

HUMANISTIC ORIENTATION INPUT PROGRAMME.

The basic nature of the human being, when functioning freely, is constructive and trust worthy....When we are able to free the individual from defensiveness, so that he is open to the wide range of his own needs, as well as the wide range of environmental and social demands, his reactions may be trusted to be positive, forward moving, constructive.

- Rogers.C.R

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HUMANISTIC ORIENTATION INPUT PROGRAMME

I. INTRODUCTION

In order to realise the earlier mentioned objectives 1 and 2, the investigator proceeded with the first step namely, the development of humanistic orientation training package for teachers and the organization training programme for teachers. Objective 3 lead the investigator to the third step the experiment to be conducted in schools. This Volume covers the above three steps in the devevelopment of humanistic input programme, and few impressions of students about the experiment.

2. Development of humanistic orientation training package for teachers.

The training package covers the follow owing materials.

1. Carkhuff's model (1977) of interpersonal skills teaching skills.
2. Transactional analysis (Eric berne, 1964)

3. Structured group exercises to strengthen interpersonal relations, achievement motivation and self-confidence. (Adopted from different sources).

3. Carkhuff's model of interpersonal skills - The skills of teaching.

Carkhuff's model of 1977 is a modified model of counselling and human relations. This model emphasizes specific observable behaviours rather than concentrating too much on the concepts of counselling alone.

3.1 Carkhuff's 1969 model of counselling and human relations

This model was presented in *Helping and Human relations*, which appeared in 1969.

The basic idea behind any counselling and psychotherapy model is particular characteristics of the therapist / counsellor. Rogers et al (1957)

first traced those characteristics namely empathy, respect and genuineness. This served as an impetus for others (Truax and Carkhuff 1967) to focus renewed interest on these and similar characteristics. The validity of these facilitative attitudes of the counsellor in the form of evidence can be found in several volumes especially in Rogers et al (1967), Truax and Carkhuff(1967), Carkhuff and Berenson (1967), Berenson and Carkhuff (1967), Carkhuff (1969a,1969b), Carkhuff, (1971b) and Berenson and Mitchill(1974).

As the research progressed, several new dimensions are added and the scales for rating are developed specifically meant for teachers.

No other model of human relations training was so thoroughly researched and so carefully developed. Gazda et al.(1977) used this model with confidence in its validity in their training in human relations. Therefore, the investigator has full confidence in the workability and validity of Carkhuff's model and used the same in the training of teachers.

In the process of helping the 'helper' may be either consellor / teacher and 'helpee' may be the client / pupil. The helper by his expertise should create an atmosphere of security and trust and function at a higher level in terms of empathy, respect, genuineness, warmth, concreteness, self-disclosure, confrontation and immediacy to build an effective interpersonal relationship with the helpee.

3.1.1 Goals of helping process

Carkhuff(1971a) has outlined the following three goals of helping which are geared to meet the needs of the helpee.

2. Helpee self-exploration

The first goal of helpee is to facilitate helpee self-exploration . Helpee is allowed to explore his own problem fully and should come out with his feelings.

3. Helpee under-standing

When helpees are allowed to explore their problems in depth, they may understand them and themselves better. The role of the helper is to make sense out of the many pieces of their problem. This self-understanding leads to problem solving by taking strong decision to follow through a plan to correct his deficits.

3. Helpee action

Both helper and helpee develop a plan of action to solve the identified problem. Both of them should explore alternate plans before selecting one. The helper plans a step by step programme of action for the successful resolution of the problem.

3.1.2 Process of helping

The first phase of helping is to build a strong base by initial rapport. The second phase is to exercise helper's facilitative attitudes empathy, respect, genuineness and warmth to lead

to the second goal of helping. In the third phase with his high level of functioning lead the helpee towards action dimension to solve his problems.

3.1.3 Dimensions / attitudes of the helper

TO establish effective relationship with the helpee Rogers(1961), Carkhuff (1969,1977) and others the following facilitative attitudes of the helper.

1. Empathy

Empathy is to understanding inner world of the helpee, to feel into him without losing one's own identity. It is the communication of understanding of feelings of the helpee.

2. Respect

This is to respect a person expressing faith and confidence in his potential to solve his problems. It is also respecting the feelings and problems of helpee. It is the recognition of helpee's freedom and his responsibility to make his own decisions.

3. Genuineness

This is to be real and honest with one self and the helpee. This is to be transparent with one's feelings. Being spontaneous and non-defensive without front or facade.

4. Warmth

It is the degree to which helpers communicate their caring and communicated through both verbal and non-verbal behaviours.

5. Concreteness

This involves the specific, direct and complete expression of the helpee's feelings and experiences by the helper.

6. Self-disclosure

It is the helper's willingness to reveal his own personal feelings, attitudes, opinions and experiences for the benefit of the helpee.

7. Confrontation

Helper observes some discrepancy in what the helpee says and what he does and brings the same to the awareness of the helpee to facilitate the understanding of his real self and proceed with the acceptance of these discrepancies and the truth about himself.

8. Immediacy

It is the focusing of the here and now feelings between the helper and helpee. It is to build an effective relationship through the feelings that exist at that moment in time.

The following chart presents the 1969 model of counselling given by Carkhuff.

CHART - I
The 1969 Model

Dimensions	Initial stage	Intermediary stage	Final Stage
Empathy	Level 3	Levels 4 and 5	Levels 4 and 5
Respect	"	Level 4	"
Genuineness	"	Levels 4 and 5 (self-disclosure)	"
Concreteness	Levels 3 and 4	Deemphasized levels 4 and 5	"
Confrontation		Level 3	"
Immediacy		Level 3	"
	Self exploration	Self understanding	Action

This model emphasizes too much on concepts and too little on behaviour. That is why Carkhuff modified his model and presented 1977 model after factor analysis. He developed specific observable and measurable skills to display the seven attitudes or dimensions of the helper. There are four stages of helping process by the helper attending - responding - personalizing - initiating. There are three stages in the learning process of the helpee - exploration - understanding - action.

CHART II

THE 1977 MODEL OF COUNSELLING.

Preparatory : : : Helping stages
Stage

Teachers Skills	Responding	Personalizing	Initiating
Attending	to content	the meaning	Operationalizing
			the goal.
Attending	to feeling	the problem	
physically			Steps to goal
-Observing	to feeling	the feeling	schedule
- Listening	content	the goal	reinforcers
-Learner's goals	Exploring	Understanding	Acting.
-Involving			

The investigator felt that in the 1969 model too much of emphasis was given to concepts and attitudes of the counsellor rather than specifically observable skills. In 1977 model too much emphasis was given to only skills which are quite mechanical.

The investigator thought of an integrated model to overcome the draw backs of both models. Before resorting to skills programme, the trainees should get the explanation of the various dimensions/attitudes of the counsellor. Then only they can practice the skills more meaningfully. With this idea behind the investigator presented the following integrated model.

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CHART III

THE PROCESS OF HELPING - AN INTEGRATED MODEL.

I Helpers attitudes : Initial Stage : Intermediary Stage : Final Stage

1. Empathy	Level 3	Levels between 3 and 4	Levels between 4 and 5
2. Respect	Level 3	Levels between 3 and 4	Levels between 4 and 5
3. Warmth	Level 3	Levels between 3 and 4	Levels between 4 and 5
4. Genuineness	Level 3	Levels between 3 and 4	Levels between 4 and 5
5. Concreteness	Levels 3 and 4	Levels between 3 and 4	Levels between 4 and 5
6. Self-disclosure	Levels 3 and 4	Levels between 3 and 4	Levels between 4 and 5
7. Confrontation	Levels 3 and 4	Level 3	Levels between 4 and 5
8. Immediacy	Levels 3 and 4	Level 3	Levels between 4 and 5

II Helper's skills

Attending	Responding to feeling	Personalizing Meaning	Initiating and Defining goals
Attending physically	to meaning	Problems	Developing steps
Observing		Goals	Developing sub steps.
Listening			

III. Helpee's learning skills
Involving

Exploring Understanding Acting

The investigator tried out the above model of helping through a pilot study conducted on a group of fourteen teacher trainees during their educational and vocational guidance classes for about ten days. After this training they developed more confidence to teach and got better grades. The investigator was confident about the workability of the model.

4. THE TRAINING INPUTS

Most of the training inputs and exercises were adopted from different sources namely 1. the skills of teaching, interpersonal skills, teacher's guide by Carkhuff, Berenson and Pierce (1977), 2. human relations development a manual for educators by Gazda, Asbury, Balzer, Childers and Walters (1977), 3. Christian Counselling Centre, Vellore.

Table : 1

INPUT MODEL FOR HUMANISTIC ORIENTATION TRAINING OF TEACHERS

Pre - tests	Humanistic input	Approach and Technique	Desired Change	Evaluative measures
<p>Cark huff's five Point scales to measure the level of</p> <ol style="list-style-type: none"> 1. Empathy 2. Respect 3. Genuineness 	<p>I.Carkhuff's(1977)model of Counselling and human relations</p> <p><u>Preparatory stage:</u></p> <p><u>Stage I</u></p> <p><u>Attending :</u></p> <p><u>Presentation of learning model</u> by Carkhuff.</p> <ol style="list-style-type: none"> 1.Attending physically <ol style="list-style-type: none"> a) Squaring b) Learning c) Eye contact d) Eliminate Distractions e) Close Distance 2. Observing <ol style="list-style-type: none"> a) Context and Environment b) Appearance c) Behaviour d) Draw inferences 	<ol style="list-style-type: none"> 1.Explanation of the model 2.Role play 3.Listening to the feelings,opinions and experiences expressed by the members of the group (teachers) about the ex ercise 4.Feed backs by the observers using a five point rating scale 5.Oral and written ex ercises to pick up feelings in a verbally presented situation. 	<p>Awareness of the different stages of humanness in learning situations</p> <ol style="list-style-type: none"> 1.Develop greater facility in using the skill of physical and psychological attending and realizes the importance of being with the learner -- Gives individual attention. 2.Develop more sensitivity towards observing;seeing the learners as individuals in the learning 	<ol style="list-style-type: none"> 1.Asking questions 2.Rating scale of attending group rating. 3.Feed back from the course director regarding their progress. 4.Sharing and discussion among the group members.

Humanistic input	Approach and Technique	Desired change	Evaluative measures
<p>3. <u>Listening-Types of</u> <u>Listening</u> <u>Attentive</u> <u>Listening</u></p> <p>a) Suspend own Judgement</p> <p>b) Repeat verbatim to self</p> <p>c) Reflect content</p> <p>Stage-II Responding</p>	<p>1. Role play</p> <p>2. Feed backs by the observers</p> <p>3. Oral and written exercises</p>	<p>Sensitivity towards attentive listening. Prepares to respond learners learning experiences and communicates interest and concern in your learners.</p>	<p>1. Rating Scale.</p> <p>2. Observation and feed back by the group.</p>
<p>1. Communication:</p> <p>Awareness of the types of responses people use and to realise the importance of facilitative responses to build good relationship</p> <p>a) Evaluative, interpretive, Supportive, Probing and understanding responses emphasizing more on understanding responses.</p>	<p>1. Lecture / discussion session on the knowledge of facilitative responses.</p> <p>2. Presenting a situation and asking the teachers to write down their responses & to make them share and to get feed back from the group. Self rating and group rating of responses in-terms of content, depth, meaning and language on a three point scale.</p>	<p>Awareness of their own responses in terms of facilitative and non-facilitative</p> <p>Develop greater facility to use understanding responses and balancing the use of the other types of responses in their communication.</p>	<p>Rating scales .</p> <p>Observation .</p> <p>Feed back.</p>

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Humanistic input	Approach and Technique	Desired change	Evaluative measures
<p>2. <u>Counselor's attitudes. A. Empathy</u></p> <p>Looking at the world through the frame of reference of the learner. Understanding the deep feelings from student frame of reference. Ability to tune the feelings on the learners wave length and communicating by picking up both feelings, behavior and experience.</p> <p>3. <u>Skills of responding</u></p> <ol style="list-style-type: none"> 1. <u>Responding to feeling</u> <ol style="list-style-type: none"> a) Asking the feeling questions b) Formulating feeling words c) Reflecting feelings 2. <u>Responding to meaning</u> <ol style="list-style-type: none"> a) Asking the reason question b) Complementing feeling with meaning c) Reflecting feeling and meaning 	<p>Explanation of the concept</p> <p>Role play / exercises</p> <p>Feed back</p> <p>Sharing</p> <p>Learning of list of feeling words</p> <p>Exercises to pick up feelings in a students response.</p> <p>Role play</p> <p>Exercises</p> <p>Role play</p> <p>Sharing</p> <p>Feed back</p>	<p>Awareness of the humanistic attitude empathy</p> <p>Imagining in the place of the learner.</p> <p>Learners to pick up the feelings in a verbal content of the learner.</p> <p>Attaching the feelings to the learner's experience.</p> <p>Able to communicate verbally. Understanding of learner's feelings.</p> <p>- Giving reason for the feeling.</p>	<p>Rating scales</p> <p>Rating scales. Feed back by the group and the director. Carkhuff's rating scales to measure empathy.</p>

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Humanistic input	Approach and Technique	Desired change	Evaluative measures
<p><u>B. Genuineness :</u></p> <p>It is the realness and authenticity of the teacher. It is the honesty with oneself and with the learner without front or facade. It is the congruence between words, actions and, feelings. Teachers genuine interest to help the learner.</p>	<p>1. Lecture cum explanation of the scale of genuineness and the different levels.</p> <p>2. Exercises.</p> <p>3. Role play.</p> <p>4. Feed back.</p> <p>5. Trust walking exercise.</p>	<p>Learns to be transparent in his feelings related to the learner. Become spontaneous dependable and real.</p>	<p>Carkhuff's scale of genuineness.</p> <p>Rating scales.</p> <p>Feed back.</p>
<p><u>C. Respect /</u></p> <p><u>Unconditional</u></p> <p><u>Positive regard.</u></p> <p>It is acceptance of the learner prizing the learner's feelings, potential and problem. It is the essential faith in the learner's potential for personal growth and for solving his problem. It is an attitude expressed behaviourally and judgement showing empathy and warmth towards the learner. Making the learner feel respected.</p>	<p>1. Lecture</p> <p>2. Explanation of the scale of respect and the different levels.</p> <p>3. Exercises to rate the responses of respect by providing situations of learner's problems.</p> <p>4. Discussion of the different levels of responses.</p> <p>5. Role play.</p>	<p>Learns to value the learner and allows him to feel free to be himself.</p> <p>Develops essential confidence and trust in the worth of others by expressing attitudinally and behaviourally respect towards the feelings, problem and potentiality of the learner.</p>	<p>Carkhuff's scale of respect.</p> <p>Rating scales.</p> <p>Feed back.</p>

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Humanistic input	Approach and Technique	Desired Change	Evaluative measures
<p>d) <u>Warmth</u> :</p> <p>This is one of the effective humanistic conditions to facilitate good relationship with the learner. It is the degree to which a teacher (facilitator) communicates his caring about the learner. It is usually communicated through empathy and respect.</p> <ul style="list-style-type: none"> -Communicated through variety of non verbal behaviours. -gestures -posture -tone of voice -touch -facial expression. <p><u>Stage III personalizing</u></p> <p>It is the act of relating the learner's frames of reference to learning goals.</p>	<ol style="list-style-type: none"> 1. Explanation of the concept making them acquainted with list of non verbal behaviours associated particularly with warmth. 2. Providing situations and asking the teachers to write the statements showing respect and rate on the five point scale of Carkhuff. 3. Role play 1. Explanation of the steps under personalizing. 2. Observation of the responses given by the course director. 	<p>Learns to use non verbal and verbal behaviours to show warmth towards the learner.</p>	<ol style="list-style-type: none"> 1. Carkhuff's scale of warmth. 2. Rating scale. 3. Feedback.
			<ol style="list-style-type: none"> Observation. Feedback.

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Humanistic input	Approach and Technique	Desired Change	Evaluative measures
<p>1. <u>Counsellors attitudes - e-concreteness</u> Specific and Concrete expression of feelings, behaviours and experiences leading to specificity. Elicitation of specificity for plans and programmes of action related to personal goals of the learner.</p> <p>2. <u>Skills of personalizing</u></p> <p>1. <u>Personalizing meaning</u> Personalizing the learners' responsibility for behaviour.</p> <p>a) Building a responsive base b) Externalizing the reason c) Reflecting personal responsibility</p> <p>2. <u>Personalizing problems</u> Personalizing the learners' behavioural deficits.</p> <p>a) Discovering behavioural deficits b) Formulating behavioural deficits c) Reflecting behavioural deficits</p>	<p>1. Exercises on concreteness</p> <p>2. Discussion of the various levels of scales.</p> <p>3. Rating of the responses for concreteness providing learner situations</p> <p>4. Responding with concreteness-Exercises providing learner situations</p> <p>5. Role play</p> <p>6. Sharing</p> <p>7. Discussion</p> <p>1. Exercises .</p> <p>2. Role play.</p> <p>3. Sharing.</p> <p>4. Feedback.</p> <p>5. Discussion</p>	<p>Increased level of specificity and concreteness leading to specific plans and programmes</p> <p>Develops facility in the use of personalizing skills.</p>	<p>1. Carkhuff's scales of concreteness</p> <p>2. Rating scales</p> <p>3. Feed back</p> <p>4. Group rating</p> <p>1. Rating scales</p> <p>2. Feed back by the group director.</p>

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Humanistic input	Approach and Technique	Desired Change	Evaluative measures
<p><u>Personalizing goals</u></p> <p>Personalizing the learners behavioural goals</p> <p>a) Discovering behavioural goals</p> <p>b) formulating behavioural goals</p> <p>c) Reflecting behavioural goals</p> <p>1. <u>Counsellor's attitudes -</u></p> <p>f) <u>Self-disclosure</u></p> <p>Teacher by disclosing something personal about himself the learner feels at home with him inclined to disclose himself more.</p>	<p>1. Exercises emphasizing on Self-disclosure.</p> <p>2. Rating of the responses</p> <p>3. Providing responses</p> <p>4. Role play</p> <p>5. Feed back</p> <p>6. Group discussion</p>	<p>Uses self-disclosure to help the learner for his Self-exploration and Understanding. Volunteer & specific material spontaneously.</p>	<p>1. Carkhuff's scale of self-disclosure</p> <p>2. Rating scales</p> <p>3. Feed back.</p>
<p>1. <u>Counsellor's attitudes</u></p> <p>g) <u>Confrontation.</u></p> <p>Confronting discrepancies in statements, verbal as well as non verbal to help the learner to see the discrepancy between things that they have been saying about themselves and things they have been doing to reduce ambiguity and incongruities in the learners' experience of himself and in his communication with the teacher. It aims motivating the personal growth of the learner.</p>	<p>Exercises and role play emphasizing on confrontation.</p>	<p>Becomes more sensitive to see the discrepancies of the learner and conveys them in a more pleasing manner.</p> <p>-Helps the learner to be aware of his or her discrepancies and sets him to personalize the problem.</p>	<p>1. Carkhuff's scale of confrontation</p> <p>2. Rating scales.</p> <p>3. Feed back by the group and director.</p>

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Humanistic input.	Approach and Technique	Desired change	Evaluative measures
<p>1. <u>Counselor's attitudes h) immediacy.</u></p> <p>Communication between teacher and learner about their relationship as it exists at that moment in time. Direct mutual communication has great potential for stimulating interpersonal growth.</p> <p><u>Stage IV-initiating skills</u></p> <p>The act of helping the learners take the steps to achieve the learning goals.</p> <p><u>1. Defining goals</u></p> <p>Breaking goals into component parts</p> <p>a) Breaking our personalized goal.</p> <p>b) Asking basic questions</p> <p>c) Answering basic questions</p> <p><u>2. Developing steps</u></p> <p>Planning steps to achieve goals</p> <p>a) Developing first step</p> <p>b) Developing intermediary steps</p> <p>c) Developing additional steps</p>	<p>1. Role play and exercises.</p> <p>2. Feed back.</p> <p>1. Exercises.</p> <p>2. Role play.</p> <p>3. Feed back.</p> <p>4. Sharing</p> <p>5. Discussion</p> <p>6. Brain storming</p> <p>7. Forced field analysis of personal problem solving techniques</p> <p>8. Didactic presentation and feed back</p>	<p>Facilitator (Teacher) and learner explicitly discuss their interpersonal relationship as it exists at that moment.</p> <p>Teacher becomes more concrete in identifying the problem/goal, whether achievable or not and the means to reach the goal in terms of resources within and outside the person.</p> <p>Develop facility in using initiating skills.</p>	<p>1. Rating scales.</p> <p>2. Observation.</p> <p>3. Feed back.</p>

4.1 Orientation Lectures

Before the start of the training programme, the investigator gave initial orientation lectures to the teachers and headmistresses of experimental groups. The lectures were based on the following aspects. Humanism, dehumanization of man, draw backs of the present system of education, need for humanistic education to develop integrated whole persons and the role of teacher to facilitate the personal growth of pupils for the development of human potential.

4.2. First day--Communication

In order to know the process and nature of communication the following exercise was given.

Exercise - I

Teachers were asked to form into pairs and were asked to share some thing about their name to one another.

2. Change the seat and share about your family back and forth.
3. Share about pleasant experience.
4. Share one unpleasant experience.

Explanation of the modes and process of communication with the help of their experience gained in the exercise.

Modes of Communication.

Verbal	<---30%
(words)	

Non-verbal	<--70%
gestures	
tone of voice	
facial expressions	
etc.,	

Elements of communication

Expression -----> Listening

Reacting <----- Responding

This exercise was adopted from C.C.C., Vellore.

4.3. Second day-Facilitative responses.

Exercise:

Teachers are provided with the following situation and are asked to rank the responses given from 1 to 6 those that they consider to be the most understanding and helpful.

Situation:

James says when he tries to study he can't concentrate. He thinks of all the things that need to be done. There are so many things to do. He says he might fail if some thing can't be done soon.

(a) Your mind wanders when you study and you are feeling the pressure of having to get things done soon.

(b) Well, as a student you are going to have to learn how to make better use of your time and one way is to develop time schedule and learn to concentrate during that time.

(c) What do you think about when you are supposed to be studying ?

(d) As I see it, you are concerned about developing better study habits as soon as possible.

(e) A lot of students have trouble settling down to work at first, but, they learn how and you can too.

(f) You Know, James, thinking about other things and everything that needs to be done is one way of avoiding what has to be done the actual studying or reading.

Situation was adopted from Facilitative teaching theory and practice by Wittmer (1974).

Exercise-2

Teachers are provided the following situation and are asked to write five or six responses.

Situation

Some one comes and tells you that he is pick pocketed. Lost lot of money.

The responses in terms of exercises 1 and 2 are analysed and categorized from the least facilitative to the most facilitative.

These are:

1. Advising and evaluating
2. Analysing and interpreting
3. Reassuring and supporting
4. Questioning.

5. Clarifying and summarizing
6. Reflecting and understanding of feelings.

Explanation of the different types of responses and teachers are asked to formulate each type of response to situation in exercise 2. Explanation of the significance of teacher's response and the effect on students to build an Understanding relationship with his teacher. While all types of responses might be considered at one time or another, they are so ranked because of their probable effect in establishing helping relationship.

In order to assist teachers in selecting the most appropriate feeling word, the following five steps proposed by Cash, Scherba, and Mills are recommended.

1. Identify the general category/mood-positive or negative.
2. Identify the specific kind of feeling-unhappy, fearful, elated, and so forth,
3. Decide on the intensity level of the feeling-high, moderate, low.
4. Select a word that means the same as those feeling words used by the helpee.
5. Verbalize (write) the word that would be meaningful to the helpee, i.e., in the helpee's vocabulary range.

Helpee Situation 1

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

Feeling present: upset, mad, angry, tired, guilty, ashamed.

Helpee Situation 2

Student to math teacher: "I can't bring my friends home from school because my dad said they're not our kind of people."

Feeling present: _____

Helpee Situation 3

Student to teacher: "All of my friends smoke and I don't. I like to think my parents believe me when I say don't smoke, but they just look at me funny-kind of like they are saying to themselves, 'sure'."

Feelings present: _____

Helpee situation 4

Student to teacher: "Like, everybody is always wanting to know what I'm going to do when I grow up. How do I know! That's a long way off."

Feelings present: _____

Helpee Situation 5

Student to homeroom teacher: "I feel great! The chemistry teacher said I was the best student she'd had all year."

Feelings present: _____

Helpee Situation 1

Student to student: "I used to really enjoy going to the coffee house and sitting around talking with the people there. But it all seems so trivial to me now."

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

1. Advising and evaluating: It indicates a judgement of relative goodness, appropriateness, effectiveness or rightness according to the value system of a teacher. Teacher has to use this response while evaluating the work and behaviour of students. If this response is used most of the time students or other person becomes defensive.
2. Analysing and interpreting: To arrive at meaning, cause, reason and feeling behind someone's behaviour i.e., why of behaviour is discovered and interpreted. The danger with this response is that teacher projects his own attitudes, feelings and values in his interpretation of pupil's behaviour. In such case this response is not a facilitative one.
3. Reassuring and supporting: This type of response states that the teacher is having confidence in the student that he will be successful. This is the second most popular response usually used by the teachers. It is giving an encouragement and hope to the student who is sustaining in the same position where he thinks he cannot progress further. In other words building the self-confidence of

students. But this type of response denies the understanding of the students feelings and does not communicate acceptance, respect or understanding.

4. Probing and questioning:

It is to ask questions about facts and feelings to seek additional information or leading to a discussion to make the student get profitted. Effective questioning stimulate a child to share information. In a class room situation, questioning is quite common when they are based on the subject matter being taught. Over use of probing leads to the denial and withholding of the information.

Teachers should be aware of the two kinds of questioning namely least person-centered and most person-centered and should know when they should be used to facilitate a more understanding and personal relationship.

Least person-centered questions: The binding, soliciting, forced choice, double bind and why questions usually are painful and threatening and the person feels inadequate if they are probed too deeply and quickly. These questions are called least person-centered. If the use of above men-

tioned questions are inevitable especially 'why' type, it is advisable to focus questions on what, where, when, who and how.

Most person centered questions:

Open-ended questions are found to be most facilitative of a person's growth because they invite a person to answer the question from a wide range of his thoughts and feelings and provides freedom to go to any length and whatever detail he wishes.

Whereas closed ended questions are narrow permits responses limited either yes or no or limited to few words. These questions are found to be least facilitative. However they should be used whenever one needs to clarify a situation.

5. Clarifying and summarizing:

A facilitative teacher uses the above type of response when he needs to check up, whether he is 'with' the student's thinking and feeling. It is also used to make the child hear what he has said. In other words it is the simplification of what has been said. This response also makes the student know that

the teacher is really interested to help him.

6. Reflecting and understanding of feeling:

It is responding to the facts as well as feelings of the student. It requires the teacher to listen beyond mere verbal statements i.e., feelings. It is a most helpful response that the student thinks, the teacher 'really understood him'. This response is a difficult response to learn. This response conveys the empathic understanding of the teacher. The teacher has to pick up the underlying mood of the student by going beyond the words and decide whether it is pleasant or unpleasant and selecting an appropriate feeling word to respond. Cyclostyled copies of the above material was supplied to teachers.

4.4 - Understanding responses: From the exercises you have learned understanding response is the most facilitative and also difficult of all the other types of responses.

Trainees are asked to rank which type of response is most easy for them.

All of them ranked in the following order of preference.

1. Advising and evaluating
2. Analysing and interpreting
3. Reassuring and supporting
4. Probing and questioning
5. Clarifying and summarizing
6. Reflecting and understanding of feeling

Exercise: You have to rate one another's responses on a three point scale for content, depth, meaning and language.

Rating scale for understanding response

Aspect	High 1	Average 2	Low 3
1. Content			
2. Depth			
3. Meaning			
4. Language			

5. Method of training

The mode of training the teachers was mostly experiential approach followed by didactic and trainer modeling.

The trainees were first explained the concept of each of the attitudes with the help of their experiences. Secondly the skills related to that attitude were explained. Thirdly, it is followed by role plays where in the trainer played the role of a helper with the help of two more trainees and modelled the said skill. Fourthly, it is followed by feed back and sharing.

After making the trainees clear about the skills, they were asked to form into triads, where one person acted as a helper (teacher), another as a helpee and another as an observer. Helpee presents a problem, the helper responds with the facilitative skills and the observer rates the skills with the help of a five point rating scale. The rating scale is appended in the appendix 2-A. The roles were changed so that each one plays all the roles - helper, helpee and observer. This was followed by sharing of their experiences. Feed back was given by the trainer in terms of their exper-

ience. The practice of a particular skill goes on when they at least reach minimally facilitative level (level 3). Later on the teachers are asked to practice these skills with their pupils. Some times home assignments were also given.

As mentioned earlier, before the start of the training, the trainees' responses were rated for their level of humanistic orientation on three excerpts using a five point scale. The trainees were provided with the same statements again at the end of the training and were rated in the same way for their level of humanistic orientation. At the end of the training all the trainees as well as trainer rated one another's responses for their humanistic orientation.

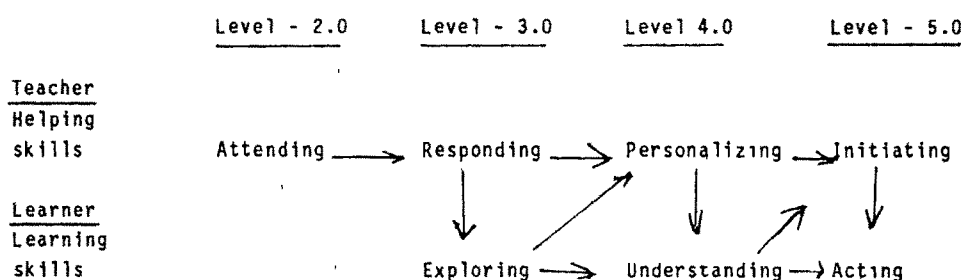
The rating scale for humanistic orientation ranges from 1 to 5. Level 3 is considered as minimally facilitative level (Carkhuff 1969) and any value below that is considered as not facilitative because it conveys both feeling and the reason behind.

The trainees were asked to maintain the log of all their learning experiences and activities.

5. The attitudes of the helper/counsellor

The trainees were supplied with the following material and were explained each attitude.

6. Explanation of the learning model



6.1 Attending

Explanation

Attending is a physical behaviour used while listening to the other person. The behaviours such as posture, eye contact and facial expressions carry messages to the other person. Effective attending skills communicate that you are interested in the other person.

It is an act of being attentive to the learner. If the teacher attends to the learners, then the teacher will give her full and undivided attention so that the teacher can take in all the cues concerning the learner's experience.

AttendingI. Attending physically

- a) Square shoulder to shoulder
- b) Eye contact
- c) Close distance
- d) Lean forward
- e) Eliminate distractions

II. Observing

- a) Observe context and environment
 - 1) Orderliness
 - 2) Context
 - 3) Environment
 - 4) Neatness.
- b) Observe appearance
 - 1) Clothing
 - 2) grooming
 - 3) Sex
 - 4) Age
 - 5) race
 - 6) build
 - 7) Physical handicap

c) Observe behaviour

- 1) Posture
- 2) eye contact
- 3) movement of hands, face, legs, body etc.
- 4) facial expression
- 5) speed of movement

d) Draw inferences

- 1) type of person
- 2) past history of success and failure
- 3) interest in lesson.
- 4) past experiences with people or material
- 5) current experiences in relation to you
- 6) energy level
- 7) feelings

III. Listening

- a) Attend and Observe
- b) Suspend Own Judgment
- c) Repeat Verbatim to Self
- d) Reflect content

TABLE-2. ATTENDING SKILLS

INEFFECTIVE USE	NONVERBAL MODES OF COMMUNICATION	EFFECTIVE USE
Doing any of these things will probably close off or slow down the conversation		These behaviors encourage talk because they show acceptance and respect for the other person
Distant: very close	Space	approximate arms-length
away	Movement	toward
slouching, rigid, seated leaning away	Posture	relaxed, but attentive, seated leaning slightly toward
absent; defiant; jittery	Eye contact	regular
you continue with what you are doing before responding; in a hurry	Time	respond at first opportunity, share time with them
used to keep distance between the persons	Feet and legs (in sitting)	unobtrusive
used as a barrier	Furniture	used to draw persons together
does not match feelings; scowl, blank look	Facial expression	matches your own or other's feelings, smile
compete for attention with your words	Gestures	highlight your words, unobtrusive, smooth
obvious, distracting	Mannerisms	none, or unobtrusive
very loud or very soft	Voice: volume	clearly audible
impatient or staccato; very slow or hesitant	Voice: rate	average, or a bit slower
apathetic, sleepy; jumpy, pushy	Energy level	alert; stays alert throughout a long conversation

Taken from Human relations development, a manual for educators by Gazda, Asbury, Childers, Walters (1977).

- The trainer model the above attending behaviours.
- The trainees are asked to form into triads and play the roles of teacher, learner and observer and rated the behaviours of each other.
- Feed back is given by the observers as well as trainer.
- Sharing of doubts and clarifications
- The trainees are asked to practice physical attending, observing and listening in their experimental class room as well as at home and outside and should write a rating and reasons for the rating of their own attending at the end of each day. Next day the teachers are asked to share their experiences in using attending skills and are provided with feed back about their rating.

6.2 Responding skills

Empathic understanding of the learner. It is the verbal communication of understanding of learner's feelings.

Responding skills

- I. Responding to feeling -
- a) Asking the feeling questions
 - b) Formulating feeling words
 - c) Reflecting feelings

Steps to take to Respond to Learner's Feelings

- 1) Attend
 - attend physically
 - observe
 - listen
- 2) Repeat Verbatim to self
- 3) Ask: "How does that make me (as____) feel?"
- 4) Select Feeling Word
- 5) Respond to Feeling "You feel____"

II. Responding to Meaning

- a) Asking the reason questions
- b) Complementing feeling with meaning
- c) Reflecting feeling and meaning

Steps to take to Respond to Meaning with Learners.

- 1) Attend
- 2) Repeat Verbatim
- 3) Ask: "How does that make me (as -) feel?"
- 4) Select Feeling Word
- 5) Select reason for feeling
- 6) Respond to meaning "You feel - because - "

Carkhuff Scale: Communication of Empathy

Level 1.0 The verbal and behavioural expressions of the teacher either do not attend to or significantly detract from the verbal and behavioural expressions of the students in that they communicate significantly less of the student's feelings than the student has expressed himself or herself.

Level 2.0 While the teacher responds to the expressed feelings of the students, he or she does so in such a way as to subtract noticeable affect from the communications of the student.

Level 3.0 The expressions of the teacher in response to the expressed feelings of the students are essentially interchangeable with the latter in that they express essentially the same affect and meaning. This is the minimum level of facilitative conditions.

Level 4.0 The responses of the teacher add noticeably to the expressions of the students in such a way as to express feelings a level deeper than the student was able to express him or herself.

Level 5.0 The responses of the teacher add significantly to the feeling and meaning of the expressions of the students in such a way as to (a) what accurately express levels of feeling below the second person was able to express or (b) in the event of on-going deep self exploration on the student's part, be fully with the student in his or her deepest moments.

EXERCISE

Expanding your facility in naming feelings and emotions.

Feelings and emotions can be identified in a variety of ways:

***by single words:**

I feel good.

I'm depressed.

I feel abandoned.

I'm delighted.

I feel trapped.

I'm angry.

***by different kinds of phrases:**

I'm sitting on top of the world.

I feel down in the dumps.

I feel left in the lurch.

I feel tip top.

My back's up against the wall.

I'm really steaming.

***by what is implied in a behavioural statement:**

(what action I feel like taking):

I feel like giving up. (implied emotions despair)

I feel like hugging you. (implied emotion: joy)

I feel like smashing him in the face
(implied emotion: severe angry)

Now that it's over. I feel like dancing in the
streets. (implied emotion: relief).

***by what is implied in experiences that are revealed:**

I feel I'm being dumped on. (implied feeling: anger)

I feel I'm being stereotyped.

(implied feeling: Resentment)

I feel I'm first on her list. (implied feeling:
joy)

I feel I'm going to get it this time

(implied feeling : fear)

Note here that the implication could be spelled out:

I feel angry because I'm being dumped on.

I resent the fact that I'm being stereotyped.

I feel great because I believe I'm first on her
list.

A number of situations involving different kinds of feelings and emotions are listed below. Picture yourself talking to this person and you are asked to express them in the ways just described. Here is an example.



Joy: This person has just been given a job she really wanted.

Single Word: You're happy.

A Phrase : You're on cloud nine.

A-you feel like statement: You feel like going out and celebrating.

Experiential statement : You feel you get what you deserve.

Now express the following feelings and emotions in three different ways.

1.**Joy:** This person is about to go to her daughter's graduation from College.

2.**Anger:** This woman has just had her purse stolen.

3.**Anxiety:** This person is waiting the results of medical tests.

4.**Shame.embarrassment:** People have just found out that this person has a criminal record.

5.**Defeated:** This person has just lost a custody case for her children.

6.**Confusion:** Some one has just told this person that she loves him but that she doesn't want to spend any time with him.

7. **Guilt, regret:** This person has been unfair to his children.

8. **Depression:** This person has just been abandoned by his wife.

9. **Contentment:** This person has just finished a very difficult project successfully.

10. **Pressure:** This person's boss has just told him that the project must be finished by the end of the week or else.

11.**Distress:** This person is developing a migraine headache.

12. **Boredom:-** This person is talking about her job on the assembly line.

13.**Hope:** This person has been told that there might be a cure for her child's illness.

14. **Low physical energy:** This person is talking about having to work two jobs to support her children.

15. **Despair:** This person has just found out that he is being laid off for the third time this year.

FEEDBACK:

Self-disclosing about how you are reacting to the way another person is behaving is often called feedback. The purpose of feedback is to provide constructive information to help another person become aware of how his behaviour affects you and how you perceive his actions. It is important, therefore, to give feedback in a way which will not be threatening to the other person and increase his defensiveness. The more defensive an individual is, the less likely it is that he will correctly hear and understand feedback. Some characteristics of helpful, nonthreatening feedback are as follows:

1. Focus feedback on behaviour rather than the person: It is important that you refer to what a person does rather than comment on what you imagine he is. To focus on behaviour implies that you use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus you might say a person "talked considerably in this meeting," rather than that this person "is a loudmouth".

2. Focus feedback on observations rather than inferences: Observations refer to what you can see or hear in the

behaviour of another person, while inferences refer to interpretations and conclusions which you make from what you see or hear. In a sense, inferences or conclusions about a person contaminate your observations, thus clouding the feedback for another person. When inferences or conclusions are shared, and it may be valuable to do this, it is important that they be so identified.

3. Focus feedback on description rather than judgement:

The effort to describe represents a process for reporting what occurred, while judgement refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Judgements arise out of a personal frame of reference or value system, whereas description represents neutral (as far as possible) reporting.

4. Focus feedback on descriptions of behaviour which are in terms of "more or less" rather than in terms of "either or". When you use "more or less" terminology, it implies that the behaviour falls in a continuum. This means you are stressing quantity, which is objective and measurable rather than quality, which is subjective and judgemental. Thus participation by a person may fall on a continuum from low participation to high participation, rather than

"good" or "bad" participation. If you don't think in terms of more or less and the use of a continuous scale of measurement, you will be trapped into thinking on categories, which may then not reflect reality.

5. Focus feedback on behaviour related to a specific situation, preferably to the "here and now," rather than on behaviour in the abstract, placing it in the "there and then". What you and I do is always related in some way to time and place. When observations or reactions occur, feedback will be most meaningful if you give it as soon as it is appropriate to do so.

6. Focus feedback on the sharing of ideas and informations rather than on giving advice. By sharing ideas and information you leave the other person free to decide for himself, in the light of his own goals in a particular situation at a particular time, how to use the ideas and the information. When you give advice, you tell him what to do with the information. Insofar as you tell him what to do, you take away his freedom to determine for himself what is for him the most appropriate course of action.

7. Focus feedback on exploration of alternatives rather than answers or solutions. The more we can focus on a variety of procedures and means for accomplishing a particular goal, the less likely we are to accept premature answers or solutions- which may or may not fit a particular problem. Many of us have a collection of answers and solutions for which there are no problems.

8. Focus feedback on the value it may have to the receiver, not on the value or "release" that it provides the person giving the feedback. The feedback provided should serve the needs of the person getting the feedback rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not as something you force upon another person.

9. Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give. If you overload a person with feedback, it reduces the possibility that he may use what he receives effectively. When you give more than he can use, you are satisfying some need for yourself rather than helping the other person.

10. Focus feedback on time and place so that personal data can be shared at appropriate times. Because receiving and using personal feedback involves many possible emotional reactions, it is important for you to be sensitive to when it is appropriate to give feedback. Excellent feedback presented at an inappropriate time may do more harm than good. In short, the giving (and receiving) of feedback requires courage, skill, understanding, and respect for yourself and others.

11. Focus feedback on what is said rather than why it is said. When you relate feedback to the what, how, when, where, of what is said, you relate it to observable characteristics. If you relate feedback to why things are said, you go from the observable to the preferred, bringing up questions of "motive" or "content".

You may assess your understanding of feedback by answering the following questions.

1. You are giving feedback when you
 - _____ a. Slap your date's face.
 - _____ b. Self-disclose how you are reacting to the way another person is behaving.

_____ c. React to what another person is
doing.

_____ d. Tell another person what is wrong
with him.

2. The following are rules for constructive feedback:

False a. Focus feedback on the person rather
upon his behaviour.

False b. Focus on inferences rather than observations.

True c. Focus on description rather than judgment.

True d. Focus on the "here and now" rather
than upon the "there and then".

False e. Focus on giving advice rather than
sharing information.

True f. Focus on what is said rather than upon
why it is said.

False g. Focus upon giving as much information
as you can possibly think of rather
than upon how much the other person
can use.

Helpee Situation 2

Student to teacher: "Miss Johnson, I really like you and I like history, but couldn't you do something besides read to us in class?"

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

Helpee Situation 3

Teacher to teacher: "I really dread coming to work in the mornings. Teaching isn't fun anymore."

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

Helpee Situation 4

Student to teacher: "I work so hard to get an A in your class, but you don't like me enough to give it to me."

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

Helpee Situation 5

Teacher to principal: "That Sanders girl is really driving me up the wall. I don't know how to deal with her attitude."

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

Helpee Situation 6

Teacher to teacher: "My grade book is gone. I don't know what I'm going to do."

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

Helpee Situation 7

College student to other student: "I'm really in trouble. My parents are coming to visit me and I have a guy living with me."

HELPER RESPONSES

Formula: You feel _____ because _____

Natural: _____

6.2.1 Communication Index:

a) Situation

"Assume that you know a young child in the 12-14 year old range, whether in your class or a friend or a neighbour. We will call her a learner. After having interacted with the learner over a period of time, she presents you with a problem."

b) Instructions

"Please formulate the most helpful response that you might make to the learner under the circumstance. Be as helpful as you can in communicating your understanding and a helpful, new direction for her. Formulate the response directly, just as you would if you were talking with her."

Learner&stimulus expression

12 - year-old girl: (sadly)

"I really want to play in their games. But they never pick me. The only time I get to play with the boys is when they decide that they want to play our games."

Discrimination Index

1. Rate responses
2. Situation

"Again assume that the teachers involved have been interacting with the learner over a period of time and, after hearing the child's problems, respond in the most helpful manner that they can."

b) Instructions

" Rate each of the responses to the learner stimulus expressions using the following scale:

Level 1 - Very Ineffective: No understanding or direction.

Level 2 - Ineffective: No understanding, some direction.

Level 3 - Minimally Effective: Understanding with-
no direction.

Level 4 - Effective: Understanding and direction.

Level 5 - Very Effective: Understanding plus specific direction.

- c) A scale was shown to the group.

Learner stimulus expression:

12-year-old girl: (sadly)

"I really want to play in their games. But they never pick me. The only time I get to play with the boys is when they decide they want to play our games."

Teacher's Responses:

- 1) "I can understand that a girl would feel that way at your age, but later on, when you're older, you'll feel different."
- 2) "You're really going to have to work hard to assert yourself - to make them give you a chance."
- 3) "You feel sad because the boys never pick you".
- 4) "You feel disappointed in yourself because you haven't stood up for yourself and you want to. May be we could practice some assertive behaviour to help you stand up for yourself in these situations."
- 5) "You feel disappointed in yourself because you haven't stood up for your and you want to. May be

we could practice some assertive behaviour to help you stand up for yourself in these situations."

- a) Level 1 - Responds to nothing (usually inane responses or stupid questions)
- b) Level 2 - Initiates general direction for where learner wants or needs to be (usually an attempt at guidance or advice).
- c) Level 3 - Responds to where learner is (interchangeable response with the feeling and the reason for the feeling as expressed by the learner).
- d) Level 4 - Personalizes understanding of where learner is in relation to where learner wants to be personalizes the learner's expression of experience of problems and goals).
- e) Level 5 - Initiates action programs to get from where learner is to where learner wants to be (develops goal and steps to goal which learner must take.

Explanation of how each is rated.

Calculate discrimination scores:

- 1) Obtain absolute deviations (independent of direction) of personal ratings from trained raters' ratings.
- 2) Add absolute deviations (independent of values of + or -)
- 3) Divide by number of items (in this case : 5)
- 4) The dividend is your average deviation or discrimination score.

Discrimination Feed back Figure

Personal Ratings	Trained Raters' Ratings	Deviation
2.0	1.0	1.0
4.0	2.0	2.0
3.0	3.0	0
2.0	4.0	2.0
3.0	5.0	2.0

	TOTAL	$\frac{7.0}{5} = 1.4$

The Discrimination Score is 1.4

Adopted from the book kids don't learn from people they don't like by Aspy and Roebuck (1977).

Trainees are required to use the responding skills along with attending skills with their students (Experimentals) as well as outsiders (family members).

- Role play of the responding skills by making the group to form dyads. The roles were changed and each one rates the other one's responses. As usual this is followed by feed back sharing and home assignments.

The investigator gave feed back when they are using the above skills. When the teachers are interacting with their students,

The attending and responding skills so far used by the teachers will facilitate students' involving and exploring themselves.

6.2.2. Respect

The concept of respect was explained by reading the material supplied and also with the

help of illustrations.

Later the trainees were explained the following scale of respect.

Carkuff Scale: Communication of respect:

- Level 1.0 The verbal and behavioural expressions of the teacher communicate a clear lack of respect for the students.
- Level 2.0 The teacher responds to the students in such a way as to communicate little respect for the feelings, experiences and potentials of the students.
- Level 3.0 The teacher communicates an unconditional respect and concern for the student's feelings, experiences and potentials. This is the minimum level of facilitative conditions.
- Level 4.0 The teacher clearly communicates a positive respect and concern for the student's experience.

Level 5.0 The teacher communicates the very deepest respect for the student's worth as a person and his or her potentials as a free individual.

- 1) This is followed by the exercises of formulating a response which conveys respect for the learner in terms of the above levels.
- 2) Various helpee responses were provided and the teachers are asked to rate each one in terms of the above scale and check up with the answer key given by the trainer.
- 3) Trainer with the help of two teachers models the attitude of respect and the group observes the same.
- 4) The teachers are formed into triads and are asked to play the roles of teacher, learner and observer and change the roles. They rate one another's responses with the help of rating scale.
- 5) Home assignments were given to use respect with one of his students.

Helpee situation 8

Teacher to teacher: "I'm worried about how well I'm doing with my classes. I haven't had any experience before, and I'm not quite sure I'm doing it right."

HELPER RESPONSES

Formula; _____ because _____

Natural: _____

PERCEIVING RESPECT

Behavioral Objective: The trainee should be able to rate helper responses on the Respect Scale with an average discrepancy score of 0.5 or less.

Rate each of the helper responses on the Respect Scale, putting the number 1.0, 2.0, 3.0, 4.0, 5.0 in the blank to the left of the helper response. Use the Answer Key at the end of the chapter to check your choices.

Helpee Situation 1

Teacher to principal: "Mrs. Bigley is really furious with me. She claims that I'm ruining her child's education. I don't even know what I'm supposed to have done."

HELPER RESPONSES

- ___ 1. "Why is she mad at you?"
- ___ 2. "Mrs. Bigley is really angry at you."
- ___ 3. "You're really confused by Mrs. Bigley's anger at you."
- ___ 4. "You're afraid that you really have done something wrong with Mrs. Bigley's son."
- ___ 5. "I'am sorry but I've got to answer a telephone call."
- ___ 6. "Tell her to get off your back."
- ___ 7. "It's really something the way parents react to their kid's teachers."
- ___ 8. "I've had that happen to me before."
- ___ 9. "It would be very confusing to be attacked for a reason you're not aware of."
- ___ 10. "You're wondering about your ability as a teacher as a result of this attack by Mrs. Bigley."
- ___ 11. "Don't let the old woman bother you."
- ___ 12. "Mrs. Jackson did the same thing to me and it really made me furious. Let me tell you about it..."
- ___ 13. "This attack by Mrs. Bigley has really upset and confused you."

Helpee Situation 2

Teenager to parent: "I really wish you'd treat me like I'm eighteen instead of like I'm six. You don't give me credit for having any sense at all. You just tell me everything to do and then become furious when I don't want to do it."

HELPER RESPONSES

- ___14. "Don't talk to me that way."
- ___15. "Maybe you're right."
- ___16. "You're really angry with me for treating like a child."
- ___17. "Well, you act like a six-year-old."
- ___18. "You're really upset."
- ___19. "It must be very demeaning to you to be treated that way."
- ___20. "You have no right to complain about the way I've raised you."
- ___21. "You're just trying to start an argument."
- ___22. "You want me to treat you like an adult?"
- ___23. "You feel that I'm being unfair in treating you like a child, and it makes you feel inferior."
- ___24. "It is unfair for me to treat you this way, and I can see it makes you very unhappy."
- ___25. "I'am not going to discuss it with you now. See me when you cool off."

RESPONDING WITH RESPECT

Behavioral Objective: The Trainee should be able to write helper responses in a natural style at level 3.0 on the Respect Scale.

Read each helpee situation and develop your response as though you were speaking to the helpee. Write it down as quickly as possible to retain the conversational style. Check your response with the criteria

of a level 3.0 response on the Respect Scale. If it does not reach a level 3.0, rework it to meet the criteria.

Helpee Situation 1

Teacher to teacher: "I never seem to catch up. I'm so far behind I don't know what I'm going to do."

HELPER RESPONSE _____

Helpee Situation 2

Student to student: "I wish I knew why my mom and dad always argue over money. It really bothers me when they scream at each other."

HELPER RESPONSE _____

Helpee Situation 3

Parent to teacher: "I'm concerned that Sam is not learning his spelling. He never studies at home and his grades are not good."

HELPER RESPONSE _____

Exercises to convey respect for the learner.

- 6.2.3. Genuineness: The concept was explained with the help of the material supplied and illustrating the experiences of the group. Trainees got acquainted with the following scale of genuineness.

Carkhuff Scale : Communication of genuineness

- Level 1.0 The teacher's verbalizations are clearly unrelated to what she is feeling at that moment, or her only genuine responses are negative in regard to the students and appear to have a totally destructive effect upon the student.
- Level 2.0 The teacher's verbalizations are slightly unrelated to what he is feeling and usually represent a prescribed role or professional manner. When he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry into the relationship.
- Level 3.0 The teacher provides no 'negative' cues between what she says and what she feels but

provides no positive cues to indicate a really genuine response to the student. This constitutes the minimal level of facilitative functioning.

Level 4.0 The teacher presents some positive cues indicating a genuine response (whether positive or negative) in a non destructive manner to the students.

Level 5.0 The teacher is freely and deeply himself in a nonexploitative relationship with the students

The trainees were provided with the following exercises to enrich their ability to convey genuineness effectively.

6.2.4. Warmth: The concept of warmth and communication of warmth was explained with the help of illustrations. It is the caring of other for the other person. It is communicated verbal as well as non-verbal behaviours. Different levels of communication of warmth will be explained in order to make an effective response of warmth.

"We just got our assignments for student teaching and, well, I'm just too upset (eyes are red and appear watery). They've paired me up with the meanest and most insensitive teacher in the school. I had to work with her for field experience and it was just terrible. She embarrasses the kids, ridicules them; well, I've even seen her drag them across the room by their hair."

HELPER RESPONSE: _____

RESPONDING WITH GENUINENESS

Behavioral Objective: The trainee should be able to write helper responses at level 3.0 on the Genuineness Scale, in a natural style.

Read the helpee situation and formulate your response as though you were speaking to the helpee. Write it down as quickly as possible to retain the conversational style. Check your responses against the criteria of a level 3.0 response on the Genuineness Scale. If your response is not a level 3.0 or better, rework it to meet level 3.0 criteria.

Helpee Situation 1

Marvin, an eighth-grade student, stops to talk to you (his teacher) after class. Marvin is not a popular student with his peers or other teachers. He is unfriendly, distrustful, and apparently convinced that others are "out to get him." You understand and accept Marvin's way of interacting with his world but realize that he will not be able to satisfy his own needs adequately unless he changes his style. You have always tried to show a sincere and constructive interest in him. You are trying hard to show yourself to be worthy of his trust and friendship. John says to you: "I don't think you like me, I've been doing my best, and you've been giving me low grades anyhow. It wouldn't be so bad if you didn't embarrass me in class. You call on me when you know I don't have the answers."

HELPER RESPONSE _____

Helpee Situation 2

Sam, an eleventh grader, has been in two of your classes during his high school career. You know him well and he respects you a great deal. For the past year he has talked a lot about going to an Ivy League college. Sam is an average high school student, and you don't think he would stand a chance of being accepted by an Ivy League school. Finally, he asks you the big question: "I'd like to go to Princeton. Do you think that would be a good school for me?"

HELPER RESPONSE _____

Helpee Situation 3

Mrs. Jenson is a forty-five-year-old teacher on your staff (you are a high school principal), and her work has always been quite satisfactory. She maintains good discipline in the classroom, is competent in her subject matter, and has a good delivery of the material to the students. However, when it comes to knowing her personally, you're at a loss. Mrs. Jenson has

Helpee Situation 4

Neighbor to neighbor: "Mona is drinking again. I could just shoot her when she goes on these binges. She's so disgusting."

HELPER RESPONSE _____

Helpee Situation 5

Parent to teacher: "It seems to me that this school is doing nothing for my child."

HELPER RESPONSE _____

**PRACTICE IN PERCEIVING AND RESPONDING
WITH WARMTH**

Behaviour Objective: The trainee should be able to rate nonverbal communication with a discrepancy score of 0.5 or less from the consensus rating given by the group and respond with warmth at level 3.0 or higher.

Because the communication of warmth is primarily non-verbal, written exercises are almost without value. Use the group exercise below to learn and practice communication of warmth at helpful levels. ~~You may find it~~

SCALE OF WARMTH

(adopted from the book Human relations development,
a manual for educators by Gazda, Asbury, Balzer,
Childers and Walters, 1977)

- Level 1.0** The teacher has disapproving facial expression or appears
- disinterested. Turns away or does other tasks while the
 helpee is talking. Affect is not congruent with the helpee's
 affect.
- Level 2.0** Expressions and gestures are absent or neutral. Responses
 sound mechanical.
- Level 3.0** Clearly shows attention and interest. Non verbal behaviours
 vary appropriately as Learner's emotions vary.
- Level 4.0** The responses of the teacher vary noticeably to the
 expressions of the pupil a level deeper than the pupil's
 expression. Non verbal behaviours convey attention, interest
 and acceptance.
- Level 5.0** The teacher is wholly and intensely attentive to the
 interaction, resulting in the student's feeling complete
 acceptance and significance. The teacher is physically closer
 to the student than at level 3.0 and 4.0 and may make
 physical contact.

For each of the following stimulus situations, choose a helper and a helpee. The helpee will read the statement and the helper will respond, attempting to attain high levels of warmth. Continue the dialogue in a role-playing fashion for as long as you wish. After each stimulus situation the other group members should discuss specific aspects of the helpee's nonverbal behaviors and assign a rating on the Warmth Scale. They should then determine the consensus rating for that stimulus situation. An individual rating within 0.5 of the consensus rating is acceptable. An individual rating within 0.5 of the consensus rating is acceptable. Continue this exercise until all members of the group have a chance to play the role of the helper and achieve a warmth level of 3.0.

Helpee Situations

1. Teacher to teacher: "These kids are just getting to be too much for me. I've been teaching for twenty years, and it looks like I just can't keep up with pace of things. I don't understand the ideas these kids come up with today. To me that's a sign I should quit, but I don't want to."

2. Student to teacher: "I'am glad we'll be getting into biology soon. I really love cats and want to learn as much as I can about them so I'll know how to take care of them.

3. Student to teacher: "I used to take a strong stand against abortion, but I've changed my mind recently. One of my closest friends decided on a crimina abortion and died from it. After thinking about it more, I believe a girl should be able to make a decision and get proper medical aid."

4. Teacher to teacher: "We're having a lot of tension at home, I've got lessons to prepare and papers to correct after I fix our meals. My husband wants me to spend all my time with him, though. I don't know how we can work this out!"

5. Teacher to teacher: "My heart attack was a real scare to me, but it woke me up to a lot of the real values of life. I have more appreciation of the little things that students and teachers do for me. I plan to make a few changes in my life now."

6.2.5. Concreteness:

The concept of concreteness was explained with the help of illustrations. It is the specific and concrete expression of feelings behaviours and experiences leading to specific plans and programme of action.

The scale of concreteness was explained in order to respond effectively with concreteness.

CARKHUFF'S SCALE - CONCRETENESS

- Level 1.0** Teacher leads or allows all discussion with the student to deal with vague and anonymous generalities. No attempt to lead the discussion into personally relevant specific situations and feelings.
- Level 2.0** Teacher frequently leads to personally relevant discussions of the student to be dealt with on a vague and abstract level than in specific and concrete terms.
- Level 3.0** The teacher sometimes enables the student to discuss personally relevant material in specific and concrete terms but they are not fully developed.
- Level 4.0** The teacher is frequently helpful in enabling the discussion to center around specific and concrete instances of most important and personally relevant feelings and experiences.
- Level 5.0** The teacher is always helpful in guiding the discussion, so that the student may discuss fluently, directly and completely the personally relevant feelings and experiences in concrete and specific terms.

II. EXERCISES IN LISTENING AND CONCRETENESS OF EXPRESSION

Assessment models such as the people-in-systems model help you listen to and organize the content of the client's disclosures. However, since problem situations cannot usually be managed more effectively until they are clarified it is also necessary for you to listen to how concretely or specifically the client is talking about his or her problems in living. A problem situation or some part of it is clear if it is spelled out in terms of specific experiences, specific behaviours, and specific feelings and emotions in specific situations. As indicated in the text, each of these may be over (external) capable of being seen by someone other than the client or covert (internal, capable of being seen only by the client). Therefore, when you listen to clients, you can ask yourself how/specifically they are talking about their over and covert experiences, behaviours and feelings.

An experience: Something clients describe as happening to them:

Overt: "He hit me".

Covert: "I can't stop thinking of her".

A feeling or emotion: The affect associated with experiences or behaviours.

Overt: (expressed) "I got very angry and shouted at her."

Covert: (felt, but not expressed): "I was delighted that he failed, but I didn't let on".

This scheme will be used in three ways in this book of exercises:

1. To help you perceive how concretely (or nonconcretely) a client is talking.
2. To help you speak more concretely about your own experiences, behaviours and feelings.
3. To enable you, through the use of probes (in the section on probes), to help clients explore problem situations more thoroughly.

EXERCISE:**Speaking concretely about experiences**

In this exercise, you are asked to speak of some of your experiences first vaguely, then concretely. Read the following examples.

Example - 1:

- * Vague statement of experience: "I'm sometimes less efficient because of a physical condition".
- * Concrete statement of the same experience: "I get migraine headaches about once a week. They make me extremely sensitive to light and usually cause severe pain. I often get so sick that I throw up. They happen more often when I'm tense or under a lot of pressure. For instance, I come away from a visit with my ex-wife with one."

Example - 2:

- * Vague statement of experience: 'People pick on me'.
- * Concrete statement of the same experience: "My classmates ridicule me for being over weight. They call me 'Fatso,' 'porky' and 'Tubby'. They don't invite me to

to their parties. They even say that they don't invite me because I'd eat too much.

In the spaces below, deal with three instances of your experience. Stick to experiences rather than behaviours of feelings. If possible deal with experiences that are of some concern to you and that could relate to the quality of your helping. Remember that experiences become concrete if they are specific and are related to specific situations.

1. Vague:

Concrete:

2. Vague:

Concrete:

3. Vague:

Concrete:

EXERCISE: Speaking concretely about your behaviour

In this exercise, you are asked to speak about some of your behaviour (what you do or fail to do) first vaguely, then concretely. Choose behaviour that might affect your role as helper. Read the following examples.

Example - 1:

* Vague statement of behaviour: "I tend to be fickle".

* Concrete statement of the same behaviour: "I often make three or more social arrangements for the weekend and then, when the weekend comes. I choose the one or two that suit me the best at the time. This means that I leave others stranded. But I'm a smooth talker and, if feathers get ruffled, I can usually smooth them.

Example - 2:

* Vague statement of behaviour: "I don't treat my wife right".

* Concrete statement of the same behaviour: "When I come home from work, I read the paper and watch some TV. I don't talk much to my wife except a bit at supper. I don't share the little things that went on in my day. Neither do I encourage her to talk about what happened to her. Still, if I feel like having sex later, I expect her to hop in bed with me willingly."

In the spaces below, deal with three instances of your own behaviour. Stick mostly to behaviours rather than descriptions of experiences or feelings. Try to choose situations and behaviours that could be relevant to your interpersonal or helping style.

1. Vague:

Concrete:

2. Vague:

Concrete:

3. Vague:

Concrete:

EXERCISE: Speaking concretely about feelings and emotions.

Feelings and emotions arise because of what you experience and what you do. Therefore, it is unrealistic to talk about feelings without relating them to experiences or behaviours. However, in this exercise try to emphasize the feelings rather than the experiences or behaviours to which they relate. Read the following examples.

Example - 1:

- * Vague statement of feelings: "Training groups are sometimes difficult for me."
- * Concrete statement of the same feelings: "I feel hesitant and embarrassed whenever I want to give feedback"

to other trainees, especially if it is in any way negative. When the time comes, my heart beats faster and my palms sweat. I feel like everyone is staring at me."

Example - 2:

- * Vague statement of feelings: "My relationship with my mother, brothers, me sometimes".
- * Concrete statement of the same feelings: "I feel guilty and depressed whenever my mother calls and implies that She's lonely. It's like a burden on me the rest of the day, especially if I can't get over there".

In the spaces below, deal with three instances of your own feelings. Try to focus on feelings that you have some trouble in handling or which could interfere with your role as helper.

1. **Vague:**

Concrete:

2. Vague:

Concrete:

3. Vague:

Concrete:

EXERCISE:

Speaking concretely about experiences, behaviours and feelings together.

In this exercise, you are asked to bring together all three elements - specific experiences, specific behaviours, and specific feelings - in talking about some personal issue that concerns you. Study the following examples.

Example - 1;

- * Vague statement: "I am not as mature sexually s I'd like to be."
- * Concrete statement: "I'm afraid of women, especially women who come on strong, even women who are just plain assertive. My sexual life consists almost entirely of fantasies and masturbation. In these fantasies I am the dominant male and women make no demands on me. They are submissive and are there just for my sexual needs. I'm ashamed to say that I get a kick out of it. Sometimes I'm obsessed by thoughts like this. For the present it seems to satisfy my sexual needs. Some women are attracted to me, but I make excuses why I can't go out. I'm really scared, but I hide it by being offhand. I intimate that I have a life full of women someplace else. So I feel phony when I'm around women. And I feel guilty when I take any kind of serious look at myself as a sexual person. I try not to think much about it".

Pick out of the experiences, behaviours, and feelings in this example.

Example - 2:

* Vague statement: "Sometimes I'm a rather overly sensitive and spiteful person".

* Concrete statement: "I do not take criticism well. When I receive almost any kind of negative feedback. I usually smile and seem to shrug it off, but inside I begin to pout. Also deep inside I put the person who gave me the feedback on a 'list'. I say to myself that that person is going to pay for what he or she did. For instance, two weeks ago in the training group I received some negative feedback from you, Cindy. I felt angry and hurt because I thought you were my 'friend'. Since then I've tried to see what mistakes you make here. I've been looking for an opportunity to get back at you. I've even felt bad because I haven't been able to catch you. I'm ashamed of myself as I say all this.

Pick out the experiences, behaviours, and feelings in this example.

Next talk about two situations in terms of your own experiences, behaviours, and feelings. Again try to deal with themes that relate to your potential effectiveness as a helper.

EXERCISE

SPEAKING CONCRETELY ABOUT EXPERIENCES, BEHAVIOURS AND FEELINGS TOGETHER:

In this exercise, you are asked to bring together all three elements - specific experiences, specific behaviours and specific feelings - in talking about some personal issue that concerns you. Study the following examples.

Example - 1:

* Vague statement: "I'm not as mature sexually as I'd like to be."

* Concrete statement: "I'm afraid of women, especially women who come to strong, even women who are just plain assertive. My sexual life consists almost entirely of fantasies and masturbation. In these fantasies I am the dominant male and woman make on demands on me. They are submissive and are there just for my sexual needs. I'm ashamed to say that I get a kick out of it. Sometimes I'm obsessed by thoughts like this. For the present it seems to satisfy my sexual needs. Some women are attracted to me, but I make excuses why I can't go out. I'm

really scared, but I hide it by being offhand. I intimate that I have a life full of women someplace else. So I feel phony when I'm around women. And I feel guilty when I take any kind of serious look at myself as a sexual person. I try not to think much about it."

Pick out of the experiences, behaviours and feelings in this example.

Example - 2:

- * Vague statement: "Sometimes I'm a rather overly sensitive and spiteful person".
- * Concrete statement: "I do not take criticism well. When I receive almost any kind of negative feedback, I usually smile and seem to shrug it off, but inside I begin to pout. Also deep inside I put the person who gave me the feedback on a 'list.' I say to myself that person is going to pay for what he or she did. For instance, two weeks ago in the training group I received some negative feedback from you, Cindy. I felt angry and hurt because I thought you were my 'friend'. Since then I've tried to see what mistakes you make here. I've been looking for an

opportunity to get back at you. I've even felt bad because I haven't been able to catch you. I'm ashamed of myself as I say all this".

Pick out the experiences, behaviours and feelings in this example.

Next talk about two situations in terms of your own experiences, behaviours and feelings. Again try to deal with themes that relate to your potential effectiveness as a helper.

TASK 1: ASSESSMENT AND PROBLEM IDENTIFICATION:

If you are going to help your clients manage their lives more effectively, you must be able to help them discover both what is going wrong and what is going right in their lives. This is called assessment and problem identification. You have two tasks right from the beginning of the helping process:: (1) to develop the kind of relationship with your clients that enables them to cooperate as fully as possible in the kind of problem-management process outlined in The Skilled Helper and Systematic Helping, and (2) to help them identify and clarify the problem situations they are trying to manage.

The exercises in this section are designed to help you identify problem situations and make some preliminary assessment of your own strengths and weaknesses. You can use them, first of all, to help yourself identify the problematic issues of your own life that might stand in the way of helping others. Careful execution of at least some of the exercises in this section will give you a list of problems or concerns that are neither too superficial nor too intimate for the training group. Once you learn how to identify and clarify your own problems in living, you can use these exercises to help your clients do the same, especially when they are having trouble doing so. Once yet you get a feeling for these exercises yourself, you will know which ones may help your clients.

Exercise - 1:

What is going wrong and what is going right in my Life:

Sometimes a very simple structure can help you and your clients identify the major dimensions of a problem situation. This exercise asks you to identify some of the things that are not going as well as you would like them to go in your life (What is going wrong) and some of the things you believe you are

handling well (What is going right). It is important right from the beginning to help clients become aware of their resources and successes as well as their problems and their failures. Problems can be handled more easily if they are seen in the wider context of competence and resources.

In this exercise, merely jot down in whatever way they come to you things that are going right and things that could be going better for you. In order to stress the positive, see if you can write down at least two things that are going right for everything you see going wrong. Read the list in the example on the next page and then do your own. Don't worry whether the problems or concerns you list are really important. Jot down whatever comes to your mind. Your own list may include some items similar to those in the example but it may be quite different because it will reflect you and not someone else.

What is going right

I have a lot of friends

What is going wrong

I seem to have a very negative attitude towards myself.

I have a decent job and I get dependent on others
people like the work much too easily.
I do.

Others can count on me: My life seems boring too
I'm dependable much of the time.

I have a reasonable I am afraid to take risks.
amount of intelligence.

I have no major financial
difficulties: I am secure.

I am very healthy.

My belief in God gives me kind of centre in life, a
stability.

Exercise - 2:

Reviewing the developmental tasks of life and
the social settings in which they take place.

In your efforts to manage your own life more
effectively and to help others do the same, it is
useful to have a comprehensive model of human function-
ing to listen to your own experience and that of others

in a focused way. What you "hear" can be organized in terms of strengths and resources, on the one hand, and of weaknesses, concerns, and problems, on the other. Exercise 2, 3, 4 and 5 are based on the People in Systems model developed by Egan and Cowan (Monterey, Calif: Brooks/Cole, 1979) and are designed to help you listen to your own experience in a focused way in terms of (1) the developmental tasks you face at your current stage of life, (2) the social settings in which you live out your life, and (3) the life skills you need to carry out these developmental tasks and involve yourself in growthful ways in these social settings.

This exercise is a kind of checklist that can be used to take a comprehensive 'radar scan' of important areas of your life with a view to identifying both resources and concerns. The purpose of the people-in-systems model is to help you see your own, and eventually your clients', concerns in as wide a context as possible.

In exercise 2 you are asked to consider your experience with respect to ten major developmental

tasks of adult life (see Egan and Cowan, Moving Into Adulthood, Monterey, Calif. Brooks/Cole, 1980 for a fuller treatment of these tasks) and the social settings in which these tasks are carried out. Again, it is most important that you identify strengths as well as "Soft" spots in these developmental areas. Use extra paper as needed.

1. **Competence:** What do I do well? Do I see myself as a person who is capable of getting things done? Do I have the resources needed to accomplish goals I set for myself? In what areas of life do I excel? In what areas of life would I want to be more competent than I am?

Strengths

Weaknesses

2. **Autonomy:** Can I make It On My Own? Can I get things done on my own? Do I avoid being overly dependent or independent? Am I reasonably interdependent in my work and social life? In what

social setting do I find it easy to ask for it? In what social settings do I find myself most dependent? Counterdependent? Independent? Interdependent?

Strengths

Weaknesses

3. **Values:** What Do I Believe IN? What are my values? Do I allow for reasonable changes in my value system? Do I put my values into practice? Do any of my values I hold conflict with others? In what social settings do I pursue the values that are most important to me?

Strengths

Weaknesses

4. **Identity:** Who Am I In this World? Do I have a good sense of who I am and the direction I'm going in life? Do the ways that others see me fit with the ways in which I see myself? Do I have some kind of center that gives meaning to my life? In what social settings do I have my best feelings for who I am? In what social settings do I lose my identity?

Strengths

Weaknesses

5. **Intimacy:** What are My Closer Relationships Like?: What kind of closeness do I have acquaintances, friends and intimates? What is my life in my peer group like? What kinds of closeness do I have with others? Are there other social groups in my life? What is life like in them?

Strengths

Weaknesses

6. **Sexuality:** Who Am I As a Sexual Person? To what degree am I satisfied with my sexual identity, my sexual preferences, and my sexual behaviour? How do I handle my sexual needs and wants? What social settings influence the ways I act sexually?

Strengths

Weaknesses

7. **Love, Marriage and Family:** What are my Deeper Commitments in Interpersonal Living? What is my marriage like? How do I relate to my parents and siblings? How do I feel about the quality of my family life?

Strengths

Weaknesses

8. **Career:** What Is the Place of Work In My Life? How do I feel about the way I am preparing myself for a career? How do I feel about my present position or career? What do I get out of work? What is my workplace like?

Strengths

Weaknesses

9. **Investment in the Wider Community:** How Big Is My World? How do I invest myself in the world outside of friends, work, and family? What is my neighbourhood like? Do I have community, civic, political, social involvements or concerns?

Strengths

Weaknesses

10. **Leisure:** What Do I Do with My Free Time? Do I feel that I have sufficient free time? How do I use my leisure? What do I get out of it? In What social setting so I spend my free time?

Strengths

Weaknesses

In your opinion, which strengths that you have noted will help you be a more effective counsellors In What specific ways?

In your opinion, which weaknesses or problems you have noted might stand in the way of your being an effective helper? In what specific ways?

The following exercises were given to the trainees to facilitate concreteness for the effective communication.

RESPONDING WITH CONCRETNESS

Behavioral Objective: The trainee should be able to write helper responses in a natural style at level 3.0 on the Concreteness Scale.

Read each helpee situation and try to pinpoint specific and personal concerns in the statements. Formulate your response and write it down as quickly as possible to retain the conversational style. Check your response against the criteria of a level 3.0 response on the Concreteness Scale. If your response is not a level 3.0 rework it to meet level 3.0 criteria.

Helpee Situation 1

Bright and high-achieving high school sophomore to his counselor:

"I really like my mechanical drawing classes, and I think I'd probably turn out to be a pretty good engineer. Then again, I really enjoy my volunteer work at the hospital. I do well in biology and chemistry, so I'd probably do quite well in nursing. Maybe I'll find something...but, well my father keeps telling me that I've got to hurry up and choose a career. I just don't know."

HELPER RESPONSE: _____

Helpee Situation 2

Your forty-four-year-old bachelor neighbor has invited you in for a cup of coffee. He is seated across the kitchen table from you, staring blankly into the coffee cup which he has been stirring silently for fifteen or twenty seconds. Finally, he says:

"I went to see her last week. It's been about three years since my last visit, but mom was the same as always. The moment I went into her house I felt unwelcome as hell. They say 'time heals,' but it's not always true."

HELPER RESPONSE: _____

Helpee Situation 3

Susan is a polite, cooperative, sensitive, and relatively nonassertive nineteen-year-old college sophomore majoring in elementary education. She is speaking with her faculty advisor, having just arranged an emergency meeting with him.

6.3. Personalizing:

It is a step going beyond responding skills where the learner explores his feelings and accepts responsibility for his own problem and slowly relate himself with his learning goals. In other words learners gain direction in their learning experiences by helping to understand where they are in relation to where they want or need to be in the lesson.

6.3.1. Self-disclosure:

The concept of self-disclosure was explained with the help of situations. The importance where and when to use self-disclosure with an intention to help the learner.

The trainees were explained the scale of self-disclosure to use self-disclosure at higher levels.

CARKHUFF'S SCALE - SELF DISCLOSURE

- Level 1.0** The teacher actively attempts to remain detached and remains ambiguous and an unknown person to the student. If he is self-disclosing, he does so solely out of his needs but does not facilitate the progress of the student.
- Level 2.0** The teacher not always appears to avoid self-disclosures, never volunteers personal information about himself to facilitate the students exploration.
- Level 3.0** The teacher volunteers personal information about himself which may be in keeping with student's interests, but this information is often vague and indicates little about the unique character of the teacher.
- Level 4.0** The teacher freely volunteers information about his personal ideas, attitudes and experiences in accord with the student's interests and concerns.
- Level 5.0** The teacher volunteers very intimate and often detailed material about his own personality, in keeping with the student's needs and may express information that might be extremely embarrassing under different circumstances.

always presented herself to you in a most professional manner. After receiving an emergency phone call, she rushes up to you sobbing. "Oh my God, I just can't believe it! I just can't believe it' When I left him this morning he told me he was feeling so much better. The doctor said he looked good. Oh Lord, how can he be dead?"

HELPER RESPONSE

RESPONDING WITH SELF-DISCLOSURE

Behavioral Objective: The trainee should be able to write helper responses in a natural style at level 3.0 on the Self-Disclosure Scale.

Read the helpee situation and formulate your response as though you were speaking to the helpee. Write it down as quickly as possible to retain the conversational style. Check your response against the criteria of a level 3.0 response on the Self-closure Scale. If it is not level 3.0 or better, rework it to meet level 3.0 criteria.

Helpee Situation 1

A teacher and principal are having a cup of coffee together in the teacher's lounge. There are just four days left in the school year. The teacher says, smiling:

"Relief is in sight, but (more seriously) I don't know what I'm going to do this summer. Part of me wants to do nothing but relax and recuperate, and part of me wants to take some course work at the college."

HELPER RESPONSE _____

Helpee Situation 2

Art is a sophomore at a state university. He lives in a residence hall on campus but has come home for the weekend. He is speaking with his father.

"You know, Dad, I got an F in chemistry last week, but I just can't make myself study. I piddle the time away in my dorm room, or wax the

car, or just read magazines, even though I've got another test coming up. I want to do well, but I just can't seem to get down to work."

HELPER RESPONSE _____

Helpee Situation 3

A college junior who is a newlywed relates her feelings to a female friend.

I'd really like to quit school and have more time with my husband. H's in his last year of law school and says he can study better when I'm around. I could always finish up school later. My folks, on the other hand, keep bugging me.

They've sacrificed a lot to put me through school. I'd hate to disappoint them after all they've done for me."

HELPER RESPONSE _____

6.3.2. Confrontation:

Confrontation is an effective and tactful concept to make the learner perceive his incongruance and to understand his discrepancies. It is an act of making the learner to understand his real self and accepting of his deficits with the pleasure of being truthful. Effective communication of confrontation leads the learner to accept responsibility for his behaviour and problems.

The scale of confrontation was explained how to make use of confrontation at higher levels. It was followed by the exercises to strengthen the trainees to use confrontation confidently.

CARKHUFF's SCALE - CONFRONTATION

- Level 1.0** The verbal and behavioural expressions of the teacher disregard the discrepancies in the student's behaviour with respect to ideal versus real self, insight versus action, helper versus helpee's experiences.
- Level 2.0** The verbal and behavioural expressions of the teacher disregard and remain silent of the discrepancies in student's behaviour.
- Level 3.0** The verbal and behavioural expressions of the teacher, while open to discrepancies in the student's behaviour, do not relate directly and specifically to these discrepancies.
- Level 4.0** The verbal and behavioural expressions of the teacher attend directly and specifically to the discrepancies in the student's behaviour.
- Level 5.0** The verbal and behavioural expressions of the teacher are keenly and continually attuned to the discrepancies in the student's behaviour.

Helpee Situation 4

A young divorcee with two children is speaking with one of her closest personal friends.

"I met this guy in a lounge a couple of weeks ago. We've seen a lot of each other, but every time we go out together-well-he's got his hands all over me. I like him a lot, but he's-well-I just can't tell if he's sincere, he's just so smooth. I really want to please him, but I don't want to play the part of a fool."

Helper Response: _____

RESPONDING WITH CONFRONTATION

Behavioral Objective: The trainee should be able to write helper responses at level 3.0 on the Confrontation Scale, in a natural style.

Read the helpee situation and formulate your response as though you were speaking to the helpee. Write it down as quickly as possible to retain the conversational style. Check your response against the criteria of a level 3.0 response on the Confrontation Scale. If it is not a level 3.0 or better, rework it to meet level 3.0 criteria.

Helpee Situation 1

Student to teacher: "I don't see why we can't wear short shorts. I want to be an individual and express my own feelings and values. This is just a scheme you teachers thought up to keep us in place."

Helpee Situation 2

Supervisor to teacher: "Why, oh yes, I'd be happy to, ah, come in and observe your, ah, class. I'm, ah, happy you want, ah, help to improve your teaching. Of course, I'm a little busy right now, and, I mean, I might not be able to get to your class for a few weeks. But, ah, I'll see what I can do."

HELPER RESPONSE _____

Helpee Situation 3

Student to teacher: "I'm not such a bad kid, really, you know. I don't really mean to bug you so much. It's just that you get in the air so easy. All I've

6.3.3. Immediacy:

The concept and importance of immediacy was explained to the teachers with the help of the material supplied already. It is dealing with here and now feelings between the teacher and the learner. A high level of immediacy exists in the open discussion. The attitude of immediacy is very important to build an effective relationship between the teacher and student.

The scale of immediacy was explained to make the learners equip with the higher level of responses. Later it was followed by the exercises on immediacy.

CARKHUFF'S SCALE - IMMEDIACY

- Level 1.0** The verbal and behavioural expressions of the teacher disregard the content and affect of the student's expressions that have potential for relating to the teacher.
- Level 2.0** The verbal and behavioural expressions of the teacher disregard most of the student's expressions that have the potential for relating to the teacher.
- Level 3.0** The verbal and behavioural expressions of the teacher, while open to interpretations of immediacy, do not relate what the student is saying to what is going on between the teacher and the student in the immediate moment.
- Level 4.0** The verbal and behavioural expressions of the teacher appear cautiously to relate the student's expressions directly to the teacher - student relationship.
- Level 5.0** The verbal and behavioural expressions of the teacher relate the student's expressions directly to the teacher-student relationship.

got to do is look around and you're on my neck. If I do a little talking in class, you'd think I'd committed a major crime or something."

HELPER RESPONSE _____

RESPONDING WITH IMMEDIACY OF RELATIONSHIP

Behavioral Objective: The trainee should be able to write helper responses in a natural style at level 3.0 on the Immediacy of Relationship Scale.

Read the helpee situation, carefully determining whether or not a base is to be assumed. Decide what you would say if you were speaking with the helpee and write it down as quickly as possible to retain the conversation style.

If a base with the helpee is assumed, your response should meet the criteria for level 3.0 on the Immediacy of Relationship Scale and level 3.0 on the scales of the facilitative dimensions.

If no base is assumed, your response should be level 2.0 on the Immediacy of Relationship Scale and level 3.0 or higher on the facilitative dimensions.

Evaluate your response and rework as necessary to meet the appropriate criteria.

Helpee Situation 1

This girl has been in your class for five months. She likes the subject you teach-English-and has also begun to like you more and more. It is becoming embarrassing for you because she is in last period class and often stays after school to talk with you about the class. The student says to you, "Mr. Clark, I can't tell you how much I've enjoyed your class. I've become a much more creative writer this year. I hope we can keep on having these talks after school."

HELPER RESPONSE _____

Helpee Situation 2

You have seen this student in the halls quite often but have never talked with him. He has a reputation for manipulating teachers by offering to do errands for them or help them out. You suspect that he is sliding through by using ingratiating behaviors and being treated favorably in return. He has just walked into your room during your free period and says to you, "Hi! I saw you working here and wondered if there was anything I could do to help. "Write a response that will communicate your suspicion that he is trying to manipulate you.

HELPER RESPONSE _____

Helpee Situation 3

The student, new in your class, has recently transferred from an out-of-state school: "Man, teachers are the same everywhere. They won't give you break number one. Just take one little step out of line and they're on

your neck. I don't expect you'll be any different from any of the other teachers I've had."

HELPER RESPONSE _____

Helpee Situation 4

Two team teachers are discussing their experience with the new team-teaching program. One says to the other, "I entered this program thinking the intellectual stimulation I'd receive from working with another teacher would be worth the change from a traditional classroom. So far, though, this has been one of the worst years ever for me."

HELPER RESPONSE _____

THE STEPS IN THE PERSONALIZING SKILLS

I. Personalizing meaning - Learner's responsibility behaviour.

- a) Building a responsive base
- b) Externalizing the reason
- c) Reflecting personal responsibility

Steps to take in Personalizing Responses.

- 1) Lay a Responsive Base
- 2) Respond to Personalized Meaning
- 3) Respond to the Personalized Problem
- 4) Respond to Personalized Feeling

II. Personalizing Problems:

Personalizing the learner's behavioural deficits

- a) Discovering behavioural deficits.
- b) Formulating behavioural deficits
- c) Reflecting behavioural deficits.

Steps To Take In Personalizing Understanding.

- 1) Review Learner's Theme
- 2) Recall Personalized Problem
- 3) "Flip" Problem to Goal
- 4) Select Feeling Word
- 5) Respond to Personalized Understanding.

III. Personalizing Goals:

Personalizing the learner's behavioural goals

- a) Discovering behavioural goals
- b) Formulating behavioural goals
- c) Reflecting behavioural goals.

Exercise in personalizing skills:

Objective - To make the teachers acquainted with the responses showing understanding as well as direction (level 4.0)

Teachers are asked to frame responses using the above mentioned personalizing skills. The following training module was adopted from 'kids

don't learn from people they don't like' by Aspy and Roebuck (1977)..

Helpee situation: "I try to do my home work and John, a 13-year old boy (frustrated) all. But all kinds of stuff comes up. You know, the guys come over and all. And some times it never gets done. Besides, that stuff is just too hard. Man, I am probably going to go into the service any way."

- Teachers were asked to go through John's statement.
- They were asked how would I feel if I said that.
- The trainer rereads John's statement and said "I would feel upset".

Trainees were provided another situation to practice the skill.

Paul, a 14-year old boy: "I mean, I try not to be against them or any thing I really try to be friends. But if they don't want to me, the heck with them. I can be mean too."

- Trainees are asked to reread Paul's statement and ask themselves how would they feel? - "I feel angry".

Trainer repeats that "you feel _____"

Trainees are asked to reread John's statement. "You feel upset".

Teachers are also asked to reread Paul's statement responding to the feeling:

- "You feel angry".

- Teachers were asked to respond to both feeling and meaning.

"You feel _____ because". _____ "

- Trainer rereads John's statement "You feel upset because the stuff is so hard."
- Teachers were asked to respond to Paul's statement with respect to feeling and meaning.
- "You feel angry because they don't want anything to do with you."

After laying the responsive base teachers were asked to focus their attention on personalizing skills.

1. Personalizing the meaning. "You feel _____
because you _____."

John's statement was read again, "You feel upset
because you are going to be left behind.

- Teachers were asked to personalize the meaning of Paul's statement. "You feel angry because you are closed out."

2. Personalizing the problem:

"You feel _____ because you can't _____."

- Trainer showed how to respond to John's statement using the above format.

- "You feel upset because you can't handle that stuff."

- Teachers are asked to personalize the problem of Paul's statement.

- "You feel angry because you can't handle the situation to make friends with them."

3. Personalizing the feeling based upon the personalized problem.

- "You feel _____ because you can't _____".

The trainer reread John's statement using the above format.

- "You feel disappointed because you can't handle that stuff."

- Teachers are asked to frame a response based on personalizing the feeling related to Paul's problem.

"You feel hurt (disappointed) because you can't make friends with them."

4. Personalizing the goal:

"You feel _____ because you can't _____ and you want to _____."

John's statement is reread by the trainer using the above format.

"You feel disappointed because you can't handle that stuff and you really want to."

- Teachers were asked to personalize the goal in Paul's statement.

"You feel hurt because you can't make friends and you really want to."

Exercise: Teachers were provided with the following excerpts and are asked to rate the responses from 1 to 5 as mentioned earlier.

Student Expressions and Teacher Responses:

EXCERPT - I

"Sometimes she acts like she's my best friend, and the next day she acts like she doesn't even know me."

HELPER RESPONSES TO EXCERPT-I

1. "You'll just have to go and ask her what's going on."
2. "You feel confused because you just don't know where you stand with her and you'd like to."
3. "You feel upset because she changes so much."
4. "Girls act that way at this age."
5. It really hurts a lot because you like her so much and yet you get to feel funny about yourself. Let's see if we can find a way to make it so you don't feel so funny about yourself any more."

EXCERPT-II

"I do my homework every night, but as hard as I try I can't get that stupid stuff..."

HELPER RESPONSES TO EXCERPT-II

1. "You feel angry because you can't handle that stuff and you really want to."
2. "It makes you angry with yourself because you get to wondering if you're good enough. Let's sit down and develop a little program for handling home work."
3. "Don't give up because you have what it takes."
4. "You feel angry because that stuff is so hard."
5. "It'll work out - it always does."

Teachers' ratings were checked with the answer key.

Home Assignment

Teachers were given home assignment. An excerpt is provided and are asked to formulate at least

three responses using personalizing skills.

Role Play: Teachers were asked to form in to triads and play the roles of teacher, student and observer. Then the roles were changed so that each one gets all the roles. Student poses a problem. The teacher is asked to respond using personalizing skills remembering all the steps involved. The observer rates the responses of the teacher and gives feed back.

At the end of personalizing skills the teachers were asked to compare their present responses of personalizing with the responses they made in the beginning of the training.

Discussion was made on the improved ability of teachers to provide useful direction to their students.

Class Room interpersonal skills

Teacher:	Attend →	Respond	Personalize
Learner:		↓ Explore	↓ Understanding

↗

"If you can personalize your understanding of where your learners want or need to be, you can increase your learner's educational achievement and decrease discipline problems."

6.4. Initiating:

Concept: It is the act of helping the learners take the steps to achieve the learning goals.

Principle: If the teacher helps the learners take the steps, then the learners will achieve their learning goals so that the learners will be able to learn more effectively.

Initiating skills

I. Defining Goals:

Breaking goals out into component parts.

- a) Breaking out personalized goal
- b) Asking basic questions.
- c) Answering basic questions.

Questions To Answer In Defining The Goals.

- 1) Who is involved?

- 2) What is to be done?
- 3) What actions will be performed?
- 4) Where will the action occur?
- 5) How can the action be done?
- 6) Why is the learner moving towards this goal?

II. Developing Steps:

Planning steps to achieve goals

- a) Restating Goal
- b) Developing First Step.
- c) Developing intermediary steps
- d) Developing additional steps.

III. Developing sub-steps.

Planning sub-steps to achieve steps.

- a) Developing mini-goals
- b) Developing mini-steps
- c) Taking mini-steps.

Developing Sub-steps To Reach Goals.

- 1) Make steps into Mini-Goals.
- 2) Ask: "How does the learner do the mini-goal?"

Exercise: The trainees were provided with two helpee situations as mentioned in personalizing skills.

The trainer will give practice to the trainees to respond with initiating skills.

1. The trainer defines the goal and its functions.

The format is

"Your goal is so that _____".

- The trainer responds to John's statement given in personalizing skills.

"Your goal is handling your homework so that you won't feel so disappointed in yourself because you can't handle that stuff".

Trainees were asked to define the goal in Paul's statement. ("Your goal is making friends so that you won't feel so hurt.")

2. The trainer develops the first step. The format is "Your first step is _____".

The trainer responds to John's statement given in personalizing skills "Your first step is listening for the assignment".

Trainees were asked to develop the first step for Paul's goal. ("Your first step is greeting others.")

3. The trainer develops the intermediary steps. The format is "Your next steps are _____".

The trainer responds to John's statement given in personalizing skills "Yours intermediary steps are checking out the assignment, getting ready to do it and doing it." The trainees were asked to develop the intermediary steps to Paul's goal. ("Your intermediary steps are attending, responding and initiating.")

4. The trainer develops the sub-steps by treating each previous step as a goal. The format is "Your sub-steps are _____. Your first sub-step is _____"

The trainer responds to John's statement given in personalizing skills.

Steps to John's Goal

- I. Listening
 - a) Attending
 - b) Observing.

II. Checking Out

- a) Writing down
- b) Checking teacher, book and black board.

III. Getting Ready To Do It

- a) No friends come over
- b) Work before visit friends.

IV. Doing Assignments

- a) Outlining
- b) Detailing.

V. Handling Assignments

- a) Correcting
- b) Presenting

The trainees were asked to develop the sub-steps for each step of Paul's program.

Intermediary steps

I. Greeting

- a) Meeting
- b) Interacting

II. Attending

- a) Observing
- b) Listening

III. Responding

- a) Relating to frame of reference.
- b) Communicating understanding

IV. Initiating

- a) Expressing self
- b) Asserting self

V. Making Friends

- a) Visiting
- b) Doing things together

Exercise-1:

The teachers were formed into triads and asked to share the programmes they have developed with the whole class.

Exercise-2:

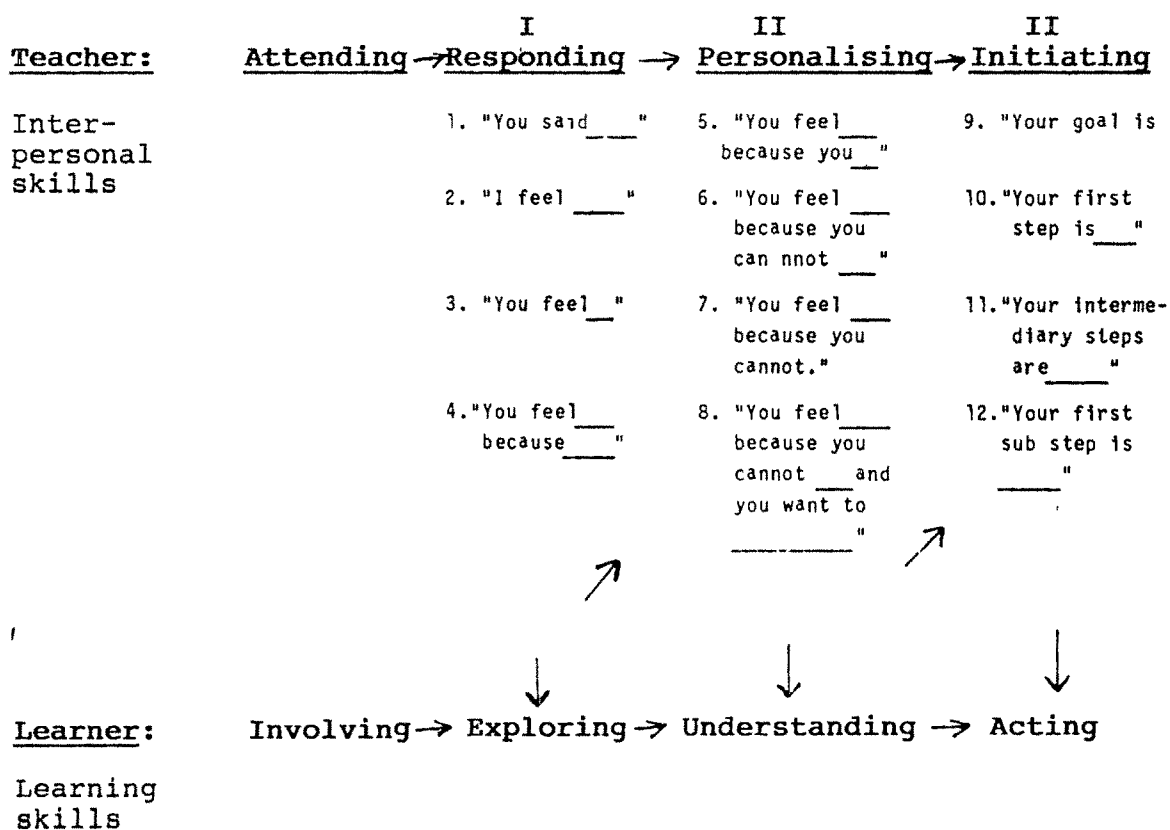
Teachers were asked to use all the skills starting

from responding to initiating and write down their responses for the following helpee situation.

Excerpt: They are always picking on me. You know, ganging up on me and punishing me around - I don't even want to go to school any more.

Discussion: The trainer summarized the steps involved in each stage and provided feed back.

The trainees were supplied with the following Card showing phases of learning, Adopted from Kids don't learn from people they don't like by Aspy and Roebuck (1977).



Trainees were given the following exercises on

1. Forced field analysis of problem solving and brain storming techniques.

TASK-6 CHOOSING BESTFIT PROGRAMS

Brainstorming and other imaginative techniques help clients gather data for the program-development process, but in and of themselves they are not decision-making techniques. They don't in and of themselves help clients do the two things that are necessary at this next point in the helping process, that is (1) choose program elements and (2) put them together in some workable order.

Choosing Program Elements.

If brainstorming is successful, clients are sometimes left with more possibilities than they can handle. They may need help in choosing program elements that will work best for them.

EXERCISE: Rating program elements.

The program elements or courses of action that have been brainstormed, including the wilder ones that have been "tamed" in one way or another, need to be rated in order to discover which will be most useful.

1. Take one of the lists you produced in Exercise
2. Add any further possibilities that have come to mind since doing the list.
3. Give each possibility a number.
4. Review the following C-R-A-V-E criteria for judging the usefulness or the workability of any given program possibility or course of action.

C-Control: To what degree do I have control over this course of action, including control over the resources needed to engage in it?

R-Relevancy: to what degree will this course of action getting the goal accomplished?

A-Attractiveness: To what degree is this course of action in appeal to me?

V-Values: to what degree is this course of action in keeping with values and moral standards?

E-Environment To what degree is this course of action free from major obstacles in the environment?

5. Use the grid on the next page to rate the program possibilities or courses of action you have discovered through brainstorming on each of the above criteria. Use a scale of 1-5. If a course of action scores very low on any given criterion, assign a-1. If a course of action scores very high on any given criterion, assign a-5. Use the other numbers for points in between. First consider the following examples.

Example-1:

A man who wanted to quit smoking considered the following possibility on his list: "Cut down gradually, that is every other day eliminate one cigarette from the 30 I smoke daily.

C - Control: "This is something that is in my control and I have the 'guts' or resources to do it, though it might become much harder toward the end. Rating: 4".

R - Relevancy: "It leads inevitably to the elimination of much smoking habit Rating: 5".

A - Attractiveness: "I very much like the idea of not having to quit all at once. Rating: 5."

V - Values: "There is something in me that says that I should be able to quit cold turkey. That has more 'moral' appeal to me. Gradually cutting down is for 'weaker; people. Rating: 3"

E - Environments: "No one will notice that I am gradually cutting down. And I'll have time to take a look at what pitfalls such as friends who smoke, lie before me. Rating: 5"

Example-2:

A young woman has been having fight with a male friend of hers. Since he is not the kind of person she wants to marry, her goal is to establish a relationship with him that is less intimate, for instance, one without sexual relations. She considers the following possibility: "I'll call a moratorium on our relationship. I'll

tell him that I don't want to see him for four months. Then we can both re-establish a different kind of relationship if that's what both of us want at the time".

C - Control and resources: "I can stop seeing him. I think I have the assertiveness to tell him exactly what I want and stick to my decision.

R - Relevancy: "Since my goal is moving into a different kind of relationship with him, stepping back and letting old ties and behaviour do a bit seems to make a great deal of sense. A moratorium is not the same as ending a relationship, though it may lead to it. Rating: 5"

A - "The thought of not having to think about how to relate to him for a while and the thought of ending the fighting has tremendous appeal. I also like the idea of not just ending the relationship. Rating: 5"

V - Values: "I'm not comfortable with this kind of unilateral decision. On the other hand, I don't value having sexual relations with someone I've ruled out as a possible marriage partner. Rating: 4"

E - Environment: "My friends are going to ask me where David is, why I'm not seeing him. Some are going to question my decision. David may try to see me before the moratorium is up. There are a number of bumps in the environment, but they seem manageable. Rating: 3"

In rating your own program possibilities, you are not asked to make the kind of commentary that appears in the examples. Use the CRAVE grid to rate each course of action. Do not spend a great deal of time making the ratings. If for some reason you have difficulty making a rating or have some second thoughts about the rating you do assign, circle the rating and review it later with one of the other members of your training group.

RATING PROGRAM POSSIBILITIES (COURSES OF ACTION)

	Possibility	Control Resources	Relevancy	Appeal	Values	Environment
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
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21.						
22.						
23.						
24.						

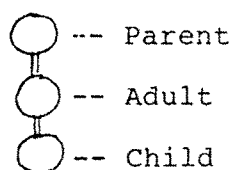
7. Training in Transactional analysis (T.A.)

Research shows that T.A. is a very simple and easy means to build an effective interpersonal relationship. Therefore, the investigator included T.A. in the training of teachers.

According to Eric berne, the goal of T.A. is to establish the most open and authentic communication possible between the affective and intellectual components of the personality.

7.1. Ego-States: While interacting with other people Berne observed that people exhibit three categories of behaviours called parent, adult and child ego states. These are psychological realities unlike id, ego and super ego. The structure and dynamics of personality can be explained in terms of these ego states particularly in our transactions.

Diagram of Personality



1. Parent ego state (P)

This ego state is formed during the first five years of life. It is a huge collection of recordings in the brain what parental figures modelled for us. It is imbibing of the parental ways of thinking, feeling, acting, values attitudes from parental figures like parents and others who play the role of a parent. This parent ego state has been divided into three parts.

1(a) Nurturing parent

This is adopting the behaviour of parents such as nurturing, helping, teaching which aid in the growth of others. When one guides, consoles, supports and gives warmth and love to others then he is said to be operating in nurturing parent.

1(b) Controlling parent

This is adopting parental behaviours such as correcting, grading manipulating and controlling. That is dosand douts of parents.

1(c) Critical parent

This is imbibing all the behaviours of parents concerning their authority, domination, criticising, threatening, insulting and punishing.

2. Child ego state

This is the behaviours, feelings and experiences of person during the first five years of his life. It is the recordings of the internal events, the responses of the child to what he sees and hears with respect to external events mostly parental figures. When a person is dominated by feelings like a child, he is said to be operating in a child ego state. Examples are laughing, crying, fighting, exploring etc. The child ego state is also divided into three aspects.

2(a) Natural (free) child

The spontaneous free and creative behaviour exhibited by a person when he was a child. If one is too expressive of his feelings either joy

or sadness and behaving freely like hugging; jumping with joy etc. we say that he is operating in a state of free child.

2(b) Adapted child

Any behaviour exhibited for the approval or acceptance of parents and teachers is called adapted behaviour. Acting according to the directions whims and fancies of parental figures.

2(c) Rebellious child

When one acts demanding, fearful and rebellious to get things done as in child hood state, he is said to be behaving from his rebellious child.

3. Adult ego state

When we behaves rationally based on facts, information, exchange of ideas, using thinking, reasoning, problem solving and judging or evaluating techniques to make decisions and to resolve conflicts - the person is said to be acting from his adult ego state. It is acting in a realistic

and practical manner without the influence of feeling or emotion. It is dealing only with reason, logic and facts. A person acting from his adult ego state always in touch with reality, for example he does not say "I must go to that movie today I must go to that movie today only." Instead he will say "I don't have sufficient pocket money today, let me go when ever I have sufficient money."

All the above ego states are important according to the relationship and situation.

Effecting interpersonal relationships will be developed if one balance the use of above states of behaviour.

If any of the above ego states are used excessively will lead to unhealthy development of personality and relationship.

TABLE - 3 : POSITIVE AND NEGATIVE EFFECTS OF EGO STATES

<u>I. Parent ego state</u>		
a) Nurturing Parent	<u>Positive:</u>	When warmth, affection, protection, guidance and advise is used to help the other person to grow and develop as a healthy human being.
	<u>Negative:</u>	Too much use of nurturing, overprotection and pampering prevents the person to grow healthy and becomes more dependent .
b) Controlling Parent.	<u>Positive:</u>	When directions are given to facilitate the development and help.
	<u>Negative:</u>	When too strict 'dos' and 'dont's' are given most of the time for each and every thing the child does, prevents him to develop into an independent being in his actions.

c) Critical
Parent

<u>Positive:</u>	It works with people who are not that sensitive.
<u>Negative:</u>	As it is directed to criticize insult or blame, the other person feels inadequate and develops negative self concept and becomes rebellious.

II. Adult ego state

<u>Positive:</u>	When dealing with intellectual situations, if rational and wise thinking leads to sensible decisions. Balanced use helps the person to resolve conflicts, solve problems and develops self confidence.
------------------	--

<u>Negative:</u>	Over use of this state may lead to machanization without life in life. Becomes rude and heartless.
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III. Child ego state

a) Natural child	<u>Positive:</u> When curiosity, spontaneity is positive and leads to creativity without any damage.
	<u>Negative:</u> When spontaneity is manifested in anger, violent action causing damage either physically or emotionally to others.
b) Adapted child	<u>Positive:</u> When the adaptation is for norms and values of society and develop external discipline which is directed ultimately to self-discipline. To maintain order and systematic way of life without any confusion.
	<u>Negative:</u> When adaptation is too much when one becomes slave for the rules and regulations and loses one's identity and individuality and becomes an automation.

c) Rebellious
child

Positive:

When one rebels because one's in born principle
and code of ethics or moral values are violated.
To take a firm standing because he is right in
relation to the values of life.

Negative:

If one rebels to get recognition or to dominate
for his selfish interests and if one is dominated
by negative feelings. He should be taken
care of.

The above material is supplied to the group and explained it with the help of illustrations and experiences of the group.

Ego-gram: Objective - Awareness and understanding of their own personality structure and dynamics.

Exercise-1: The group is asked to draw their ego-grams by supplying graph papers.

Instructions: Close your eyes and think of what percentage of parent, adult and child ego-states do you use usually. Out of the total percentage of parent ego-state divide the percentages for nurturing, controlling and critical parent. Similarly out of the total percentage of child ego-state, divide for natural, adapted and rebellious child. Mark the respective percentages against each ego-state in the graph sheets.

Exercise-2:

Draw an ego-gram of your close friend.

- If too much of any ego-state is used, they are advised to balance their ego-gram for the healthy development of their children and other people.

7.2 Theory of strokes:

In transactional analysis, a stroke is defined as any act, verbal, non-verbal or symbolic that signifies the recognition of another person. For example if one says 'hello' or smile or frown at some body means that he has recognised him by the above behaviours. The need for strokes is a basic motivation behind any communication. Mainly there are two types of strokes - positive and negative.

1. **Positive strokes:** These strokes supports, encourages and gives pleasant feeling to the person who receives them and exhibit a desirable behaviour after receiving them. When one smile

at another warmly or say you are good or intelligent. Then he is giving positive strokes. These strokes make the other person feel esteemed.

2. **Negative strokes:** It is the opposite of the above. They give an unpleasant feeling and exhibit in undesirable behaviour who ever receives them. These strokes takes one away from the person and inhibit warm and meaningful communication. For example "You are lazy" or "You never understands things in right way" etc.

The above positive and negative stroke are again classified into:

1. Unconditional positive stroke (UPS) Accepting as people as they are. Respecting another person because he is a human being in his own right. Giving positive strokes without conditions. Who receive them grow healthy.
2. Conditional positive stroke (CPS) - Giving rewards for desirable behaviour - Develops adapted behaviour.

3. Conditional negative stroke (CNS) - punishment for undesirable behaviour - Excessive use damages the mental health of the person who receives.
4. Unconditional negative stroke (UNS) prejudiced Disliking and hating the other person because he belongs to scheduled caste - Excessive use of these develops hostility in the other person who receives these strokes.

Too much of any of the above strokes is damaging in developing positive mental health. Adequate balance of 1,2,3 and 4 will do lot of help and leads to growth of the other persons and increase interpersonal relationship.

Exercise: Draw stroko-grams based on the strokes you give. Indicate with a 'X' mark against each stroke under the appropriate category. If you want to change your strokogram indicate with arrows on the format given. What constructive steps do you take to change your strokogram.

STROKO-GRAMSubjective assessment of person's stroking patterns

Type of Stroke	Rarely	Some-times	Often	Very Often	All the time
1. U.P.S.					
2. C.P.S.					
3. C.N.S.					
4. U.N.S.					

Analysing transactions:

A transaction is an exchange of two or more strokes between two persons. If anyone says "Hello how are you?" We respond "Fine, thank you." In this case there is an exchange of strokes by receiving and giving.

There are three types of transactions.

1. A complimentary transaction:

This takes place if one stroke gets the expected return stroke and follows the natural order of

healthy human relationships.

Example: Lily : What class do you have today at
9-00A.M.?

Sheela: We have Psychology class at 9-00A.M.

2. A crossed transaction: This is an unexpected stroke that one gets.

Example: Lily : What class do you have today at
9-00A.M.?

Sheela: Why do you want to know?

This type of transaction breaks and blocks the communication.

3. An ulterior transaction: If there is a hidden messages and Psychological games in the exchange of strokes between the two persons.

Sales man : This is a new saree which is a bit
costly for ordinary people.

Lady customer: Show me the other colours. I will buy
it.

Exercise: Form into triads and interact with above types of transactions. Write down your examples and get feed back from the trainer.

7.3: Psychological positions in communication:

1. I'm not OK, You're not OK.
2. I'm not OK, You're OK.
3. I'm OK, You're not OK.
4. I'm OK, You're OK.

Exercise: The group was asked to form into dyads and are asked to interact by taking any issue (educational/political). After the communication they have to write down at what position he is interacting. The trainer modelled I'm OK, You're OK position and the group observes.

The trainer explained the importance of I'm OK You're OK Position to build up effective interpersonal relationship. This position conveys respect for the uniqueness of human beings and use unconditional positive strokes to facilitate healthy growth in other persons.

Teachers expressed that the T.A. concepts are very simple and easy to follow in their class rooms.

8. Exercises to develop self understanding, esteem and achievement motivation.

Exercise: Strength bombardment

Trainees are asked to sit in a circle. The trainer asked for a volunteer who is interested to discover some of his potentialities and developing them. Teacher Vijaya Manoharam volunteered to undergo the exercise. Teacher was asked to write ten of her strengths or potentialities that she had. Each member of the group was also asked to write five of her strengths. Within five minutes they are asked to write his strengths. After five minutes they were asked to stop writing. Vijaya was asked to read her strengths and write on the board. Then the rest of the members were asked to read her strengths one by one. As they were reading the trainer wrote them on the board. Then the trainer asked her to look at her sixty five strengths written on the board. She is asked to share her feelings. She said she is feeling very happy and esteemed. Group was also asked to

express their feelings. The said that individually they did not know that Vijaya had so many strengths. They were proud of her. Vijaya had a shower of praise, accepted the strokes and thanked the group.

Joe and hari window was explained with the help of her strengths.

	Known to self	Unknown to self
Known to others	Open	Blind
Unkown to others	Hidden	Unknown

The personality of a person was explained with the help of the above window using Vijaya's strengths.

1. The aspect of personality which is known to self as well as to others is known as open aspect of personality. If the strengths which are listed by Vijaya were also listed by the group members, these strengths are seen both by self as well as others is called an open aspect of her personality.

2. The group has to identify those strengths which are given by the group and are not found in the list of strengths given by Vijaya. These strengths are known to others but are unknown to self. This aspect of personality is called blind because Vijaya could not see her strengths which were seen by others.
 3. The aspect of personality which is known to self but unknown to others is called hidden aspect of his personality. The group was asked to identify those strengths which are listed by Vijaya but not by the members of the group. This aspect of Vijaya's personality is the hidden but not seen by the others.
 4. The fourth window of personality is unknown to both the self as well as others.
- Vijaya was made to realise the purpose of the exercise - to understand one self better and to grow.
 - Vijaya was asked to rank her strengths in the order of intensity that she felt that she had them.

- Vijaya was asked to select one strength she would like to improve from now onwards.
- Vijaya selected self-confidence. She was asked to clarify what it meant to her. She was asked to choose two things that she would do the coming week to improve upon that strength. In order to work with it toward concrete goals that are achievable, measurable something the person wants to do, the group was requested to interact with Vijaya in working out this. She was asked to name two people with whom she could improve her self confidence. She named one of the group member and another was her friend. After two weeks she was asked to give feed back to the group after her experiences.
- The second part of this exercise is called achievement motivation.

9. The Experiment:

Before the start of the experiment, the investigator prepared humanistic orientation training package for teachers. During December 1985, the headmasters and teachers of the selected experimental schools are contacted for permission to

conduct training programme for teachers and to carry on the experiment for six months. In order to get cooperation from the schools the headmistress are oriented in humanistic approach of teaching through informal talks. All the headmistresses realized the importance of training programme and are obliged to carry on the experiment. Accordingly the dates were fixed for the training programme and are obliged to carry on the experiment. Accordingly the dates were fixed for the training programme of teachers. All the periods of both the sessions were adjusted in the morning session only in order to conduct the training programme during afternoon sessions. All the headmistresses believed that this training programme will improve the teaching of their teachers and facilitate their students's learning.

According to the proposed design the investigator fixed up experimental and control groups and followed each step carefully that is organization of the training programme, pre-testing treatment and post-testing phase.

Teachers in the experimental groups did not have any contact with those in the control group because they stem from different schools. The teachers in the control group had no knowledge regarding the training of teachers and the experiment proper. They merely followed conventional practices in teaching their respective subjects. On the other hand, teachers in the experimental groups are exposed to orientation programme on humanistic interpersonal skills.

The experiment actually began with the start of the orientation programme to teachers.

For the purpose of training, the experimental groups of study-I and II were combined as they happen to be from the same place.

The duration of the experiment was six months from First February 1986 to First September 1986.

During the experimental period the investigator gave feed back after each observation of

teacher. Weekly meetings were held to discuss their experiences in the use of the learned humanistic teaching skills. The teachers were given constructive, casual comments from time to time to bringout facility in using the skills. Their use of the skills and class room interaction with students were informed during weekly meetings.

9.1. Behaviour of teachers and pupils:

Right from the beginning of the experiment, teachers' interest and readiness influenced pupil behaviour.

The teachers' enhanced level of humanistic interpersonal dimensions and skills such as empathic understanding, respect, warmth and genuineness influenced pupil behaviours in being more attentive, interested and enthusiastic in their classes. Teachers reported that skills such as attending and listening made their job easy to convey the above dimensions and attitudes. They expressed that they and their students are finding more meaning and satisfaction in their work than before.

The students in the control groups were co-operative but there was no marked change in their behaviour pattern students of experimental groups markedly exhibited closer relationship with their teachers and showed more positive behaviours.

During the training and experiment, teachers sincerely acknowledged that the practice of humanistic interpersonal skills helped them in their personal as well as professional growth and are deriving more satisfaction than before. Teachers exhibited more positive behaviour than in pre-testing phase. The investigator could observe that there was an increased expression of students' problems to their teachers. There was also a tendency decrease indisciplinary and negative behaviours of pupils.

9.2. Observations during the experiment

The teachers of experimental groups expressed more antagonism and burn out towards their headmistresses during the earlier part of the training. But at the end of training and experiment they were less antagonistic and developed

viewing things from her point of view also. This little change in their outlook helped them in the loss of their burn out. This personal growth of teachers motivated them to use these humanistic interpersonal skills with heightened enthusiasm in their class rooms. Consequently they exhibited more positive and democratic behaviour in their class rooms. This inturn led them to derive more satisfaction out of their teaching. This change in the personal growth of teachers brought a significant and positive change in the behaviour of their students.

The students showed more positive behaviour than before and showed signs of more liking towards their teachers.

Students were found to be more attentive and interested in their class room activities.

Another important observation made during the experiment was that most of the students reduced fear to approach their teachers and were more free to express their ideas and feelings.

Students also increased number of contacts with their teachers and freely expressed their problems.

Experimental classes became more cohesive groups than before. There was a noticeable positive change in the students, especially those with problem behaviours. These pupils are found to show increased interest toward their teacher and class room activities.

Between the two studies, the teachers and pupils of experimental group belonging to study-II were found to be more enthusiastic during the training as well as experiment than that of the experimentals of study-I. The experimental teachers of study-II expressed informally that they liked the training and experiment and is a new experience for them because till then they were never exposed to training programmes of this sort.

At the end of the experiment, data regarding the behaviour of teachers and pupils

were available for both experimental and control groups. The data regarding positive and negative behaviours of teachers and pupils were available in the form of percentages.

The data with respect to the selected variables of teachers and pupils were also available in the form of pre and post test scores.

10 . Conclusion:

Having discussed at length the development of humanistic orientation training package for teachers, organization of the training programme and conduction of the experiment, the next step is to analyse the data available using different types of statistical analyses in order to test the stated hypotheses.