt to be carried out by both parties.

The steps in negotiating a problem are:

1. Setting the stage - Choose a time when things are not pressing for either person, a private place to talk, and paper and pencil.

2. Tell about process - It is important that the other person know that this is not the usual "I'm telling you how it is!" session. Stress that you are looking for a fair solution to the problem, not for one to win and one lose.

3. Defining - Each talks about their side. Use "I-messages" and "I-imagine"; avoid "You-messages." Write the problems on paper.

4. Brainstorming - On all possible solutions without evaluation - both people contribute. Write the ideas down on paper.

5. Evaluate and choose - Going through the possible solutions and eliminating unacceptable ones. Decide on one to try for a week. Be specific as to time.

6. Do it - Make sure both know who is doing what when. Also discuss what happens if one does not follow through as agreed.

7. Evaluation - Meet again to check out how the solution is working. Set up a specific meeting time. This is an important step.

4.72 Evaluation: Negotiation
4.8 Behavioral Objective

Participants will negotiate a problem with other class members and with a student to the satisfaction of the instructor.

4.81 Exercise: Negotiating a Problem

Choose a person with whom to work. Decide who is A and who is B. Look at the instructions for role A and role B. Start with problem 1 and negotiate. Person A is in charge of the negotiation. Each person should read only the description of his own role, and should not know the instructions for the other person's role.

Upon completion of the negotiation you may switch places, allowing person B the opportunity to be in charge of negotiating the alternate problem.

Person A:

Problem #1

As the teacher, you are concerned about Johnnie's seeming lack of motivation. He does not turn in assignments, he appears bored, and frequently distracts other students. Nothing you have tried seems to change this. You want to be a good teacher and help Johnnie before the year ends.

Problem #2

You and the teacher next door share a material room between your classrooms. He (she) is constantly taking the last of some material without replenishing the supply so when you need it in a hurry, you have to go clear across the school to the main supply room for it. You have mentioned this to him (her) several times and get an apology and promises each time.

Person B:

Problem #1

As a student, you find little of interest to you in Mr. (Ms.) Smith's class. It's easy to become distracted, where you're sitting, especially since you frequently don't understand what it is you're to be doing. Mr. (Ms.) Smith doesn't give enough explanation. Besides, he (she) doesn't seem to care about you anyway.

Problem #2

You share a small supply room with a fellow teacher. He (she) is constantly nagging at you because supplies are depleted and it always seems to be your fault. You are always told that it is your responsibility to keep it
replenished when he (she) goes down to the main office, and to the lounge, which are across from the main supply room, several times a day, and you seldom go down there. You even park in the back and come in the back door, whereas he (she) comes by the supply room every morning.

4.82 Exercise: Negotiating a Problem

Choose a student with whom you have a problem that could possibly be solved by the negotiation method. Sit down with this person and say, "I am taking a class on communication and in this class I am to try this problem solving method. You and I seem to have a problem with _________________. Would you be willing to try this with me?"

4.83 Exercise: Reporting a Negotiation

Report what happened in your negotiation to your group.

SUMMARY

The basic belief has been that misbehavior in children is an expression of a need: the need to feel like he or she counts, that they are important individuals, that they belong. Getting the teacher to communicate with children, rather than alienate them has been the goal.

The basic elements of communication were approached first: the ways of interacting, the effects of force, and of judgments, and reading hidden messages. These are basic to the communication skills which followed. Next, personal communication skills were practiced. These important skills are: being able to decide who has the problem in a situation, being able to listen, learning to talk about your own feelings and reactions, and being able to not react in a situation if you so choose.

Finally, these personal skills allow a teacher options in helping children become responsible for themselves by calling for responsibility through setting stable limits, confronting, reinforcing desirable behavior, allowing consequences and giving choices.

Through the application of these skills, teachers will find that they have more time for teaching, as less time is taken with misbehaviors. And the opportunities for intimacy with children may well be worth the effort it takes to learn to apply the skills.
APPENDIX

1. Life Opportunities for Intimacy
2. Readings on Intimacy
3. Islands of Retreat
4. Feeling Words
5. Listening vs. Non-Listening
6. Role-Playing Situations for Listening
7. Practice in Confronting
8. "Unfinished Business"
9. "Red Cross"
10. Sensitive Areas
11. Formula for Personal Growth
12. How are you coming on?
Appendix 1

Life Opportunities for Intimacy

When the basic skills of communication are internalized, sexual activity takes on a life-giving intimacy and as a result of such social nurture the persons feel more alive and animated about life. Sexual intimacy is not confined to sexual intercourse. It is the expression of caring and enjoyment of each other.

In the death of a neighbor's son one may be very sympathetic. This is an emotional experience that conveys, "You poor, dear mother." Sympathy does not effect emotional intimacy as empathy does, which conveys, "let me walk with you in this sorrow."

In school we effect many cognitive intellectual activities and omit the processes that effect intellectual intimacy because we seldom invite children to respond affectively by inviting them to share how they perceive and feel about what they learned in a climate of acceptance rather than a climate of right or wrong answer.

We can share the beauty of a Shakespearean passage by sharing our perceptions and feelings of what it means personally, which is likely to effect aesthetic intimacy or we can dissect it to the death of its beauty and our opportunity for aesthetic intimacy. It is interesting that deeper cognitive understanding of the beauty may create intimacy. However, many high school students report that by such dissection, for many years they were "turned off" by Shakespeare by the prolonged analysis.

Creative intimacy seems to come about when the perceptions, feelings, purposes, and subsequent expression come up out of the self rather than being imposed upon by someone else by a pattern or directions of what and how to create. Some teachers can allow this freedom and some seem uncomfortable without more control over the product. The question is, can we make room for both so that creative intimacy can be experienced?

Recreational intimacy seems to come about when one person's Natural Child and another's Natural Child have fun together without a high degree of one-upmanship. A young exchange student from England went out for football at an American high school he was attending. The day after the coach trimmed the team, he again suited up and appeared for practice, though not chosen for the team. When the coach demanded to know why he was there, his astonished reply was, "To play football! Can't you play just for fun in this school?"

Work experiences can be dreaded activities or intimate experiences, depending on cooperative planning, personal selection of tasks, and invitation for each person to be responsible for self as he goes about his specific responsibility. We will study in detail the processes we have evolved and found to effect work intimacy.
Crisis and conflict situations often alienate. Our traditional power/less power patterns often contribute to this alienation. Man has the capacity to evolve and activate processes that can cause crisis and conflict situations to generate the social nurture called intimacy. In this workshop we will be role-playing and hoping to internalize the process steps of such enhancing processes.

S.E.E.* educators have observed and studied the life-opportunity called commitment. Commitment intimacy seems to S.E.E. educators to be a personal experience following awareness and preceding implementation. In practical application, S.E.E. educators have developed processes that invite persons to determine the social behavior that a specific routine or activity dictates and then invite them to be responsible for the appropriate behavior. When stable limits or rules are imposed, the S.E.E. educators suggest that such rules be presented as perceived as necessary by persons responsible for safety and well being. The stable limits are discussed and subordinates are asked to indicate whether or not they are committed to the rules. Commitment intimacy seems to be first a transaction with self, a personal intimate transaction, an investment of self. Such a committed self can then relate and transact intimately with such other committed selves in cooperative endeavor or performance.

Spiritual intimacy appears to be activated when the love of self (I'm OK) overflows into love of others. "God is within you and among you." Learn to love others as you do yourself. (I'm OK, You're OK.)

Communication intimacy: I invite you to be real. I am real with you.

*S.E.E. - Self-Enhancing Education - a program being implemented in schools throughout the U.S. by Norma Randolph, William Howe and Elizabeth Achterman.
Reading on Intimacy
From How to Relate and Transact Effectively
by Norma Randolph, William Howe, and Elizabeth Achterman

Intimacy is a sixth way of structuring time in the quest for the opportunity to give and receive social nurture. Although withdrawal, rituals, activities, pastimes, and games are time structures that provide opportunity for the giving and receiving of social nurture (strokes) they are not perceived as effecting the quality of social nurture that time structured for intimacy activities.

Man has the capacity to relate and transact intimately. However, early parental influences, life scripts, experiential backlog, the power/less power organizational pattern of social units may prevent this actualization. Persons who are struggling to recover their capacity to relate intimately are often heard to query, "How does closeness or intimacy feel?" In answer, the modification of someone's description follows: I feel beautiful in relationship with you. You feel beautiful in relationship with me. We convey this feeling with and without words with neither you nor I feeling exploited.

How do we help ourselves and others effect this quality of social nurture called intimacy which is so life-giving to us? By experiencing new communication skills and processes or ways of relating and transacting, we can learn how to present ourselves real instead of expediently modified. When you send me a verbal or non-verbal message I can invite you to be real by reserving judgment of right or wrong, good or bad, and reflectively listen to your current state of being. If I do this, you will soon risk approaching me with whatever perception or feeling you are experiencing. You will risk being real with me because you can be unafraid and can trust my openness to receiving you.

I can present myself real by sending messages to you that are congruent, forthright and show ownership of my state of being. By congruency is meant getting in touch with my own feeling so my verbal and non-verbal expressions will convey the same message. By forthright is meant conveying the message directly to you immediately, without the usual time lag and without bypassing you and telling it to someone else. By showing ownership of my state of being means expressing how I am feeling rather than what I perceive you doing to me. Example: "I am embarrassed" rather than "You are naughty and ill-tempered." If I convey my state of being in these ways you won't have to wonder about our relationship. You can trust me to let you know where I am with you.

With the communication skills of reflective listening and congruent sending operative, we can begin to open ourselves to the giving and receiving of social nurture, the recognizing and reflecting of our unique existences; the stroking of each other, the structuring of intimate time together. Once we have internalized the two basic communication skills, they become a new way of life: When you approach me with your message of joy or anger it becomes so important for me to hear you out, that at that moment I don't have
any urge to defend myself or report my state of being. When I approach you, paining or pleasuring, it becomes more important for me to tell you how it is with me than to expediently modify my real state of being. As the Skin Horse said to the Velveteen Rabbit, "Once you 'begin to be real' you can never be ugly again, except to those who don't understand realness."

In our quest for intimacy we can do more to foster intimacy: We can become aware of mistakes in logic we made when we were very young (before we had sufficient data) as we made decisions at such a tender age of how we would relate to ourselves and others. By such awareness and by employing new communication skills and new processes we can free ourselves from the old, immature decisions that limit our freedom to become. We can free ourselves from the early scripting and make new decisions of how we will relate and transact with self and others.

We can do even more to increase our supply of "people" nurture. We can become aware that frequently we traditionally perceive persons in terms of the roles they play, the power hat, or the less/power hat they wear. By learning new processes or ways of behaving, we can free ourselves from these traditional stereotyped perceptions and learn to relate and transact, not expediently modified by fear or comparison, but as person to person, willing to be ourselves, to "come out vulnerable, wearing no armor, more relaxed and less defensive," more creative, more real and ready for the intimacy in which we both are beautiful.
The Use of Islands of Retreat (Escape Hatches) Reading Assignment

In school settings, islands of retreat have emerged as pupils and students have expressed the need for retreat from the main group.

It was seventh grade students who first voiced the need. "If we are going to be responsible for ourselves, some of us at times need to retreat from the group to an island where we can get in charge of self and return." As a result of this expressed need, desks, small tables, etc. were placed in the room away from the main group, and students had the privilege of using such retreats.

Islands of retreat beyond the classroom began in the same way, initiated by the expressed need as perceived by students (seventh grade was the first initiator). In attempting to provide for three students with "acting out" behavior, six conference rooms around a main library room were used as islands of retreat when such students were unable to manifest the social behavior dictated by the learning opportunity (activity) within the classroom. The students remained in the classroom as long as they felt they could manifest the appropriate behavior. When it was too much for them, they moved to one of the conference rooms, worked there until they felt they could return to the classroom scene. By such a privilege, they increased their productive time in the classroom and used the island of retreat less and less.

This "island of retreat" beyond the classroom became a model in many schools as a quieting room or "quiet room" (as students called it), was established, manned by ex-teachers, teacher aides, nurturing parents, etc. It was surprising that the use of the quiet rooms (where clay, paints, etc. were available) was seldom abused by pupils. S.E.E.* educators' only explanation of this phenomenon is that there is an underlying purpose in pupils and students - they want to be part of their human group.

To provide for pupils who had difficulty shutting out stimuli, "private offices" were provided in some classrooms. These were constructed from plywood, with a desk and chair, as furniture. Such children also had a desk in the group to use when they felt able. How pupils are introduced to the privilege of a "private office," S.E.E. educators found most important. No finger was put on such a child with the message "You need a private office, get in there." It was made clear that some persons are 'wired differently.' Such persons work better in a private office. All pupils do not need this privacy as they learn. Any person who felt he needed such an office was invited to use it. Once he moved in, the office became his territory, and such signs as "Joe's lighthouse," "Jim's cave," etc. corroborated his ownership.

In classes of emotionally disturbed, an escape hatch emerged as teachers observed the tension building up in a child at work on a task. Before he exploded into a tantrum, the teacher would intervene: "John, I am getting messages from your body that perhaps you have worked long enough on your task without a break. I think it would help for you to go outside, run around the track, hit the tether ball, etc., and then come back and continue." S.E.E.
educators were surprised that before long, such pupils remarked: "I can feel when I am getting nervous. I'll signal you, go out, and come back when I feel able." S.E.E. educators found that pupils can learn to be responsible for self even with physical and emotional limitations, if the person is nurtured rather than discounted.

"Systematic exclusion" is another use of the escape hatch or island of retreat concept that has been used effectively. Rather than have an emotionally disturbed child manifest repeatedly the distracting, anti-social behaviors, he is invited to stay at school as long as he can behave in appropriate ways. When he is no longer able, he has the privilege of going home and trying again the next day. If this escape hatch is used, parents need to be counseled in how to receive the child in a positive way; "I'm glad you could stay as long as you did." S.E.E. educators have experienced the successes of children who through this nurturing, rather than discounting plan have increased their power to be in charge of self for longer and longer periods of productivity at school.

In many of our traditional attempts to outercountrol, the behaviors of youth and subordinates, the message that comes across so often is, "I see you as not O.K." "I think you have the power to be responsible for self in more and more routines or activities, says "I see you as O.K." The escape hatch is to assure that you remain in charge of self.

*S.E.E. - Self-Enhancing Education - a program being implemented in schools throughout the U.S. by Norma Randolph, William Howe and Elizabeth Achtermann.
Appendix 4

List of Feeling Words

Pain

Pleasure
### Appendix 5

<table>
<thead>
<tr>
<th>NON-LISTENING</th>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to tell own experiences</td>
<td>No need to tell own experiences</td>
</tr>
<tr>
<td>Need to give advice</td>
<td>No need to give advice</td>
</tr>
<tr>
<td>Anxious about doing it right</td>
<td>No anxious about ability</td>
</tr>
<tr>
<td>Judging the communicator</td>
<td>Not judging</td>
</tr>
<tr>
<td>Attention distracted</td>
<td>Able to follow without distraction</td>
</tr>
<tr>
<td>Insensitive to feelings</td>
<td>Able to recognize feelings</td>
</tr>
<tr>
<td>Unable to reflect feelings</td>
<td>Able to reflect feelings</td>
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</tbody>
</table>
Appendix 6

Role Playing Situations for Listening

1. You are leaving to go in the service, on a church mission, or to school for two years. You are very worried about what will happen to the girl (or fellow) that you are leaving behind for that time.

2. In the above situation, you are the fellow or girl being left behind.

3. You just received word that your mother, who is 2000 miles away, is rather ill (she probably won't die). You are her favorite; you are broke and money is hard to come by for you.
Practice Example in Confrontation

Teacher: Billy, this is the second time I have had to stop you from fighting. If it keeps up it will cause you trouble and so I am getting worried about you. I would like to help you. What can make it so you won't find it necessary to fight anymore?

Billy: It's not my fault; they keep lipping off and when they do they're gonna get it.

Teacher: They're lipping off at you. If they stop then will you stop fighting?

Billy: I don't like them, and nothing is going to change that.

Teacher:
"Unfinished Business"

Unfinished business is exactly what it says - anything about a situation that is unfinished. It can be something you wish you had said - "What I should have said was . . ."", or that you wish you had done - "I wish I hadn't been in such a hurry", or any feelings you carried away unsaid - "I felt terrible but I didn't know what to say." Unfinished business haunts us constantly. We carry it around with us, with each piece of it taking a bit of our attention. Controlling the pent-up emotions associated with unfinished business requires energy. Unfinished business divides and scatters our attention, our energies, and our effectiveness. Year after year we collect it, carry it around, and push it down, layer upon layer. Sometimes it builds up and spills out, as if in a gunny sack that's become too full and ripped open. We thought it was gone and here it is again, spilling out as anger or hurt.

If you look at a human being as having two kinds of memory, intellectual and emotional (psychophysical), the storage of unfinished business makes sense. It has been shown that feelings are stored as memories within us, just as is information. It has been found that by stimulating certain parts of the brain of an individual, memories of feelings were recalled and reflected.

Let's look at a situation where feelings were created and left unfinished. You get into power struggles with your father and are threatened into complying. You are angry with him and with yourself for giving in to him, and you just sit on that anger. Years later, a similar situation arises, perhaps with a teacher, spouse, or boss. Intellectually, you do not recall the incident from long ago; emotionally, the memory is still there, and the reaction is triggered. If the original situation provoked strong anger, the current reaction which is triggered may be surprisingly strong, even violent.

The importance of the concept of unfinished business in education is this: teachers have an opportunity to be completers rather than creators of unfinished business in children. Situations can be completed with anger expressed and dissipated rather than stored. Feelings between children and between a teacher and a child can be handled instead of remaining unfinished, and thereby being generalized to the school situation as a whole. Thus frustrations can aim at math, rather than at school in general.

The most effective way of dealing with unfinished business is to finish each situation as it arises. Listen to the other person's problem in the situation, and talk about your problem or feelings. Continue until neither has anything else to say or do that is unfinished. If you are dealing with a person with whom intimacy is important to you, remember this: every withheld (untalked about) bit of concern, anger or hurt will create distance. Sustained intimacy is impossible if "withholds" are present.
It is possible to help children finish business which you as the teacher did not have a hand in creating. Use fantasy. Have the child close his eyes and go back to the incident. Have him go through the incident again, aloud or silently, but this time doing and saying what he would have liked to do. Then talk about when he might do in the future to avoid the unfinished business of a similar hurt or frustration.

The structural framework that the child may operate from is: he is not to hurt himself, others or property. Otherwise he may express himself as he needs to. Art and movement are effective ways of expressing feelings. Words for the feelings are essential. Reflect what you see so that he may connect words with what he feels.

It is important that the child be allowed to experience all of what he is experiencing without being rescued. Emotions are neither good nor bad; they just are. Avoid creating unfinished business by judging or blocking the appropriate expression of emotions.
"Red Cross"

To "Red Cross" means to take responsibility from another person, rather than letting that person handle his own problem. For example, a child comes in complaining that someone pushed him on the playground. A "Red Cross" for that child would be to say, "Who was it? I'll have a talk with him!"

The effects of "Red Crossing" are many, and are long lasting. The child is told covertly and sometimes in words, that he is not capable of handling the situation himself (which is very seldom true!). Anything that robs a child of courage is detrimental to that child! Another effect of "Red Crossing" is the creation of a person who is continually a victim. This child (someday to be an adult who functions the same way) gains attention, and sometimes sympathy by being victimized time after time. Keep in mind, there are no "innocent" victims.

A third effect of rescuing a child is that you help create a "tattle-tale", a child who is continually monitoring the behavior of other children. This is not a healthy nor productive way for any child to relate to peers nor to adults.

A final and extremely important effect of "Red Crossing" is the creation of an attitude of irresponsibility. "I don't have to take care of this situation I've created; I'll get someone else to do it."

The desire to "Red Cross" children may come from habit, ignorance or superiority needs. Adults get in the habit of doing things for kids - 'They're too slow!' - and kids come to expect it. Most adults have never stopped to consider the damage their rescuing actions may be having. Then, too, many adults gain a warm feeling from "Red Crossing": feelings of being strong, or capable, or superior, or admired. There is nothing wrong with these feelings! We all need them - just not at the expense of another, especially a child.

What can you do instead of "Red Cross"? You can listen to feelings, have faith that the child can handle, and let him do it. Words of encouragement will help him to know that you have no intention of rescuing him. "I think you can handle it," "I'll be interested in what you decide to do about it!", "What do you think you'll do?", all let him know you're interested, supportive, and not going to "Red Cross" him.

He may never know what a favor you've done him!
Sensitive Areas and How to Desensitize Yourself

A sensitive area in your life allows others a means by which to control you. With many sensitive areas, you are like a control panel with flashing lights and buttons to push. For instance, if one of your sensitive areas is swear words, then all that a student who is interested in getting you to react has to do is say swear words. It's like walking up to the control panel, pushing the button marked "swear words" and watching the lights flash.

Sensitive areas usually relate somehow to our sense of worth. "If a student swears, it means he doesn't respect me." "If people are late picking me up, it means I'm not very important." "If a student questions an instruction, it means he's threatening my power." We may have learned to be sensitive through the words or behaviors of our parents. Ask yourself, "Who taught me to be sensitive to criticism?" Or our "button" may have been created through repeated hurts in interactions with others.

The first step in desensitizing yourself is to become aware of the "button." Notice when you are "reacting rather than acting," acting without choosing your course of behavior. Now that you know you have a sensitive area, there are two ways of becoming desensitized. By the way, being desensitized does not mean you approve of swearing or whatever it is; it means you have taken back control. You are in charge of deciding your action now.

One way of desensitizing a sensitive area is to expose yourself to an excess of it. After listening to many confined adolescents in school, swear words may no longer have any effect on you. Then you can no longer be controlled by a person swearing at you.

Another way of handling "buttons" is to become totally knowledgeable about your sensitivity. You learn what triggers your sensitivity, what area you are sensitive in, and the ways you react. Then, once you are fully aware of all these things you can decide if you want to continue to react the same way. It's like remodeling your house. You wouldn't put on a blindfold and then decide how you want to redo your house. Rather, you would walk around noticing everything that is there before deciding how to change it. The same is true for changing sensitive areas. Pay attention to how you are, who can push the "button", and when it's most sensitive. Listen to any words that come with the reaction, without judging or censoring. Do not make yourself change anything. You will change if you want to change and there is nothing that says you have to want to change. You decide.
Appendix 11

A Formula for Personal Growth

If personal growth is a challenge that you have accepted, you probably know that there is no easy way to self-actualization.

Becoming all that we are capable of becoming as human beings is a process that is life-long. Each must do it his own way. Through my own muddling, struggling, and living, I have noticed some things that help me to get through situations in a way in which I end up better off. I no longer end up "stuck", frustrated, angry and unfinished. I would like to share with you something I wrote in a time of pain and "crazies".

"It's not aloneness that I have trouble with - it's loneliness: being alone when I don't want to be alone. The only way I know to deal with my loneliness is to reach out to people. Only through people will I maintain a sane, loving, caring place. Otherwise, I could be lost! Lost in my resentments, ANGER and hatred.

Right now I am reaching out, a bit afraid. What if you can't handle how I am! What if you can't! I know of no other way, except to reach out to you.

Yes, there are other ways; music soothes the loneliness, and music is always there. I could drink and cope with it or call a friend. Endless! Stuck! Loneliness --

Am I the only one?
Where does it come from?
I don't mind being alone.
So what is loneliness?
AM I THE ONLY ONE?

Loneliness --
It's missing someone.

Loneliness is doing things to distract me, only to be distracted by my loneliness.

A cure for loneliness?
It's not possible.
It can only ebb or flow as part of the process that is me. But I am not stuck in my loneliness. Loneliness is a place I move through at times; not a familiar place, for mostly I've looked straight ahead, or even shut my eyes. When I look and really face myself in my loneliness, I handle it. That is a key, to accept and understand myself as a lonely person.

Now I am looking around.
Now I am not minding being here, as I was before.
Yes, I'm even smiling some. Loneliness has moved to aloneness.
I like me.
I feel warm when I think of you, and sharing this with you.
CRAZY! I only become lost when I shut my eyes and stop moving.
I am a process.
Moving
flowing
changing
stopping --
and
moving on.
I am."

In looking back over the process, I equate such painful situations to crossing a very cold river. I'm stuck with that "crazy" and go no further unless I face it and become aware of everything about it, which is as painful as jumping into the cold river. As I make my way across the river, I notice all that is happening; the words that go through my head, the feelings in my body, and I do not censor either. If my judgments prevent me from looking at me, I'm "stuck", and I will never see the other side of the river. I reown all projections and blame. I am totally in charge of me. And soon I find myself across the river, further down the road and better off for the experience.

To summarize:

Be aware - Notice the words you say in your head.

Hear the judgments!

Hear the "shoulds"!

(Who taught you those?)
Be responsible - Own all that goes on with you: your anger, your scareds, everything!

(You are O.K. as you are - Each of us is doing the best we can with what's going on inside and coming at us from the outside.)

Don't buy in - Let others be responsible, as you are being.

Listen and care, and don't buy into their blame.

Share you with others.

No, it will not be easy, this task of growing. Yes, it will be interesting.

Look at these two modes of experiencing life:

- Contact - Experience - Integrate
- Fight - Resist - Flee

The first is a formula for growing; the second is a formula for not growing.

You choose. You do, you know.

CAROLYN BARCUS
### How Are You Coming On?

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<thead>
<tr>
<th>Implicit</th>
<th>Explicit</th>
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<td>Non-judgmental</td>
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<tr>
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<td>Non-power</td>
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EVALUATION
1.14 Evaluation: Need to Belong

Circle Strongly Agree, Agree, Not Sure, Disagree, or Strongly Disagree under each of the following statements.

1. All people, despite race, background, creed, etc., have the need to feel they belong to something.

   Strongly Agree  Agree  Not Sure  Disagree  Strongly Disagree

2. All students in our public educational system and in my classroom have a right to belong to the classroom group.

   Strongly Agree  Agree  Not Sure  Disagree  Strongly Disagree

3. All students in my classroom have a need to feel they belong to the classroom group.

   Strongly Agree  Agree  Not Sure  Disagree  Strongly Disagree

4. When a student does not feel he belongs, his learning readiness may be impaired.

   Strongly Agree  Agree  Not Sure  Disagree  Strongly Disagree

5. The need for belongingness is so strong it rivals closely our need for physical sustenance.

   Strongly Agree  Agree  Not Sure  Disagree  Strongly Disagree
1. What are two basic ways messages are sent?

2. What three processes does the sender go through to send a message?

3. What two processes does the receiver go through to respond to the sender's message?

4. What are three ways the communication process can break down?
1.33 Evaluation: Ways of Interacting

Write a personal teacher-student interaction that you have experienced exemplifying these five ways that people interact: withdrawal, rituals, pastimes, activities, and intimacy.
1.44 Evaluation: Power

Circle your choice:

1. Using power tactics with children causes resentment in children.
   - Strongly Agree
   - Agree
   - Not Sure
   - Disagree
   - Strongly Disagree

2. Resentment in children makes them less open to learning.
   - Strongly Agree
   - Agree
   - Not Sure
   - Disagree
   - Strongly Disagree
Circle your answer:

1. Using judgments with a student alienates that student so that the possibility for intimacy is lessened.
   Strongly Agree   Agree   Not Sure   Disagree   Strongly Disagree

2. The use of judgments with a student are detrimental to that student's sense of belonging.
   Strongly Agree   Agree   Not Sure   Disagree   Strongly Disagree
The following teacher-student interaction contains some judgment statements on the part of the teacher. Underline those judgment statements.

Situation: Teacher has just given a math assignment to the class and she is walking around the class and interacting with students about their work.

Teacher: (Johnny is daydreaming)
Johnny, get to work or there'll be no recess.

Johnny: Ah, Mrs. Jones...

Teacher: Don't ah me!

Teacher: (To busy Suzan)
Good working on math problems, Suzan.

Teacher: (To class)
I wish you would all work like Suzan.

Billy: I don't know how to do this one.

Teacher: Just a minute, can't you see I'm busy!

Teacher: That's fast work, Fred.

Teacher: Billy, you'll never be able to work as fast as Fred, slow down and be more careful.
2.16 Evaluation: Listening

A Teacher-Child Interview

Mark with a plus (+) any Teacher statement that is a listening skill. Mark with a zero (0) any Teacher statement that is a "communication killer", and below it write why it is not listening.

(The door opened and Jimmy literally leaped into the room.)

Jimmy: (making noise like a machine gun) Bang, bang, bang. I'm Mr. District Attorney. (ferocious expression)

Teacher: Be careful. Remember, you're in the school house.

Jimmy: Don't give me any trouble or I'll shoot you.

Teacher: You're a very tough character.

Jimmy: You bet I am. I'll mow you down.

Teacher: You're so tough you'll even shoot me down!

Jimmy: Yes. And you and you and you. (He shoots at various unnamed parties with his imaginary gun.)

Teacher: Everybody is getting shot.

Jimmy: I'll say they are. Bang, bang, bang. All dead now.

Teacher: You got them all?

Jimmy: Ya. (He gets some clay from the table, rolls it into a ball and tosses it into the air several times. As he does so, he talks to the teacher.) Did you know I was a swap?

Teacher: A swap, Jimmy?

Jimmy: Ya, my father says I'm a swap. He's one too. He likes spaghetti. He eats it every day. I like it too.

Teacher: I guess you mean wop. But that's not a nice expression to use.

Jimmy: I'm not nice. I'm a swap and so's my Dad and he can lick you.

Teacher: You both like spaghetti, and you're both swaps.

Jimmy: Ya, I bet I can hit the ceiling.

Teacher: You had better not.
Jimmy: Why not?

Teacher: It's too hard to get it off.

Jimmy: (tosses the ball of clay several times. When he gets within an inch or two of the ceiling, he looks at the teacher.)

Teacher: Be careful. Don't you hit it.

Jimmy: (keeps tossing the ball and looking at the teacher. He begins to smile mischievously)

Teacher: You want to see how I'm taking it?

Jimmy: Ya, I do. (He tosses the clay ball again. It gets a little nearer the ceiling.) Ha, ha, ha.

Teacher: I know you would like to throw clay at the ceiling. I think you would kind of like to see if you can get my goat, but hitting the ceiling is one of the things you can't do in here. You can throw it at the target or the floor if you want to. (Jimmy says nothing, but goes to the table and begins to pound the clay ball flat.)

Teacher: (Sits down opposite him, but says nothing)

Jimmy: Wait till you see what I'm making.

Teacher: You mean it will surprise me?

Jimmy: You'll see in a minute.

Teacher: I'll soon find out, huh?

Jimmy: (Makes a clay figure.) It's a man.

Teacher: A man.

Jimmy: (He puts a skirt on the figure with great glee. He looks mischievously at the teacher.) Guess who it is now?

Teacher: I don't know, Jimmy. Do you want to tell me?

Jimmy: My dear mother. How do you do? (He hits the clay figure with his fist.)

Teacher: Oh, you hit your mother. You wouldn't really do that!

Jimmy: Wouldn't I!

Teacher: I guess you would. Mother got socked.

Jimmy: Ha, ha, ha. No, you did.
Teacher: You know you are not supposed to hit people! You wouldn't really hit me, would you?

Jimmy: (He hits the clay figure another blow.) There.

Teacher: I got another sock, I guess.

Jimmy: I'll say you did. And here's another one for you. (He hits the clay figure again.)

Teacher: You hit me again.

Jimmy: And that's not all. Take that, and that, and that. (He hits harder and harder as he pounds the figure quite flat.)

Teacher: You're giving me an awful beating.

Jimmy: You bet I am. Take that one too. I'll mash you. (hits) I'll smash you. (hits several times)

Teacher: You're very mad at me and I'm getting all pounded up.

Jimmy: Off goes your head.

Teacher: Oh! You're really hurting me.

Jimmy: There go your arms.

Teacher: You're just tearing me apart.

Jimmy: There go your legs.

Teacher: You're really fixing me.

Jimmy: And there goes you. (He throws the remnant of the clay figure into the wash basin.)

Teacher: I'm all gone now.

Jimmy: You're dead. I killed you.

Teacher: Oh, you wouldn't do a thing like that, would you really?

Jimmy: You're all washed up.

Teacher: I'm very, very dead.

Jimmy: You sure are. (Suddenly he smiles.) I'll have you a game of catch now.

Teacher: Maybe now we can be friends. Huh? O.K. (The rest of the hour is spent in a quiet game of catch with a ball of clay.)
3.12 Evaluation: Who has the Problem

Read the following examples of interaction between people and decide who, for the purpose of communication, has the problem - you, the other person, both of you, or neither of you. Identify each person's problem.

1. Your guest lights a cigarette and your house has a no smoking rule.

2. Your child wants to buy a model, has spent his allowance, and wants to borrow the money from you.

3. A child in your classroom interrupts your conversation with another child - you feel irritated.

4. Your husband or wife wants to go out to a movie and you want to watch a special TV program.

5. Your child drives the family car too fast and gets a speeding ticket.

6. A child in your classroom appears about ready to tip paints onto the rug.

7. Your teenage daughter wears only two different pant suits to school because she complains that the other 12 pairs are too short.

8. Your child rides his bike in your flowers. You lock up the bike.

9. A student in your class ridiculed another student and hurt his feelings.

10. A student who constantly talks in class has become a disruptive influence.
3.24 Evaluation: Responsible Language

1. List the three responsible things that you can do when someone else's behavior causes you a problem.

2. List two irresponsible things which people often do when someone else's behavior causes them a problem.

3. List two main ways to get another person to change his behavior.

4. What are the two main components of a message which responsibly communicates your problem?

5. What is the main risk involved in communicating responsible to another person about your problem?
Identify and write what you would feel in each situation below. Then write a response to this situation using responsible language. (Keep lines of communication open.)

1. Your principal makes snide remarks about the appearance of your room.

2. Even with all doors closed, the classroom next door is so noisy it's difficult for your class to concentrate.

3. A child in your room comes to school poorly dressed and the other children make fun of him.

4. Your own child wants to attend an out-of-town ball game and has a ride with a boy you do not know.

5. Your spouse constantly leaves clothing all over the bedroom.
3.32 Evaluation: Owning Feelings

Write three or four classroom situations which make you angry. Then rewrite into reowning messages.
1. From a list of avoiders, qualifiers and owners, participants will pick 80% correctly.

Directions: Read each statement and decide whether the speaker is avoiding or qualifying, and if so, write A-Q in the blank. On statements where full responsibility is being assumed, write R in the blank.

___ 1. They say it's poorly done.
___ 2. I kind of liked the show.
___ 3. That's not right for me.
___ 4. That makes me angry.
___ 5. I will do it.
___ 6. I can do it.
___ 7. There will be a meeting at 10:00 a.m.
___ 8. I'll be home before 5:00.
___ 9. We may go.
___ 10. I couldn't help it.
___ 11. You're making me late.
___ 12. I didn't take time.
___ 13. I didn't have time.
___ 14. It's my fault we're late.
___ 15. I like you.
___ 16. It's possible that it could happen.
___ 17. I'm getting angry.
___ 18. I did not like what he said.
___ 19. We think you shouldn't go.
___ 20. I am going now.
4.15 Evaluation: Setting Stable Limits

Teachers will choose a situation in their classroom where stable limits could be set cooperatively. Each teacher will go through the process of setting stable limits cooperatively with the class, taping the interaction. Bring the tape to class for feedback.
4.24 Evaluation #1: Confronting

Teacher: Billy, I must have misunderstood. I thought that you had agreed that you wouldn't make those noises and yell out in class anymore.

Billy: I didn't mean to.

Teacher: O.K. but that doesn't solve the problem. What do you intend to do?

Billy: I'll try not to do it anymore.

Teacher: (Confront)
In this exercise, read each teacher statement carefully. Next, write a statement in the margin stating why it is either correct or incorrect. Then write a correct confrontation statement that could have been used in place of each incorrect one.

Teacher: Joe, when we talked on Monday I thought that we agreed that you would find ways to start being to class on time and I would not get after you each time you came in. Now during the last three days you have still been tardy several times. I would like to know what is happening.

Joe: Well, I just can't get here on time.

Teacher: That's not so good. You agreed and now you are going back on your bargain.

Joe: Well, I tried and did my best, but I just couldn't get here all the time.

Teacher: Trying isn't good enough, you are going to have to find a way to do it.

Joe: But how can I? What can I do?
Teacher: Perhaps it would help you if you would tell me what things have been interfering with your being on time.

Joe: Well, there just isn't enough time. By the time I get home for lunch and back, it is always too late.

Teacher: So how could you deal with that?

Joe: I don't know. There just isn't enough time!

Teacher: Of course there is enough time.

Joe: No, there isn't. Do you want me to run all the way home and just gobble my lunch and run all the way back?

Teacher: I can see that it is a difficult problem for you. What are some ways that you could handle it?

Joe: I don't know! I live so far away and my mother doesn't get my lunch fast enough.
Teacher: So maybe you will have to tell her that you need your lunch on time.

Joe: She always says she will, but she doesn't.

Teacher: Well, maybe you will have to bring a lunch or take school lunch.
4.33 Evaluation: Disengagement

1. What does it mean to "disengage"?

2. What are the 4 misbehaviors described by Dreikurs? Describe the usual adult reaction (feelings) to these misbehaviors and what it would take to disengage.

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<tr>
<th>Misbehavior</th>
<th>Feeling</th>
<th>Disengagement</th>
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3. How would you disengage from the following situations?

   a. Student comes in, slams his books down and says, "I am not going to do any test today!", and proceeds not to.

       Your feelings:
       Disengagement - (actions or words):

   b. Student is constantly saying, "Teacher, help me. I don't get this."

       Your feelings:
       Disengagement:

   c. Your own child says, "Wish I had Gloria's mother. She'd let me do things!"

       Your feelings:
       Disengagement:
Write a logical or natural consequence for the following:

1. A child climbs up a tree and loses his balance.  
   (Mother is watching, frightenedly.)

2. A two-year-old is about to touch the fireplace screen while the fire is roaring.

3. A 10-year-old is frequently late for supper.

4. An 11-year-old forgets his lunch money.

Write T if the statement is true; write F if the statement is false. Correct the false statements so they are true.

1. Do not give choices you cannot carry out.
2. Become emotionally involved in choice-giving situations.
3. Explaining why to the children is important when carrying out the child's choice.
4. Always give opportunity to try again to be responsible.
5. "Behave or go to the office" is a choice as defined in the manual.
6. "Either you can finish now or you may stay after school for an hour for two weeks" is a wise choice for a teacher to give.
1-3. List the three things essential to a proper setting for the negotiation process.

1.

2.

3.

4. In the defining of the problem, always avoid using __________ messages.

5. In the brainstorming for solutions, it is important to evaluate as you go along.
   
   T   F   (Circle one)

6. The evaluation of how the solution is working is an optional step.
   
   T   F
According to the concepts presented in Section 4.6, select the statements below that are effective uses of reinforcement.

Circle the number of the effective statements. Change the ineffective so that they qualify as effective.

1. "Good work, Bill."
2. "What a good worker you are, Sally."
3. "I like your picture."
4. "You're being better today."
5. "What do you think of your work, Bob?"
6. "Keep your pencil still, Peg."
7. Smile at a child who's on task.
8. "Oh, good. You're finished."
9. Touch a boy who's talking out of turn.
10. "You're the best runner ever, Jim."
| 6. | Kennedy, Adrienne; Gestalt Workshops, Utah State University, (one weekend per quarter since Fall quarter.) 1971. |
| 10. | Stevens, Barry; *Don't Push the River*, Moab, Utah, Real People Press. 1970. |
Appendix B: Form A--Pretest and Form B--Posttest
SELF-ACTUALIZING EDUCATION:
A Primer for Affective Education

Complete the information below:

Name ______________________

School ______________________

Grade or Position ____________

READ BEFORE CONTINUING:

There are three sections to the test. It will take approximately one hour to complete. Please complete all sections even though you may not be familiar with the material.
Section I

Directions: Open the booklet to page 2 and read the situation given. Complete your answer on that page before going on to the following pages. DO NOT READ AHEAD.

Do not try to handle the situation in the "right" way. Please handle it as you would in your classroom.
Possible responses Johnny could make. Use your own if those below are not appropriate. You may use the number of the response, rather than rewrite it into your dialogue.

Johnny:
1. "Well, I had to sharpen my pencil."
2. "I'm sorry, teacher."
3. "OK, I'll try not to do it any more."
4. "Gosh, other kids do it, too!"
5. "I can't help it. Things just happen. My eraser fell and rolled."
6. "I can't sit still, teacher."
7. "Joe keeps bugging me."
8. "I'm not bothering anyone."
10. Looks down - silent.
Situation: You are the teacher in a class of 28 third graders. Johnny, one of your average students, is constantly out of his seat when seat work has been assigned or during discussions. This bothers you and you decide to talk with him.

(Below is the format for your conversation with Johnny. Write what you could say, then choose his response from the list on the left-hand page. If no appropriate response exists, you may use one that you make up. In the dialogue, Johnny must be allowed at least three responses.)

Teacher:
The next day after talking to Johnny, you notice that he is out of his seat several times during the time others are working in their seats. How would you handle the situation now?

(Give details of what you would do and how you imagine Johnny would react. Be specific about your behaviors. If a dialogue is used, give the words used. You may want to use the responses on page 1.)
Possible responses Linda could make. Use your own if those below are not appropriate. You may use the number of the response rather than re-write in into your dialogue.

Linda:

1. Giggles and shuffles feet.

2. Turns her back and ignores.

3. Smiles, and goes to the end of the line.

4. Smiles, and says, "I'm not going back there. I don't like any of those kids."

5. "How come you always pick on me?"


7. "Can't I just stay here today?"

8. "I'm not hurting anyone by being here."

9. Stomps back to the end of the line, looking angry.

10. "I'm not eating then!", and leaves.

11. "Ah, Mr(s). Jones . . ."

12. Goes to the end of the line.

13. Looks embarrassed.
Situation: You are the teacher of a fifth grade class. At lunch time, one of your students, Linda, crowds in ahead of others in the lunch line so she can stand with her friends. The other students complain to you about this.

How would you handle this situation with Linda?

(Give the details of what you would do and any reactions she may have. You may use the responses to the left if you use a dialogue.)
Two days after the crowding in the lunch line incident you dealt with earlier, students again complain to you that Linda has crowded in front of them.

How would you handle this situation with Linda?

(Give the details of what you would do and any responses Linda may have. You may use the responses on page 4 if you use a dialogue.)
Possible responses Billy and Jerry could make. Use your own if those below are not appropriate. You may use the number of the response rather than rewrite it in your dialogue.

Billy:
1. "Well, maybe I could."
2. "Why are you always picking on me?"
3. Looks relaxed.
4. "He's a sissy."
5. "I don't know."
6. Cries.
7. Silence.
8. "Baby!"
9. "Nobody likes me anyway!"
10. Jumps to his feet.
11. "I hate this school!"
12. Smiles.
13. Clenches fists.
14. "I hate him. He thinks he's so smart!"

Jerry:
1. Looks scared.
2. "He's always picking on me."
3. Cries.
4. "He started it."
5. "I won't do it again."
6. "He's a bully."
7. "I don't want to get in trouble."
8. "You won't tell me mother, will you?"
9. "Leave me alone."
10. "I can't help it. He pushed me."
Situation: You are the teacher in a sixth grade class. During recess, you see two of your boys, Billy and Jerry, fighting. Neither are injured. You decide to handle the situation without involving the principal. Stop the fight and talk with the boys involved.

(Below is the format for your conversation with Billy and Jerry. Write what you would say, then choose their responses from the list to the left.)

Jerry: "He started it. He took my ball!"

Billy: Silent, arms folded, glaring.

Teacher:
After your talk with Billy and Jerry, the next day they are found fighting after school and are brought in to you. Neither are injured. How would you handle the situation with Billy and Jerry? You may use the responses on page 7.

(Give the details of what you would do and their responses in the space below.)

Jerry: "Teacher, he called me a dirty name!"

Billy: Silent, looking down.

Teacher:
Two days later, you find Billy hitting Henry with a stick during recess time. Neither are injured.

How would you handle this situation?

(Give the details of what you would do and how you imagine they would react. You may use the responses on page 7.)
Feel free to take a break before going on to Section II.

Section II

Objective Questions

Go on to page 1.
Write the letter of the best answer in the blank to the left of the statement.

1. The statements that are judgmental statements are:
   1) This paper is nicely done.
   2) Your shirt is unbuttoned.
   3) Open your math book to page 74 and start with number 20.
   4) You are being very rude.
   A) 1 & 4
   B) 1 & 3
   C) 2 & 3
   D) 1, 2 & 3
   E) All of the above
   F) None of the above

2. An example of paraphrasing this statement is: "The teachers in this school don't care about kids."

   1) It's upsetting to you that the teachers don't seem to care.
   2) "Tell me more about that."
   3) "Kids aren't very important to teachers here."
   A) All of the above
   B) 1 & 3
   C) 2 & 3
   D) Only 1
   E) Only 3
   F) None of the above

3. The phrase "I'd like to hear more about that" is:
   A) A non-committal response
   B) An invitation to go on
   C) Paraphrasing
   D) Reflecting feelings
   E) None of the above

4. To "Red Cross" means:
   A) To tell others your problem and seek advice
   B) To take over someone else's responsibility
   C) To refuse to be responsible
   D) None of the above
5. A statement that avoids full responsibility is:

1) I didn't have time.
2) He made me angry.
3) I can do it.
4) I may do it.

6. By knowing our sensitive areas (buttons) children

1) May avoid us
2) May control our behavior
3) Will disengage from us
4) Will manipulate us

A) All of the above
B) 2 & 4
C) 1 & 2
D) Only 1
E) None of the above

7. The situation where confrontation could be useful would be:

1) A child says "He made me do it."
2) Your spouse gets fired.
3) Your unmarried daughter is pregnant.
4) Your child says "No one likes me."

A) Only 1
B) Only 3
C) 1 & 2
D) 2 & 4
E) All of the above
F) None of the above

8. The best communication skill to start with in the situation below would be:

Your daughter comes and says, "I have a problem."

A) Disengagement
B) "I" message
C) Listening
D) Confrontation
E) None of the above
9. The best communication skill to start with in the situation below would be:
A child says, "I am too going outside," and you begin to feel very angry.

A) Confrontation
B) Disengagement
C) Consequences
D) None of the above

10. The best communication skill to start with in the situation below would be:
A child gets only half of his assignments in and you're very concerned about him.

A) Choices
B) Disengagement
C) Negotiation
D) None of the above
Read the following statement:

"My boyfriend is going to take Mary to the school dance Friday."
(Said with tears in her eyes)

Match the listening skills below with the statements by placing the appropriate number in the space at the left of each response.

1. Reflecting
2. Parroting
3. An invitation to go on
4. Paraphrasing
5. A non-committal response
6. Non-listening

___ 1. "Your boyfriend is taking Mary to the school dance Friday."
___ 2. "Tell me about that."
___ 3. "Really."
___ 4. "I don't believe it! He wouldn't!"
___ 5. "Tom has asked Mary to go to the dance Friday."
___ 6. "I imagine that makes you pretty sad."
___ 7. "Oh, no! You poor kid."
___ 8. "Cheer up. There are other boys."
___ 9. "You're probably feeling mighty hurt and left out."
___10. "Why don't you tell him how you feel?"
Check the statements that are judgmental statements.

____ 1. This is very good.
____ 2. You are taking too long.
____ 3. Your shirt is torn.
____ 4. Your paper is adequate.
____ 5. No one in his right mind would do that.
____ 6. She is very pretty.
____ 7. That's not quite right.
____ 8. I see you are reading a new book.
____ 9. Don't you ever talk to me like that again, Smartie!
____ 10. It's a nice day.

From the choices below, write the letter of the statement that best defines the situation. Do not project beyond the given situation.

A - My problem
B - His problem
C - Both have a problem

____ 1. The clerk in the store is rude and makes you angry.
____ 2. The teacher in the classroom next door complains to the principal that your door is always closed.
____ 3. A child in your room forgets his lunch money.
____ 4. A child in your room cries because his mother is ill and you feel like crying with him.
____ 5. A child interrupts your conversation with another child, which irritates you.
Situation: A student in your class is rude and uses foul language. This makes you irritated.

From the statements below, check the statements which use "responsible language."

____ 1. "Your language is very offensive to me. Please stop using those words."
____ 2. "When children use swear words to my room, I become irritated with them."
____ 3. "None of the other children swear. Why do you?"
____ 4. "I cannot put up with a child who is rude and swears."
____ 5. "I get upset when a child in my class is obnoxious and rude."
____ 6. "When a child hits other children, pushes into line and speaks out of turn, I become very upset with that child."
Section III

Estimate of Student Responsibility

Go on to page 1.
Estimate of Student Responsibility

In the left-hand column make a list of the students in your class. You can either write their names or only their number from your class roll book.

Then estimate how often each student shows responsible behavior by circling the number that best describes his behavior in general.

Responsible behavior is being defined as being able to work without supervision or reminders, and showing respect for the rights and property of others.

<table>
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<th>Student</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom</th>
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SELF-ACTUALIZING EDUCATION:

A Primer for Affective Education

Complete the information below:

Name __________________________
School _________________________
Grade or Position ________________

READ BEFORE CONTINUING:

There are three sections to the test. It will take approximately one hour to complete. Please complete all sections even though you may not be familiar with the material.
Section I

Directions: Open the booklet to page 2 and read the situation given. Complete your answer on that page before going on to the following pages. DO NOT READ AHEAD.

Do not try to handle the situation in the "right" way. Please handle it as you would in your classroom.
Possible responses Johnny could make. Use your own if those below are not appropriate. You may use the number of the response, rather than rewrite it into your dialogue.

Johnny:

1. Looks down - silent.

2. "I'm not bothering anyone."

3. "OK, I'll try not to do it any more."

4. "I'm sorry, teacher."

5. "Joe keeps bugging me."


7. "Well, I want to say things, too."

8. "I can't be quiet, teacher."

9. "Gosh, other kids do it, too!"

10. "I can't help it. I forget."
Situation: You are the teacher in a class of 28 third graders. Johnny, one of your average students, is constantly talking out of turn during class discussions. This bothers you and you decide to talk with him.

(Below is the format for your conversation with Johnny. Write what you could say, then choose his response from the list on the left-hand page. If no appropriate response exists, you may use one that you make up. In the dialogue, Johnny must be allowed at least three responses.)

Teacher:
The next day after talking to Johnny, you notice that he talks out several times during class discussion. How would you handle the situation now?

(Give details of what you would do and how you imagine Johnny would react. Be specific about your behaviors. If a dialogue is used, give the words used. You may want to use the responses on page 1.)
Possible responses Linda could make. Use your own if those below are not appropriate. You may use the number of the response rather than rewrite it into your dialogue.

Linda:

1. Goes back to the room, walking.

2. "Nobody here likes me anyway."

3. "I'm sorry."

4. Giggles and shuffles feet.

5. Smiles, and goes on with her business.


7. "Ah, Mr(s). Jones . . ."

8. Looks angry.

9. "I'm not hurting anyone by running."

10. Stomps back to the room, looking angry.

11. Turns her back and ignores you.

12. Smiles, and says, "A lot of the other kids run, too."

13. "How come you always pick on me?"
Situation: You are the teacher of a fifth grade class. You come out of your room and one of your students, Linda, is running down the hall, nearly bumping into you.

How would you handle this situation with Linda?

(Give the details of what you would do and any reactions she may have. You may use the responses to the left if you use a dialogue.)
Two days after the running incident, you again see Linda running in the hall. How would you handle this situation with Linda?

(Give the details of what you would do and any responses Linda may have. You may use the responses on page 4 if you use a dialogue.)
Possible responses Billy and Jerry could make. Use your own if those below are not appropriate. You may use the number of the response rather than rewrite it in your dialogue.

Billy:
1. "Well, maybe I could."
2. "Why are you always picking on me?"
3. Looks relaxed.
4. "He's a sissy."
5. "I don't know."
6. Cries.
7. Silence.
8. "Baby!"
9. "Nobody likes me anyway!"
10. Jumps to his feet.
11. "I hate this school!"
12. Smiles.
13. Clenches fists.
14. "I hate him. He thinks he's so smart!"

Jerry:
1. Looks scared.
2. "He's always picking on me."
3. Cries.
4. "He started it."
5. "I won't do it again."
6. "He's a bully."
7. "I don't want to get in trouble."
8. "You won't tell me mother, will you?"
9. "Leave me alone."
10. "I can't help it. He pushed me."
Situation: You are the teacher in a sixth grade class. During recess, you see two of your boys, Billy and Jerry, fighting. Neither are injured. You decide to handle the situation without involving the principal. Stop the fight and talk with the boys involved.

(Below is the format for your conversation with Billy and Jerry. Write what you would say, then choose their responses from the list to the left.)

Jerry: "He broke my glider!"

Billy: Silent, arms folded, glaring.

Teacher:
After your talk with Billy and Jerry, the next day Jerry comes in to you angry, "Billy took my glove and threw it on the school!" How would you handle the situation with Billy and Jerry? You may use the responses on page 7.

(Give the details of what you would do and their responses in the space below.)

Jerry: "He took my glove!"

Billy: Silent, looking down.

Teacher:
Two days later, you find Billy writing dirty words on the wall during recess time.

How would you handle this situation?

(Give the details of what you would do and how you imagine he would react. You may use the responses on page 7.)
Feel free to take a break before going on to Section II.

Section II

Objective Questions

Go on to page 1.
Write the letter of the best answer in the blank to the left of the statement.

1. The statements that are judgmental statements are:

1) You are being very rude.
2) Your shirt is nice.
3) This paper is poorly done.
4) Open your math book to page 74 and start with number 20.

A) 1 & 4
B) 1 & 3
C) 2 & 3
D) 1, 2 & 4
E) All of the above
F) None of the above

2. An example of reflecting this statement is:
"The teachers in this school don't care about kids."

1) "Tell me more about that."
2) "Kids aren't very important to teachers here."n
3) "It's upsetting to you that the teachers don't seem to care."

A) All of the above
B) 1 & 3
C) 2 & 3
D) Only 1
E) Only 3
F) None of the above

3. The phrase "I see" is:

A) An invitation to go on
B) A non-committal response
C) Reflecting feelings
D) Paraphrasing
E) None of the above

4. To "Red Cross" means:

A) To refuse to be responsible
B) To tell others your problem and seek advice
C) To take over someone else's responsibility
D) None of the above
5. A statement that avoids full responsibility is:

1) I am late.
2) I didn't take time.
3) He made me do it.
4) I will go.

6. By knowing our sensitive areas (buttons) children:

1) Will disengage from us
2) Will manipulate us
3) May avoid us
4) May control our behavior

A) All of the above
B) 2 & 4
C) 3 & 4
D) Only 3
E) None of the above

7. The situation where confrontation could be useful would be:

1) Your son gets fired.
2) Your child says "No one likes me."
3) A child says "I can't help it."
4) Your unmarried daughter is pregnant.

A) Only 3
B) Only 4
C) 1 & 3
D) 1 & 2
E) All of the above
F) None of the above

8. The best communication skill to start with in the situation below would be:

Your daughter comes and say, "You're the worst father (mother) anyone could ever have!"

A) "I" message
B) Confrontation
C) Disengagement
D) Listening
E) None of the above
9. The best communication skill to start with in the situation below would be:
A child says, "How come you don't love me?"

A) Disengagement
B) Consequences
C) Confrontation
D) None of the above

10. The best communication skill to start with in the situation below would be:
A child in your room never turns in a math assignment.

A) Negotiation
B) Choices
C) Disengagement
D) None of the above
Read the following statement:

"I think I'm going to flunk out of school!" (Said with trembling voice.)

Match the listening skills below with the statements by placing the appropriate number in the space at the left of each response.

1. Parroting
2. A non-committal response
3. An invitation to go on
4. Paraphrasing
5. Non-listening
6. Reflecting

___ 1. "Tell me about that."
___ 2. "Cheer up. There are other schools."
___ 3. "Why don't you tell your teachers how you feel?"
___ 4. "I imagine that makes you pretty sad."
___ 5. "Really."
___ 6. "You're probably feeling mighty worried."
___ 7. "You think you're going to flunk out."
___ 8. "I don't believe it! You wouldn't!"
___ 9. "Oh, no! You poor kid."
___ 10. "Things are pretty rough at school."
Check the statements that are *judgmental* statements.

____ 1. This is very well done.
____ 2. I see you are reading a book.
____ 3. It's the 18th of March.
____ 4. No one in his right mind would do that.
____ 5. Don't you ever talk to me like that again.
____ 6. You are taking too long.
____ 7. That's not the correct answer.
____ 8. She is very smart.
____ 9. Your paper is adequate.
____10. You're smiling.

From the choices below, write the letter of the statement that best defines the situation. Do not project beyond the given situation.

A - My problem
B - His problem
C - Both have a problem

____ 1. A child in your room forgets his assembly money.
____ 2. A child interrupts your conversation with a teacher, which irritates you.
____ 3. The bellboy in the hotel is rude and makes you angry.
____ 4. The teacher in the classroom next door complains to the principal that your room is too noisy.
____ 5. A child in your room cries because his mother is in the hospital and your feel sad with him.
Situation: A student in your class is pushing other children. This makes you irritated.

From the statements below, check the statements which use "responsible language."

1. "Your pushing is very offensive to me. Please stop pushing."
2. "When children push others in my room, I become irritated with them."
3. "None of the other children push. Why do you?"
4. "I cannot put up with a child who pushes others."
5. "I get upset when a child in my class pushes others."
6. "When a child hits other children and pushes into line, I become very upset with that child."
Section III

Estimate of Student Responsibility

Go on to page 1.
Estimate of Student Responsibility

In the left-hand column make a list of the students in your class. You can either write their names or only their number from your class roll book.

Then estimate how often each student shows responsible behavior by circling the number that best describes his behavior in general.

Responsible behavior is being defined as being able to work without supervision or reminders, and showing respect for the rights and property of others.

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Appendix C: Scoring System, Ground Rules, and Scorer Summary Sheet
Scoring System

To be scored +

1. Listening - Used when the other person has a problem:
   --Silence.
   --Non-committal response - "oh" "I see" "mmm mm.
   --Invitation to go on - "Tell me about that" "What's happening?"
     "I'd like to hear about it."
   --Parroting - repeating part or all of what was said.
   --Paraphrasing - saying what was said in your own words.
   --Reflection of feeling - using a feeling word, state what you imagine
     the person is feeling. "You seem sad." "I imagine you're lonely."
     "You're really angry!"

2. Owning - Used when you have a problem - "I" messages:
   "I get angry when kids are pushing."
   "I have a problem."
   "I'm worried about . . . ."

3. Being confused:
   "I don't understand, . . . ."
   "Before, you said you would . . . , now I see you . . . I'm confused."

4. Giving evidence:
   "You hit him 7 times during reading. What's the problem?"
   "This is the 3rd time you have been fighting today. I'm worried."

5. Asking for solutions:
   "What do you think could be done?"
   "What could you do?"
6. Calling for responsibility:
   "So next time, you are going to . . . . Can you handle that?"
   "Is there anyone who can not take care of himself in reading now?"
   "What will you do next time?"

7. Giving choices:
   "Can you be here quietly or do you need to go back to the room for awhile?"
   "Do you want to watch the program here or sitting by me?"

8. Confronting:
   "What will happen to you if you never do any homework?"
   "Is that what you want?"

9. Positive reinforcement:
   "Good work."
   "Yah. You're finished."
   "Thanks."

10. Negotiation - being able to brainstorm solutions without evaluation:
    "Good. What else?"

11. Disengagement - doing the unexpected. Difficult to assess unless specified as such.
To be scored -

1. Put-down judgments:
   "You're dumb."
   "You can't go. You'd just get in trouble."
   "I knew you wouldn't be able to handle it."

2. Telling rules:
   "You know there's no fighting allowed in school."

3. Accusing:
   "You started this."
   "Don't lie to me."

4. Demanding:
   "You will too do it."
   "Stop that!"

5. Ordering:
   "Go to the office."
   "Sit down!"

6. Reminding:
   "I thought you were supposed to be working."
   "Now remember, no talking."

7. Blaming:
   "It's your fault . . . ."
   "Jerry started this problem."

8. "You" statements:
   "You said you wouldn't do that anymore."
   "You don't belong here."
   "You are running."
9. Interrogating:
   "Now who started this?"
   "What are you doing out of your seat?"

10. Moralizing:
    "You know better than that."
    "Good kids don't . . ."

11. Reassuring:
    "Everything will be alright."
    "Your O.K. Stop crying."

12. Threatening:
    "Shall I call your mother?"
    "Stop it or you'll go to the office."

13. Providing solutions without student input:
    "What we'll do is . . ."
    "Now what I want you to do is . . ."
To be scored 0 (Zero)

1. General statements:
   "I'd just handle the problem."
   "I'd praise him for being good."
   "I would negotiate with him."

2. Statements that depend on tone of voice for meaning:
   "Well, that still isn't helping me with my problem."
   "We'll start then."

3. Any statement that rater is unsure if it's + or -. 
Ground Rules for Scoring

1. Statement size - score each separate sentence as a statement.
2. Statement type - score each direct verbal statement. Score description only if they are specific, for example, "I would initiate a behavior modification program, reinforcing inaeat behavior." is scorable.
3. Connected statements - any connected statements ending in a minus are scored minus, since any positive value has been negated.
   
4. Do not consider final outcomes for individual episodes since there can be no realistic resolution of these problems in such a short interaction.
5. Use 0 when no clear classification of + or - is available. Do not force statements into + or - categories.
6. The use of negative judgmental words in the context of a positive statement scores -.
   "This sloppy paper is written well."
7. "Why" statements are scored -.
8. Problem words such as "have to", "must", "ought" are scored -.
9. When in doubt about a statement, consider the previous statement of the child. (It may be listening, owning or confronting as a reaction to that statement.)
10. Score all statements. Total the + and - statements, then sum the values for an overall score.
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VITA

Carolyn G. Barcus

Candidate for the Degree of

Doctor of Education

Dissertation: The Development and Validation of Self-Actualizing Education: A Primer for Affective Education.

Major: Counseling Psychology

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