MODULAR INSTRUCTION OF PRESERVICE TEACHERS TO INCREASE THEIR EMPATHIC RESPONSES IN CLASSROOM DIALOGUE

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ABSTRACT

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The purpose of this study was to determine if preservice teachers could be taught to increase in their classroom dialogue the responses they make which reflect understanding of pupils' expressed thoughts and feelings. Specifically, the study was undertaken to determine if such responses could be learned from an instructional module especially designed to teach some perceiving and responding skills necessary for improved understanding in teacher communication.

Thirty-six elementary and secondary preservice teachers were selected as treatment and control subjects from among participants in a two-term competency-based field experience portion of the teacher education curriculum. All subjects made short tape recordings of a single lesson they taught in a local classroom just prior to their full-time student teaching experience. The treatment, the study of a module entitled Interpersonal Relations Skills, was then begun. The module was rated by treatment subjects as they completed their study of it.

The subjects' cooperating teachers responded in writing to the Communication Index-Student Form, thus providing a measure of their own ability to communicate with understanding. Near the end of student teaching all subjects tape-recorded six hours of their classroom interaction irrespective of the activities involved. The tapes were reviewed for the presence of dialogue segments, samples of which were randomly chosen for rating. These segments, the pre-treatment tapes and the cooperating teachers' responses to the Communication Index were all rated on the Carkhuff Empathy Scale by trained raters at the Consortium for Humanizing Education at Texas Women's University. All cooperating teachers and the pupils of secondary subjects rated those subjects on the degree of understanding they exemplified. The cooperating teachers used the Student Teacher Rating Scale which was constructed by the researcher for this study, while secondary pupils responded to a modified form of the Assessment Inventory developed by Dixon and Morse. (This instrument was not suitable for elementary children and so was used with secondary pupils only.) Single mean scores were obtained for subjects on both of these instruments.

Treatment subjects did not respond to their pupils with greater understanding at the end of the field experience than did control subjects. Neither were they seen by their cooperating teachers nor were the secondary treatment subjects seen by

their pupils as more understanding than control subjects. No relationship was found between the empathic understanding demonstrated by treatment subjects and their perception of the value and usefulness of the module.

Because of circumstances unique to the research situation, there is reason to believe the module was not fully nor adequately used by the treatment subjects. A series of specific recommendations are offered for the operational replication of this study. The findings were that:

1) cooperating teachers, secondary pupils and subjects all believed that teacher understanding is strongly related to good teaching;

2) cooperating teachers and trained raters showed significant agreement on the extent to which student teacher behaviors exemplified understanding of pupils;

3) treatment subjects strongly endorsed the module, Interpersonal Relations Skills, and indicated that they believed the content was important, that they used what they had learned, and that the module should be included in the CBTE program for use by all preservice teachers.

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By

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For

Mother, Marie, Suz and Val

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to determine if preservice teachers could be taught to increase in their classroom dialogue the responses they make which reflect understanding of pupils' expressed thoughts and feelings. Specifically, the study was undertaken to determine if such responses could be learned from an instructional module especially designed to teach some perceiving and responding skills necessary for improved understanding in teacher communication.

Rationale for the Study

In the past a commonly held view of teaching-learning involved the passing of information from one mind to another. The teacher lectured, opined, wrote learned papers, arranged the classroom organization, selected appropriate books to be studied and generally shared knowledge with the less informed. The learner listened, answered, responded, took notes, read assignments and tried to retain the information being shared. The teacher's role was essentially active, and that of the learner was essentially passive.

Although this picture of teaching as information-sharing is overdrawn for emphasis, it is still very much a part of the educational scene, albeit in less obvious ways. Combs, Avila and Purkey (1971) observed that one way we have attempted to improve the quality of education is to increase the number of courses offered, to improve information delivery systems by capitalizing more fully upon technological hardware, to develop more sophisticated teaching methods: in short, to improve quality in education by increasing the amount of information available to individuals.

Today student disaffection for formal education is manifest in demands for greater curricular flexibility, rising dropout rates, arguments against the irrelevance of instruction and in favor of the value of "real life experiences." Such expressions have made many thoughtful persons aware of the genuine inadequacy of instructional systems which are essentially information-disseminating. Learning, it appears, requires more than acquiring information. It requires meaning as well.

It is axiomatic to observe that when learning occurs, behavior consequently changes. Indeed it is common to infer that students have learned when their behaviors change in certain desirable ways. Behavior does not change, however, unless the information which has been acquired has genuine meaning to the individual. Is it not reasonable to infer, therefore, that when students who are exposed to a plethora of information do not show subsequent behavior changes, it is because the meaning for them of such information is limited or non-existent?

Information is not meaningful until the learner addresses it with the totality of himself. In other words, learning is a deeply personal activity which involves aspects of the whole learner such as perception, memory, problem-solving, imagination, reflection, feelings, attitudes, values, habits, experiences, standards, expectations, goals, self-concept, skills, kinesthetic sensations and physiological states.

Helping learners (who have been successfully conditioned to believe that learning is information-gathering) perceive learning as a growth process in which the entire self is engaged requires a changed orientation on the part of educators. It requires teachers, for example, who recognize that exploring, questioning, talking about, reflecting upon and repeatedly using some kinds of information are all legitimate classroom activities through which students internalize and personalize information, through which they find meaning. It requires that teachers be prepared to place a primary emphasis upon how persons perceive and relate to the content of what is being learned, rather than primarily upon how the subject may be sequenced and delimited to be most accessible to learners. How learners perceive the subject matter and how the teacher organizes it are not dichotomous or contradictory aspects of teaching; they are compatible and necessary. The question at hand is not their value but their emphasis.

It is the process of learning which is being considered. How can teachers be prepared to ". . . maximize the frequency

with which they foster more self-starting, self-directed, actively inquiring patterns of learning behavior in their pupils" (Peck & Tucker, 1973, p. 947)? How can they be prepared to be effective teachers who can ". . . facilitate learning, enhance creative thinking and increase the probability of discovery learning" (Asbury & Costantino, 1972, p. 84)?

One answer to these questions which appears to have promise is to educate teachers to be more facilitative, rather than so highly directive or dogmatic, in their interactions with children. Although some amount of teacher directiveness is both desirable and necessary, classrooms are generally dominated by directive teacher behaviors (Peck & Tucker, 1973). To recommend, therefore, that teachers be prepared to be more facilitative is not to suggest the abolition of directive teacher behaviors, but rather their reduction in favor of those behaviors which attend to the attitudes, feelings and viewpoints of pupils. There is a growing body of research findings which indicates that teachers who respond to their pupils with empathy, regard and genuineness, help those pupils to grow in positive ways, cognitively and affectively.

A number of studies employing the Flanders System of Interaction Analysis suggest that preparing teachers to be more indirect in their interactions with learners is desirable. Generally "indirectness of teacher behavior tends to be associated positively with assessment growth, favorableness of pupil

attitudes, and creativity growth" (Soar, 1973, p. 209). Indirect teacher behaviors in the Flanders System include those which attend to students' feelings, praise and encourage students, use students' thoughts and ideas as the basis for further reflection and study, and stimulate student thought through the use of questions. Flanders and Simon (1969) surveyed a set of widely separated research studies and concluded that

> . . . it can now be stated with fairly high confidence that the percentage of teacher statements that make use of ideas and opinions previously expressed by pupils is directly related to average class scores on attitude scales of teacher attractiveness, liking the class, etc., as well as to average achievement scores adjusted for initial ability. (p. 1426)

Taken together these two observations suggest that teachers who attend to students' thoughts and feelings and who encourage learners actively to find personal meaning in information at hand stimulate student growth and development. Indeed Peck and Tucker (1973) noted that "what the interaction studies do appear to show is that the teacher has to act in ways that specifically allow and encourage such pupil initiative, or it does not occur to any great extent" (p. 948).

Carkhuff (1971) noted that the quality of the relationship between teacher and student cannot be overlooked:

> . . .effective education is a function of the interpersonal skills which make for an effective teacher-student relationship plus an effective teacher program. When either relationship or program is present, benefits accrue to the student. When both relationship and programs are present, maximum benefits accrue to the student. (p. 11)

Looking even more specifically at how the teacher functions in this effective relationship, Asbury and Costantino (1972) described "the counseling mode of teaching" in which ". . . the 'counselor-teacher' . . . serves as a motivator, facilitator, discussant, sounding board, consultant, or as an academic counselor" (p. 84). Carkhuff and Truax (1966) likewise compared effective teaching skills with effective counseling skills:

> . . . those teachers who are facilitative, who "hook" the students in a lifelong learning and growing process involving or leading to self-exploration, self-direction and dependence and self-realization . . . are not unlike the effective counselors, those who provide the highest levels of these facilitative conditions. (p. 726)

In short, these writers suggest that meaningful learning results when teachers perceive themselves as facilitators in a helping relationship with learners.

To function as an effective facilitator of student growth, a teacher must learn to concentrate upon meaning as well as behavior, that is, upon what Combs (1972) called "sensitivity or empathy . . . a belief about what are the important data in a human interaction: how it looks to the helper and how it looks to the persons he is working with" (p. 288). In his research of the helping professions Combs found that one critical factor which separated good helpers from poor is the capacity to see non-objectively, i.e., subjectively, empathically or sensitively. "Good helpers are characteristically concerned about how things look to the people they are working with" (p. 289).

A confirming view was expressed by Asbury and Costantino (1972). "Empathy and understanding must come first if the teacher is to be a real helper and not just help himself . . . . It seems to us that teachers are weakest in achieving and communicating empathy and respect" (p. 88).

The realization that teachers need help in learning how to be facilitative in their classroom relationships and how to perceive and communicate empathic understanding to students is a recent one. Jones (1973) noted that materials designed expressly to teach these skills to teachers are almost non-existent.

It is, therefore, reasonable and important to develop for teachers instructional materials which will help them learn to understand their students' thoughts and feelings, and to communicate such understanding to them. Moreover, these materials need to be tried with student teachers in the field so that their effectiveness and efficiency in increasing the level of empathic functioning in preservice teachers may be assessed.

Theoretical Basis of the Study

Humanistic psychology, with its focus upon the optimally developed, fully functioning person, has generated abundant research among psychotherapists regarding the dynamics of client-centered counseling. Rogers has studied the counselor-client relationship to determine what, if any, elements are present in that relationship which facilitate the ". . . growth, development, maturity, improved functioning, improved coping with life" of the

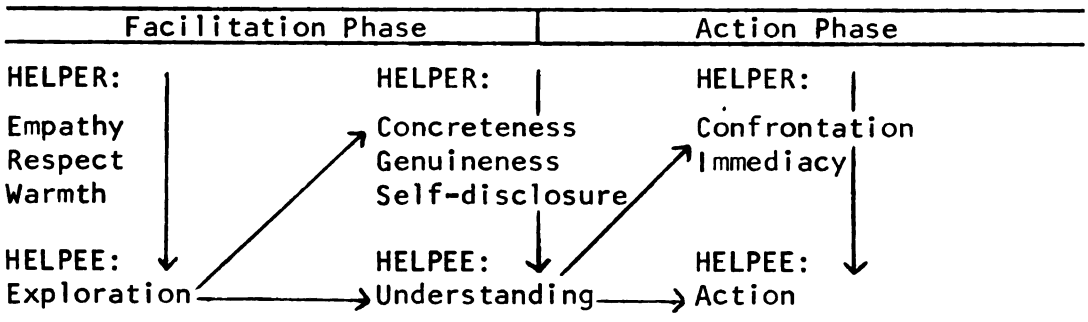
client (Rogers, 1961, p. 39). He isolated three conditions, i.e., counselor behaviors, which he labeled "necessary and sufficient" for therapeutic personality change: congruence, unconditional positive regard and empathy (Rogers, 1957). These conditions, he asserted, must be present not only in the counselor-client dyad, but in any relationship which facilitates growth, development and improved functioning of its component members. These relationships may be one-to-one, or they may be individual-group interactions which are intended as helping relationships (1961).

Carkhuff and Truax (1966), also studying the helping relationship, stated that there are ". . . three elements . . . that cut across the more parochial theories of effective 'helping' processes and appear to be common elements in a wide variety of interpersonal approaches" (p. 725). These elements are: (1) the ability to sensitively and accurately understand the patient in such a manner as to communicate this deep understanding; (2) nonpossessive warmth and acceptance of the client by the counselor; (3) the necessity for the counselor to be integrated, mature and genuine.

Two commonalities between the findings of Carkhuff and Truax, and Rogers are apparent. First, the three dimensions which each studied are very similar despite the differing terminology used to describe them. What Carkhuff and Truax called deep understanding, Rogers called empathy. Likewise, nonpossessive warmth and acceptance may be translated as

unconditional positive regard, and genuineness and integration as congruence. Second, these three are present in a wide variety of helping interactions and are not limited merely to the counselor-client relationship.

To these three primary conditions, Carkhuff and his colleagues added several new dimensions, and developed and standardized scales for rating them. Collectively these dimensions are empathy, respect, genuineness, concreteness, self-disclosure, confrontation and immediacy. These are the helper-offered conditions which form the crux of the Carkhuff model of helping, briefly outlined below.



Helping Process. Adapted from Carkhuff's 1970 model for use with educators. (Adapted from Human Relations Development by George M. Gazda, Frank R. Asbury, Fred J. Balzer, William C. Childers, R. Eric Desselle, and Richard P. Walters. Boston: Allyn and Bacon, Inc., 1973, p. 25.)

As schematically represented above, the helping process assists the individual being helped, i.e., the helpee, first to explore his own problems; then to develop deeper understanding about them and to discover some possible constructive ways in which to solve or alleviate those problems; and finally to decide upon some definite course of action and to pursue it.

The helpee is assisted in this process by the helper who systematically provides the dimensions which will best facilitate successful problem-solving by the helpee. The helper initially responds to the helpee with empathy, warmth and respect, conditions which maximize the helpee's efforts to explore his situation with minimal frustration and confusion. When the helpee has reached a plateau of self-exploration, the helper adds other dimensions which press the helpee for greater specificity (concreteness), which model real and honest behaviors for the helpee (genuineness) and which encourage greater closeness between the two individuals through the sharing of helpful, personal experiences by the helper when these are appropriate (self-disclosure). Finally, the helper assists the helpee toward decisive action by adding confrontation to the dialogue, that is, assisting the helpee to face the reality of his situation, and encouraging the helpee to recognize what is really going on between the helper and the helpee "here and now" (immediacy).

Gazda et al. (1973) wrote, "We know of no other model for human relations training which has been so thoroughly researched and so carefully developed, and we therefore offer it to the trainer and trainee with considerable confidence in its validity" (p. 22).

Carkhuff and Truax (1966) emphasized the importance of the facilitative dimensions in interpersonal relationships.

> If the current evidence is reliable and a lack of such elements as empathy, warmth and genuineness tends to impede or retard positive movement, while the presence of higher levels of these conditions leads to constructive gain, then the model for interpersonal processes may be a reversible one: the model can be used to predict positive movement and gain as well as to predict negative movement or deterioration. (pp. 725-726)

Of the facilitative dimensions, empathy appears most crucial.

> Empathic understanding . . . is the key ingredient in the establishment of a viable communication process . . . . Empathy is perhaps the most critical of all helping dimensions. Without empathy there is no basis for helping. (Carkhuff, 1969c, pp. 96, 82-83)

Research by Carkhuff, Gazda and their colleagues indicates that these dimensions, particularly the primary conditions, may be systematically taught to others so that their levels of functioning increase significantly. An extensive training program has been developed in which a highly facilitative trainer interacts with a group of 10-12 trainees and serves the dual role of facilitator and model for the learners. Initially, trainees are helped to recognize (discriminate) both the thought and the feeling content of stimulus statements which are presented by the trainer and analyzed by the group as a whole. Systematically the trainees are helped to discriminate in more complex situations, e.g., one-to-one, role-playing. Finally, they learn to communicate accurately and effectively through a series of experiences which are also increasingly complex.

Both Carkhuff and Gazda stress the value to learners of the highly facilitative model and the opportunity for self-exploration which group interaction provides.

With the identification of (1) core dimensions which are essential to the helping process in a variety of interpersonal relationships, (2) systematic training procedures and (3) behaviorally defined scales for rating individuals vis-à-vis these dimensions, it is logical to examine how preservice teachers might be helped to use these dimensions in classroom interaction. More specifically, how can young teachers be taught to be or helped to become more empathic?

1. Can a module be designed which systematically teaches learners to perceive (discriminate) others' thoughts and feelings accurately and to respond (communicate) with statements which convey understanding of others?

2. Can empathy, i.e., perceiving and responding to others' statements accurately, be learned from a model presented in a printed, modularized format?

3. Will preservice teachers be able to transfer what they have learned from a module to classroom interaction?

4. Can preservice teachers learn to use empathic responses not just with individuals but also with groups, as in a classroom?

5. Will students and cooperating teachers be able to recognize increased understanding in student teachers who have used an instructional module designed to teach them to communicate empathically?

Consideration of these questions led to the formation of five hypotheses for further investigation, and, after assessment instruments had been selected, to the criterion by which each would be accepted. The individual instruments are discussed in Chapter Three, and all are briefly described on Table 2 in that same chapter. Contrary to scoring schemes frequently used for rating instruments, on both the Student Teacher Rating Scale and the Assessment Inventory low scores are most desirable. The criteria for hypotheses two and three, therefore, stipulate that scores for treatment subjects will be lower than for control subjects.

Hypotheses

The research hypotheses of this study and the criterion for acceptance of each are stated below.

Hypotheses	Criteria
1. Treatment subjects will respond to pupils in classroom dialogue with statements which reflect greater understanding than will control subjects after ten weeks of student teaching.	1. Mean score of the treatment subjects' teaching as rated on the Carkhuff Empathy Scale will be significantly higher ($p < .05$) than that of the control subjects.
2. Treatment subjects will be seen by their cooperating teachers as more understanding of their pupils than will control subjects.	2. Mean rating by cooperating teachers on the Student Teacher Rating Scale will be significantly lower ($p. < .05$) for treatment than for control subjects.
3. Treatment subjects (secondary) will be seen by their pupils as more understanding than will control subjects (secondary)	3. Mean pupil response to the Assessment Inventory will be significantly lower ($p < .05$) for treatment than for control subjects.
4. The extent to which treatment subjects respond with understanding to pupils in the classroom is related to the rated empathy levels of their cooperating teachers.	4. A significant ($p < .05$) correlation will exist between the rating of treatment subjects' teaching and the Communication Index score of their cooperating teachers with both being rated on the Carkhuff Empathy Scale.
5. The extent to which treatment subjects respond with understanding to pupils in the classroom is related to their perception of the value and usefulness of the treatment module.	5. A significant ($p < .05$) positive correlation will exist between the treatment subjects' mean score on the Module Evaluation Form and their teaching score as rated on the Carkhuff Empathy Scale.

Definition of Terms

To enhance the clarity of this report, terms used repeatedly to convey specific meanings are defined below.

Cooperating teacher - also supervising teacher, teacher-critic. An elementary or secondary classroom teacher employed by a school district who assists and guides the work of a preservice teacher during student teaching.

Core conditions - empathy, respect, genuineness, confrontation, concreteness, self-disclosure and immediacy.

Empathy - the ability to sensitively and accurately understand another's thoughts and feelings in such a manner as to communicate this understanding; to sense another's "anger, fear or confusion as if it were your own, yet without your own anger, fear or confusion getting bound up in it . . . ." (Rogers, 1957, p. 99) and to express accurately to the other what it is you sense.

Facilitative conditions - also primary conditions. Empathy (understanding), positive regard (respect) and congruence (genuineness).

Facilitative level - the point at which any core condition, when demonstrated by a helper, is at least minimally helpful to another in understanding and working through his/her own situation.

Facilitator - one who assists and encourages another in self-directed learning, problem-solving, self-exploration and similar self-oriented growth inducing activities.

Helpee - one who is receiving the assistance and encouragement of a facilitator in exploring and solving his own problems.

Helping relationship - "a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other" (Rogers, 1961, p. 39).

Module - a learning packet, designed for individualized use by students, which includes behaviorally stated objectives and recommended learning activities appropriate to each, means for self-assessment and feedback, and assessments with specified criteria for each objective.

Preservice teacher - an individual actively involved in preparation for elementary or secondary teaching who has not yet become certified to teach.

Pupils - learners attending elementary or secondary schools.

Student teacher - a preservice teacher engaged in a full-time classroom teaching practicum under the guidance and supervision of one or more experienced teachers in a program supervised by college or university faculty.

Assumptions

This study is based upon the following assumptions:

1. The relationship between the teacher and a pupil or group of pupils is normally a helping relationship in that it is the teacher's intention to stimulate positive growth in pupils.

2. Teachers generally want to be understanding persons, and want to be seen that way by their pupils.

3. Responding accurately to pupils' thoughts and feelings is a useful dimension in the classroom, but it is not the only way that teachers can appropriately respond to pupils.

4. Understanding or empathy in teacher behavior is a dimension which permits, stimulates and/or facilitates positive growth in pupils.

5. Given objective rating scales, cooperating teachers and pupils are capable of assessing the extent to which student teachers have demonstrated understanding of their pupils in the classroom.

Limitations

The scope of this study was limited in the following ways:

1. No attempt was made to relate subjects' ability to learn more accurate empathic responses with personality and cognitive variables such as global-analytic perceptual modes, intelligence, self-actualization, self-concept, creativity or dogmatism and rigidity.

2. Subjects for this study were selected from among students participating in and oriented to an individualized, competency-based teacher education program. Students enrolled in more traditionally organized teacher-directed programs were not studied.

3. Subjects were not randomly assigned to the treatment and control groups, nor was it possible to use any variables as covariants. This research is consequently quasi-experimental in nature.

4. Tape recordings of classroom interaction, from which some of the data for this study were obtained, were made and provided by the subjects. In spite of the instructions provided to the subjects, the amount and nature of tape recorded material recorded and submitted by each subject largely depended upon factors not controlled by the researcher and varied among individuals.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

It has been within approximately the past ten years that educators have begun to speak seriously of teaching as a helping profession, and to explore the meaning of that concept in terms of teacher role, teacher education and teacher-pupil relationships. The fields of psychotherapy and of guidance and counseling have provided abundant evidence that individuals in these helping professions who are empathic, respectful and genuine make it possible for persons with serious personal problems to understand themselves and their problems more fully and to develop more wholesome attitudes and behaviors. The question raised by educators is most logical: if these counselor characteristics help troubled persons to become healthier and more self-directed, would not the same characteristics in teachers encourage children, faced with the normal problems implicit in the learning and growing process, to become more self-directed, more exploratory, more oriented to problem-solving, more confident in their own capacity to find good answers to their own questions?

Because questions of this sort have been seriously raised in only the past few years, research efforts in this direction are rather limited. As might be expected, the findings

of studies which have been conducted are inconclusive and sometimes contradictory. Nonetheless, evidence is beginning to mount which indicates that facilitative teachers, who respond to their pupils with empathy, regard and genuineness, help those pupils to grow in positive ways, cognitively and affectively.

Aspy and Hadlock (1967) found, for instance, that pupils with teachers who were highly facilitative showed six times as much growth as measured by standardized achievement tests as did pupils with less facilitative teachers. Aspy (1972) found that pupils of high functioning teachers made significant gains on standardized word and language subtests whereas pupils of low functioning teachers did not. Data from a study by Kratochvil, Carkhuff and Berenson (1969) appear to confirm this finding. Stoffer (1970) reported that children with academic difficulty and behavior problems gained significantly on standardized achievement tests and decreased their problem behaviors when tutored by highly empathic volunteers. Lewis, Lovell and Jesse (1965) discovered a significant positive correlation between the extent to which children perceived facilitative characteristics in their teachers and their scores on standardized tests. Christensen (1960) reported a significant relationship between teacher warmth and children's scores on vocabulary and arithmetic achievement tests. Hefele (1971) discovered that primary and secondary pupils of teachers trained to be facilitative performed at significantly higher levels on

language and reading skills, motivation for learning and general academic achievement. Aspy and Roebuck (1972) reported that higher level thinking among pupils was found to be significantly related to the positive regard demonstrated by their teachers.

Social relationships also appear to be affected by the facilitative characteristics of teachers. For example, teachers who are highly empathic were found to enjoy better relationships with pupils and with other teachers (Berenson, 1971; Cyphers, 1973; Shaddock, 1973). Pupils of highly facilitative teachers were also found to be less frequently truant (Aspy & Hadlock, 1967).

While not conclusive, all of these studies suggest that there is real promise in the belief that pupil growth may be improved by increasing the facilitative characteristics of teachers. Empathy, in particular, has been stressed as the most crucial characteristic of all. Therefore, to examine more closely not only the consequences of facilitative teaching, but the means by which facilitative conditions may be strengthened in teachers, is appropriate and timely.

Scope of the Review

The literature of human relations is vast. Even the literature addressing human relations and interactions within the teaching-learning milieu is topically, quantitatively and historically extensive. This review is, therefore, limited to those aspects of the literature which focus upon the effect of teacher-offered understanding, genuineness and respect upon pupil development and behavior, and also those studies which have investigated the ways in which these facilitative conditions, particularly understanding, may be taught to or developed in teachers.

Within approximately the past decade considerable interest has arisen among educators and researchers in studying the interaction which occurs between teachers and pupils. The assumption is that it is within the dynamic teacher-pupil relationship, rather than within the activities of teachers or the activities of pupils per se, that clues may be found about the effects one has on the other. The development and refinement of the Flanders System of Interaction Analysis has provided a practical yet precise instrument for the assessment of verbal classroom behaviors, and the very availability of this system seems to have stimulated a good bit of the current interest in studying verbal interaction. Moreover, one senses a general agreement abroad in the educational literature that perhaps one reason the large amount of research on teaching and teacher education has generated such a limited number of new ideas,

perspectives and conceptualizations is that those behaviors of teachers and/or pupils chosen for study have been too global, too complex, too undifferentiated. The examination of small bits of interaction for particular patterns, behaviors or relationships between the component parts appears to be a promising avenue for research. A number of studies reviewed in this chapter used such an approach in examining the relationship between teacher understanding and other variables.

Notes on Terminology

Some clarification of the terminology used in the ensuing discussion may be helpful. Understanding, respect and genuineness are used interchangeably with the terms empathy, positive regard and congruence, respectively. These three dimensions together are called the facilitative or primary conditions. Considered with self-disclosure, concreteness, confrontation and immediacy, they are collectively termed the core conditions. Five-point rating scales have been developed for the mensuration of each. Since empathy is considered the most fundamental of all these dimensions, an empathy scale (such as that devised by Truax, by Carkhuff or by Aspy) is most often used in research. On all of these five-point scales, level three (3.0) represents a minimally helpful or facilitative level of functioning, with higher scores indicating more facilitative behavior and lower scores less. A change of one level indicates a change in the level of functioning from one full number to the next, e.g., from 1.5 to 2.5. Teachers with scores on any scales below level

three are often classified as low, low functioning, low condition or less facilitative teachers. Antonyms of these descriptors are used with teachers rated at three or above. Occasionally a single score is obtained for subjects based on separate ratings for understanding, respect and genuineness; such a mean score is called a gross facilitative score or rating. Empathic understanding, as examined in this study, involves two related skills: perceiving or distinguishing helpful responses and behaviors from unhelpful ones, and generating or producing helpful responses to statements made by others. These two skills are sometimes measured separately on either the Discrimination Index or the Communication Index.

Correlational Studies

Correlational studies examine naturally occurring differences on independent variables and do not involve deliberate treatment. There is a small group of such studies that tentatively suggests that when some or all of the three facilitative conditions are present in teacher behaviors there are noticeable, measurable differences in pupils.

Aspy (1972) rated a group of elementary school teachers on the conditions of understanding, genuineness and respect, and also administered five subtests of the Stanford Achievement Test to their pupils, once in September and again in May. The pupils of high condition teachers showed significant gains on word meaning, paragraph meaning, word study skills and language,

whereas those of low contion teachers did not. In a similar investigation Aspy and Hadlock (1967) reported that pupils of the highest functioning teacher showed an average gain of two and a half academic years as measured by achievement test scores during the course of one academic year. Over the same period of time pupils of the lowest functioning teacher showed an average gain of six months. In addition, an inverse relationship was discovered between level of teacher functioning and pupil truancy.

These findings were supported by Stoffer's (1970) study of 35 mothers who, although not professionally educated as teachers, volunteered to tutor elementary school pupils who were experiencing academic difficulty and behavior problems in school. A significant correlation of .37 was found to exist between the tutors' rated empathy and the children's gain scores on standardized achievement tests; the relationship which existed between tutor empathy and decreases in problem behavior of the children was positive but was not statistically significant.

Standardized achievement tests, with their preponderance of recall questions, demand little of pupils beyond memory and recognition. Since the facilitative conditions in teachers appear to be correlated with knowledge as a "product" variable, Aspy and Roebuck (1972) investigated their relationship with a "process" variable, the differentiated levels of cognitive functioning among elementary school pupils in the classroom. They discovered that

the only facilitative condition significantly correlated with higher level thinking across all grade levels studied was positive regard. "Taken together, the two studies [Aspy, Aspy & Roebuck] seem to indicate that all three interpersonal conditions facilitate cognitive gain but that once the cognitive processes move beyond Level I, positive regard is more directly facilitative of cognitive functioning or 'thinking' as a process within the instructional situation" (p. 366).

If, as Rogers and others have stated, high levels of these three dimensions exist in those psychotherapeutic relationships which facilitate the greatest positive growth in clients, then it is reasonable to hypothesize that pupils who perceive a relationship with their teacher that is in the direction of an ideal psychotherapeutic relationship will make greater academic gains than those who do not perceive such a relationship. Lewis, Lovell and Jesse (1965) developed a Teacher-Pupil Relationship Inventory based upon Hiene's statements of an "ideal" psychotherapeutic relationship. (Some of the items which seem to describe teacher empathy, or a feeling in the respondent of being understood, are very similar to items in the Dixon and Morse Empathy Assessment Inventory which was used in the present study. Sample T-P.R.I. items: "I had the feeling that here was one person I could really trust"; "The teacher always seemed to know what I was trying to get across to him.") A significant positive correlation existed between the sixth graders' perceptions of

their relationship with their teacher and their scores on the Iowa Test of Basic Skills subtests.

Results such as those obtained by Lewis et al. verify Flanders' (1959) view:

> . . . teachers share with therapists the need to establish rapport with the total class and with individual students, to understand student feelings and attitudes, and to make constructive use of emotional energy in order to accomplish work . . . . The most successful teachers undoubtedly develop a sensitivity to the ideas and feelings of students that is quite similar to the sensitivities of a therapist. (p. 30)

A similar observation was made by Carkhuff and Truax (1966) who wrote that

> . . . those teachers who are facilitative, who "hook" the students in a lifelong learning and growing process involving or leading to self-exploration, self-direction and dependence and self-realization . . . are not unlike the effective counselors, those who provide the highest levels of these facilitative conditions. (p. 726)

Christensen (1960) found that the vocabulary and arithmetic achievement of fourth graders as measured by standardized tests was significantly related to only one affective teacher variable considered--warmth. Both Morgan (1974) and Christenberry (1975) examined the relationship between demonstrated levels of empathic understanding and teaching effectiveness as judged by supervisors; the former studied student teachers of emotionally disturbed children in two states and the latter, paraprofessional teacher-trainees of young children. Neither researcher found any significant correlation between the two variables.

Not all researchers have discovered significant relationships between the facilitative conditions demonstrated by teachers and pupil achievement and/or behavior. White (1969) tried, but failed, to replicate the findings of the Aspy study with pupils in special education classes using a two-year gain score on the Metropolitan Achievement Tests Battery as the dependent variable.

An extensive investigation of 80 fifth grade pupils, their parents and their past and present teachers was conducted by Kratochvil, Carkhuff and Berenson in 1969. These researchers examined the cumulative effects of the facilitative conditions provided by parents and teachers upon the intellectual, emotional and physical functioning of the children. The relationships between variables were not significant, nor did they approach significance. The only area in which pupils of high functioning teachers demonstrated significantly more growth than those of low functioning teachers was in reading achievment, and then only when: (1) growth in reading ability was crucial (grades one through three) and (2) the highest functioning teacher was functioning at about 3.00, a minimally facilitative level. In comparison, Aspy was studying third grade pupils whose teachers were rated during reading lessons and who were tested on reading, vocabulary and comprehension subtests. Moreover, the <u>average</u> empathy level of the high functioning teachers he studied was 4.0. The <u>highest</u> level of teacher functioning across three facilitative

conditions in the Kratochvil study was 3.75. These two studies corroborate one another insofar as they underscore the influence which highly facilitative teachers have upon reading, and by extrapolation upon the language and the concept development of primary school children.

Collectively, these correlational studies seem to suggest several things. First, teacher understanding, respect and genuineness are helpful but not sufficient components of the teaching-learning situation. It appears that other unidentified variables may be operating so that they either encourage or block the efficient utilization of these dimensions in pupil learning. Second, it is the verbal skills of pupils which are most affected by the presence of facilitative conditions in the classroom. Third, teachers must function well above what is "average" or "normal" in providing the facilitative conditions before noticeable results accrue in pupil performance. Of the studies cited above, only Aspy reported teachers in the sample who functioned well above "normal".

Empathic Understanding and "Good" Teachers

Exactly what constitutes "good" teaching is a moot point, and yet individuals seem to be able to agree to a remarkable extent on what "good" teachers do that is effective. So pervasive is this agreement that one investigation (Combs, 1965) revealed that teachers judged as "poor" by ordinary standards knew equally as well as those judged "good" what a good teaching

situation ought to be like! "Apparently," Combs noted, "everyone knows what a good helping relationship ought to be like even if he cannot produce it" (p. 18).

Understanding is a quality often mentioned by individuals in describing effective teachers. One of the four most frequently mentioned reasons for liking "Teacher A" best as reported by 3,725 high school seniors was "interested in and understands pupils" (Hamachek, 1972, p. 232). In summarizing a number of comprehensive studies Hamachek concluded, ". . . when it comes to classroom behavior, interaction patterns, and teaching styles, teachers who are superior in encouraging motivation and learning in students seem to exhibit . . . [the] capacity to perceive the world from the student's point of view" (p. 237). He also suggested (1969) that, "What seems to make a difference [between good and poor teachers] is the teacher's personal style in communicating what he knows" (p. 341). Taken together these two observations show a remarkable similarity to the way in which Carkhuff and Truax define empathy: the ability to sensitively and accurately understand another's thoughts and feelings in such a manner as to communicate this understanding.

Dixon and Morse (1961) asked 2000 secondary pupils to rate their student teachers on an Empathy Assessment Inventory, and also to make a global rating of their "goodness" as teachers. The student teachers with the best empathy ratings were seen by their pupils as being significantly better teachers. Similar

results obtained when the cooperating teachers were asked to rate the same student teachers on teaching effectiveness.

The kind of understanding or empathy being described by pupils and teachers in these studies seems to be substantially different from a teacher's understanding of pupils in the sense of knowing about them. Indeed, cognitive or intellectual understanding of pupils appears to be unrelated to teacher effectiveness as seen by those same pupils (Gage, 1958). After studying a group of ninth grade pupils, Lewis and Wigel (1964) wrote:

> We see that the important aspect of interpersonal relations that we call understanding is not essentially determined by intellectual knowledge of the subject being understood as measured in this study. The feeling of being understood is, however, accompanied by the belief that the understander shares with the subject some subtle aspects of his outlooks and beliefs . . . . These ideas suggest that if we intend to stimulate in others a feeling of being understood, it is not important that we gain considerable information about them but rather that we help them see that we are able to perceive other persons and situations as they do. (p. 158)

Gazda (1971) has stated quite simply the essence of the relationship between empathic understanding and good teaching. "If a student is to learn from a teacher he must be valued by that teacher; he must be understood by that teacher; and the teacher must be able to communicate with him . . . " (p. 50).

Experimental Studies

If empathic understanding in the teacher facilitates growth and development in pupils, the next question is obvious. How can empathic understanding be taught to or developed in teachers? The answers to that question seem to be numerous.

An overview of the literature shows that while some individuals and/or institutions concentrate upon teaching pre-service teachers specific discrimination and communication skills necessary for demonstrating the kind of understanding described by Rogers and Carkhuff, others have subsumed the teaching-learning of empathy under broader more inclusive programs. Modes for increasing empathic understanding and improving interpersonal skills in teachers which have been cited in the literature include: academic study, e.g., term paper, lecturing; programmed texts; cassettes with printed materials; role-playing; dyadic programmed instruction; systematic media-feedback approach using microteaching and laboratory facilities; videotape teacher modeling of target behaviors; direct experiences with children in recreational/social settings; T-groups, sensitivity and human relations training sessions; affective training experiences (unspecified); an 18-hour workshop over a long weekend; an eight-week block as part of a course; a 54-hour course on Interpersonal Relations Training; a component of a two-year secondary teacher education program; Gordon's Teacher Effectiveness Training program; the Northern Systems Company sociodrama training program; and the Carkhuff method, Systematic Human Relations Training Model for Lay Helpers. This is not an exhaustive list nor are the items contained in it necessarily mutually exclusive, but it does illustrate the diversity of the approaches being used in the affective education of teachers. As Jones (1973) pointed out, teachers may be educated in interpersonal skills in several ways: through

direct human relations skills development, and through facilitating their personal growth as individuals. The modes listed above reflect a thrust in one or the other of these directions.

Multiple Method Experiments

Investigators have attempted to compare the relative effectiveness of several modes of instruction. Dell (1967) examined the impact of role-playing and of lecturing about empathy on college sophomores in a Human Growth and Development class, and determined that both methods were ineffective in increasing empathic ability in students.

Thorman (1968) compared the relative effectiveness of three methods of training prospective teachers in interpersonal skills: academic study of interpersonal relations with the writing of a term paper on the topic, laboratory training in human relations with a T-group trainer, and professional pre-student teaching laboratory experiences which placed students with groups of secondary school age youngsters in recreational/social settings. Data indicated that these three forms of training did not differentially affect the pre-student teachers' attitudes or behavioral characteristics. One year later Stedfeld (1969) studied the classroom behaviors of Thorman's subjects and found no difference in how members of the three groups used interpersonal skills in their teaching.

Bidwell (1966) hypothesized that preservice secondary teachers who participated in dyadic programmed instruction would demonstrate greater increases in empathic understanding,

congruence and regard than those who were taught by other (unspecified) methods, but the data did not support that hypothesis. No one instructional pattern was found to be more effective for teaching these three dimensions than any other.

More noticeable differences accrued in studies in which the content and/or the organization of the learning procedure was more precisely delineated than they appear to be in the studies mentioned above. In an investigation by Cyphers (1973), student teachers in three groups were exposed to (1) an empathic video teacher model, (2) an empathic model presented in a programmed text and (3) a text of pupil statements only, without a teacher model. Exercises were provided by which subjects could "respond" to the model and practice what they had learned. Ratings of empathy were made by observing the classroom teaching of the subjects both before and after treatment. Student teachers exposed to the video teacher model showed the greatest increase in empathy, however both groups (1) and (2) were significantly superior to group (3) subjects on this dimension. Moreover, both pupils and cooperating teachers perceived student teachers in groups (1) and (2) as having significantly more understanding relationships with pupils than those in group (3). This study provides evidence that empathy can be effectively taught to teachers through both video and printed modeling and, of equal importance, that the empathic skills so learned can be effectively transferred to and used in classroom interaction.

Also working with student teachers, Shaddock (1973) provided eight hours of training for one group using the Carkhuff Systematic Human Relations Training Model for Lay Helpers and for another group using the Northern Systems Company's sociodrama training program. A control group received no training. Both treatments were found to produce significantly higher levels of facilitative functioning than did no treatment and, likewise, secondary pupils perceived that better relationships existed between themselves and the treatment subjects than with the control subjects. No superiority was found for one method over the other.

Although involving undergraduate psychology students rather than education majors, a study by Payne, Weiss and Kapp (1972) provides data which not only help to explain some of the variations in the findings cited above, but also suggest some bases upon which effective instructional procedures may be designed. This investigation was conducted to determine the relative efficaciousness of didactic, experiential and modeling factors in the learning of empathy. The subjects were grouped across the variables such that a variety of treatment combinations resulted, and the subjects were rated for empathic understanding on the basis of their verbal responses to taped stimulus statements. All subjects who had received didactic instruction responded with greater empathy than those who had not, but subjects with <u>both</u> didactic instruction and highly facilitative models performed with considerably more empathy than subjects

receiving any other combination of instructional modes. In other words, it helps students to learn empathy if the teacher informs the learners of what to do and how to do it, and then demonstrates very well the kind of behavior expected of them.

Carkhuff (1969b) repeatedly wrote of the importance of modeling in learning interpersonal skills.

> By and large traditional training programs have focused upon secondary dimensions exclusively, that is, upon one or the other potential preferred mode of treatment which they have assumed to be preeminent. Similarly, the traditional programs have tended to be exclusively didactic . . . or experiential . . . . The modeling source of learning has been universally neglected . . . . The results obtained in studies of a host of lower-level training programs have demonstrated the effectiveness of integrating the didactic, experiential and modeling aspects of learning around primary core conditions [empathy, respect, genuineness] . (pp. 151-152)

And again,

> . . . <u>the trainer is the key ingredient insofar as he offers a model of a person who is living effectively</u>. (p. 201)

If the presence of a high level model is vital for the effective internalization of interpersonal skills by learners, then considerable care should be given by program designers toward incorporating such models. Whether or not the model <u>must</u> be a live individual with whom learners may interact, as Carkhuff implies, is another matter. Cyphers' findings provide evidence that a highly empathic model presented in a programmed format (with which the learner may interact) is effective in raising the level of learner empathy. Dillard (1974) used modeling in audio tapes

and Huber (1972) used film models. Both stimulated significant growth in the interpersonal functioning of preservice teachers.

Viewed as a whole, these comparative studies suggest several generalizations. First, the educational procedure should be specific in the instructional techniques it employs. Students involved in such programs should know clearly the goal they are expected to reach and the appropriate sequence of steps for reaching it. Second, when the aggregate skills and/or content to be learned are specific and apparent, they are more effectively learned. Third, the method per se is perhaps not as critical a variable as the two points mentioned above, nor as variables such as the length of treatment time, the opportunity for learner involvement, practice and feedback, or the extent to which the learner recognizes a meaningful relationship between what is being learned and its value as a teaching skill. Fourth, those procedures which provide highly facilitative models will be most likely to stimulate higher levels of functioning in learners.

Carkhuff Model

Probably the mode most frequently used in research studies for increasing the level of empathic understanding in both preservice and inservice teachers is the Carkhuff model, ". . . a systematic, experiential training program which is designed to teach trainees to communicate appropriate levels of empathy, respect, genuineness, concreteness, confrontation, and immediacy in human interaction" (Jones, 1973, p. 5).

The sequence of training moves from a didactic/ experiential format to one in which the communications generated by the learner are stressed. Initially the learners are assessed upon their ability to discriminate and to communicate effective responses. Following discussion of desirable helper characteristics and the conditions necessary for a helping relationship, the learners are taught how to judge the effectiveness of interpersonal communications and how to identify emotional states from vocal expressions. Eventually the learners practice making their own responses, first by writing replies in simulated situations and later by responding in actual situations. Finally a post-treatment assessment of discrimination and communication ability is administered to each learner.

Dillard (1974) summarized the Carkhuff model in this way:

> This ten-step training sequence consists of 40 to 60 hours of training. A salient feature of this model is the planned, graduated degree of difficulty of the skills involved. The mode of communication goes from written to oral responses. Both the number and length of responses are gradually increased. The helping situations move from simulation or role-playing to real situations. (p. 90)

It was from this basic format that Gazda and others developed a training sequence specifically for educators. Their sequence incorporates the written-oral response and the simulated-actual situation continua found in the Carkhuff model. In addition, the importance of minimal stress upon learners and the use of

volitional responses from learners are emphasized.

> An effective trainer must model high levels of perceptual acuity and be able to respond at a high level. Therefore, the effective trainer arranges the training program along the same dimensions that are essential for helping. A sequence that reduces threat and shows respect for the security of the trainee is outlined . . . . The same sequence can be used to train for perceiving and for responding. Essentially, the procedure is to move from the least threatening procedures to those more threatening as greater exposure of the trainee is introduced. (Gazda et al., 1973, pp. 45-46)

The Gazda training sequence begins by having learners anonymously identify the surface feelings of a stimulus statement, and having the group and trainer together rate the level of each identification on an appropriate scale. The same rating procedure is used as participants learn to identify both affect and content in written and role-played statements. Learners then provide personally relevant statements to which other learners respond by labeling the affect and content. Finally the participants respond to student volunteers who provide "safe" personally relevant stimulus statements. This last step in the sequence is repeated a number of times with the statements moving from surface to deeper more complex kinds of material. It is in the Carkhuff, and especially the Gazda, models that the genesis of the module format developed for the present study may be found.

Single Method Experiments

Use of the Carkhuff model with teachers appears to be quite successful in stimulating both teacher and pupil behaviors which have been associated with a productive learning process.

When student teachers are systematically trained first to discriminate (recognize) and then to communicate (respond) at facilitative levels of empathic understanding and other facilitative dimensions, various results may be observed, not only in their own classroom functioning, but in that of their pupils as well. After training periods ranging from 20 to 32 hours, student teachers showed significant positive changes in levels of facilitative interpersonal functioning as measured by written responses to the Communication Index (Berenson, 1971; Norton, 1973; Shaddock, 1973) and as measured by videotape ratings of their teaching (Hefele, 1971). They were also seen as being more competent teachers who established better relationships with pupils by their cooperating teachers (Berenson), their pupils (Berenson, Shaddock) and their college supervisors (Berenson). In verbal classroom interaction, student teachers who had been trained by this method, compared to those who had not, gave significantly more praise and encouragement to pupils, accepted and clarified pupils' feelings and ideas more, criticized less and placed less emphasis on the subject matter content of lessons--all teaching patterns which have been shown in previous research to be positively related to pupil growth (Amidon & Flanders, 1967). Moreover, they were more capable at solving problems in planning, management and teacher-pupil relations as measured by a Teaching Situation Reaction Test (Berenson).

While treatment subjects in the Berenson study did not rate themselves any more highly on general teaching competency

than the control subjects did, those whom Hefele studied who were functioning at higher levels clearly were able to assess competency in their cooperating teachers. They selected teacher-critics as practicum supervisors who were functioning at significantly higher levels. They also opted to work in classes where there was a normally high level of process involvement by students. From these results it may be inferred that student teachers who have been trained in interpersonal skills find stimulation and satisfaction in those environments where they are most likely to be able to use such skills and to experience others using them as well. Hefele's finding that treatment subjects succeeded in eliciting higher levels of involvement from their pupils is consistent with Ryans' (1961) earlier observation that teacher behavior judged as "understanding and friendly" is positively and highly associated with observed "purposeful and productive" pupil behaviors. Teachers who understand their pupils, and show it, seem to be able to get children "into" the subject to be learned and to help those children sustain on-task behaviors.

One of the findings in the Hefele study of greatest practical significance was the academic growth of both elementary and secondary pupils of teachers trained with the Carkhuff model to increase their facilitative characteristics. These pupils achieved significantly higher levels of performance on language and reading skills, motivation for learning, general academic achievement and satisfactoriness of achievement than pupils of

untrained teachers. Performance levels in this study were derived from ratings by school supervisors.

Two studies using the Carkhuff model with inservice teachers are included in this discussion because of the conflicting, and potentially useful, results reported in them.

Bierman, Carkhuff and Santilli (cited in Peck & Tucker, 1973) conducted a brief empathic training program for preschool teachers, social workers, non-professional teacher aides and family assistants, all of whom were involved in Head Start programs. Didactic instruction was minimized, but a high empathy trainer worked with the participants and provided quasi-therapeutic experiences for them as the program proceeded. Although the training period was short, the participants as a group increased their empathic sensitivity from a ". . . starting level where they essentially ignored others' feelings [near 1.0] to an average posttraining level where they achieved a high degree of reflective responsiveness to others' feelings [over 3.0]" (p. 959). The figures, inserted by the writer, refer to rating points on the Carkhuff Empathy Scale. They illustrate the dramatic and remarkable growth shown by the professional and non-professional participants alike in this program. In comparison, the mean gain in functioning across the three facilitative conditions for treatment subjects in the Berenson study was one full level, and in the Hefele study, a little over half a level.

Miller (1971) conducted a long weekend of interpersonal relations skills training with eight volunteer elementary teachers.

Although the subjects learned to discriminate and communicate empathic responses more effectively, as measured by the Carkhuff Indices, they were not able to use those skills in classroom interactions. Both the treatment and control groups regressed in interpersonal functioning in the classroom over the two week period following the training program. Since both groups simultaneously regressed, it is reasonable to assume that some external confounding variable, perhaps something within the school system for which they worked, was affecting all the subjects. Nonetheless, the fact that treatment subjects who were already experienced, professional teachers regressed underscores once again the necessity for incorporating transfer-facilitating activities and experiences into interpersonal relations skills programs.

The summary which Berenson (1971) wrote seems aptly to describe the studies discussed above which have incorporated the Carkhuff training model.

> This study appears to support the efficacy of a human relations training program in a teacher education context. Specifically, training which focuses on the conditions of empathy, positive regard, genuineness, concreteness, immediacy, significant other references, and confrontation and which systematically employs the experiential, didactic and modeling sources of learning has been shown to be significantly related to a wide variety of desirable outcomes for teacher trainees. (p. 81)

Teacher Effectiveness Training (T.E.T), a procedure developed by Gordon, is similar to the Carkhuff model in that it stresses discrimination between helpful and non-helpful teacher responses and also teaches participants non-directive feedback

skills or "active listening." It is dissimilar insofar as the primary learning modes are didactic and experiential, with modeling playing a secondary role. There are several features of T.E.T. which make it unique. The notion of determining who owns the problem is central to subsequent decisions about who to help and what helping responses to make. Attention is also given to techniques through which environments may be modified in order to reduce the likelihood of conflicts and through which interpersonal conflicts may be resolved.

The T.E.T. sequence first sensitizes participants to "non-therapeutic" responses that teachers usually make, and then establishes the notion of acceptance or non-acceptance of another's behavior through written responses to simulated situations. Learning to decide who owns the problem is followed by practice in "active listening" (non-directive feedback skill) and in confrontation skill which permits the modification of behavior of others that is unacceptable to the teacher. Finally, instruction is given on how to modify the environment to prevent problems, how to resolve conflicts in a "no-lose" way and how to deal with "value collisions."

Using the sequence above with preservice teachers, Dillard required each subject to make weekly five-minute audiotapes of problem-centered discussions with a younger child. These 12 tapes were used both as developmental activities for subjects and, ultimately, as study data which were rated. As evidenced by the preservice teacher's response on tape to an

individual pupil, Teacher Effectiveness Training was an efficacious means of assisting teachers to use more facilitative responses when communicating with students, and fewer non-facilitative responses when reacting to problem messages from students. Dillard does not define his use of the word "facilitative", but both the criterion measure for the tape ratings and the emphasis in the training sequence on non-directive feedback skills suggest a level three response on the Carkhuff Empathy Scale.

The Teaching Problems Laboratory films by Donald Cruickshank were the independent variable in a study by Huber (1972) of 160 elementary and secondary education pupils. Subjects who had viewed the films later achieved empathy scores on the Affective Sensitivity Scale which were significantly higher than those of control subjects. In spite of this statistically significant score differential, the question of transfer to the classroom remains. Can these treatment subjects use what they have learned in a teaching-learning situation? The Affective Sensitivity Scale measures the empathic understanding represented by subject-generated responses to filmed counselor-client interactions. The situations depicted in the film show counseling relationships which are not directly geared to the educational setting. Considering the difficulty which frequently arises when student teachers try to apply campus-acquired skills in field-based settings, it would seem desirable to use instructional

materials, practice-feedback activities and criterion measures which have a teacher-pupil orientation.

Multiple microteaching sessions, which were audio- or videotaped and interspersed with training sessions, are reported by several investigators working with preservice teachers. Some human relations or "counseling" skills (Burns, 1974) which had been previously identified by Ivey--"attending behavior, open invitation to talk, minimal encourages [sic], reflection of feeling and paraphrasing"(abstract, p. 2761)-- were sequentially practiced and mastered by learners using an inflexible regimen: (1) initial videotaping, (2) analysis of tape with supervisor, (3) strategy changes and practice, (4) second videotaping, (5) tape observation, discussion and feedback with supervisor. This sequence was used by each subject in a one-to-one counseling situation, with a small group and, as a part of the regular student teaching experience, with a large group of pupils. This program of systematic practice-feedback and highly specific content led to a significant increase in the classroom use of the skills mentioned above. This system is unique in that transfer-facilitating activities and experiences are an intrinsic part of the sequence. The skills, reflection of feeling and paraphrasing, appear to be closely related to the "active listening" or non-directive feedback skills in the Teacher Effectiveness Training program, and to the level three empathic response in the Carkhuff model.

Waggener (1971) reported the use of a "specially structured group experience," designed to increase the empathy, genuineness and positive regard exhibited by student teachers, which was interspersed with laboratory microteaching over a period of three successive weeks. While the changes in these three facilitative conditions was greater for treatment subjects than for control subjects, the change was not significant. Although the nature of the group experience is not shown, this result suggests once again that the method per se is probably not as critical a variable as the specificity of the program content, objectives and sequence. A comparison of the use of the microteaching technique in the Burns and Waggener studies illustrates this point.

Considerations for Teacher Educators

The difficulties involved in transferring interpersonal relations skills from the laboratory where they are learned to the classroom where they are used is a problem to which program designers and teacher educators must attend. It is simply not enough to be able to recognize helpful teacher behavior nor to know the mechanics of facilitative responses nor, even, to be able to use them with one or several learners in artificial situations which are removed from the classroom milieu.

It is erroneous to assume that because a teacher can recognize the differences between helpful and not helpful teacher responses s/he can consequently provide facilitative interactions

with pupils in the classroom. Discrimination appears to be a necessary but insufficient condition for communication. Using the Index of Discrimination, therefore, as a measure of functional teacher empathy is inappropriate and misleading. Indeed, it is questionable to what extent the Index of Communication, which requires respondent-generated responses to less than a dozen statements, accurately reflects the mean level of functioning of the classroom teacher over a period of weeks and months. Lueder (1973) measured teachers' discrimination levels on the Index of Discrimination and found no relationship between their scores and the way junior high school pupils perceived the quality of their relationships with those teachers. His findings are consistent with Carkhuff's (1966a) observation.

> Perhaps the major clinical problem confronting the helping profession involves the communication/discrimination differential . . . . One can only conjecture concerning the underlying dynamics of why people cannot translate discrimination into communication, a problem not unrelated to the insight/action discrepancy in client treatment. It simply cannot be assumed that a high level of discrimination translates itself into communication. Perhaps more behavioristic means must be employed to successfully achieve the desired training goal of high-level communication. (p. 130)

Such remarks suggest that training procedures which necessitate repeated interaction with the target population, rather than with just peer learners, would be useful in helping teachers transfer newly acquired skills to the classroom and use them effectively in communicating with pupils. Furthermore, if

such mandatory interaction were accompanied by immediate feedback coupled with opportunities to interact again using strategies modified by that feedback, chances of decreasing the discrimination/communication differential seem likely.

Consideration should also be given by teacher educators to the indicators, albeit few indicators, that secondary school pupils may react differently than younger pupils to the facilitative qualities demonstrated by their teachers. When Ryans (1961) twice investigated the relationship between "understanding, friendly" teacher behavior and "purposeful and productive" pupil behavior, he found both times that the relationship for secondary pupils was considerably less strong than for elementary school pupils; indeed, in one study he found no relationship between these variables and the older pupils. Similarly, Lewis, Lovell and Jesse (1965) studied sixth and ninth grade pupils to determine if there was a significant positive correlation between their gains on achievement tests and the extent to which they viewed their relationship with their teacher as congruent with an "ideal" psychotherapeutic relationship. They found the correlation, but only with the sixth graders. Obviously there are so many differences between the environments and relationships experienced by elementary and secondary students that broad generalizations cannot be made. For example, the fact that elementary pupils customarily spend many hours a day--the bulk of their school time--with one teacher while secondary pupils rarely spend more

than an hour a day with one teacher is a plausible explanation for the evidence offered by these two studies. It may be that older pupils are every bit as sensitive to and affected by empathic teachers as younger ones, but they have less opportunity to come in contact with and be influenced by those teachers. If this guess were correct, then more, not less, emphasis should be placed on raising the level of empathic understanding among secondary teachers across a wide range of subject fields.

There is little evidence available concerning the extent to which interpersonal skills, once learned by teachers, hold up and are operational over a period of time. If transfer during the learning process is facilitated and the level of communication is initially high, then it might be assumed that the teacher would use, continue to use and be reinforced for using those skills over a period of time. This is, however, merely an assumption. The only study involving repeated measures found by the writer was one conducted by Bender (1974) with guidance trainees. Using didactic instruction with one group of subjects and programmed materials accompanied by cassettes with the other, Bender examined the empathic level of written responses to verbal stimulus statements by subjects in both groups after two weeks and, again, after four weeks. He concluded that both approaches were successful in respect to both short and long term effects, and that there was no significant regression for either group over the four week span. Nonetheless, a four week duration can

hardly be considered a long term in relation to the months, and sometimes years, which elapse between the time of teacher preparation and the time when teaching skills are regularly used in classroom interaction. Campbell and Stanley (1963) noted that ". . . long term effects are not only quantitatively different, but also qualitatively different," and cautioned against ". . . pinning all of our experimental evaluation of teaching methods on immediate posttests or measures at any single point in time" (p. 31). Considering how little is known about the retention of interpersonal skills such as empathic understanding, research employing repeated measures over extended time would be both useful and timely.

The extent to which the acquired interpersonal skills of teachers hold up over time is not the only concern. How do children, once stimulated and helped by a highly facilitative teacher, fare when exposed thereafter to lower functioning teachers? Again, there is little evidence, but the study by Kratochvil et al. (1969) cited earlier does give a clue. These researchers examined the cumulative effect upon children's intellectual, physical and emotional functioning of the facilitative conditions provided by both their parents and teachers. Teachers whom the children had had throughout their first five years of school were included in the study. No significant relationships between any of the variables were found. The children's reading achievement when they were in grades one through three,

however, was significantly greater when they were taught by highly facilitative teachers. Taking these results together, one might infer that the growth experienced by the children when they were with high level teachers dissipated as they subsequently responded to lower level teachers. Perhaps teachers who participate in programs to increase their interpersonal skills should be made aware of the possible later deterioration in pupil performance and be taught additional skills so that they could systematically prepare pupils for handling future experiences which will not be helpful, but will be retarding to their growth (Carkhuff, 1969c).

Finally, attention should be given to the way in which interaction between student teachers and their respective cooperating teachers affects the empathy level of each. Underhill (1968) found that generally a student teacher's empathy level moved toward the empathy level of the cooperating teacher. Hefele (1971) emphasized the reciprocal nature of the relationship. While he reported that the level of student teacher functioning increased as expected, he also found a deteriorative change in the average level of functioning of the cooperating teachers. Such interaction could have multiple causes; nonetheless a clearer understanding of the dynamics of such a professional dyad would be most desirable and useful for designers of teacher education programs.

Summary

Although research findings are mixed and are certainly not conclusive, both correlational and experimental studies provide evidence that when teachers show facilitative levels of empathy, as well as genuineness and respect, in interactions with their pupils, positive, desirable behaviors on the part of both teachers and pupils may be observed. Teachers tend to use a more indirect teaching style, are inclined to show greater capacity for solving relationship and management problems and for assessing higher levels of functioning in other teachers, and are frequently seen by their pupils and generally by their supervisors as being more effective teachers who establish and maintain better relationships with pupils. Pupils are likely to show gain scores on achievement tests (particularly in reading and language areas), less truancy, more frequent use of higher level thought processes, reduction in classroom behavioral problems, greater liking for their teachers and more productive, on-task behaviors.

Empathic understanding, as assessed on written Discrimination and Communication Indices as well as on rated classroom performance, can be taught to preservice teachers in relatively short periods of time well enough to raise their levels of functioning appreciably. Diverse methods for teaching interpersonal skills have been used with varying effectiveness. The most promising procedures employ didactic, experiential and modeling (in various forms) modes of learning, and contain

discrete, specific, related skills which teachers learn to use effectively by practicing with target populations and receiving regular feedback. The Carkhuff Systematic Human Relations Training Model for Lay Helpers appears to be the most widely researched program to date.

Some considerations for teacher educators include the difficulty of transfer from laboratory to classroom, the discrepancy between the ability to discriminate and the ability to communicate, differences in responses to facilitative teachers by elementary and secondary pupils, and the extent to which higher levels of interpersonal functioning, once acquired, hold up over a period of time.

CHAPTER III

PROCEDURE

Design of the Study

An experimental design was selected for the present study to determine if the ability to respond with understanding to the expressed thoughts and feelings of others could be taught to preservice teachers through an instructional module, and used by them in classes which they were teaching. The treatment, or the independent variable, was the instructional module.

The design that Campbell and Stanley (1963) call the Posttest-Only Control Group Design was chosen. This design specifies that both the treatment and the control groups are randomly selected. After the treatment is given, both groups are assessed by the same criterion measure(s). The discussion which follows explains in detail how this design was implemented.

The Sample

The subjects of this study were 36 elementary and secondary preservice teachers enrolled in a two-term competency-based teacher education program (CBTE) at Michigan State University during fall and winter terms of the 1974-75 academic year. This CBTE program encompasses only the field experiences

of preservice teachers and does not include other aspects of professional preparation such as educational psychology or special methods.

During the first term, students allocate eight to ten hours a week to the CBTE program, with the bulk of that time being spent in the university CBTE laboratory. The remainder of the time is allotted to classroom activities that are regularly scheduled in Lansing elementary, junior and senior high schools. Second term participants, located full time in the same Lansing schools to which they were previously assigned, assume classroom teaching responsibilities and use the CBTE laboratory with declining frequency throughout the term. Typically, then, CBTE participants are campus-based first term and field-based second term.

All student teachers at Michigan State University are assigned to student teaching centers throughout the state by the Student Teaching Office. Student teachers assigned to the Lansing center, whose schedules permit participation in a two-term field experience program, are strongly encouraged to enroll in CBTE. During fall term of 1974, slightly over 100 student teachers began their work in this program, and were asked to indicate which two-hour time segments they had free during the week so that a laboratory period could be scheduled for them. Nearly all indicated between two to five different time periods which were available. Participants were grouped into laboratory

sections, taught by graduate students, on the basis of their time availability. Nearly all of the CBTE participants indicated multiple time periods when they were free for laboratory group meetings, and their assignment to groups was made solely on the basis of time availability by individuals who did not know them. Student teachers in the two laboratory groups supervised by the researcher were named as study subjects, and these individuals were believed to be assigned to these groups purely by chance. Thus, for the purposes of this study, they were considered to be randomly assigned. By a flip of a coin, one group (N=17) was designated as the treatment group, the other (N=21) as the control. Before the end of fall term two students in the control group withdrew from the CBTE program, leaving a sample of 36 subjects.

The mean age of subjects was 23.3 years, thus providing a sample somewhat older than the usual group of student teachers. The ratio of secondary majors to elementary majors, and of women to men, was about two to one in both instances. Table 1 provides additional information about the sample. Nearly all subjects had some teaching experience before entering the CBTE program, e.g., tutoring, Sunday school teaching, camp counselor, teacher's aide, scouting and sports program direction, music lessons.

TABLE 1

DEMOGRAPHIC VARIABLES OF STUDY SUBJECTS
(AVERAGES AND FREQUENCY DISTRIBUTIONS)

	Treatment (N=17)	Control (N=19)	All Subjects (N=36)
Age			
Mean	22.77	23.79	23.31
Median	21	22	21.5
GPA			
Mean	3.03	3.09	3.06
Sex			
Men	6	6	12
Women	11	13	24
Teaching Level			
Elementary	5	8	13
Secondary	12	11	23
Family Status			
Married	10	13	23
Are parents	1	4	5
Major Field (Secondary)			
Art	1	---	1
Business	1	1	2
Communication arts	1	---	1
English	2	4	6
Foreign languages	---	1	1
Health	---	1	1
Home economics	---	1	1
Mathematics	3	---	3
Physical sciences	1	1	2
Social sciences	3	2	5
Highest Degree Held			
Associate	---	1	1
Baccalaureate	2	3	5
Masters	1	---	1
Military Experience	3	3	6

Based upon self-report information it appears that control subjects had a somewhat stronger background in the general area of human relations than did treatment subjects. Six control subjects had taken between eight and 21 credits in psychology and/or human relations courses, while five reported having participated in structured sensitivity training sessions and/or interpersonal process courses. One control subject wrote:

> I have taken Dr. _____'s course, Sensitivity to Children, and feel this helped me immensely. The class was very effective in this area . . . . I have found it rather difficult to use these skills with the class I am now teaching as a whole, although they have been helpful in dealing with individual students.

Five individuals in the control group indicated they had read and enjoyed such books as I'm Okay, You're Okay, Born to Win, Between Parent and Child and similar titles.

In contrast, three treatment subjects indicated they had taken between 16 and 23 credits in psychology, and only two indicated that they had participated in structured sensitivity or interpersonal relations groups. None made notation of having read books in the area of human relations and interaction.

All subjects seemed to value understanding and sensitivity in teachers. They were in complete agreement with statements such as "Being able to relate to students in an understanding way is one important quality a teacher should have" and "An 'ideal' teacher shows a fairly equal balance between teaching subject matter on the one hand and relating with warmth and sensitivity to students' needs on the other."

Use of the Module

During fall term all subjects were informed that the researcher was involved in the development and production of materials for future use in the CBTE program. They were each given a tape cassette and asked to record one of the short lessons which they were regularly teaching each week in their assigned schools. The lessons varied from 15 to 30 minutes in length. They were told that the tape would help CBTE program designers know how to improve and develop the program.

Near the end of fall term, after the cassettes had been returned, the treatment subjects were given the module, Interpersonal Relations Skills (Appendix C). This module was designed by the researcher for use in this study; its development is discussed later in this chapter. The module had been duplicated, collated and stapled in learning packet form. One copy was given to each treatment subject. The researcher explained how the module was organized, and directed the subjects to look at specific pages and activities so as to insure their familiarity with the format and sequence of the module. Questions from the subjects were encouraged and were answered as fully and completely as possible. The treatment subjects were told that the module was being developed for future inclusion in the CBTE program, and that their use and evaluation of it would be of substantial help in producing good quality instructional materials. They were told that they could keep

the module after they had worked through it, and they were encouraged to write in it, make marginal notes about features they liked or disliked and so forth. No instruction about the subject matter of the module was given during laboratory group meetings or at any other time except as noted below.

Every effort was made to minimize the fact that while all other CBTE participants, including the control group, were working on 18 required competencies, the treatment subjects were working on the same 18 plus an additional competency represented by the treatment module. All subjects were made aware of the fact that CBTE participants in laboratory groups other than those supervised by the researcher would also be asked to respond to and evaluate other materials being developed for the CBTE program. Initially, serious consideration was given to deleting one of the required 18 competencies for treatment subjects and replacing it with the competency in the treatment module. This plan did not prove feasible because the CBTE Student Handbook, program outlines and requirements and other similar directives had all been printed and sold to the program participants through the bookstore during the first week of fall term. It was concluded that a program change such as the substitution noted above would create confusion and provoke unnecessary questioning. Since all 17 treatment subjects were cooperative and indicated a willingness to work through the module in addition to the 18 other competencies already required of them, the substitution plan was not implemented. Several of the treatment subjects indicated

that they thought the subject matter of the module represented an important area in which they had received little or no previous instruction. They felt that their opportunity to use the treatment module was a "bonus" they were glad to receive.

The time schedule of the study indicated that treatment subjects would start to use the module during fall term when they were in the laboratory frequently, and would finish the module early in winter term when they had access to pupils with whom they could interact. The completion date was selected by the treatment subjects. At the time the module was given to them they were told by the researcher that they should have completed their study of the module "by the early part of winter term." They were asked to select a due date which seemed reasonable and feasible for them to meet. A date in late January was set, and all the treatment subjects were directed to write that date boldly on the front of their modules. It is clear that at this point the treatment subjects were not yet feeling the great pressure and rush to complete the 18 required competencies which was to occur during winter term.

Care was taken not to provide copies of the module to any of the teachers or supervisors in the Lansing schools, nor to any of the student teachers, graduate students or staff persons associated with the CBTE program. Treatment subjects were not encouraged to share the module with their cooperating teachers or with other student teachers, although they were not specifically

instructed to refrain from doing so. Although cooperating teachers and supervisors working in CBTE regularly received in-service education related to the 18 required competencies, no inservice education regarding the treatment module was provided for anyone. CBTE participants and personnel recognized that the module was "under development" and was not yet available for general distribution and study.

Four out of the five enablers in the module specified that they must be assessed in the CBTE laboratory. The other enabler was of such a nature that it could be assessed by the cooperating teachers in spite of the fact that they were completely unfamiliar with the module and the enabler. Since the researcher was the only person familiar with the module and its requirements, all CBTE personnel were instructed to refer subjects seeking assessment of module enablers to the researcher who maintained regular daily hours in the laboratory.

Enablers one and two are assessed by means of paper and pencil multiple choice type tests. When they asked to be assessed, treatment subjects were given the test without comment. Upon completion they were requested to check their own tests using a master answer key. If they asked questions about items they had missed, explanation was given as fully and completely as possible. New or unrelated information or instruction was not offered. If subjects did not voluntarily ask questions after checking their tests, they were asked, "Do you know why the items you missed

were marked wrong?" If they said no, a full explanation was given. If they answered yes, they were asked to explain the reasons for their incorrect answers.

Enablers four and five are assessed by evaluating how adequately treatment subjects identified actual segments of teacher-pupil interactions which met specified criteria. Almost all the subjects who completed these enablers indicated sentiments similar to those expressed by one subject who exclaimed, "You just can't find statements like that! Teachers don't talk that way!" The statements to which she referred were those which were non-directive and which accurately reflected back to pupils the feelings they had expressed. Such statements appeared to be almost non-existent in the classrooms where treatment subjects were working. (These observations were consistent with the relatively low mean score, 1.89, of the treatment subjects' cooperating teachers on the Communication Index.) The same procedure of questioning and explaining used by the researcher in clarifying incorrect responses to enablers one and two was used with enablers four and five.

Some of the treatment subjects began work on the module immediately after receiving it; however, a majority of them delayed beginning until the first of winter term because of the heavy demand of other CBTE work. These subjects were seen periodically by the researcher during winter term and were encouraged to complete their study of the module as quickly as possible.

They regularly reported that they either did not have time to get into the module or to do the work as thoroughly as they would have liked. Many of them apologized repeatedly for their delay, and emphasized that they wanted to cooperate but simply could not do any more work than they were currently doing. The stress which they were experiencing was evident in their speech, expressions and behaviors. The treatment subjects who completed their study of the module were unable to meet the original completion date in January and did not finish until March, toward the end of their student teaching period. As they finished, they were asked to complete the Module Evaluation Form (Appendix B) and to express candidly their opinions about the content, format, effectiveness and general worthiness of the module.

Collection of the Data

Two weeks before the end of winter term each subject was given six one-hour blank tape cassettes and was asked to record six hours of his/her class time irrespective of the activities which might take place during that period. A log was also provided on which the subjects could indicate briefly what occurred during each quarter hour on each tape. Accompanying the tapes and log was a sheet soliciting information from subjects about previous human relations educational experiences and their attitudes toward the importance of understanding in teacher behavior (Appendix A).

During the time these tapes were being made, all subjects were rated by their cooperating teachers and, those in secondary schools, by their pupils as well. Both teachers and pupils rated the degree of understanding of pupils which they perceived in the behavior of the subjects.

The cooperating teachers were given one rating scale, the Student Teacher Rating Scale, for each subject with whom they worked (Appendix A). Two of the teachers worked with two subjects each; the remaining 32 teachers had one student teacher each.

All subjects teaching secondary grades were given multiple copies of the modified Assessment Inventory (Appendix A) during the last week of winter term. Since this instrument is not suitable for use with elementary children, only secondary pupils were asked to rate their student teachers. Subjects were instructed to have the inventory completed by pupils in one class with which they had worked the longest. Interest in administering the inventory was high among most subjects; many requested additional copies for their own use with other classes, others made their own ditto masters in order to obtain additional copies.

At the outset of winter term, the cooperating teachers to whom subjects were assigned were asked to write their responses to the stimulus statements on the Communication Index-Student Form (Appendix A). Five of these teachers refused to respond to this Index because they believed the stimulus statements "were very superficial, stilted and unrealistic." One wrote, "I'm sorry,

but I see this as an impossible task. What I would respond to a student would depend on too many variables not given." Another teacher noted,

> While I responded to the questions in the most reasonable manner possible, I do not feel that the student comments are either realistic or frequent in occurrence. In eight years of teaching I have not received comments similar to these in any 1-1 situation where I could respond.

Numerous teachers complained of boredom in responding to the Index because the statements were repetitious, and a substantial number indicated that after about the sixth statement they responded hurriedly and without much reflection. For these reasons, only the first six of the nine stimulus statements on the Index were later rated and scored. An overview of the instructional or assessment instruments and their use appears in Table 2.

TABLE 2

USE AND SCORING OF INSTRUCTIONAL/ASSESSMENT INSTRUMENTS

Instrument	Purpose of Instrument	Completed by	When Completed	How Scored
Written Forms				
Interpersonal Relations Skills Module	Develops skill in accurate perception and communication of others' thoughts and feelings	Treatment subjects	End Winter term	---
Module Evaluation Form	Solicits opinion about effectiveness of module content and organization	Treatment subjects	End Winter term	Mean score per subject
Communication Index-Student Form	Obtains cooperating teacher's responses to hypothetical stimulus statements of pupils.	Cooperating teachers of all subjects	Beginning Winter term	Rating on Carkhuff Empathy Scale
Student Teacher Rating Scale	Requires cooperating teacher to rate student teacher on the dimension of understanding pupils.	Cooperating teachers of all subjects	End Winter term	Mean score per subject
Assessment Inventory	Obtains pupils' ratings of how understanding they perceive student teacher to be	Pupils of secondary subjects	End Winter term	Mean score per subject
Audio-Recorded Forms				
Short (15-30 min.) recording of single lesson		All subjects	Fall term	Rating on Carkhuff Empathy Scale
Six one-hour recordings of classroom interactions		All subjects	End Winter term	Rating on Carkhuff Empathy Scale

Instrumentation and Treatment of the Data

Tape Recordings

The recordings made by all subjects toward the end of winter term varied enormously both quantitatively and qualitatively. Six new one-hour blank tape cassettes had been given to each subject by the researcher. If subjects had ready access to cassette tape recorders in the schools where they were working, they used those for recording their classroom activities. If subjects did not have cassette tape recorders to use, recorders were provided for them by the Student Teaching Office. The recorders loaned to the subjects were checked to be sure that they were in good working order before they were sent to the schools. Tape recorders which were already in the schools could not be checked by the researcher for proper functioning prior to the time that the subjects used them.

Some subjects recorded a full six hours; others, principally because of temporary inaccessibility or malfunctioning of tape recorders, taped as little as one hour of classroom activity. The audibility and clarity of the recordings also varied considerably. The nature of the subject, tolerance of the student teacher for room noise, teaching style, type of pupil-student teacher relationship which existed, quality and room placement of the recording mechanism and familiarity of pupils with classroom recording were primary factors in the variance of audibility and clarity.

First, the recordings provided by each subject were checked for dialogue content. They were monitored every 25 feet of tape (approximately once every minute and a half of classroom activity) for the presence of teacher speech, pupil speech or dialogue. With the use of a recorder with a tape footage counter, notation was made of those parts of the tape containing speech or dialogue. Excluded from notation were such activities as written tests, fire drills, films, recordings, group singing, pupils or teachers reading aloud at length, laboratory or group work in which no individual voice was recognizable and similar activities. If there was question as to what constituted speech or dialogue, that portion was counted in the notation so as not to eliminate any potentially rateable portions. Table 3 specifies the quantity and distribution of dialogue segments identified for each subject. The recordings provided by three subjects were eliminated from further consideration either because they contained no recognizable individual voices or because the sound was distorted badly by faulty recording mechanisms.

Second, the dialogue portions available for each subject were divided, on paper, into 50 foot segments, i.e., segments of approximately three minutes in length. Those dialogue portions which were less than three minutes long and which were widely separated from other dialogue portions were not included in the 50 foot segments. As one would expect, the number of three-minute segments varied greatly from subject to subject, from a

TABLE 3

TOTAL AMOUNT AND DISTRIBUTION OF DIALOGUE SEGMENTS IN RECORDINGS OF SUBJECTS' CLASSROOM ACTIVITIES AS IDENTIFIED BY GROSS REVIEW OF TAPES

Subject	Amount of Dialogue		Distribution of Dialogue	
	Footage	Minutes	No. Recorded Hrs.	No. Segments
*1	---	---	---	---
2	3020	178	5	25
*3	---	---	---	---
4	240	14	3	6
5	1747	103	6	10
6	1323	78	3	12
*7	---	---	---	---
8	916	54	2	6
9	2829	166	5	21
10	2321	137	5	11
11	2757	162	5	15
12	889	52	2	6
*13	---	---	---	---
14	1768	104	5	31
15	3004	177	4	10
16	2444	144	6	19
17	1527	90	5	13
18	212	12	1	2
*19	---	---	---	---
20	1404	83	3	12
21	4838	285	4	10
22	574	34	1	1
23	1338	79	4	12
24	578	34	1	6
*25	---	---	---	---
*26	---	---	---	---
*27	---	---	---	---
28	2099	123	6	17
*29	---	---	---	---
30	1673	98	4	6
31	1002	59	4	10
32	2793	164	5	11
*33	---	---	---	---
*34	---	---	---	---
35	863	51	4	12
36	1064	62	4	9

*Tapes either not provided by subject or of a quality not suitable for study.

low of five to a high of 95. Each of the segments for each subject was assigned a number. Eight segments were selected for each subject for further examination by use of a table of random numbers.

Third, each of the eight segments was audited in its entirety to ascertain if it contained at least one triad, i.e., a pupil speaks, the teacher responds, the pupil speaks again. The first five segments containing triads were identified as the samples of the subject's teaching which would be selected for rating. The tapes of two additional subjects were eliminated from further consideration because the dialogue segments contained no triads.

Fourth, a master tape was prepared. This tape contained five, separate three-minute segments for each subject, prefaced by a subject code number, the grade level and subject matter being taught and any special notations pertinent to the segments. Four of the five segments were rated; the additional segment was included as a precautionary measure in case one of the first four segments should prove to be unrateable for some reason.

Rating the Tape Recordings

The master tape was sent to the Consortium for Humanizing Education at Texas Women's University (T.W.U.) in Denton, Texas, for rating by trained raters using the Carkhuff Empathy Scale. The Consortium is an organization which exists for the purposes of initiating and encouraging research efforts in the area of humanistic education, and of disseminating research findings, educational programs and similar information of interest to persons concerned with making teaching and learning a more fully human process. To facilitate further research related to humanistic education, the Consortium operates and maintains a rating service whereby researchers may have tape recordings of instructional interaction rated along various dimensions (e.g., empathy, respect) and on various scales (e.g., all the Carkhuff scales, the Aspy scales).

As reported by Ms. Flora Roebuck, Executive Director of the Consortium, the usual procedure for making such a rating is as follows: (1) the researcher provides a recording of one hour of instructional interaction; (2) two trained raters, working together but rating independently, arbitrarily select four three-minute segments to rate--one from the beginning part of the hour, one near the end, and two from the middle parts of the hour; (3) the segments must include at least one triad, as described above, but if such a triad does not occur during the segment selected, raters are instructed to let the tape play beyond the three-minute limit until the first subsequent triad occurs.

It was on the basis of this procedure that the master tape prepared for this study contained four three-minute segments to be rated for each subject.

The raters who scored the tapes used in the present study were doctoral candidates, working for the Consortium at T.W.U., who were experienced in using the Carkhuff Empathy Scale in rating interpersonal processes in classroom settings. As noted in the procedure above, these two raters independently rated each segment and assigned to it independent scores which were later averaged to yield a single mean score per segment per subject. The Consortium Director reported that a minimum inter-rater reliability of .85 is maintained for all raters at all times; she noted that the actual reliability index is usually higher than that. All raters participate in weekly training sessions to maintain a satisfactory level of agreement. Raters whose scoring is not consistently accurate enough to maintain the .85 correlation with other raters are not permitted to work on recordings sent to the Consortium. They are kept in training until their scoring is adequately consistent and accurate.

The 15-30 minute tapes made by the subjects during the fall term were also sent to T.W.U. for rating on the Carkhuff scale. Four three-minute segments containing triads were selected by the raters from these recordings and scored in the same manner as described above.

The decision to use the services of the Consortium for rating data for this study was based upon pragmatic reasons. No raters, trained in the use of the Carkhuff Empathy Scale, were available locally, and, in fact, the researcher was able to find only one individual in the locale who even knew the instrument or had used it. Learning to use the Carkhuff scale and training others to use it accurately enough to produce a satisfactory coefficient of reliability would have been difficult and costly, both in time and money. Having the data rated by Consortium raters had the additional advantage of assuring absolute anonymity of the subjects and, therefore, greater objectivity by the raters.

Communication Index-Student Form

The student form of the Communication Index was originally prepared for and used by parents and teachers in the Kratochvil, Carkhuff and Berenson (1969) study of the effects upon student functioning of facilitative conditions offered by both teachers and parents. Although these researchers did not report any negative attitudes on the part of the respondents to the instrument, a majority of the cooperating teachers in the present study did complain, as mentioned earlier, about the lack of realism and the repetitiousness of the statements. The reliability of this instrument, therefore, when used with this particular group of individuals may be somewhat diminished. Generally the attitude among the teachers was that the Index itself was unrealistic, but they wanted

to cooperate with the research project the best they could, and so they wrote responses to the statements. The nine stimulus expressions represent combinations of physical, emotional-interpersonal and intellectual problems crossed with depression, elation and anger affect. The combinations of the three kinds of problems with the three types of affect may have resulted in expressions which appeared repetitive to the respondents, and hence their complaints of boredom and monotony in reacting to the latter third of the Index.

Responses of cooperating teachers to each of the first six (out of nine) stimulus statements were collated, appropriately coded, and typed verbatim. The responses of all teachers to each given statement were grouped together to diminish the likelihood of the "halo effect" during rating. Copies of the responses were sent to T.W.U. where they were also judged on the Carkhuff Empathy Scale by three raters who maintained the same level of reliability as they had when scoring audio-recorded materials. A mean score per response per teacher was obtained. The reason for using three raters, instead of the usual two, for rating these responses is not clear. Since Consortium raters normally rate only verbal responses, three raters may have been assigned to score these written responses so as to insure accuracy.

Student Teacher Rating Scale

Both the subjects and the cooperating teachers who participated in the CBTE program during winter term expressed concern over the heavy work load involved and the lack of time

they had to do their work properly and thoroughly. The teachers especially expressed irritation over what they believed were excessive numbers of check lists, rating scales and similar evaluation devices which they were expected to complete. Consequently, the simplest and briefest kind of assessment instrument was decided upon to solicit the opinions of cooperating teachers about the degree of understanding of pupils shown by their student teachers.

During the winter term, completed rating scales were returned by 28 cooperating teachers. Numerical values were assigned to the response categories (e.g., very well, quite well, etc.) with number one being highest. Cooperating teachers' ratings of their student teachers on each of the five questions were summed to yield a score for each student teacher. A low score, therefore, indicates a high rating.

Coefficient Alpha (Mehrens & Lehman, 1973), a measure of internal consistency developed by Cronbach, was computed for this scale. It is an adaptation of the Kuder-Richardson 20 formula for use when the items are not scored dichotomously. A reliability coefficient of .89 was calculated.

Assessment Inventory

This Inventory was initially developed, tested and used by Dixon and Morse in their 1960 study to determine if empathic potential could be used as a predictor of teaching performance. As used by these researchers, it had a reliability coefficient of .92. Their original Inventory contained 24 questions which

secondary pupils answered by checking a five-point scale. The first 12 of these questions referred to pupils' feelings about agemates, teachers and adults in general. Since that kind of information was not pertinent to this study, only the remaining 12 questions, those which referred to a particular teacher, were used.

This modified Assessment Inventory was given a pre-study trial by 38 junior high school pupils being taught by two student teachers who were not involved with the present study. These pupils were asked to rate their student teachers and, upon completion of the task, they were informally questioned by the researcher about the Inventory. For example, they were asked if they understood the directions and what they were being asked to do, if there were other important things about their student teacher that they felt should be on the Inventory but were not, if it was easy or hard to rate their student teacher on the Inventory.

The pupils indicated that the instructions were very clear, and the manner in which they marked their copies of the Inventory verified this answer. The pupils were quite emphatic in stating that the characteristics on which they were asked to rate their student teachers were indeed some of the most important things about a teacher; they could not think of any other items which should be added. The pupils unanimously agreed that it was an easy scale to use. Their comments and attitudes indicated that no revisions in the modified instrument were necessary.

The Inventory was distributed to the pupils taught by study subjects at the end of winter term. Because this Inventory was inappropriate to use with younger children, it was given only to pupils of subjects teaching in grades seven through twelve; therefore, the number of scores obtained from it are fewer than for the other instruments.

The numbers checked by each pupil in response to questions one through ten were summed to give an empathy score. The values of answers to questions six, eight, nine and ten were reversed so that the most favorable responses to all questions were assigned a score of one. A single mean score was obtained for each secondary subject by averaging the pupils' scores. Again, a low score indicates a high rating. The values of responses to question 11 were averaged to provide an indication of how "good" the pupils felt their student teacher was as a teacher.

Module Evaluation Form

This form was constructed to secure subjects' attitudes about specific aspects of the module format, content, organization and value. The information obtained was used not only in this study, but will also be used in the future to refine the module for expanded use.

As with several of the other instruments, the subject's score on this Form was calculated by assigning numerical values to the answers to questions one through 24, then adding and averaging those numbers. The remaining questions on the Form

were included solely to provide information necessary for revision and were not suitable for scoring. A low score indicates satisfaction with the module as constructed.

Carkhuff Empathy Scale

Entitled "Empathic Understanding in Interpersonal Processes", this five-point scale was derived from an empathy scale by Truax, "A Scale for the Measurement of Accurate Empathy", which has been validated in extensive counseling and psychotherapy research. The Carkhuff scale (Appendix A), which has regularly been used in research studies, was designed to be applicable to all interpersonal processes and represents an attempt to reduce the ambiguity and increase the reliability of the Truax scale. One important change is toward the systematic focus upon the additive, subtractive and interchangeable aspects of the levels of communication of understanding. This focus makes the Carkhuff scale well-suited for use in this study since a primary emphasis of the module is upon these three concepts. As noted in Table 2, this scale was used for rating both the fall and winter term tape recordings of all subjects, and the responses of the cooperating teachers to the Communication Index as well.

The Module

As with most other affective characteristics, empathy or understanding has been difficult to define, more difficult to purposely teach, and next to impossible to measure. Traditionally, efforts to define, teach and measure such traits have been dismissed as futile because the traits themselves are so subjective, so

abstract, so elusive.

The literature is replete with definitions of empathy: emotional empathy, predictive empathy, accurate empathy. Definitions have been formulated to serve philosophic argument, psychotherapy, counseling research, sociological purposes and undoubtedly other disciplines and uses. For instructional purposes, however, a universal definition of empathy seems less functional than an operational definition, stated in behavioral terms. If one begins with a behavioral definition, then empathy, in the terms of that definition, may be both taught and measured. Critics may claim that a quality as intangible as empathy is impossible to define behaviorally and that attempts to do so result in merely a description of some sort of ersatz empathy. In the absence of a generally recognized definition of the construct, such an argument is not valid. Based upon current usage in the literature, empathy appears to be, within rather restricted limits, what the researcher or writer defines it to be.

Development of the instructional module, Interpersonal Relations Skills, was predicated on the assumption that a valid definition of empathic understanding may be behaviorally defined. Writing from a therapeutic orientation, Carkhuff and Truax (1966) defined empathy as the "ability to sensitively and accurately understand the patient in such a manner as to communicate this deep understanding" (p. 725). The essential notions within this definition are accurate understanding of another and communicating that understanding.

Within the context of this definition, the term accurate understanding implies that the understander will be accurate when he "sees" through a perceptual orientation very similar to that of the individual being understood. Naive as this implication may at first seem, it is not the way persons generally view others when they claim to be understanding accurately. It is an exceptional individual who does not use his own self as a reference point for determining how accurately he "really knows" what another person thinks or feels. Basing instruction on the Carkhuff and Truax definition, the instructional designer must attend to the fundamental problem of how to help the learner recognize that what is "right" and "true" is relative to the perceptual orientation of each person. If the learner would accurately understand another, he must learn to abandon, temporarily, the conviction that his own viewpoint is "most true," "most right," "most real."

Communicating what one understands is frequently accomplished by speech, although non-verbal communication may be as effective, or even more so in some circumstances. A second fundamental problem for the instructional designer is to recognize what kinds of speech patterns generally connote to the listener that the speaker genuinely understands him. For the understander to say "I understand" or "I know just how you feel" is usually received by the listener as unconvincing and maybe even trite. But when the understander speaks in terms of how another feels and how another views his own world, the effect is likely

to be quite the opposite. When an individual's speech bears testimony to the fact that he is truly considering a problem or experience from a vantage point similar to that of another, he is said to be a very understanding person.

Carkhuff (1969b, 1969c) and Gazda et al. (1973) suggested a rather straightforward way to determine if one is understanding another accurately (i.e., from the other's viewpoint). The understander communicates verbally what he believes the other's feelings and sentiments to be, and then listens to the way in which the other responds. When persons believe they are genuinely understood they very frequently respond with phrases such as "That's right!" or "I knew you would understand" or "That's exactly how I feel," thereby confirming the accuracy of the understander's perception. In a real sense, a person is understood when he feels that he is.

The module, Interpersonal Relations Skills, was designed to help preservice teachers become more skilled at understanding others accurately and at verbally communicating that understanding. These are the basic components of empathic behavior, but they are not the only ones. The ability to use meaningful facial expressions, gestures and other non-verbal behaviors to communicate understanding, and the ability to distinguish between what a person says he means and feels and what he actually means and feels are examples of other important skills which enhance the accuracy of one's understanding and the communication of it. Because a

module is most effective when it addresses only one or two basic skills, the decision was made to focus instruction upon the two fundamental empathic behaviors: (1) perceiving pupils' thoughts and feelings more accurately, and (2) responding to pupils in ways which meaningfully communicate such perceptions.

The format and sequence of the module were determined by the following criteria.

1. Since learning is more efficient when the learner knows the goal, a competency statement had to specify the behaviors which the instruction was intended to generate. The competency reads: To respond consistently to students with verbal expressions which clearly show that the student teacher both understands and accepts the students' thoughts and feelings.

2. The skills required of the learner had to progress logically from less complex toward more complex, from awareness to discrimination to generation of empathic teacher responses. Accordingly, five enabling or sub-objectives were written and sequenced.

Enabler	Enabler Skills
1	Recognizes given statements as reflective, additive or subtractive and classifies accordingly.
2	Discriminates between given helpful and not helpful statements.
3	Identifies non-verbal behaviors in the classroom and labels them for the surface feelings they reveal.
4	Discriminates classifiable teacher responses occurring in classroom dialogue and classfies them as reflective, additive or subtractive.
5	Responds to students in the classroom with reflective and/or additive statements.

3. The tasks with which the learner was confronted had to move gradually from "safe", non-threatening simulated situations to actual classroom situations over which neither the instructional designer nor the learner had control. To begin with, these tasks require the learner to interact with printed teacher-pupil dialogue, with particular attention focused upon the teacher responses. Then the learner is required to do some directed observation of pupils in the classroom and of teachers responding to pupils in classroom dialogue. Finally, the learner is directed to practice empathic responses in informal conversations with pupils in corridors and lunchrooms and on the playground, and then to practice empathic responses in the context of his/her own teaching.

4. As many transfer-facilitating activities as feasible had to be incorporated. Beginning with enabler three, learners are repeatedly directed to observe and use in the classroom the

skills and information taught within the module. Enabler assessments three, four and five require classroom use of these skills, thus insuring that learners will practice and use, at least minimally, what they have learned before proceeding to the subsequent enabler.

5. Multiple activities of various types such as reading, self-quizzing, practicing, observing and talking had to be provided in order to be certain that all learners would have adequate opportunity to learn the skills required by the module.

6. Learners had to be provided with a means of evaluating the adequacy of their own responses. Such an assessment device would permit on-going growth in empathic skills because the learner would not be dependent upon the evaluation of others in order to determine the caliber of his own classroom responses. Consequently, the concept of subtractive, reflective and additive responses was given initial and primary importance, and the learner was required to use that concept to accomplish every enabler in the module. To facilitate self-evaluation even more, the Global Scale which Gazda et al. use in Human Relations Development was printed in the module after being adapted to emphasize more fully the subtractive-reflective-additive concept.

7. Ample opportunities for practice had to be provided, and as often as practical, immediate feedback to the learner on the adequacy of his/her responses had to be available. Self-quizzing and self-checking activities were incorporated into the module,

and answer keys provided reasons for choices, classifications, etc. when appropriate. Classroom activities were referred to either the cooperating teacher or laboratory staff for confirmation and feedback information.

8. Directions had to be clear, a listing of the activities for each enabler had to be easy to find and the required readings had to be incorporated in the module or very readily accessible to the learner. Readings in many different books or in the library were, therefore, not included. The intent was to keep the learner's attention focused upon the two basic skills discussed above, and to make reading materials easily available.

The development of this module coincided well with the expanding CBTE program at Michigan State University. Program leaders had expressed a need for instructional materials in the area of interpersonal relations since none of the required competencies developed teacher skills in that area. The module designed for the present study, Interpersonal Relations Skills, seemed well-suited to the requirements of the CBTE program. Its use with CBTE participants, therefore, was appropriate both to the goals of that program and to the research requirements of this study.

Prior to its use with the treatment group, the module was tested with six student teachers who were participating in the CBTE program fall term but who were not associated with the present study in any way. These students worked through the

first two enablers and were assessed on them. They read through the remaining three enablers, did some of the activities and read some of the suggested readings. The six student teachers then evaluated the module on a two page questionnaire and, finally, were interviewed to clarify their responses and to obtain additional information. Accordingly, the module was appropriately revised.

Summary

Thirty-six elementary and secondary preservice teachers selected from participants in a two-term competency-based program, were assigned to two laboratory groups, one of which was randomly designated as a treatment group and the other as a control group. All subjects made short tape recordings of a single lesson they taught in elementary or secondary classrooms during fall term. The treatment, the study of a module entitled Interpersonal Relations Skills, was begun with the appropriate group near the end of fall term to work through and complete.

During winter term, the subjects' cooperating teachers responded to the Communication Index, thus providing a measure of their own ability to communicate with understanding. As treatment subjects finished the module, they were asked to complete the Module Evaluation Form. All subjects were given blank tape cassettes and asked to record their classes irrespective of the activities involved. These tapes were reviewed for the presence of dialogue segments which, later, were randomly chosen for rating

on the Carkhuff Empathy Scale. The fall term tapes and the responses of cooperating teachers to the Communication Index were similarly rated.

All cooperating teachers and the pupils of secondary subjects rated the subjects on the degree of understanding they exemplified (Student Teacher Rating Scale and Assessment Inventory). Single mean scores were obtained for subjects on both of these instruments.

CHAPTER IV

ANALYSIS AND DISCUSSION OF THE FINDINGS

Statistical Tests

Hypotheses one, two and three were tested with the F test for analysis of variance. The F statistic expresses the ratio between the variance of the means between two or more groups, and the pooled variances of individual subjects within all groups. It appears that the assumptions requisite for the analysis of variance--homogeneity of variance, normality of distribution and independence--have been met, and that the F test is appropriate for the data reported and for the information sought from the data in this study.

Hypotheses four and five were tested by calculating the Pearson product moment correlation. The Pearson r was selected because the data for the factors to be correlated were reported as continuous variables, test scores and ratings, which could theoretically assume an infinite number of values. The correlations for these two hypotheses were tested for statistical significance by use of the Student t.

An alpha level of .05 was set as the criterion for acceptance or rejection of all five hypotheses.

Analysis of Hypotheses

Hypothesis I

The first hypothesis (in null form) states that treatment and control subjects will not differ in the understanding they demonstrate in responses to pupils in classroom dialogue after ten weeks of student teaching. The criterion for rejecting hypothesis one was that, when the teaching of all subjects was rated on the Carkhuff Empathy Scale (to yield an Empathy or E-score), the mean score of the treatment subjects would be significantly different from the mean score of the control subjects.

The difference between the mean scores of the groups was not statistically significant and the null hypothesis was, therefore, not rejected. The means for treatment and control subjects were 1.96 and 2.22 respectively. The range of scores within each group was similar, with the standard deviation for treatment and control subjects .48 and .50 respectively.

The two mean scores indicate average levels of empathic functioning on the Carkhuff scale. Since both means are close to 2.00 (level two), subjects in both groups were generally responding to pupils in ways which subtracted from the feeling expressed by the pupils. As described in the scale, at level two "the first person tends to respond to other than what the second person is experiencing and expressing" (Appendix A). The spread of scores above and below level two was not extensive

for either group. As Table 4 shows, the variability between group means was greater than between individual scores within groups, but the difference was not great enough to yield an F-ratio which was significant at the .05 level.

TABLE 4

ANOVA FOR EMPATHY SCORES FROM TREATMENT AND CONTROL SUBJECTS' TEACHING AFTER TEN WEEKS

Sources	d.f.	MS	F	p
Between groups	1	.3799	1.5766	.2231
Within groups	21	.2409		

Hypothesis II

The second hypothesis (in null form) states that there will be no difference in the understanding of pupils demonstrated by treatment and control subjects as seen by their cooperating teachers. The criterion for rejecting hypothesis two was that, when all subjects were rated by their cooperating teachers on the Student Teacher Rating Scale, the mean rating received by treatment subjects would be significantly different from the mean rating of the control subjects. On the Student Teacher Rating Scale a lower score represents a more desirable rating.

Although the mean rating of the treatment group was slightly higher than that of the control group, 10.57 versus 9.46, the difference was not statistically significant, and therefore the null hypothesis was not rejected. The standard deviations for each group respectively, 4.01 and 3.50, indicate that the

range of ratings was slightly greater for the treatment subjects. It appears that the cooperating teachers of control subjects viewed their student teachers as being slightly more understanding of pupils than did the cooperating teachers of treatment subjects, however this difference is not statistically significant. Likewise, since the ratings given by cooperating teachers to all subjects ranged from a low of five to a high of 18, the difference of 1.1 between the means is not of practical significance. Table 5 illustrates the greater variability between individual scores than between group means which is expressed in an F-ratio that does not approach the .05 significance level.

TABLE 5

ANOVA FOR TREATMENT AND CONTROL SUBJECTS' RATINGS BY COOPERATING TEACHERS

Sources	d.f.	MS	F	p
Between groups	1	8.3036	.5820	.4527
Within groups	25	14.2763		

Hypothesis III

The third hypothesis (in null form) states that there will be no difference in the understanding demonstrated by secondary treatment and control subjects as seen by their pupils. The criterion for rejecting hypothesis three was that, when secondary pupils rated their student teachers on the Assessment Inventory, mean pupil responses would be significantly different for treatment than for control subjects. The lower the rating

pupils give their student teacher on the Assessment Inventory, the more understanding they perceive their student teacher to be.

The mean rating for treatment subjects, 22.80, was lower than that for control subjects, 25.69, but the difference did not meet the .05 level of significance, and the null hypothesis was accordingly not rejected. The standard deviations for treatment and control groups were highly similar, 3.78 and 3.92 respectively. The range of pupils' ratings extended from 19.90 to 35.19. The F-ratio, as shown on Table 6, was not statistically significant.

TABLE 6

ANOVA FOR SECONDARY TREATMENT AND CONTROL SUBJECTS' RATINGS BY PUPILS

Sources	d.f.	MS	F	p
Between groups	1	35.3464	2.3852	.1434
Within groups	15	14.8189		

Hypothesis IV

The fourth hypothesis (in null form) states that the extent to which treatment subjects respond with understanding to pupils in the classroom is not related to the rated empathy levels of their cooperating teachers. The criterion for rejecting hypothesis four was that a significant correlation would exist between the rating of treatment subjects' teaching (E-score) and the Communication Index score of their cooperating teachers with both being rated on the Carkhuff Empathy Scale.

As shown on Table 7, a correlation of .6748 does exist between the rating given to the winter tapes made by treatment subjects and the Communication Index score given to their cooperating teachers by the same raters. Since this correlation is statistically significant, the null hypothesis was rejected.

Hypothesis V

The fifth hypothesis (in null form) states that the extent to which treatment subjects respond with understanding to pupils in the classroom is not related to their perception of the value and usefulness of the treatment module. The criterion for rejecting hypothesis five was that a significant positive correlation would exist between the treatment subjects' mean score on the Module Evaluation Form and their teaching score (E-score) as rated on the Carkhuff Empathy Scale.

An r of -.1417, as shown on Table 7, exists between the E-score of treatment subjects and their evaluation of the module. Since this correlation is not statistically significant, the null hypothesis was not rejected.

Discussion of the Findings

Treatment Subjects' Post-Treatment Scores

All subjects were asked to make a short (15-30 minute) tape recording of their teaching during the fall term of 1974 prior to the time that treatment subjects were given the module. These recordings were rated on the Carkhuff Empathy Scale and

TABLE 7

CORRELATIONS BETWEEN VARIABLES FOR ALL SUBJECTS, TREATMENT AND CONTROL SUBJECTS

ST Emp(CT) = rating (by cooperating teacher) of student teachers' understanding of pupils
ST Emp(Pu) = rating (by pupils) of secondary student teachers' understanding of them
ST Good(Pu) = rating (by pupils) of how good their secondary student teachers were as teachers
CT E(Ra) = rating (by raters) of cooperating teachers' understanding of pupils on written responses to Communication Index
Mod(TS) = rating (by treatment subjects) of the module
ST E(Ra) = rating (by raters) of student teachers' understanding of pupils on recordings of classroom interaction

	ST Emp (CT)	ST Emp (Pu)	ST Good (Pu)	CT E (Ra)	Mod (TS)
			All Subjects		
ST E (Ra)	-.5421**	.0937	.0828	.0157	----
ST Emp (CT)	----	.6971*	.7027*	-.2163	----
ST Emp (Pu)	----	----	.9421+	-.0662	----
			Treatment Subjects		
ST E (Ra)	-.4501	.0477	-.0110	.6748*	-.1417
ST Emp (CT)	----	.8442*	.8215*	-.2552	.7107***
ST Emp (Pu)	----	----	.9398+	.1111	.5147
			Control Subjects		
ST E (Ra)	-.6319	.2706	.4196	-.5519	----
ST Emp (CT)	----	.8355	.5566	-.1667	----
ST Emp (Pu)	----	----	.9423+	-.6899	----

* Significant at .05
** Significant at .025
*** Significant at .01
\+ Significant at .005

the scores were to be used as covariants during later statistical tests. However, the limited number of these fall term tapes which were returned to the researcher and which were of a quality suitable for rating precluded their use as covariants. A total of 17 fall term tapes were rated: nine for treatment subjects and seven for control subjects. Because of this small number of scores, definitive statements cannot be made concerning the initial equality of the treatment and control groups of their ability to communicate empathically with pupils in the classroom. Examination of ratings of the 17 available tapes does indicate, however, that any initial differences between the groups on this variable were probably small if they existed at all. The means of fall term ratings for treatment and control subjects, as shown on Table 8, were 1.96 and 2.07 respectively, means which were almost identical with those of the post-treatment winter term ratings.

TABLE 8

MEANS OF FALL AND WINTER EMPATHY RATINGS OF RECORDINGS MADE BY TREATMENT AND CONTROL SUBJECTS

	Treatment Ss		Control Ss	
	Means	N	Means	N
Fall Rating (E-score)	1.9677	9	2.0742	7
Winter Rating (E-score)	1.9600	12	2.2172	11

Several factors may have contributed to the apparent stability of the level of empathic understanding demonstrated by treatment subjects throughout the time of this study.

Beginning in the fall term of 1974, the number of competencies required of students participating in the two-term CBTE program was increased from the previous requirement of five to a new total of 18 required competencies. Such a large number of competencies had never been mandated for CBTE students before, and hence the faculty and staff were unprepared for the consequences of such a drastic increase in student work load. As in many courses and programs, the pressure upon students to complete all requirements was not fully felt by students nor realized by staff until the latter part of the program, in this case the second term (winter term, 1975), the term during which treatment subjects were asked to work through the module, Interpersonal Relations Skills, in addition to the required competencies for which they were being held responsible.

The consequences of this series of unforeseen circumstances were predictable. Although the treatment subjects were willing and cooperative, they spent their time trying to complete the competencies for which they would be held accountable. In spite of repeated encouragements and urgings by the researcher to do the activities in the module and to be evaluated on each one of the five enabling objectives it contains, most of the treatment subjects continued to work on program requirements and not on the module. They frequently and sincerely apologized for "not getting more done in the module," citing work overload and lack of time as the reason for their lack of progress. By the ninth week of winter term, nine of

the 17 treatment subjects had completed all five enablers contained in the module, with the remainder having completed between one to four enablers. Two treatment subjects completed none of the enablers, i.e., they were not formally evaluated on them; however, they had read the module, discussed its contents with the researcher and done some of the activities. It was during the ninth and tenth weeks of winter term that subjects made the tape recordings which were subsequently rated on the Carkhuff scale.

Considering these circumstances, it might be assumed that one reason treatment subjects did not differ significantly from control subjects on the post-treatment measure is that the module was not fully nor adequately used by the treatment subjects. Viewed another way, approximately 50% of the treatment subjects received less than the "full" treatment.

Another factor influencing the final mean score of the treatment subjects may be the lack of an hiatus between the administration of the treatment and the post-treatment measure. Behavioral patterns, such as the empathic response mode presented to subjects in the module, are not typically incorporated immediately into an individual's repertoire or teaching style, particularly if such inclusion necessitates eliminating a behavioral pattern already well learned. It is more likely that a teacher (or student teacher) will "try out" a new mode or pattern on occasion and note the results. If the results are in some way favorable, and thereby reinforcing to the teacher, the mode may be tried again repeatedly

with increasing frequency. Finally it becomes used so often and with such ease, that the teacher is not fully conscious of using the pattern, and it becomes, to some extent, automatic. At that point, the behavioral pattern under consideration may be said to be part of the teacher's own teaching style. If student teachers were provided with a substantial period of time prior to the post-treatment measurement during which they could naturally and gradually incorporate into their teaching style the empathic response mode initially modeled for them in the module, the resulting mean score may be higher.

It is also possible that advantages accrued by the treatment subjects as a result of the treatment were not apparent because of the limited number of subjects in the study. A lack of power in statistical tests may result from a small sample size, thereby yielding scores which are not statistically significant. A larger N may produce different results.

The cumulative effect of these three factors--minimal exposure to the module, immediate post-treatment measurement, small sample size--may account for the findings more fully than any single factor alone.

Ratings by Cooperating Teachers and Raters

A statistically significant correlation of -.5421 was found between the empathy scores given to all subjects by cooperating teachers and trained raters. As shown on Table 7, negative correlations, although not statistically significant, were also found between the same variables for treatment subjects and for

control subjects. As noted previously, the cooperating teachers used the Student Teacher Rating Scale on which the most desirable responses were given a value of one. The raters used the Carkhuff Empathy Scale on which the least desirable responses were scored as one. The fact that these correlations are negative is therefore a function of the reversed values of desirable responses on the two scales.

The moderately strong relationship between the ratings for all subjects made by cooperating teachers and raters indicates that they frequently agreed on the extent to which student teacher behaviors exemplified understanding of pupils. It will be recalled that the raters and teachers did not score the identical student teacher behaviors. The raters scored specific dialogue segments, but the cooperating teachers scored more global impressions of classroom interactions. A statistically significant relationship between these two sets of scores, therefore, suggests that both raters and teachers frequently agreed upon how to interpret student teacher behaviors.

It is of practical significance as well that the cooperating teachers tended to agree with the raters that the more non-directive student teacher responses showed understanding. Such a tendency suggests that these teachers frequently viewed non-directive, facilitative, information-withholding responses as being desirable in classroom interactions.

The -.5421 correlation also indicates that the brief rating scale used by the cooperating teachers was reasonably valid in soliciting from the teachers ratings of behaviors similar to those scored by raters using the previously validated Carkhuff scale.

Ratings by Cooperating Teachers and Pupils

The cooperating teachers and the pupils showed a fairly strong agreement about how understanding they perceived their student teachers to be, as indicated by the statistically significant r of .6971 for all subjects shown on Table 7. Since only secondary pupils were asked to assess their student teachers on this dimension, the number of paired scores from which the correlation was computed was relatively small; hence, the fact that a statistically significant r was found, for all subjects and for treatment subjects alone, between these two variables indicates a decided similarity in viewpoint between teachers and pupils.

Pupils were asked to rate their student teachers on the modified Assessment Inventory. On this instrument, questions one through ten deal with student teacher understanding of pupils; question 11 asks pupils to provide an overall rating on how "good" the student teacher was as a teacher. The inventory thus yielded two scores: one of student teacher understanding, one of student teacher "goodness." These two scores were so strongly related for treatment and control subjects, alone and together, that all correlations were highly significant at the .005 level. The possible, indeed probable, influence of the "halo effect" upon this

relationship cannot be overlooked, particularly when both scores were provided by pupils on the same instrument. Nonetheless, the fact that the student teacher "goodness" score given by pupils shows statistically significant relationships with the student teacher understanding scores given by both pupils and cooperating teachers suggests that pupils and teachers alike perceived understanding as being an important factor in good teaching. This finding is consistent with the strong correlations between the same factors found by Berenson (1971) and Dixon & Morse (1961).

These findings have implications for teacher education programs because they indicate that teacher understanding and good teaching are strongly and positively associated in the minds of both pupils and teachers. "Good" teaching is a term which is difficult if not impossible to define satisfactorily, but apparently pupils and teachers can recognize it when they experience it. It seems reasonable, therefore, to include in teacher education programs those kinds of instruction and experiences which assist preservice teachers to be more understanding of pupils.

Treatment and Control Subjects' Post-Treatment Scores

The correlations, given on Table 7, between the E-scores of student teachers (as rated on recordings of their teaching) and cooperating teachers (as rated on their written responses to the Communication Index) show a marked disparity when the r for treatment subjects (.6748) is compared with that for control subjects (-.5519). These figures seem to suggest that the treatment

subjects, influenced by the module, changed their empathic responses to be more like those used by their cooperating teachers, whereas the control subjects' response modes became less similar to those of their cooperating teachers. Such an interpretation is unwarranted for several reasons. First, the correlation statistic shows neither cause-and-effect interaction, nor change patterns of scores, but only a static relationship between variables at a given point in time. Second, neither the treatment nor the control group means, shown on Table 8, changed significantly between the fall and winter ratings of tape recordings. If treatment subjects had been sensitized by the module to behave more like their cooperating teachers, it seems most unlikely that their post-treatment mean score would have remained so close to their pre-treatment mean score. Third, there is some evidence that the disparity between the .6748 r of the treatment subjects and the -.5519 r of the control subjects is merely a reflection of a similar disparity which existed when student teachers were assigned to cooperating teachers, before the treatment was given. Although the limited number of fall tape recordings available makes conclusive statements impossible, the E-scores from those recordings do provide some indicators which suggest that treatment subjects started their student teaching being very similar to their cooperating teachers while control subjects were, quite by chance, very dissimilar. Table 9 shows that when fall recording scores were correlated with E-scores for cooperating teachers, an r of .8309 was found for treatment subjects and of -.3193 for control subjects.

TABLE 9

PRE-TREATMENT EMPATHY SCORE CORRELATIONS
WITH SELECTED VARIABLES FOR TREATMENT
AND CONTROL SUBJECTS

Pre E-score = empathy score given by raters to student teachers on pre-treatment tape recordings

Post E-score = empathy score given by raters to student teachers on post-treatment tape recordings

CT E-score = empathy score given by raters to cooperating teachers on written responses to Communication Index

Row		Treatment Ss	Control Ss
1	Pre & Post E-score r	.7057	.4976
2	Pre E-score & CT E-score r	.8309	-.3193
3	Post E-score & CT E-score r	.6748*	-.5519

*Significant at .05

When the correlations shown in rows two and three of Table 9 are compared for treatment and control subjects, another relationship may be noted. There is some indication that during the student teaching experience both groups of subjects may have grown less like their cooperating teachers in the way they responded to pupils. Whereas this apparent change may be partially a function of greater numbers of correlated pairs on the row three variables, it tentatively suggests that the empathic response modes of cooperating teachers and student teachers may have been changing in an unexpected direction. Hefele (1971) reported analogous findings, noting

that by the end of the field experience student teachers had become more empathic than they were initially, but their cooperating teachers had grown less empathic. These limited findings suggest that the changes in empathic response modes of cooperating and student teachers, relative to one another, are worthy of further study.

Although the means of pre- and post-treatment E-scores for both groups of subjects were stable (insofar as the limited number of pre-treatment scores may be considered reasonable indicators of the groups as a whole) the correlation between individuals' own two scores were not as stable. The r's shown on Table 9, row one, indicate that there was some change in the pre- and post-treatment E-scores within each of the two groups, particularly within the control group. This phenomenon, considered with the apparent individuation discussed in the previous paragraph, suggests that during student teaching some subjects grew more empathic than their cooperating teachers in the responses they gave to pupils, while others grew less. The mean empathy scores for the cooperating teachers of treatment and control subjects were 1.89 and 1.80 respectively. These are higher than the 1.50 mean that Kratochvil, Carkhuff & Berenson (1969) report that the teachers in their study scored on the same Communication Index.

Correlations Between Other Selected Variables

Table 7 shows that a highly significant statistical relationship of .7107 exists between the rating of the module by

treatment subjects and the ratings given to those same students by their cooperating teachers. Why these two variables are so strongly correlated is not clear. There does not seem to be any logical reason why they should be directly related, nor is there any apparent third variable in operation to which each is related. This relationship appears to be of little or no practical significance, in spite of the strength of the correlation, since it does not yield any meaningful information for either research or instructional purposes.

Several other correlations also are shown on Table 7, none of which are statistically significant. They are artifacts of the correlation matrix and are included as points of comparison for other data in the table.

Evaluation of Module

Taken as a whole, the ratings of the module, Interpersonal Relations Skills, made by treatment subjects on the Module Evaluation Form showed a strong endorsement of the nature and usefulness of the subject content, and of the organization of the module. (See Appendix B for a breakdown of responses to each statement on the Module Evaluation Form.)

Fourteen treatment subjects (respondents) completed the Module Evaluation Form. All of these subjects agreed with the following statements:

> The competency for this CLP is important for teachers to have.
>
> The readings and instructional materials seem to cover the major concepts which are important to learn for this competency.

The fact that each respondent agreed with both statements indicates that student teachers who studied the module believed that its subject content is important, and that adequate instruction is provided in the module to learn that content.

The respondents not only believed the competency is important, they indicated that they used the techniques they had learned. Not one respondent disagreed or strongly disagreed with these statements:

> I use the techniques which I learned from this CLP in informal conversations with students outside the classroom.
>
> I can see how this competency will help me perform other competencies more effectively.

Twelve out of 14 respondents agreed or strongly agreed that techniques learned from the module were used in conversations with family and friends, and in other aspects of ones personal life. Only two respondents disagreed that techniques learned from the module were used in classroom teaching.

These ratings indicate that subjects who studied the module used what they had learned in a variety of interpersonal situations, and that they saw how empathic interaction skills could enhance the effective performance of other teaching skills. It appears that subjects were able to generalize the use of these techniques and to integrate them with various other concepts.

The widest range of responses (from strongly agree to strongly disagree) was in regard to statements concerning particular aspects of the module. Respondents showed no consensus, for example, on how realistic they thought the examples are, on

whether the module is about the right length, or on the adequacy of the number of activities and self-check exercises provided. Based upon comments written under some of the statements, a number of respondents seemed to feel the module was too lengthy and contained too many exercises. On no statement did the majority of answers fall in the disagree/strongly disagree columns.

Not one of the respondents disagreed with this statement:

> This CLP should be included in the CBTE program for all PST's (preservice teachers) to use.

The fact that they all felt the content of the module was important, that they used what they had learned, and that they recommended that all other student teachers should study the same module indicates very strong support of this module by the persons who know it most thoroughly.

Interpersonal Relations Skills appears to hold a great deal of promise for helping teachers learn about and use empathic communication skills with pupils. Considerable interest in this module has also been shown by teacher educators--both preservice and inservice--by elementary and secondary classroom teachers and by student teachers.

Summary

The findings did not support the acceptance of four of the five research hypotheses. The treatment subjects did not respond to pupils in classroom interaction more empathically than did control subjects, nor were they perceived by either their cooperating teachers or their pupils (secondary) as being more

understanding than were control subjects. No statistically significant relationship was found between the understanding that treatment subjects demonstrated in classroom interaction and their perception of the value and usefulness of the treatment module. A statistically significant relationship did exist between the empathy scores of treatment subjects (as rated on recordings of their teaching) and their cooperating teachers (as rated on their written responses to the Communication Index) at the end of the student teaching experience; however, since this strong correlation also existed for these individuals between scores which were obtained the term prior to the study, it does not appear to be a function of either the influence of the module nor of the cooperating teacher-student teacher interaction. Both before and after the student teaching experience, control subjects and their cooperating teachers were negatively related on these two variables.

A statistically significant negative correlation was found between the empathy scores which trained raters and cooperating teachers gave to treatment subjects. This inverse relationship was a function of the reversed values of desirable responses on the two scales used by raters and cooperating teachers. It shows significant agreement between the teachers and raters as to what student teacher behaviors exemplify understanding.

Cooperating teachers and secondary pupils showed a fairly strong agreement about how understanding they perceived their student teachers to be. The student teachers whom they rated as

most understanding were also the ones they both saw as being the best teachers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based upon the review of selected literature and the findings of this study, the following conclusions have been drawn.

1. The potential of the instructional module, Interpersonal Relations Skills, for increasing the empathic understanding demonstrated by preservice teachers in classroom dialogue was not fully nor adequately explored by this study. A series of circumstances, unforeseen by individuals associated with the study, precluded the adequate involvement of treatment subjects with the activities, readings and assessments provided by the module. The favorable evaluation which preservice and inservice teacher educators, classroom teachers and preservice teachers have given to this module suggests that its further use in both instruction and research are warranted.

2. Although much has been written to instruct teachers about interpersonal relations in the classroom and the skills associated with desirable human relations, there is virtually nothing in print available which instructs teachers how to learn and use specific positive interpersonal relations skills in their day-to-day activities with learners. Considering the impact of

humanistic psychology upon the thinking of educators, the generally recognized need for improved teacher-learner communication in the classroom and the popularity of books and group sessions dealing with interpersonal relations, it seems apparent that accurate, well-tested and well-written instructional materials which teach educators how to learn and use selected interpersonal skills would be of genuine value.

3. Cooperating teachers, secondary pupils and preservice teachers all view teacher understanding as being strongly related to good teaching. All treatment subjects agreed or strongly agreed to the statement that it is important for teachers to respond consistently to pupils with verbal expressions which clearly show that the teacher both understands and accepts the pupils' thoughts and feelings. There was consensus among all participants in this study that good teachers demonstrate understanding of their pupils.

4. Treatment subjects strongly endorsed the module, Interpersonal Relations Skills. All respondents indicated that they felt the content of the module was important for teachers, they used what they had learned, and they recommended that the module be included in the CBTE program for all preservice teachers to use.

5. There was significant agreement between cooperating teachers and trained raters regarding the extent to which student teacher behaviors exemplified understanding of pupils.

Recommendations

Based upon the findings and conclusions of this study and the experiences of the researcher during the period of the research, the following recommendations are offered.

1. That an operational replication of this study be made with the following modifications:

a) The number of subjects in both the total sample and the subgroups be larger than in the present study.

b) The research design specifies three groups for study:

i) T_1 = treatment group which is given the module to study and which discusses and practices empathic communication techniques during regular laboratory group sessions with a highly empathic leader as a model

ii) T_2 = treatment group which is only given the module to study

iii) C = control group

c) The hiatus between the treatment and the final post-treatment measure be considerably longer than in the present study. If possible, post-treatment measurement after an interim of a full year, a year which provides regular teaching experience for the subjects, would be most desirable.

d) The researcher be able to exercise greater control over the treatment subjects so that full and adequate exposure to the treatment is assured. In a CBTE program, for example, completion of the instructional module could be specified as a

program requirement in which the treatment subjects would be held accountable for demonstrating competency.

e) Raters in residence on the campus where the study is conducted be trained to rate classroom dialogue with satisfactory reliability on the Carkhuff Empathy Scale.

f) The instruments and/or techniques used for determining E-scores for all subjects and for their cooperating teachers be more nearly parallel. If recordings of cooperating teachers' teaching could be obtained, without their knowing the dimension of their teaching being assessed, then all ratings could be made from recordings. If this were not possible, then subjects could be asked to respond to the same written instrument to which their cooperating teachers respond, in addition to the classroom recordings which they make.

g) The stimulus statements of the Communication Index be modified by:

i) Making the pupils' remarks more realistic and probable.

ii) Providing, briefly, a context within which each comment hypothetically occurs. The context might imply, for instance, the nature of the teacher's relationship with the pupil and past conversations they may have had together, as well as a few details pertaining to the current situation.

h) The post-treatment recordings for all subjects be obtained at some other time than the last week of the student teaching period. Teaching schedules are frequently disrupted at

this time and could hamper the collection of data, or prevent the obtaining of "typical" classroom interaction patterns on tape recordings. The technique of having subjects indiscriminately record six hours of classroom activity which is later randomly sampled for segments to be rated is strongly recommended as a method for securing unbiased data.

i) All tape recording mechanisms be checked by the researcher for proper functioning before being used by the subjects.

j) The module, Interpersonal Relations Skills, be revised in these ways:

i) Enabler 2 be deleted as such. The concept of the helping relationship be developed in three or four pages at the end of the module and expanded to include:

-emphasis on the value of the teacher as listener; awareness that the teacher need not and should not respond verbally to every pupil statement.

-a clear criterion which teachers can use to decide when only listening and reflecting in order fully to understand the pupil is appropriate, and when understanding is adequate enough to make the giving of advice and suggestions appropriate.

-a distinction between pupil comments and questions which are primarily cognitive in content and intent, and those which are prompted by or express greater affect.

-a concise and clear discussion of the relationship between a "helping" environment, a pupil's feeling of being understood and learning.

-exploration of how the provision of a helping relationship in general, and empathic responses in particular, may be used by the teacher in one-to-one meetings with pupils as well as with groups in the classroom.

ii) Enabler 1 be enlarged by the inclusion of at least six expanded practice situations each of which is followed by an answer key that includes reasons for classification. Practice situations similar to the present Enabler 2 Assessment would be suitable.

iii) Video teacher models actually responding to classes at level three or higher be provided for use with the module. A number of short (three minute) videotape segments of different teachers interacting with children of different ages about various topics would be more useful protocols than longer less diverse tapes. Tapes could effectively be used as:

-practice activities in Enabler 1,

-practice activities for using the Non-Verbal Communication Checklist in Enabler 3,

-the basis for Enabler 3 Assessment, so that all students being assessed on this enabler respond to the same classroom situation with which the assessor is thoroughly familiar,

-practice activities in Enabler 5.

iv) Some of the Student and Teacher Interactions (module, pp. 33-45) be revised for greater realism and more effective modeling.

v) More practice be provided, either verbally or in writing, in Enabler 5 through which students can develop greater ease and facility in responding to pupils' feelings with sponteneity. Greater reassurance should be provided, in the text, that it is expected and quite acceptable for students to make mechanical-sounding responses initially. Practice exercises in which students respond to audio- or videotaped statements and then are provided with immediate feedback concerning the desirability of their responses would be helpful.

vi) Some of the activities be deleted, as indicated by treatment subjects on the Module Evaluation Form.

vii) Some additional activities be specified for each enabler for use by individuals who do not pass the enabler assessment on the first attempt.

viii) Alternate forms of the Enabler Assessments be provided for each enabler for use by individuals who do not pass the enabler assessment on the first attempt.

ix) A competency evaluation be specified. An adaptation of the Carkhuff Empathy Scale suitable for use by cooperating teachers, as developed by Morgan (1974) for instance, appears to be useful for this purpose. Adaptations of the scales used by Hefele (1971), shown on Tables 1 and 2 of the report of his study, also appear promising as competency evaluation instruments.

2. That the Michigan State University Competency-Based Teacher Education program provide instruction to improve the quality of interpersonal communications in preservice teachers through several different instructional modes, e.g., modules, small training groups with leaders, problem-solving using a directed reading program and structured field experiences, thereby accommodating the learning styles of a large number of CBTE participants and determining the relative effectiveness of several instructional patterns.

3. That the instructional module, Interpersonal Relations Skills, modified as recommended above, be considered for research with and use in inservice teacher education programs.

APPENDICES

APPENDIX A

APPENDIX A

Directions for Administering Assessment Inventory

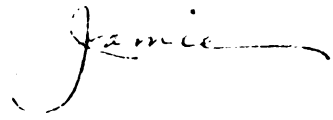
HI!

Now that your very last week of student teaching has finally arrived, we thought you might be interested in getting some feedback from your students regarding their feelings about you. Some simple questionnaires for just that purpose are enclosed. (Twenty of them...if you need more check with your cluster consultant.) Obviously some feedback about how students perceive you as a teacher will be useful to us in modifying and improving program materials, but no doubt the feedback will be equally as useful to you in terms of continued professional growth.

Will you please ask students in one <u>class that you have worked with the longest</u> to complete the questionnaire? It should take them about 5 minutes. After you have finished looking the questionnaires over, <u>put them in the envelope with your tape recordings</u>. We will pick up the envelopes from your cluster consultant at the end of this week. Again, the information on these questionnaires will be used solely for materials development purposes and not for evaluating you as a teacher.

It is EXTREMELY IMPORTANT to the continuation of work on materials development to have the recordings and these student questionnaires returned fully completed since the information they contain comprises the "next step" in our work.

Your continued help and cooperation are GENUINELY APPRECIATED. THANKS!!!!



Directions for Administering Assessment Inventory

General Directions for Using the Questionnaire Effectively

1. Explain that the point of view of students is valuable to you in becoming a better teacher.

2. Emphasize that you value their honest and thoughtful opinions.

3. Instruct students to write YOUR name at the top of the questionnaire. Also their grade level or class. Be sure they understand the questions apply to YOU (not to their regular teacher).

4. Review the instructions carefully with the class. (Read aloud if you think it is necessary.) Explain where and how to check.

5. Stand or sit in a place which makes it impossible for you to see what any student is writing.

Assessment Inventory

Name of your STUDENT TEACHER _____
Your grade or class _____

Most of us have feelings about school, teachers, student teachers. These are not right or wrong; they just happen to be the way we feel. How do you feel about your student teacher? Knowing your feelings will help him or her become an even better teacher. How to check. Put a (√) on the number that is closest to the way you feel. If you are not sure, make your best guess. Remember, there are no right or wrong answers. Any way you feel is all right.

1. How often do you like to talk about things other than school work to this teacher?	1 Always	2 Very often	3 Sometimes	4 Seldom	5 Never
2. If you have a personal problem, how often do you want to talk it over with this teacher?	1 Always	2 Very often	3 Sometimes	4 Seldom	5 Never
3. How much can you trust this teacher?	1 Very much	2 Quite a bit	3 Some	4 Only a little	5 Not at all
4. How well do you think this teacher understands you?	1 Very well	2 Quite well	3 Somewhat	4 Not too well	5 Not at all
5. How well do you think this teacher likes this class?	1 Very well	2 Quite well	3 Somewhat	4 Not too well	5 Not at all
6. How hard is it to please this teacher?	1 Very hard	2 Quite hard	3 Average	4 Quite easy	5 Very easy

Continued on next page

7.	How often does this teacher show appreciation for your work?	1 Always	2 Very often	3 Some-times	4 Seldom	5 Never
8.	How often do you feel uncomfortable with this teacher?	1 Always	2 Very often	3 Some-times	4 Seldom	5 Never
9.	How often does this teacher play favorites in your class?	1 Always	2 Very often	3 Some-times	4 Seldom	5 Never
10.	If you make a mistake, how often would this teacher embarrass you about it?	1 Always	2 Very often	3 Some-times	4 Seldom	5 Never
11.	Everything considered, how would you rate this person as a teacher?	1 Exceptionally good	2 Quite good	3 Average	4 Somewhat below average	5 Not good at all
12.	Do you think that you have had enough chance really to know how this person will be as a teacher?	1 Yes	2 Probably Yes	3 Uncer-tain	4 Probably no	5 No

Carkhuff Scale: Empathic Understanding
in Interpersonal Processes

Level 1

The verbal and behavioral expressions of the first person either do not attend to or detract significantly from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

Example: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding, or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

Level 2

While the first person responds to the expressed feelings of the second person(s), he does so in such a way that he subtracts noticeable affect from the communications of the second person.

Example: The first person may communicate some awareness of obvious surface feelings of the second person but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate

his own ideas of what may be going on but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is experiencing and expressing.

Level 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.

Example: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

Example: The facilitator communicates his understanding of the expressions of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feelings which he was unable to express previously.

In summary, the facilitator's responses add deeper feeling and meaning to the expressions of the second person.

Level 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of ongoing deep self-exploration on the second person's part, to be fully with him in his deepest moments.

Example: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his deepest feelings.

Communication Index-Student Form

The day to day activities of the classroom teacher are a rich source of ideas, direction and help for those who design pre-service teacher education programs. To be effective and functional these programs should be based upon the realities of classroom life. It is toward this end that you are being asked to give the most realistic responses you can to the situations which follow. You will need about 30 minutes to complete this task.

On the next pages are nine statements which nine different students at your school might say to you in moments of private conversation. Assume that each one of these students has sought you out at some point in the school day to share his or her thoughts and feelings. Below each statement write, as accurately as you can, the response that you would be most likely to make to each student. Try to write the words that you would actually say.

Obviously the way you would respond to some of the statements depends upon the circumstances and context of the conversation, and these are not possible to describe in short statements such as these. Assume, therefore, that you have 5 or perhaps 10 minutes to talk privately with each student, and that you want to respond in ways that are meaningful and helpful to each person. Make your responses long enough to show clearly what your thoughts and feelings, your words and, possibly, even your actions would be in each case. Use the reverse side of the page should you need more room to write.

Be sure to write a response to each statement.

When you have finished writing, complete the last page as directed. This page will later be removed and the code number at the top of each page will be the only identification used when responses are read. Your answers will be completely anonymous.

Thank you for your time and your cooperation!

[One-half page was provided for the written response to each stimulus statement.]

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

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

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

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

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

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

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

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

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

Your name _____

Name of your school _____

Check below the principal subject(s) you teach.

_____ 1. Several preschool, kindergarten and/or elementary subjects
_____ 2. Driver education
_____ 3. Fine arts: drawing, painting, ceramics, music, dance
_____ 4. Health, human development, physical education, family life education, home management
_____ 5. Languages, drama, speech, communications, journalism
_____ 6. Natural and physical sciences: mathematics, chemistry, biology, geology, geography, astronomy
_____ 7. Social sciences: history, government, psychology, economics
_____ 8. Special education, remedial subjects, emotionally disturbed
_____ 9. Vocational subjects: agriculture, business, distributive education, industrial arts
____ 10. Other (please specify) _____

Check below the principal grade range you teach.

_____ 1. Preschool - grade 6
_____ 2. Grades 7 - 9
_____ 3. Grades 10 - 12

Check below the number of years you have actually done classroom teaching.

_____ 1. 0 - 2 years
_____ 2. 3 - 5 years
_____ 3. 6 - 9 years
_____ 4. 10 - 14 years
_____ 5. 15 - 19 years
_____ 6. 20 or more years

Log for Tape Recordings

Name:
School: COMPLETE BY MARCH 12

Directions:

1. Record one hour each day for six days.
2. Place microphone where speaking voices will be best heard and where distracting noises will be least heard.
3. Be sure the recorder is actually recording each time you turn it on.
4. Use the log below to note in sequence the activities which occurred during each recorded hour.
5. Return this envelope with tapes and data sheet to your cluster consultant by March 12.

During these recordings I was principally teaching:
grade level(s) _____ subject(s) _____

Day Number	Section of tapes	Activities
1	first 15 min.	
	second 15 min.	
	third 15 min.	
	fourth 15 min.	
2	first 15 min.	
	second 15 min.	
	third 15 min.	
	fourth 15 min.	
3	first 15 min.	
	second 15 min.	
	third 15 min.	
	fourth 15 min.	
4	first 15 min.	
	second 15 min.	
	third 15 min.	
	fourth 15 min.	
5	first 15 min.	
	second 15 min.	
	third 15 min.	
	fourth 15 min.	
6	first 15 min.	
	second 15 min.	
	third 15 min.	
	fourth 15 min.	

Information Sheet Accompanying Tapes

Name:
School:

Indicate any factors you would like us to keep in mind when listening to your tapes ______________________________

____

____

____

* *

Your answers to the following questions will help in the preparation of human relations materials for the CBTE program. If you are in agreement with the following statements, circle "Yes." If you disagree, circle "No." If you are undecided how you feel, circle "Un."

1. Being able to relate to students in an understanding way is one important quality a teacher should have.	Yes	No	Un
2. An "ideal" teacher shows a fairly equal balance between teaching subject matter on the one hand and relating with warmth and sensitivity to students' needs on the other.	Yes	No	Un
3. I feel that I am able to relate adequately to students with sensitivity and understanding without any further instruction in human relations.	Yes	No	Un
4. Teacher education programs (such as CBTE) should include some systematic instruction in interpersonal relations skills.	Yes	No	Un

List experiences which have helped you develop understanding, sensitivity to others, human relations skills (e.g. courses taken, sensitivity training, books read, etc.)

____

____

____

____

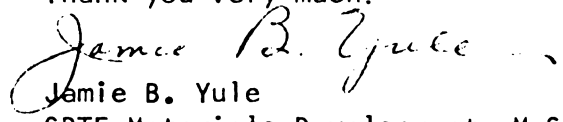
Student Teacher Rating Scale

Dear Cooperating Teacher:

Will you be kind enough to take a few moments and complete the brief questionnaire below regarding your student teacher and his/her relationships with students? Your response will in no way affect your student teacher's grade or final evaluation, but will be kept confidential and used solely for the purpose of improving instruction for preservice teachers.

Please return this sheet to your cluster consultant by FRIDAY, MARCH 14.

Thank you very much!



Jamie B. Yule
CBTE Materials Development M.S.U.

* *

Directions: Place a check in the column which most accurately reflects your opinion. If you are not sure, make your best guess.

How well do you believe your student teacher	Very well	Quite well	Some-what	Not too well	Not at all
1. genuinely likes the students in his/her classes?	___	___	___	___	___
2. shows kids that s/he understands their feelings and points of view?	___	___	___	___	___
3. creates a feeling of being trustworthy and able to keep confidences?	___	___	___	___	___
4. capitalizes upon an understanding of kids' feelings and attitudes to teach effectively?	___	___	___	___	___
5. stimulates students to try harder?	___	___	___	___	___

Continued on next page

Everything considered, how would you rate your student teacher as a teacher? (Circle one.)

1. Exceptionally good
2. Quite good
3. Average
4. Somewhat below average
5. Not good at all

Is there anything else you would like to comment upon regarding your student teacher's relationships with students?

Other comments:

Your name _____

APPENDIX B

APPENDIX B

Module Evaluation Form

Please complete this questionnaire CAREFULLY, following the instructions below.

1. Complete this questionnaire BY YOURSELF please. It will be most helpful to us to have your own independent views and attitudes expressed, rather than a group consensus.

2. Complete the questionnaire when you do not have to rush. Allow enough time so that you can respond fully and completely.

3. Have your CLP, Interpersonal Relations Skills, with you when you fill out the questionnaire.

4. If you disagree with some of the statements be sure to tell why clearly. Give specific examples and page numbers.

5. Remember that we need clear information to know how to revise this CLP. Feel free to comment on or tell us anything you want that you feel will help improve this packet. Don't be concerned about hurting feelings, being seen as a flatterer, etc.

6. If you want to keep your copy of the CLP, that's fine. If you want to send it back for me to examine your comments and marginal notes, that's fine too. If you want to receive a copy of the revised CLP, check on the last page of this questionnaire.

[The numbers which appear in the spaces following questions one through 24 indicate the number of treatment subjects who checked each answer.]

Evaluation of Interpersonal Relations Skills CLP

Directions: Read each statement below carefully and then indicate how you feel about it by checking the appropriate column:

SA Strongly agree
A Agree
N No opinion or undecided
D Disagree
SD Strongly disagree

Writing space has been left under each statement. For each item which you check "disagree" or "strongly disagree" please explain clearly why. Give specific examples and page numbers if you can.

	SA	A	N	D	SD
1. The competency for this CLP is important for teachers to have.	7	7			
2. Each enabler is helpful in achieving the competency.	1	4	4	4	1
3. The CLP is organized in a logical way that is easy to follow.	2	9	1	2	
4. The directions are clear; generally I knew what to do.	2	8	2	1	
5. This CLP contains about the right number of facts and skills to be learned in one packet.	1	5	5	3	
6. The glossary is adequate in both the terms it includes and the way it explains them.	7	4	3		
7. This CLP is about the right length (volume).	3	4	1	5	1
8. This CLP contains about the right number of practice and self-check exercises.	1	7	2	3	1
9. This CLP contains about the right number of readings and instructional materials.	2	7	1	4	
10. The readings and instructional materials seem to cover the major concepts which are important to learn for this competency.	3	11			

Continued on next page

		SA	A	N	D	SD
11.	The readings in Human Relations Development are helpful.	1	5	7		
12.	It is helpful to have some of the readings printed right in the CLP.	8	4			1
13.	The activities in this CLP are relevant to the enablers.	3	10	1		
14.	There are about the right number of activities suggested.	1	3	5	5	
15.	On answer keys (pp. 10,12,43-45) the "Reasons for Classification" are helpful in learning to distinguish subtractive, reflective and additive remarks from one another.	6	8			
16.	Examples generally seem realistic.	3	5	2	2	2
17.	The assessment statements printed in the CLP following each enabler statement (pp. 5,13,19,30,47) are clear and understandable.	3	7	1	2	
18.	The enabler assessments not only measured how well I was doing, but I learned from them too.	3	7	3	1	
19.	I use the techniques which I learned from this CLP in my classroom teaching.	3	6	3	2	
20.	I use the techniques which I learned from this CLP in informal conversations with students outside the classroom.	4	9			
21.	I use the techniques which I learned from this CLP in conversations with my family and friends, and in other aspects of my personal life.	2	10	1	1	
22.	I can see how this competency will help me perform other competencies more effectively.	4	7	3		

Continued on next page

	SA	A	N	D	SD
23. This CLP should be included in the CBTE program for all PST's to use.	5	6	3	___	___
24. The CBTE program should provide more instruction on various human relations skills.	4	3	7	___	___

Directions: Listed below are the readings and exercises included in this CLP. Please indicate by checking the appropriate column how useful and helpful each one was in assisting you to gain understanding of the subject and skill in performing the competency.

Helpful - very useful and informative; should definitely be retained in CLP
So-So - didn't give me lots of new insight or understanding but it may have helped some; should probably be retained in CLP
Not Helpful - didn't find this very useful at all; should probably be removed from CLP
Undecided - no opinion or no basis for forming an opinion

Page	✓ ↓ READINGS	Helpful	So-So	Not Helpful	Undecided
2	Rationale	___	___	___	___
6-7	Classifying Teacher Responses	___	___	___	___
8	Global Scale	___	___	___	___
14-15	The Helping Relationship	___	___	___	___
21-23	Nonverbal Realities	___	___	___	___
31-32	Determining Accuracy of Reflective Statements	___	___	___	___
49	A Life-Long Skill	___	___	___	___
50	The Importance of Feeling	___	___	___	___

Continued on next page

Page	✓		Helpful	So-So	Not Helpful	Undecided
	↓	READINGS (cont.)				
54		Communication "Leads"	____	____	____	____

Page	✓		Helpful	So-So	Not Helpful	Undecided
	↓	EXERCISES				
9-12		Enabler 1, Practice Situations 1 and 2	____	____	____	____
17-18		Self-Check on the Helping Relationship	____	____	____	____
20		TV Observations Skills Practice	____	____	____	____
24-25		Self-Check Non-Verbal Behaviors	____	____	____	____
26		Observing and Interpreting Non-Verbal Behaviors	____	____	____	____
27-29		Non-Verbal Communications Checklist	____	____	____	____
33-45		Student/Teacher Interactions	____	____	____	____
46		Teacher Response Classification Check	____	____	____	____
51-52		Perceived Feelings Responses	____	____	____	____
53		Perception of Students' Feelings	____	____	____	____
55		Response Worksheet	____	____	____	____
56-57		Response/Accuracy Check	____	____	____	____
58-59		Worksheets Steps A and B	____	____	____	____

I M P O R T A N T

Go back over the list of readings (page 3) and exercises above and put a check in front of those which you actually completed.

Continued on next page

Overall, how would you rate this CLP? (Circle a number.)

1. Excellent; one of the best I've seen or used.
2. Good; adequate for the job.
3. So-so; not any strong feelings about it one way or the other.
4. Weak; ineffective.
5. Very poor; useless.

Use this space to write any additional thoughts, comments or suggestions you wish to make about this CLP.

[Writing space was provided where needed.]

1. Do you believe that it is an important part of the teacher's role to be empathic, understanding and supportive of kids---to be facilitative---in the way this packet encourages teachers to be? If you answer no, please explain.

2. What other kinds of experiences have you had which helped you to become more empathic and understanding? (courses taken, books read, sensitivity training, etc.)

3. Did you give this CLP to other people to read? How many others? Who were they? What was their response to the CLP?

4. Did you discuss this CLP with people who did not know about it? Who? How extensively did you discuss it?

5. What do you feel are the strongest parts of this CLP?

6. What do you feel are the weakest parts of this CLP? (Continue your answer on the back of this page if not enough room below.)

Thank you for the time you have taken and the effort you have made to complete the CLP, Interpersonal Relations Skills, and to respond to this evaluation form. Your cooperation is very sincerely appreciated.

Based upon your evaluation and additional suggestions, this CLP will be revised during winter term, printed and incorporated in the CBTE program spring term, 1975. If you would like to receive a copy of the revised packet, please check the appropriate space below and provide an address and phone number where you can be reached at the beginning of spring term.

Continued on next page

As indicated earlier, your evaluation of this learning packet and the suggestions you have made will be used for CBTE program development, and will in no way affect your student teaching grade or the final competency evaluations. If you wish to have the enablers you completed for this CLP included in your final evaluation, please check below.

We hope that you have enjoyed working with this packet and that you feel you have gained some kinds of new skills and insights which will help you to respond to others, both personally and professionally, with greater understanding and helpfulness.

Your name _____

_____ I want to receive a copy of the revised CLP.

Home address _____

_____

Phone _____

_____ I want to have the enablers I completed for Interpersonal Relations Skills CLP included in my final CBTE evaluation.

APPENDIX C

APPENDIX C

Interpersonal Relations Skills

by

Jamie B. Yule

ACKNOWLEDGMENTS

"Nonverbal Realities" on pages 21-23 from Charles M. Galloway, "The Nonverbal Realities of Classroom Life," Observational Methods in the Classroom. Edited by Charles W. Beegle and Richard M. Brandt. pp. 45-55. ©Copyright 1973 by Association for Supervision and Curriculum Development, Washington, D. C. Reprinted by permission.

Materials on pages 8, 27-29, 50 and 54 from George M. Gazda et al. Human Relations Development: A Manual for Educators. ©Copyright 1973 by Allyn and Bacon, Inc., Boston. Reprinted by permission.

COMPETENCY:

To respond consistently to students with verbal expressions which clearly show that the PST both understands and accepts the students' thoughts and feelings.

ENABLERS:

1. To use the Global Scale with accuracy in classifying given teacher statements as reflective, additive or subtractive.

2. To discriminate accurately between helpful and not helpful styles of teacher communication.

3. To identify non-verbal behaviors and expressive movements which may communicate feelings to another person and to identify what those feelings may be.

4. To classify accurately teacher responses in classroom dialogue as reflective, additive or subtractive.

5. To respond to students in classroom dialogue with verbal expressions which are reflective and/or additive.

RATIONALE:

Learners and teachers are alike in many ways; indeed, we are much more alike than we are different. We both have the same kinds of needs --- to be loved and cared about, to believe in our own value and worth as a person, to be successful in doing things that are important to us, to be understood by people who are significant in our lives.

Our job as teachers is to help the young become healthy, fully functioning persons, and this means that our day-to-day interactions with children --- the way we answer their questions, direct their activities, respond to their complaints, correct their errors, cope with their resistance, share their confidences and so forth --- all must be as positive, constructive and growth-inducing as we can make them. Valuing himself and his own abilities to be successful are things which a child learns from others . . . like teachers . . . and he learns these things by the way that others treat him.

No response that a teacher makes to a learner is neutral in the way it affects that learner. All interpersonal processes --- even the most "insignificant" conversations --- appear to have either constructive or deteriorative consequences for the persons involved. The teacher-learner relationship may indeed be for better or for worse. Much depends upon the teacher.

Research studies show that there is a significant relationship between teachers who are warm and understanding and

- the academic achievement of their students as measured by standardized achievement tests,

- the extent to which their students engage in purposeful, productive behavior, and

- the attitudes their students have about them.

One study of 648 students in grades 8, 9 and 10 shows that of the concerns these children had about school, over two-thirds related to personal qualities of their teachers. Moreover, there is evidence that what the teacher objectively knows about the student is not as important in building strong, positive interpersonal relations as is the belief on the part of the student that he is understood.

Teacher-learner processes may be for better or for worse. The activities in this packet are designed to help you understand learners better and facilitate their growth . . . to make your teacher-learner interactions consistently constructive.

Glossary

Additive response - a verbal statement which shows another person that one not only understands the thoughts and feelings he has already expressed, but is also aware of some feelings he has not yet expressed or may not even be fully aware of himself.

Confirming response - a statement or non-verbal behavior which indicates that a reflective or additive response which has just been made is accurate, perceptive, "on target."

Global Scale - a measure for judging or rating the quality or degree of helpfulness of interpersonal interactions.

Helping relationship - any interpersonal relationship in which persons interact with understanding, warmth, genuineness and honesty, and thereby build an environment in which problem-solving and responsible growth are encouraged.

Non-verbal behaviors - gestures, facial expressions, posture, expressive body movements, rate of speech, tone of voice and similar behaviors which convey messages to others without depending upon the meaning of words for communication.

Reflective response - a verbal statement which shows another person that the thoughts and feelings he has already expressed are clearly understood; a statement which is essentially interchangeable with what another person has just said; a statement which mirrors the other's thoughts and feelings.

Subtractive response - a verbal statement which is hurtful to another person or irrelevant to his concerns; a statement which shows one has misunderstood or distorted the other's thoughts and/or has ignored the way he feels.

Surface feelings - the feelings a person has which are very apparent to another.

Underlying feelings - the feelings a person has which are not obvious to another; feelings which must be inferred from the way a person speaks or acts, or from the way portions of his conversation are put together.

BIBLIOGRAPHY

Gazda, George M. et al. Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, Inc., 1973.

Weigand, James E., ed. Developing Teacher Competencies. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971.

Enabler 1

To use the Global Scale with accuracy in classifying given teacher statements as reflective, additive or subtractive.

Enabler 1 Assessment: Given the Global Scale and a series of teacher responses to students' comments, the PST will correctly classify 9 out of 10 responses as reflective, additive or subtractive.

This enabler will be checked out in the lab.

Learning Activities

Activity Number	Activity	Location
1.	Read "Classifying Teacher Responses."	CLP, p. 6-8
2.	Complete Practice Situation 1. Check with answer key.	CLP, p. 9 CLP, p. 10
3.	Complete Practice Situation 2. Check with answer key.	CLP, p. 11 CLP, p. 12
4.	For additional practice, complete pp. 99-101 in Human Relations Development. Check with answer key p. 102.	Lab
5.	Complete Enabler 1 Assessment and check your classifications with the answer key. Go over any you missed with your lab instructor.	Lab

Classifying Teacher Responses

Talking with our students, colleagues, friends, family members and people in general is one activity most of us engage in for much of each day. It is, in fact, so commonplace that we rarely think about the effects of our words on the individuals to whom we speak. It is an important part of understanding others to be sensitive to the way in which our words (responses) either help or do not help them.

Verbal responses generally fall into one of the following categories:

HELPFUL

1. Reflective - our verbal response shows the other person that we have clearly heard and understood BOTH
   - what he said (thought content) and
   - how he feels (feelings).

   Our response is "interchangeable" with what the other has just said.

2. Additive - our verbal response shows the other person that we have not only understood his thoughts and feelings, but that we have "read between the lines" and are aware of some feelings that he has not yet directly expressed to us or, perhaps, is not even yet fully aware of himself.

NOT HELPFUL

3. Subtractive - our verbal response shows the other person that we
   - haven't heard a word he said or
   - think he is wrong to feel the way he does or
   - are thinking about things which are irrelevant to him or
   - are contradicting him or
   - are ignoring how he feels or
   - can't wait to peddle advice.

The following kind of situation occurs frequently in classrooms. Examine the way in which the teacher's responses are classified.

Student to teacher: I just can't stand up in front of all the kids in the room and give an oral report. I just can't --- I WON'T! You can flunk me if you want to, but I'm not going to do it!!

Teacher Responses	Classification
A. Standing up in front of the others and giving your oral report is really upsetting you! You feel you just can't face that.	A. Reflective-the teacher's response shows the student that both what he meant and how he felt were understood. Teacher and student remarks are "interchangeable."
B. You're determined not to give your oral report because you are afraid of what might happen when you do.	B. Additive-the teacher recognizes that the student's emphatic words and willingness even to fail indicate very powerful feelings associated with this assignment even though the student has not directly said that.
C. That's silly! You shouldn't feel that way! You'll do just fine!	C. Subtractive-the teacher ridicules and criticizes the way the student honestly feels.
D. Your sister never had any trouble with oral reports at all.	D. Subtractive-irrelevant. What does his sister have to do with this?

HELPFUL RESPONSE

Reflective - "reflects" back the other's thoughts AND feelings

Additive - shows awareness of even more feelings than have been expressed

NOT HELPFUL RESPONSE

Subtractive - denies, ignores, criticizes or minimizes what another has expressed

GLOBAL SCALE*
for Rating Teacher Responses

1	1.5	2	2.5	3	3.5	4
Response in which teacher attends to neither the content nor the surface feelings of student; discredits, devalues, ridicules or scolds the student; is vague or deals with student in general terms; reveals things about himself exclusively to meet his own needs.		Response in which teacher only partially attends to surface feelings of student or distorts what has been communicated; withholds himself from involvement with the student by declining to help, ignoring student, responding in a casual way, or giving "cheap" advice before really understanding the situation; is neutral in his non-verbal expressions and gestures; behaves in a manner congruent with some preconceived role he is taking, but is incongruent with his true feelings (i.e. acts a role which isn't really him).		Response in which teacher reflects the surface feelings of student and does not distort content; communicates his openness to entering a helping relationship; recognizes student as a person of worth, capable of thinking and expressing himself and acting constructively; communicates his attention and interest through non-verbal expressions or gestures; shows that he is open to caring for and believing in the student; shows no signs of phoniness.		Response in which teacher goes beyond reflection of the essence of the essence of the student's communication by identifying underlying feelings and meanings; is committed to student's welfare; is intensely attentive; shows genuine congruence between his feelings (positive or negative) and his overt behavior and communicates these feelings in a way that strengthens the relationship.

SUBTRACTIVE — REFLECTIVE — ADDITIVE

NOT HELPFUL RESPONSES — HELPFUL RESPONSES

*Adapted from Global Scale, Human Relations Development by George M. Gazda et al., p. 96.

Practice Situation 1

Directions: Classify each teacher response by circling the appropriate letter.

R = Reflective
A = Additive
S = Subtractive

Give a reason for your classification.

Student to teacher: "Smart kids are so lucky! Some of them don't crack a book all year, and they still breeze through with A's. Me, I beat my brains out and no matter how hard I try it doesn't seem to make any difference in my grades. Things just don't sink in."

Teacher Responses	Classification			Reason for Classification
1. "Smart kids have their problems too!"	R	A	S	
2. "You're discouraged because your efforts to raise your grade average just aren't paying off."	R	A	S	
3. "Maybe you ought to get a tutor for the subjects that are giving you the most trouble."	R	A	S	
4. "It's so depressing to try your best and find that it just doesn't make any difference at all! Sounds like you are a little disappointed in yourself."	R	A	S	
5. "Come on now. Things are not as bad as you're making them seem. I'll bet you're tired today. How much sleep did you get last night?"	R	A	S	

Key-Practice Situation 1

Teacher Response	Classification			Reason for Classification
1.	R	A	(S)	1. Irrelevant. Ignores student's feelings.
2.	(R)	A	S	2. Acknowledges obvious feelings of student and conveys that the content of the message has been understood.
3.	R	A	(S)	3. Offers advice about how to solve problem before taking time to understand what the real problem is. Ignores student's feelings.
4.	R	(A)	S	4. Contains all elements of a reflective response plus it communicates that the teacher is aware of underlying feelings---that the student has not achieved the goal he set for himself.
5.	R	A	(S)	5. Contradicts the student and devalues his feelings. Focuses on an irrelevant detail instead of student's feelings.

Practice Situation 2

Directions: Classify each teacher response by circling the appropriate letter.

R = Reflective
A = Additive
S = Subtractive

Give a reason for your classification.

Student to teacher: "I've tried to be nice to Billy Watson, but I'm not gonna try anymore. I even traded my best cookies with him yesterday, but he just makes fun of me and calls me Sidney Sissy Pants in front of all the other kids."

Teacher Responses	Classification			Reason for Classification
1. "You're tired of having Billy embarrass you and take advantage of you."	R	A	S	_____
2. "You shouldn't take it to heart so much. You know what a big tease he is. Billy teases all the kids."	R	A	S	_____
3. "You feel like the harder you try to be nice to Billy the more he embarrasses you. That's hard to understand."	R	A	S	_____
4. "Well the next time he does that you just pretend it doesn't bother you. The only reason he does it is to see you get mad."	R	A	S	_____
5. "Oh come on! You're not going to get upset just because someone calls you a silly name!"	R	A	S	_____

Key-Practice Situation 2

Teacher Response	Classification			Reason for Classification
1.	(R)	A	S	1. Essentially this response is interchangeable with what the student said.
2.	R	A	(S)	2. Irrelevant. Minimizes the student's feelings.
3.	R	(A)	S	3. Not only reflects what student has said, but shows the teacher realizes the student is baffled as well as embarrassed by Billy's behavior.
4.	R	A	(S)	4. Gives advice without paying any attention to how student feels now. Denies student's feelings.
5.	R	A	(S)	5. Devalues, ridicules student's feelings.

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Enabler 1 Assessment

Directions: Classify each of the following teacher responses by circling the appropriate letter which follows it.

R = Reflective
A = Additive
S = Subtractive

You may use the Global Scale in your CLP for help if you wish.

Student to teacher: I sure wish we didn't always have to play team sports when we go outside for gym! Seems like I'm always the last one chosen when we divide up for teams. Besides I think sports that a guy can do by himself are a lot more fun!

Teacher Responses	Classification
1. You're tired of team sports, huh?	R A S
2. Try to show a little more enthusiasm for the game, Bill, so that the other kids will want you on their team.	R A S
3. It hurts to feel like the other kids don't want you to play with them. That wouldn't happen so often if we played more individual sports.	R A S
4. It'd be better to divide up our outdoor gym time between team and individual sports because getting chosen last isn't fun and individual sports are.	R A S
5. Okay. We'll work on the 100-yard dash tomorrow.	R A S

Student to teacher: Man, I'm sick of doing algebra. Why do we have to learn this stuff anyway?

6. It seems dumb to do the assignments when you don't see how you'll ever use algebra.	R A S
7. I felt exactly the same way when I took first year algebra! But stick with it. Later on you'll see how useful it is.	R A S
8. Have you always disliked math?	R A S
9. We have to do this assignment so that you'll have a good foundation for the next unit.	R A S
10. It's a rotten feeling to be forced to do something that seems to be a waste of time.	R A S

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Key-Enabler 1 Assessment

Teacher Responses	Classification		
1	R	A	(S)
2.	R	A	(S)
3	R	(A)	S
4.	(R)	A	S
5	R	A	(S)
6.	(R)	A	S
7	R	A	(S)
8.	R	A	(S)
9	R	A	(S)
10.	R	(A)	S

Enabler 2

To discriminate accurately between helpful and not helpful styles of teacher communication.

Enabler 2 Assessment: The PST will correctly identify 18 out of 20 given teacher responses as either helpful or not helpful. Helpful responses are those which reflect understanding of both the student's thought and feelings.

This enabler should be checked out in the lab.

Learning Activities

Activity Number	Activity	Location
6.	Read "The Helping Relationship."	CLP, p. 14-16
7.	Complete "Self-Check on the Helping Relationship."	CLP, p. 17
	Compare with answer key.	CLP, p. 18
8.	Read pp. 62-65 in Human Relations Development.	Lab
9.	Read pp. 105-111 in Human Relations Development.	Lab
10.	Complete the Enabler 2 Assessment and check your answers with the answer key.	Lab

The Helping Relationship

A helping relationship between a teacher and a student is one which encourages the student to

- look rationally at his own problem, feelings or situation,
- understand both the problem and himself to the extent that his development and maturity will permit and
- act in an appropriate way regarding that problem.

In short, a helping relationship assists students in facing, understanding and coping with their day-to-day concerns---problem solving. It helps them become self-directed persons who have learned to manage in an appropriate way the difficulties of daily living.

In order to establish this kind of a relationship between teacher and student, it is important that the student believes the teacher cares about him, understands him and does not pass judgment on him. Notice the use of the term "the student believes."

Many, perhaps most, teachers do genuinely care about their students; they want them to learn, grow and develop in the most wholesome and productive ways possible. But they do not communicate their concern effectively to their students.

Preoccupied with planning lessons, grading papers and exams, completing report cards, keeping records, setting up resource centers, securing audiovisual aids, dealing with "troublemakers", and the dozens of other responsibilities which are part of the instructional role, the teacher too frequently gives students the message that the thing which is most important is "covering this chapter," "finishing up the experiment" and so forth. The genuine concern which the teacher has for students just doesn't come through very clearly.

To establish a helping relationship with students, the teacher must clearly communicate several things:

- students are listened to---carefully----and their thoughts are understood;
- students' feelings are perceived, considered and understood;
- students are respected and cared about.

How does the teacher communicate these things? The same way most other messages are communicated, through what is said and what is not said, through what is done and what is not done. Speech and action.

If the teacher's words and actions communicate to students that their thoughts and their feelings are important and considered, then students will believe that the teacher cares about them and understands them. When this happens, a classroom environment will exist which encourages students to face, understand and cope with their problems and concerns.

As you progress through this CLP, you will develop the skills you will need to communicate to your students that

- you are listening to and understanding their thoughts,
- you are perceiving, considering and understanding their feelings,
- you respect and care about them.

The Meaning of a Helpful Teacher

Letting students know that you are attentive to their thoughts and understanding of their feelings **DOES NOT MEAN** that	Being an understanding and "helping" teacher **DOES MEAN** that
- students can do whatever they feel like doing.	- students are helped to face and accept the feelings they have about activities which are necessary for them to participate in. The teacher helps them do this by not being oblivious to their feelings.
- the teacher has all the answers to student's problems.	- the teacher creates a supportive environment in which students can "practice" facing and solving their own problems.
- the teacher should encourage and reinforce unwholesome or growth-imparing feelings and attitudes.	- while the teacher refrains from judging and labeling students' feelings and attitudes (i.e. bad, silly, stupid, lazy, etc.) he recognizes that they exist and helps students learn to adopt more positive ones.
- the teacher never gives directions, advice, opinions, etc. in the classroom.	- directions, advice, opinions, etc. are given to a whole class for legitimate instructional purposes, or to an individual only after the teacher has taken the time and made a genuine effort to understand that student's real situation. "Cheap" advice is not given merely to "get rid of" the student and his problem so that the teacher can get on with "more important" things.
- every teacher response must, or even should, be reflective or additive.	- the teacher's interaction with students contains responses which are frequently reflective or additive.
- the teacher should try to counsel those students who face serious emotional and/or learning problems or who demonstrate significantly abnormal behaviors.	- serious emotional and/or learning problems or abnormal behaviors are not treated punitively by the teacher, but are referred to specialists qualified to assist them professionally.

Self-Check on the Helping Relationship

Directions: Listed below are some characteristics of teacher responses to students' comments. Decide if you think each characteristic is generally helpful (H) or generally not helpful (NH) and circle the appropriate letter(s).

H NH 1. Attends to the feelings of the student.

H NH 2. Does not pass judgment on how the student feels.

H NH 3. Provides immediate answers to the student's problem by suggesting how he ought to feel or act.

H NH 4. Shows a willingness to discuss the situation a little more if the student wants to.

H NH 5. Labels the student and his feelings (constant complainer, "A" student, hypochondriac, etc.) so they can be dealt with more directly.

H NH 6. Distracts student so that he will get his mind off the problem.

H NH 7. Shows student that his problem is not very significant by comparing his feelings to the teacher's or those of other persons.

H NH 8. Gives full attention to the student.

Key- Self-Check on the Helping Relationship

1. (H) NH
2. (H) NH
3. H (NH)
4. (H) NH
5. H (NH)
6. H (NH)
7. H (NH)
8. (H) NH

Enabler 2 Assessment

Directions: Below are some teacher responses to others' comments. Decide if you think each response is helpful (H) or not helpful (NH), and circle the appropriate letter(s).

Student to teacher: Mary Lou turned me down for Saturday night! That's the third time in a row! What am I doing wrong?

H NH 1. Looks like you've got a lot to learn about girls!

H NH 2. That hurts! Makes you really wonder why it's happening. Doesn't it?

H NH 3. Don't let it get you down. Remember Mary Lou isn't the only pebble on the beach.

H NH 4. I thought you were going out of town with the team this weekend.

Student to teacher: I didn't get a part in the school play because I was late for the try-outs.

H NH 5. What were you doing that made you late?

H NH 6. Sounds like you're developing a bad habit!

H NH 7. Maybe you can talk with the drama coach and explain what happened.

H NH 8. Well, you'll have to make sure you're on time for the spring try-outs.

Student to teacher: It seems like we're never going to get through reading this dumb play!

H NH 9. You aren't enjoying "Macbeth" much, huh?

H NH 10. We're only spending two weeks on "Macbeth." That's really not so much. Is it?

H NH 11. Be fair. A masterpiece which has lasted for centuries can hardly be called "dumb." Can it? Try to see if you can understand why it has been popular for so long.

H NH 12. I get the feeling that there's a lot about "Macbeth" that doesn't make much sense to you.

Enabler 2 Assessment (cont.)

Teacher to teacher: It really burns me up the way I'm given cafeteria duty week after week just because I'm new on the faculty!

H NH 13. I know what you mean. Same thing happened to me my first year.

H NH 14. It makes you feel like you're being discriminated against just because you're new!

H NH 15. I'll bet the principal doesn't realize how long you've had cafeteria duty. Why don't you ask him for a change?

H NH 16. It's lousy to feel that everyone else matters more than you do.

Student to teacher: We're having a test in geometry today, and I'm petrified! I'd give anything in the world to get out of Mr. Zonk's class because he makes everything so hard---and he scares me. He's so stern!

H NH 17. You really shouldn't feel that way. Mr. Zonk is a very good teacher. His bark is worse than his bite.

H NH 18. Could be that if you spent a little more time studying geometry the tests wouldn't be so frightening.

H NH 19. You don't have anything to worry about! You always breeze through tests without a problem!

H NH 20. The more you think about it the more nervous you're going to be. Come on over here and help me set up the film projector.

Key-Enabler 2 Assessment

1.	H	(NH)
2.	(H)	NH
3.	H	(NH)
4.	H	(NH)
5.	H	(NH)
6.	H	(NH)
7.	H	(NH)
8.	H	(NH)
9.	(H)	NH
10.	H	(NH)
11.	H	(NH)
12.	(H)	NH
13.	H	(NH)
14.	(H)	NH
15.	H	(NH)
16.	(H)	NH
17.	H	(NH)
18.	H	(NH)
19.	H	(NH)
20.	H	(NH)

Enabler 3

To identify non-verbal behaviors and expressive movements which may communicate feelings to another person and to identify what those feelings may be.

Enabler 3 Assessment: Following a 20-30 minute observation of a teacher involved in instructional activity and using the completed Non-verbal Communications Checklist, the PST will identify ten non-verbal behaviors and expressive movements demonstrated by students, and will supply at least two words which describe the feelings those behaviors probably express. There should be substantial agreement between the PST and the clinical instructor on nine out of ten of the behavior-feelings pairs indicated.

This enabler will be checked out at school.

Learning Activities

Activity Number	Activity	Location
11.	Watch (do not listen to) a soap opera or drama on television for 10 minutes. Be sure to keep the sound turned off. Complete "Observation Skills Practice-Part A" as you watch. Complete Part B when you have finished viewing.	CLP, p. 20
12.	Read pp. 87-93 Human Relations Development.	Lab
13.	Read "Nonverbal Realities."	CLP, pp. 21-23
14.	Complete "Self-Check on Non-Verbal Behaviors" Compare with answer key.	CLP, p. 24 CLP, p. 25
15.	Observe a class for at least 20 minutes during which the teacher is providing instructional activity. Complete "Observing and Interpreting Student Non-Verbal Behaviors." Discuss your observation with the teacher, noting especially any discrepancies in interpretations.	School CLP, p. 26
16.	Observe a teacher involved in instructional activity for 20-30 minutes. Complete "Non-Verbal Communication Checklist."	School CLP, pp. 27-29
17.	Complete Enabler 3 Assessment and discuss with your clinical instructor.	School

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Observation Skills Practice

Directions: Watch (do not listen to) a soap opera or drama on television for 10 minutes. Be sure to keep the sound turned off. Complete Part A below as you watch. Complete Part B when you have finished viewing.

Part A	Part B
Note below the non-verbal behaviors and expressive movements you see.	Label, as best you can, with one or two words the feelings which the behaviors or movements expressed.

28

Nonverbal Realities*

Whenever human beings come into contact, a reality exists that is understood and shared without words. This is the fundamental assumption that undergirds the significance of nonverbal communication. People everywhere bear testimony to the assumption that nonverbal influences are recognized and understood. Since teachers and students engage in continual communicative contacts, it is reasonable to assume that nonverbal relationships exist.

Nonverbal behavior can be viewed as a relationship language. Silent cues signal a change or provide continuity for any interpersonal relationships. These cues, whether by face, eyes, or gesture, can be the primary means of expressing attitudes of intimacy, aloofness, concern, or indifference. Teacher attitudes can be inferred from the way a teacher looks at a student or looks to avoid him. Not only do special nonverbal cues appear to exist between a teacher and some students implying favorable relationships, but the very absence of these cues can be noticed between the same teacher and other students. Although differing teacher-student relationships can be quite evident on these nonverbal terms, little or no conversation occurs regarding this reality.

A second assumption, generally shared by psychologists, is that nonverbal behaviors are the primary vehicles for expressing emotion. (italics added) Behaviors convey hate, fear, anxiety, and other emotionalities. Feelings of pleasure or distrust can be transmitted by teacher or student. Although teachers may state their feelings in verbal forms, the existence of nonverbal signs can belie and contradict verbal utterances. Students often wonder whether a correspondence exists between what a teacher feels and what he says. Words may fail to be persuasive carriers of feeling since nonverbal behaviors are often more convincing.

Another assumption is that nonverbal cues function as qualifiers in the form of metacommunicative messages to indicate how verbal statements ought to be understood. For instance, a student at his desk may signify verbally that he is working but simultaneously act out a nonverbal performance that he is busy, believing that this kind of behavior is more convincing. While he may actually be working at his assigned task, much of his energy is spent in looking as though he is working. Often, a teacher will lack a certain firmness in his voice when remonstrating students to stop talking, causing students to surmise that it is okay to continue their conversation. Conversely, a smile, frown, or gesture can accompany a verbal request which makes the directions of the intended meaning clear.

An assumption shared by behavioral scientists in several fields and strongly supported by psychiatrists is that nonverbal behavior provides a leakage channel which is difficult to control or censor (Ekman and Friesen, 1969). In simple language, this

means that nonverbal behavior is more likely to reveal true emotions and feelings and is less likely to be deceptive. Nonverbal behaviors betray one's feelings, whereas verbal communications are easier disguises for expressing feelings.

It is well known that most people are unaware of their body language and the feelings they convey to others. In ordinary circumstances one has no feedback available regarding the leakages of feelings that occur in body language. Verbal language offers the marvelous facility of providing immediate feedback, because a person can hear himself talk. But one is tempted to infer that others grasp the meaning of his verbal statements to the same extent that he understands the meaning of his own information. Whether information comes in the form of verbal or nonverbal messages, it is essential to obtain feedback and to recognize that leakages and misunderstandings can constitute the message.

A difficulty in monitoring one's own nonverbal messages is that little feedback is available because a person cannot see himself. Others may comment on what someone says or how he says it, but little information is shared regarding body movement and expression. Our culture lacks a ready language for discussing nonverbal cues, and people are hesitant to discuss how others act to their faces. Students have long delighted in discussing among themselves the behavioral idiosyncracies of teachers, but rarely will they discuss them with the teacher himself.

We can assume that we are much less aware of our nonverbal behavior than our verbal. Goffman (1959) presents another view on this matter. He suggests that nonverbal behaviors can be managed to achieve a desired effect. His view emphasizes the idea that people in everyday life take on roles for the express purpose of achieving proper impressions. This does not mean, however, that impression management is easy. Everyone is not successful in achieving effects that are in his best interest. Despite the successes of behavioral management, which can be associated with courtroom lawyers, diplomats, used car salesmen, and others, nonverbal cues are less manageable and often more revealing than verbal information.

A final assumption about nonverbal behavior implies that learned patterns of body language are associated with what it means to be a teacher or student in school. Certain specified behavioral cues and responses are learned by teachers and students in their role-taking activities in classrooms. Teachers throughout this culture have been observed in the act of snapping their fingers to get attention, holding a finger to their lips to achieve silence, folding their arms to signify disapproval, staring directly at students to convey negative reinforcement, and pointing at students to give directions. These signs and signals are well understood by students, and any observer can see the results.

Students also acquire behavioral cues necessary to their role as school-goers. They can be observed as looking as if they are listening, as appearing busy at work with their academic assignments, and as head-nodders who appear to understand teacher explanations and instructions. Students learn very early in school to raise their hands to be recognized, and they soon discover that hand-raising strategies are in their best interests. Body cues among teachers and students provide the means for influence when words would probably fail to be as effective. Many nonverbal behaviors are common to the performance of what it means to teach and to go to schools.

Why should it be necessary to say that nonverbal behavior provides unique information apart from verbal information? What is the significance of body language to classroom interaction and school life? Information seekers, whether they be teachers or students, will always search for extra data when they are not satisfied with verbal information alone. This condition of being discontent with the narrow range of verbal information and of relying on nonverbal data occurs when teachers or students are (a) unwilling or incapable of verbalizing information, (b) unapproachable to obtain information, or (c) uncertain about what is said verbally. In effect, body language speaks loudly when verbal information is missing or in doubt.

Ekman, Paul and W. V. Friesen. "Nonverbal Leakage and Clues to Deception." Psychiatry 32 (1): 88-105; February 1969.

Goffman, Erving. The Presentation of Self in Everyday Living. New York: Doubleday and Co., 1959.

*Excerpt from Charles M. Galloway, "The Nonverbal Realities of Classroom Life", Observational Methods in the Classroom. Edited by Charles W. Beegle and Richard M. Brandt. pp. 45-55.

31

Self-Check on Non-Verbal Behaviors

Directions: Read each of the following statements and circle the appropriate letter if you agree (A) or if you disagree (D).

A D 1. When verbal and non-verbal messages contradict, we usually believe the non-verbal one.

A D 2. The meaning of an act or gesture must be judged in context since non-verbal communications have different meanings for different persons.

A D 3. Changing one's non-verbal behaviors is generally rather easy to do.

A D 4. Hand gestures and facial expressions are essentially the only non-verbal behaviors to which we need attend in trying to understand another's feelings.

A D 5. A teacher who is highly understanding may be reserved and unexpressive.

A D 6. One's cultural or ethnic background has little to do with one's non-verbal behaviors or movements.

A D 7. Unexpressive people are sometimes seen as unfeeling.

A D 8. The way a person arranges or doesn't arrange furniture and other objects in the environment around him is a form of non-verbal communication.

Key-Self-Check on Non-Verbal Behaviors

1.	(A)	D
2.	(A)	D
3.	A	(D)
4.	A	(D)
5.	(A)	D
6.	A	(D)
7.	(A)	D
8.	(A)	D

33

Observing and Interpreting Non-verbal Behaviors

Directions: Observe a class for at least 20 minutes during which the teacher is providing instructional activity. Focus closely on the expressive movements of the students. (These will not necessarily be the same thing as non-attending behaviors.) Note at least ten such non-verbal behaviors which you believe express students' feelings either positively or negatively. Describe what you believe those feelings to be in one or two words.

Expressive movements demonstrated by students	Feelings expressed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Non-Verbal Communication Checklist*

Directions: Read this checklist carefully, then observe a teacher involved in instructional activity for 20-30 minutes. Place a check to the left of every behavior you see the teacher demonstrate at least once. Place a check to the right of every behavior you see some student(s) demonstrate at least once. (Don't check any behavior more than once in either column.)

Teacher	Non-Verbal Communication Behaviors	Students
	Promptness in responding to the other.	
	Delay in responding to the other.	
	Eye contact	
	Looking at a specific object instead of person addressing you	
	Looking down instead of at person addressing you	
. . . . .	. .Steady gaze.	. . . . .
	Glaring	
	Shifting eyes from object to object	
	Looking at student (or teacher) but looking away when looked at	
. . . . .	. .Covering eyes with hand(s)	. . . . .
	Other _____	
	Posture	
	Eager, as if ready for activity	
	Slouching, slumping, tired-looking	
. . . . .	. .Arms crossed in front as if to protect self. . .	. . . . .
	Crossing-uncrossing legs	
	Sitting facing speaker (not sideways)	
	Hanging head, looking at floor, head down	
. . . . .	. .Body positioned to exclude others from interaction	. . . .
	Standing with weight on one leg	
	Other _____	
	Facial Expression	
	No change, constant expression	
	Wrinkled forehead- worry or frown	
. . . . .	. .Wrinkled nose.	. . . . .
	Smiling, laughing	
	"Sad" mouth	
	Biting lip	
. . . . .	. .Other _____	
	Hand and arm gestures	
	Symbolic gestures	
	Literal gestures (showing size, shape)	
. . . . .	. .Demonstration of how to do something	. . . . .
	Demonstration of how something happened	
	Other _____	

Teacher	Non-Verbal Communication Behaviors	Students
	Signs of nervousness or restlessness	
	Drumming or thumping with fingers, tapping foot	
	Tapping pencil	
. . . .	. .Scratching.	. . . . .
	Fidgeting, squirming	
	Nail biting	
	Playing with chalk, eraser, pen	
. . . .	. .Playing with hair, moustache, clothing. . . .	. . . . .
	Rocking back/forth on feet, in chair	
	Cracking knuckles	
	Rubbing or stroking face	
	Other _____	
	Signals or commands	
	Snapping fingers	
	Holding finger to lips for silence	
. . . .	. .Pointing.	. . . . .
	Staring directly to indicate disapproval	
	Shrugging shoulders	
	Waving	
. . . .	. .Nodding in recognition.	. . . . .
	Winking	
	Nodding in agreement	
	Shaking head in disagreement	
	Other _____	
	Touching	
	To get attention (such as shoulder tapping)	
	Affectionate, tender	
. . . .	. .Sexual.	. . . . .
	Challenging (such as hitting arm)	
	Symbols of friendship (such as back slap)	
	Belittling (such as pat on top of head)	
	Other _____	
	Tone of voice	
	Flat, monotone, little feeling	
	Bright, vivid, changes of inflection	
. . . .	. .Strong, confident, firm	. . . . .
	Weak, hesitant, shaky	
	Broken, faltering	
	Other _____	
	Rate of speech	
	Fast	
. . . .	. .Medium.	. . . . .
	Slow	

Teacher	Non-Verbal Communication Behaviors	Students
	Loudness of voice	
	Loud	
. . . .	. .Medium.	. . . . .
	Soft	
	Diction	
	Precise	
. . . .	. .Careless.	. . . . .
	Regional or cultural differences, accents	
	Other _____	
	Distance	
	Moves away when the other moves toward	
. . . .	. .Moves toward when the other moves away.	. . . . .
	Takes initiative in moving toward or away from	
	Other _____	
	Arrangement of physical setting	
	Neat, ordered, organized	
. . . .	. .Untidy, haphazard, careless	. . . . .
	Other _____	
	Position in room	
	Fortifies or protects self behind desk, chair, etc.	
	Takes open "vulnerable" position	
. . . .	. .Takes position which boxes others in,	
	prevents exit	. . . . .
	Moves around room	
	Other _____	

*Checklist derived from "Categories and Examples of Non-Verbal Communication Behaviors" in Human Relations Development by George M. Gazda et al.

Enabler 3 Assessment

Directions: Using your observation and the results of the checklist, complete the questions below.

A. Note below ten non-verbal behaviors or expressive movements demonstrated by students which you believe express students' feelings either positively or negatively. Give at least two words which describe what those feelings probably are.

	Expressive movements	Feelings expressed
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

B. Review the checks in the "Teacher" column of the checklist. Altogether, what are the most forceful things these behaviors communicate to students about the teacher and his/her feelings?

C. Review the checks in the "Students" column of the checklist. Describe with 10-12 words the most obvious messages the <u>class as a whole</u> was sending to the teacher.

Enabler 4

To classify accurately teacher responses in classroom dialogue as reflective, additive or subtractive.

Enabler 4 Assessment: Observing teachers involved in classroom interaction, the PST will accurately classify at least ten teacher statements as reflective, additive or subtractive. Accuracy is determined by whether or not student responses confirm the teacher's statement. These classifications will be made during an observation period set aside specifically for the enabler 4 assessment, not merely during cumulative practice periods.

This enabler will be checked out in the lab.

Learning Activities

Activity Number	Activity	Location
18.	Review "Classifying Teacher Responses" and "Global Scale."	CLP, pp. 6-8
19.	Read pp. 70-75 Human Relations Development.	Lab
20.	Read "Determining the Accuracy of Reflective Statements."	CLP, pp. 31-32
21.	Read and complete the appropriate responses "Student and Teacher Interactions."	CLP, pp. 33-42
	Check with answer key.	CLP, pp. 43-45
22.	Practice classifying the responses which three teachers make in 15 minute classroom dialogues.	School
	Use "Teacher Response Classification Check."	CLP, p. 46
23.	Complete Enabler 4 Assessment and check with your lab instructor.	School

Determining the Accuracy of Reflective Statements

Up to this point you have been deciding whether or not statements are reflective, additive or subtractive on the basis of how completely they "say back" to the other person what s/he has initially said to you, i.e., how fully they tell the other person you have heard and understood his/her thoughts and feelings. The interaction could be diagrammed thus:

Student statement--------Teacher response

We have, however, automatically assumed that if you make a statement as reflective as you can, the other person---the student ---will always agree that you have "hit the nail on the head." This may be the case in books, instructional materials and other controlled situations, but unfortunately it doesn't always work out that way in real life. In day-to-day interactions with others you may try very hard indeed to show your understanding, only to discover that you "miss the boat" as frequently as you "hit the nail."

Practice, of course, will help you to be more and more accurately reflective. The important point for you to be aware of now, however, is <u>how you know when you have not reflected accurately</u>. The answer is easy. The other person will tell you so.

Would you decide that you had truly understood and reflected back what a student had said to you if he, in return,

-gave you a blank stare?
-gave a wry smile and shook his head "no"?
-asked "Are you kidding me?"
-said, "Well, <u>sort</u> of . . . ."

Probably you wouldn't. The student's response to you has <u>not confirmed</u> your statement. You probably don't understand very well yet what he is thinking and feeling.

It wouldn't take long for you to <u>confirm</u> that you had understood correctly, however, if he, in return,

-grinned and shook his head "yes".
-said "That's for sure!"
-said "Yeh."
-became engrossed in the topic and proceded to tell you even more.

From now on, whenever it is possible, try to be aware of the relationship between

Student statement----Teacher response----Student response

The student's response, verbal or non-verbal or both, is the only sure way you have of knowing how accurately your verbal expressions reflect the student's thoughts and, particularly, his feelings.

In the interactions which follow, make a special mental note of the student responses which follow teacher responses. You will see examples of those which confirm and those which do not confirm.

Student and Teacher Interactions

Reflective and additive responses are not the only kinds of responses which understanding teachers make; however, their interactions with students rather consistently contain "helpful" remarks, i.e. those which communicate to students that they are being heard and understood.

Consider the two brief interactions below. Do you get the overall impression that one teacher is more understanding than the other?

1. Teacher: Billy, are you through with your arithmetic yet?

2. Billy (gazing out the window): Uh-uh.

3. T: Why not? What have you been doing over here all this time?

4. B: Watching those two squirrels out there get acorns. See, first that big gray one runs out to the very end of that big branch and . . .

5. T: Sure enough. They're fun to watch, aren't they? But watching squirrels doesn't get the arithmetic done, does it?

6. B: Uh-uh.

7. T: Okay then. You'd better get going on it. There's only ten minutes left until recess, and there'll be no time after that to work on arithmetic.

* * * * * * * *

8. T: What're you watching so closely out that window, Bill?

9. B: Those two squirrels. They're gathering acorns. The big gray one runs out to the very end of that big branch there and drops them down to the other one. He collects them and runs off with them. Sure wish I could see where he hides them!

10. T: You'd rather be outside hunting the squirrel's nest than inside doing arithmetic. Right?

11. B: Right!

12. T: Well maybe we can arrange that. Why don't you quickly finish up the problems on this page---they should only take you a couple of minutes. We'll go out for recess as soon as you're through.

The first teacher is attending more closely to the arithmetic, while the second focuses more upon Billy's feelings. Compare statements 1 and 8. What messages might each of these convey to Billy?

Compare statements 5 and 10. Which is more accurately reflective of Billy's thoughts and feelings? Which would more convincingly communicate to Billy that his teacher cares about <u>him</u> and understands <u>him</u>?

Compare statements 7 and 12. Notice that <u>neither</u> teacher excuses Billy from his responsibility simply because he doesn't feel like working on it at the moment. Teacher Two has communicated to Billy that

- she understands how he feels and what interests him,
- she believes schedules and routines should serve the needs of people, not vice versa, and
- it is necessary for him to complete a reasonable assignment.

Directions: Read through the first interaction completely. Look more closely at the responses which have a line on the left. Write the appropriate letter on the line to indicate if the response is essentially

R = Reflective
A = Additive
S = Subtractive

Continue in the same way through interactions 2 and 3.

Interaction 1

1. Student (to home economics teacher): Can you tell me how to lose weight? Give me a diet or something? I'm so sick of being fat and ugly and unpopular! I've finally made up my mind to do something about it!

_____ 2. T: Well, that's fine, Betty. What got you so determined all of a sudden?

3. S: (vaguely): Oh, I don't know----guess I just got so sick of it I had to do something.

_____ 4. T: Well, I can surely understand that. All the time I was in college I weighed between 160 and 170 pounds . . .

5. S: Really?

_____ 6. T: Yes, and I got mighty sick of it. So I know just how you feel. But frankly, Betty, I think what you ought to do is see your family doctor. Get him to give you a diet and be sure you won't injure your health by dieting.

7. S: I thought maybe you'd say that. It's what you always read in magazines and stuff. We learned that in health too.

_____ 8. T: Did you? Well, it is a good idea. Don't you think?

9. S: Yuh, I guess so. Well, thanks a lot . . .

10. T: (smiling): Sure, Betty. Anytime you want to talk, feel free to stop by.

Interaction 2

11. Teacher (to French class): Okay, let's cut the chatter and get down to business. Today we're going to practice conjugating "-er" verbs. (Turns to board.)

12. Students: Yuk!! Oh nuts!! Assorted groans and yawns.

____13. T (smiling): I can sense that you think the idea of conjugating verbs is a lousy one.

14. Ss:Right on! You said it! Hey, how come we never get to learn useful things like "Love ya, baby!" (Laughter.)

____15. T (laughing): I can see what you mean by useful!

16. S: Well, how about it? How do you say it?

17. T: Love ya, baby?

18. Ss (with interest): Yeh!

19. T: Well, it depends upon how well you know this particular person. (Laughter, nudges, winks, etc.) You might say "Je vous aime" if what you really meant was that you liked the person a lot. But for your best girl you'd probably be more inclined to say "Je t'aime." (Writes both on board.)

20. S: I don't get it.

____21. T: You don't understand when to use "vous" and "tu."

22. S: Yeh.

Class continues.

Interaction 3

23. T: Yesterday you had so many good questions about how sunlight affects growing plants! I thought that today we could each start an experiment, right here in our classroom, to show the effect of sunlight on plant growth.

24. S: Do we each get to do our very own experiment?

25. T: Yes. And each experiment can be a little different in some way from all the others.

26. S: Hey, that's keen!

____ 27. T: Sounds like you are going to enjoy this, Billy.

28. S: Yah! My brother works experiments over at the college all the time and now I'm gonna get to do one! Oh boy, I can hardly wait to tell him! Can we do lots of them?

____ 29. T: It makes you feel more grown up to be able to do important things that adults do.

30. S: Maybe I'll be a scientist when I get to college. Science is really neat----'specially the experiments.

____ 31. T: It is exciting to see how experiments turn out. Some times there are unexpected surprises. Has anyone ever done an experiment before?

Class continues.

Directions: Read through the interactions which follow. Identify those teacher responses which are essentially reflective (R), additive (A) or subtractive (S), and write the appropriate letter to the left of those statements. Remember: every statement the teacher makes will not be classifiable, only some.

Interaction 4

____ 32. Bookkeeping teacher to student dawdling at pencil sharpener: This is the third time you've been to the pencil sharpener this period, Bill. Tell me the problem.

33. S: What'd you mean, the problem?

____ 34. T: The way you're using that pencil sharpener and looking out the window suggests that there's a reason you're not doing the exercise. How about it?

35. S: Well, darn it, no matter how many times I do the stupid thing I can't get it to come out right.

____ 36. T: You're really put out because you can't get it to balance.

37. S: Not only that, but I'm already two exercises behind everyone else. I'm getting farther and farther behind!

____ 38. T: And you're getting more and more tied up about the fact that you might not finish the course, especially since you don't know how to make it any better.

39. S: Yeh. It's a mess. Isn't it?

____ 40. T: I know it looks that way to you. Let's go over to your desk and you show me, step by step, just how you're working out this exercise.

Interaction 5

_____ 41. Teacher to student running in the hall: Betty!! Slow it down! Come on over here. I want to talk to you.

42. S: Aw gee, I'm gonna be late for . . .

_____ 43. T: I don't care what you're going to be late for! What you were doing is really dangerous! You were tearing around that corner so fast you nearly knocked Lee (blind student) over.

44. S: No I didn't! I saw him there!

_____ 45. T: Well, it certainly didn't look like it to me! And Lee grabbed his locker as you tore by.

46. S: Well, maybe I did scare him a little. I didn't mean to though.

_____ 47. T: I know you didn't mean to, Betty, but you did. I think you'd better go apologize to him. And see to it that this doesn't happen again.

48. S: Okay.

Interaction 6

49. Student 1 to student 2: You cut that out! (Hits S.2 who hits him back, etc. etc.)

____ 50. T: Boys! I want you to stop that fighting right now! (Pulls boys apart.) What is this all about?

51. S1: He stuck out his foot just when I was carrying my stuff over to the science center. He tripped me on purpose!

52. S2: I did not!

53. S1: Did too!

____ 54. T: That's enough boys. Billy, did you deliberately put your foot out in the aisle when you saw Mike coming with his arms full?

55. S2: No ma'am.

56. S1: He did too!

____ 57. T: Well, I think this was just a misunderstanding ...

58. S1: Uh-uh!!! He tripped me!

____ 59. T: That's enough, Mike. It was probably just an accident. Billy, will you come over here and pass out these books while Mike collects his science things?

Interaction 7

____ 60. T: Why the sad face, Betty?

61. S: My dog got run over by a car last night and the vet said she'd never make it so he had to put her to sleep. (Tears.)

____ 62. T: Your dear pet! It's so painful when someone or something you love is hurt or dies.

63. S: (Nods in agreement.)

____ 64. T: Hard to concentrate on other things, like school.

65. S: (Nods again.) Ginger was the smartest dog in the whole world. She always minded me too. She was my very, very best friend.

____ 66. T: You miss her. . . . maybe you're even thinking about how lonely it's going to be without Ginger to play with.

67. S: Yeh. My mom was talking this morning about getting another dog, but I don't want another one! She's already forgotten about Ginger, but I won't! I'll always remember Ginger.

____ 68. T: Ginger sounds like a wonderful pet. Lots of the kids in our room have never had a pet at all. Would you like to share some of your adventures with Ginger with the other kids?

69. S: Yes. How?

____ 70. T: Write a little paragraph or two, or as much as you want. When you have written down all the things you want to tell, then maybe you could bring a snapshot of Ginger from home so we could see how pretty she was. You could read your paper to the class, and I'll bet the other kids will have lots of questions to ask.

71. S: Do you think I'd know all the answers?

____ 72. T: Sure. You just tell them about Ginger.

Interaction 8

Student enters room, slams door, throws crumpled paper on floor, and sits moodily on window sill.

____ 73. Journalism teacher: Well, what in the world's eating you?

74. S: It makes me so DARN mad!! Everytime we get a really good story---something with some real guts to it---- old man Burns says we can't print it. (Mimics) "It might not go over so well with some of the parents--- or the board." Nuts! What ever happened to freedom of the press? People around this school act like they've never heard of democracy! Old Burns really burns me!

____ 75. T: Which story are you talking about?

76. S: The one about the teachers' strike. We really nailed those union guys who are stirring things up!

____ 77. T: Maybe I'd better take a look at it, Bill.

78. S: How come? There's nothing wrong with it. Every word is the truth. You want to censor it too?---- clean it up nice for old man Burns?

____ 79. T: Not necessarily, Bill. I can sure see your point. I'd be darned mad if I were in your shoes. But Mr. Burns is the principal, and he does have a responsibility for what goes on in this school.

80. S: Do you think he's responsible for running this place like the Third Reich? Do you think that's what parents want?

____ 81. T: Hold on, Bill. I'm on your side. Remember? I was just trying to help you see his point of view.

82. S: Why should I, when he doesn't care about mine?

____ 83. T: I'm sure he does. It's just that he takes his responsibility seriously.

84. S (sarcastically): I'll say!

Key-Student and Teacher Interactions

CLASSIFICATION	REASON FOR CLASSIFICATION
Interaction 1	
2. S	2. Irrelevant question. Ignores student's feelings.
4. S	4. Irrelevant remark. Ignores student's feelings. Shifts focus of conversation to the teacher rather than keeping it with the student who has a need.
6. S	6. Gives advice--even good advice--before taking time to understand the student. Betty's responses (3 and 7) may suggest that the diet was merely a pretext for talking about something else.
8. S	8. Oblivious to both surface and underlying feelings. Puts words in student's mouth.
Interaction 2	
13. R	13. Teacher reflects students' feelings. Their response (14) confirms that teacher understands correctly.
15. R	15. Non-verbal response (laughter) and inferred meaning of "useful" show that teacher follows students' thoughts.
21. R	21. Reflects student's thought in order to clarify.
Interaction 3	
27. R	27. Interchangeable with 26.
29. A	29. "Reads between the lines" and sees student's desire to be grown up and to emulate his brother.
31. R	31. Essentially the same as 30.

Interaction 4

32. R(?)	32. May be classified as reflective since teacher responds with sensitivity to non-verbal behavior.
34. R	34. Reflects student's non-verbal behaviors and their most obvious meaning.
36. R	36. Interchangeable with 35. (Confirmed by 37)
38. A	38. Recognizes that the underlying feeling is helplessness, frustration.

Interaction 5

43. S	43. Scolds. Devalues student's feelings. Hurtful.
45. S	45. Ignores and devalues student's feelings.
47. S	47. Gives directions irrespective of student's feelings. Scolds.

Interaction 6

50. S	50. What the teacher wants is irrelevant.
54. S	54. Ignores Mike's feelings. Focuses on who is "guilty."
57. S	57. Wrong focus. Should look at what students feel, not what teacher thinks.
59. S	59. Ignores feelings. Makes a judgment without adequate information. Tries to correct situation by distracting children.

Interaction 7

60. R(?)	60. May be classified as reflective since teacher responds with sensitivity to non-verbal behaviors.
62. A	62. Recognizes underlying feeling of pain. (Confirmed by 63)
64. A	64. Recognizes a problem the student is facing. (Confirmed by 65)

Interaction 7 (cont.)

66. A	66. Tentatively suggests another painful thought the student may be experiencing. (Confirmed by 67)
68-70-72.	Not necessarily classifiable, but show sensitivity to the student's feelings. Note that teacher does not excuse student from engaging in educational activity, although an appropriate activity is suggested.

Interaction 8

75. S	75. Ignores student's very strong feelings.
77. S	77. Still focuses on story rather than on student and his feelings.
79. S	79. Says he sees student's point of view, but his behavior doesn't show that. Trying to teach about the principal's point of view when student is upset is futile.
81. S	81. Same as for 79. Student's feelings are totally ignored.
83. S	83. The principal is not the point. The student is.

Grade Level _____
Subject _____

Teacher Response Classification Check

Directions: Sit unobtrusively in a classroom where you can see and hear clearly, and can write without disturbing others. Attend carefully to non-verbal behaviors. Note below teacher statements which you believe are clearly reflective, additive or subtractive. To support your choice, note the student response which either confirms the teacher's statement or it does not.

Teacher Statements	Student Responses	Classification

Grade Level _____
Subject _____

Enabler 4 Assessment

Directions: Sit unobtrusively in a classroom where you can see and hear clearly, and can write without disturbing others. Attend carefully to non-verbal behaviors. Note below at least ten teacher statements which you believe are clearly reflective, additive or subtractive. To support your choice, note the student response which either confirms the teacher's statement or it does not.

What student said or did initially	Teacher statement	Student response	R, A or S?
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Enabler 4 Assessment (cont.)

What student said or did initially	Teacher statement	Student response	R, A or S?
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

Enabler 5

To respond to students in classroom dialogue with verbal expressions which are reflective and/or additive.

Enabler 5 Assessment: Given an audio- or videotape of his/her own teaching, the PST will identify at least five of his/her own verbal expressions which are reflective and/or additive. Expressions will be classified as reflective or additive if students confirm them by their responses. The tape may be reviewed at school or in the lab, which ever is more convenient.

This enabler will be checked out in the lab.

Learning Activities

Activity Number	Activity	Location
24.	Read "A Life-long Skill" and "The Importance of Feelings."	CLP, pp. 49-50
25.	Read pp. 66-69 Human Relations Development. Respond to the Situations 1-10 as directed using "Perceived Feelings Responses." Check answers with answer key.	Lab CLP, p. 51 CLP, p. 52
26.	Complete "Perception of Students' Feelings." Discuss your perceptions of statements and feelings with your clinical instructor to gain further insight.	School/ CLP, p. 53
27.	Read "Communication 'Leads'."	CLP, p. 54
28.	Read pp. 75-77 Human Relations Development. Respond to Situations 1-10 as directed using "Response Worksheet."	Lab CLP, p. 55
29.	Complete "Response and Accuracy Check."	CLP, pp. 56-57
30.	Working with small groups of students--in the classroom, cafeteria, halls, playground, etc.--practice responding to them with statements which reflect their feelings. Listen and watch especially their responses so that you know whether or not you have perceived accurately.	School
31.	Read pp. 288-92 Developing Teacher Competencies. Complete steps A, B and C as directed using the appropriate worksheets. Complete step D by comparing your written response to those of the best standardized responses by looking for key words in both sets of responses. Hypothesize the rating your response would receive if rated by trained judges.	Lab CLP, pp. 58-59

Activity Number	Activity	Location
32.	Audio- or videotape a 15-20 minute segment of your teaching which includes dialogue with students. Complete Enabler 5 Assessment and check with your lab instructor.	School CLP, p. 60

A Life-Long Skill

One of the things which we, as human beings, are most skilled at is identifying and responding to other persons' feelings. For example, as little children we were expert at distinguishing what Mom really meant when she said, "We'll see." Sometimes it meant "yes," sometimes "no," sometimes it meant "give me time to think it over." We "read" her feelings easily and naturally, and (if we were smart) we acted accordingly.

Similarly, it doesn't take long before we "know" when a boyfriend is jealous, a wife is irked, a husband is worried, a child is fearful. They may not tell us in so many words that they are jealous, irked, worried or fearful, but beacuse we care for them we attend carefully to the verbal and non-verbal behaviors which they demonstrate (and to those they omit as well). We "read between the lines," identify their feelings and then act appropriately.

So Enabler 5 requires you to do only two new things---1) consciously label, with words, the feelings you perceive 2) in persons who are unfamiliar or not particularly close to you. The same process you've been engaged in all your life, identifying and responding to other persons' feelings, is carried one step farther---- out of your personal life and into your professional life as well.

The Importance of Feeling*

The way we deal with our feelings and emotions is probably one of the most frequent sources of difficulty in human relationships. Typically, our culture has not encouraged the open expression of feelings; self-control and restraint often have been overemphasized to the point of personal harm. While learning to inhibit the outward expression of many of our feelings, we have also been taught to deny them. Consider how often we hear the following kinds of responses:

When we are depressed:	"What are you looking so sad about?" "Stop feeling sorry for yourself!" "Cheer up, things will get better."
When we are angry:	"Calm down!" "There's no point in losing your temper!"
When we are excited:	"You're acting like a child." "Act your age, will you!"

But feelings do not disappear just because we refuse to recognize them. Feelings and emotions are subjective reactions that involve both psychological and physiological processes. When we inhibit or overcontrol our feelings, rather than give them legitimate expression, physical tensions are stored up in our systems. These tensions, if unrelieved, can get us into enormous difficulty with ourselves and others.

As Ellis writes, "The human being may be said to possess four basic processes---perception, movement, thinking and emotion---all of which are internally interrelated." When a person functions as a whole or when he has it "all together," he is aware of his feelings and the feelings of others, cognitively understands what he feels and feels what he understands, and acts in ways that give expression to these perceptions, thoughts, and feelings, in meeting his needs and the needs of others.

It takes a lot of human feeling to be a human being, for much of life is feeling. Feelings give our lives richness, color, depth, and fullness. In order to discover personal meanings in our lives, we need to use our feelings, because such meanings are derived from the experiences we have and the feelings associated with these experiences. In the final analysis, the life worth living is characterized by personal meanings.

Ellis, A. E. "Rational Psychotherapy." Journal of General Psychology, 59, 1958, 35-49.

*From Human Relations Development by George M. Gazda et al., 159-60.

Perceived Feelings Responses

Situation 1 upset, mad, angry, tired, guilty, ashamed, uncomfortable

Situation 2 _____

Situation 3 _____

Situation 4 _____

Situation 5 _____

Look over the feelings you have perceived in situations 2-5. Circle those which you would classify as underlying.

	Surface feelings	Underlying feelings
Situation 6	_____	_____
Situation 7	_____	_____
Situation 8	_____	_____
Situation 9	_____	_____
Situation 10	_____	_____

Key-Perceived Feelings Responses

There are no "right" and "wrong" answers for this exercise. Compare your answers with those suggested below. Are some of yours the same, or similar?

Situation 1 upset, mad, angry, tired, guilty, ashamed, uncomfortable

Situation 2 irritated, mad, frustrated, resentful, envious, aggravated, antagonized

Situation 3 puzzled, rejected, annoyed, uncomfortable, uncertain, unloved, unsupported

Situation 4 resentful, mad, critical, outraged, furious, shocked, antagonized

Situation 5 annoyed, inadequate, disappointed in self, cowardly, irritated, wistful, shy, inhibited

	Surface feelings	Underlying feelings
Situation 6	overwhelmed, uncertain, unsure	inadequate, unprepared
Situation 7	unhappy, uncomfortable, upset	fearful, lonely, confused
Situation 8	earnest, sincere, trying diligent	frustrated, puzzled, misunderstood, hopeless
Situation 9	thoughtful, wondering, tired of school	uncertain, unhappy, longing
Situation 10	disappointed, sad, unhappy	hurt, bitter, unloved, unrespected, unsupported

Perception of Students' Feelings

Directions: Sit unobtrusively in a classroom where you can see clearly and make notes without disturbing others. Listen closely to what the students say, taking special note of their non-verbal behaviors and movements.

Write the student comments and/or statements below. Indicate the feelings which you perceived to be present. Circle those feelings which you would classify as underlying.

	Student statements	Feelings present
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

65

Communication "Leads"*

To understand another person's feelings and experiences we need to attempt to enter his phenomenal field, his personal frame of reference through which he interacts with his world. However, since it is impossible for us to be the other person, the best that we can do amounts to reasonably correct but approximate understandings. With this in mind, it seems desirable that we be continuously open-minded and cautious in appraising others, consider most judgments as tentative, and remember that at best we will have a limited understanding of the unique person with whom we are interacting.

Phrases that are useful, <u>when you trust that your perceptions are accurate</u>, and the helpee (student) is receptive to your communications:

You feel ...	What I hear you saying...
From your point of view ...	You're...(angry, sad, etc.)
It seems to you...	I'm picking up that you...
In your experience...	I really hear you saying...
From where you stand...	Where you're coming from...
As you see it...	You figure...
You think...	You mean...
You believe...	

Phrases that are useful <u>when you are having some difficulty perceiving clearly</u>, or it seems that the helpee (student) might not be receptive to your communications:

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

*From <u>Human Relations Development</u> by George M. Gazda <u>et al.</u>, 161-62.

Response Worksheet

1. You feel_____
   because_____
   Natural:

2. You feel_____
   because_____
   Natural:

3. You feel_____
   because_____
   Natural:

4. You feel_____
   because_____
   Natural:

5. You feel_____
   because_____
   Natural:

6. You feel_____
   because_____
   Natural:

7. You feel_____
   because_____
   Natural:

8. You feel_____
   because_____
   Natural:

9. You feel_____
   because_____
   Natural:

10. You feel_____
    because_____
    Natural:

Response and Accuracy Check

The only way that we can be perfectly sure we are "reading" other persons' feelings correctly is to reflect back what we think they feel, and then note their response.

Listen closely to the other people around you today---your spouse or roommate, cluster consultant, salespersons, bus drivers, janitors, professors, anyone. Practice responding to them in ways which you feel reflect their feelings. How do they respond?

If they confirm your statement ("Yeh!", a nod of the head, "uh-huh," "And not only that but . . .") they are telling you that you have perceived accurately, that you have understood what they were trying to tell you.

If they do not confirm your statement ("Well, not so much that as . . . ,"shake of the head, "Hold on---that's not quite what I was driving at," "I knew you wouldn't understand") then you need to continue listening, identifying and responding.

Note on the following pages five interactions you had in which you successfully reflected feelings to persons on five different occasions.

What other person said	What you responded	What other responded back
Example: Dairy case manager in grocery store: "They didn't send me no sharp cheddar this week and no cheap margarine that I ordered. I gotta fill up the holes in the dairy case with something else. I'm about ready to write the company president and find out why!"	"It's madening not to get the stuff you order and not know why, especially when customers keep bugging you for it."	"You said it!"
1.		
2.		
3.		
4.		
5.		

Step A Worksheet-Brief Written Response

1.

2.

3.

4.

5.

6.

7.

8.

Step B Worksheet-Response Selection

	First choice	Second choice	Omit third and fourth choices
1.	_____	_____	
2.	_____	_____	
3.	_____	_____	
4.	_____	_____	
5.	_____	_____	
6.	_____	_____	
7.	_____	_____	
8.	_____	_____	

Grade level_____

Enabler 5 Assessment

Subject_____

Directions: Review your own audio- or videotape. Find at least five interactions which show your understanding of students' thoughts and feelings by noting below what the student said or did initially, what your response was and finally what the student's response to you was. Indicate if your statement was reflective (R) or additive (A).

What student said or did initially	Teacher response	Student response to teacher	R or A?
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

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