THE RELATIONSHIP BETWEEN TRUST AND COUNSELOR-CLIENT INTERACTIONS

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

GENERAL INTRODUCTION TO THE AREA OF STUDY

Introduction

There are many aspects of the counseling process that have come under the scrutiny of those who research the helping relationship. Counselor characteristics, counselee characteristics, and the dynamics between the two have all received attention (LaCrosse, 1975; Tinsley and Harris, 1976; and Schlesinger, 1978). Advances in the mechanics of documenting data through audio and visual recording have made it possible to conduct more definite studies of the counseling process.

The study of nonverbal behavior in counseling has attained a position of prominence for several reasons: Haase and Tepper (1972), Speer (1972), and Lewis and Page (1974) report nonverbal behavior as the primary means of communicating affect. Others see nonverbal behavior serving a key meta-communicative function of providing qualifiers as to how verbal discourse should be interpreted (Ekman and Friesen, 1968). A knowledge of the non-verbal aspects of communication has become essential for those counselors who work with clients who use it as their primary mode of communicating. Counselors who work with the mentally retarded, speech handicapped, and other individuals whose handicaps have elicited unsatisfactory inter-changes with people find this knowledge indispensable (Brown and Parks, 1972).

In analyzing the verbal portion of the counseling interaction, work on the area of subroles has provided useful input into a better understanding of the dynamics involved in the counseling process. Prichard and Seals (1973) indicated that there was a relationship between a counselor's subroles and nonverbal behavior. This finding was supported by Silker (1979) who found that there was not only a relationship between counselor subroles and nonverbal behavior but also a relationship between counselee subroles and nonverbal behavior.

The importance of trust as a core ingredient in effective helping relationships is recognized not only by professionals in the field (Johnson, 1972; Claiborn, 1979) but also by those who are helped (Lafromboise, Dauphinais & Rowe, 1978). Communication between persons who trust each other appears to differ from communication between those who do not trust (Pearce, 1973). Counselors could profit by knowing ways to identify whether or not trust is present in the counseling interaction. The verbal and nonverbal modes of communication could provide the means of assessing the presence or absence of this ingredient.

The present investigation was designed to analyze the interactive process in initial interviews by examining videotapes for specific types of verbal and nonverbal communication. The verbal mode examined consisted of counselor and counselee subroles. Upper body movements were the focus of the nonverbal mode. In addition to objectively identifying different modes of communication within initial interviews, this study was designed to explore how client type--in this case trust--was related to verbal and nonverbal behaviors.

Significance of the Study

The present study of counselor and counselee subroles and nonverbal behavior and how they are related to client trust is significant in that the results could be used to improve the counselor-client relationship. Being able to identify a client's level of trust by examining his verbal and nonverbal behaviors could provide valuable diagnostic information for the counselor. It would also be useful information for supervisors of counselors interested in evaluating whether or not positive therapeutic growth in the counselor-client relationship is being achieved. Finding a relationship between counselor verbal and nonverbal behaviors and client trust would provide impetus for future studies. These studies might show that a counselor could increase a client's trust by altering his own verbal and nonverbal behavior.

Definition of Terms

Subrole: That verbal segment of the interview in which one specific function or intent is identifiable in either the counselor or the student as measured by the Troth and Seals (1973) classification system. These subrole categories developed by Troth and Seals are listed and described in Appendix A.

Transition Point: That point where counselor or counselee verbal statements indicate a change in function, based on the intent of the person concerned, as determined by judges utilizing the Troth and Seals (1973) classification system.

Subrole Judges: Graduate students in Psychology, Human Resources, and Counselor Education departments were selected and trained to determine changes in nonverbal subroles of counseling participants according

to the Troth and Seals (1973) classification system. Two teams of judges were trained using the manual found in Appendix A and a videotape of a counseling interview until they obtained an interjudge reliability of .70. They were evaluated twice during their observations to establish whether or not this same level of reliability was being maintained. Both teams were successful in maintaining a .70 or above level of interjudge reliability at each evaluation checkpoint.

Client: Student who volunteers for participation in taping of the initial counseling interview. The terms counselee and client are used interchangeably.

Nonverbal Behavior: That part of the total communication process exhibited by the counseling participants which reflects thoughts and feelings in the form of upper body movements excluding verbal speech as measured by a modified form of Island's (1967) Taxonomy of Nonverbal Behaviors. Descriptions of these nonverbal behaviors of Island's (1967) modified taxonomy are found in Appendix B.

Counselor-Client Interaction: The process consisting of the subroles and nonverbal behaviors utilized by both counselor and client in the helping relationship.

Observers: Graduate students in the Psychology, Human Resources, and Counselor Education departments of East Central University were trained to assess the frequencies of nonverbal behavior utilizing a modified form of Island's (1967) Taxonomy of Nonverbal Behaviors. This group consisted of individuals other than those serving as subrole judges. Each observer was trained to assess nonverbal behaviors using the manual found in Appendix B and a videotape of a counseling interview. Two members of

each observing team were trained to record the data from signal lights operated by three observers.

Trust: The expectancy held by an individual or group that the word, promise, verbal or written statement of another individual or group can be relied upon as measured by the individual's score on Rotter's (1967) Interpersonal Trust Scale.

Purpose of the Study

The purpose of this study is to determine if there is a relationship between counselor and counselee subroles, as measured by Troth and Seals' (1973) methods of subrole classification for videotaped counseling interviews, and nonverbal behavior, as measured by a modified form of Island's (1967) Taxonomy of Nonverbal Behavior, and counselee trust, as measured by Rotter's (1967) Interpersonal Trust Scale.

The independent variable of trust is being introduced into the study of subrole and nonverbal interactions of counselor and counselee. This will hopefully result in an expanded understanding of the counseling process.

Statement of the Problem

The problem under investigation in the present study is: What is the relationship between trust and the verbal and nonverbal behaviors of counselors and counselees?

Research Questions

Each of the following questions was examined for the dependent variables of counselor and counselee subroles, as measured by Troth and Seals

(1973), and counselor and counselee nonverbal behavior, as measured by a modified form of Island's (1967) Taxonomy of Nonverbal Behavior. The counselor subroles were further examined for direct and indirect qualities, and the counselee subroles were further examined for growth and defense qualities. The independent variable was counselee trust, as measured by Rotter's (1967) Interpersonal Trust Scale.

1. What types of counselor subroles are related to counselor trust?
2. What frequency of counselor subroles is related to counselee trust?
3. What types of counselor nonverbal behaviors are related to counselee trust?
4. What frequency of counselor nonverbal behaviors is related to counselee trust?
5. What types of counselee subroles are related to counselee trust?
6. What frequency of counselee subroles is related to counselee trust?
7. What types of counselee nonverbal behavior are related to counselee trust?
8. What frequency of counselee nonverbal behavior is related to counselee trust?

Limitations of the Study

The use of volunteer college students in initial interviews limits the generalization of results. With volunteer clients the possibility for controlling sex, age, or socioeconomic differences is diminished. However, there is no reason to expect that the subjects in this study are atypical when compared with other college students. In addition, the use

of initial interviews only precludes the generalization of results to counseling interviews subsequent to the first contact with a client.

Two other limitations existed in this study. Differential motivations in answering the questions on the Rotter's (1967) Interpersonal Trust Scale may have affected the reliability and validity of "trust scores." Second, the presence of videotaping equipment may have generated variations in counselor and counselee behavior that would not be present in a nontaped interview. Generalizations should not be made to other populations until further research can verify the present findings.

Overview of the Study

The present chapter provided an introduction to the area of investigation, the significance of the study, a definition of terms, the purpose of the study, a statement of the problem, research questions, and limitations. Chapter II contains a review of literature pertinent to the area of this study. Chapter III describes the procedures utilized in this study and the statistical process used to analyze the data. Chapter IV includes the findings of the study and reports the statistical data obtained. Chapter V summarizes the information derived from the investigation, addresses conclusions, and makes recommendations for future study.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The present investigation focused on the verbal and nonverbal features of interaction in initial interviews with students who differentiate themselves on the basis of interpersonal trust. Videotape analysis will be utilized to examine the interactions between verbal and nonverbal behavior. The discussion of related literature will be comprised of four major areas: (1) interpersonal trust and its importance in counseling; (2) verbal counseling interaction and the development and use of subroles; (3) nonverbal communication in counseling; and (4) videotape analysis of counseling interactions.

Trust in Interpersonal Communications

Trust appears to be an essential ingredient in the effective counseling process. Within the recent past Tinsley and Harris (1976) gave 287 undergraduate students an 82-item questionnaire about their expectations of counseling and found that their strongest expectations were of seeing an experienced, genuine, expert, and accepting counselor they could trust. In addition, Lafromboise, Dauphinais, and Rowe (1978) obtained data from 150 Indians and 50 non-Indian 11th and 12th grade students about the important attributes or behaviors of a helping person. Those students reported that being able to trust the helping person was considered the

most important characteristic for a counselor. Johnson (1972) supported that result when he stated:

> Little happens in a relationship until the individuals learn to trust each other. Because of this, forming a climate of trust is one of the most important tasks. In fact, the first crisis most relationships face involves the ability of two individuals to trust themselves and each other (p. 43).

Counselor Characteristics and Trust

Roll, Schmidt, and Kaul (1972) studied the relative effectiveness of verbal and nonverbal communication of trustworthiness. Forty male inmates of the Ohio Penitentiary observed twelve videotapes of portrayed interview situations with a "trustworthy" and an "untrustworthy" interviewer. They were asked to rate each interviewer on an 8-point scale, where a rating of 1 indicated extreme untrustworthiness and an 8 indicated extreme trustworthiness. The results show a strong indication that nonverbal behavior was a more influential determinant of the ratings of trustworthiness than was verbal content.

In another study Maskin (1974) investigated the relationship between the self-concept of graduate students in a counseling practicum and their clients' later perceptions of therapeutic effectiveness. Twenty counselors were divided into high and low self-concept groups based on the Self Confidence and Self Control Scales of the Adjective Check List (Gough and Heilbrun, 1965). At the completion of each session the clients evaluated the counselor using the Cottle Client Evaluation Form (Cottle, 1973). The results indicated that clients of counselors with high self-concepts reported significantly more positive change during the course of counseling as a result of greater trust in their counselor's abilities.

Selfridge and Kolk (1976) utilized 18 female and 15 male counselors who each counseled six secondary school students to determine the relationship between counselor self-actualization and client ratings of empathy, regard, congruence, and trust. They found that self-actualizing counselors, those who possess a high degree of positive attitudes and values toward self and others, as measured by the Personal Orientation Inventory (Shostrum, 1966), appear to be more able to present themselves to clients in a manner that is perceived as attentively more empathic, nonjudgmental, genuine, and worthy of trust.

In the area of counselor touch behavior, Gritzmacher (1974) designed an experiment which looked at four combinations of the variables of touch and talk and their effect on client trust. Each experimental cell contained six male and six female subjects. The control cell contained 26 female and 27 male subjects. The experimental cells contained the combinations of: (a) no touch-no talk; (b) touch-no talk; (c) no touch-talk; and (d) touch-talk. The conclusion was that as the variables of touch and talk were incorporated, and the more the interviewer participated, the more trust the subjects developed toward the interviewer. Maier and Ernest (1978) followed with a study designed to examine sex differences in the perception of touching by having 25 males and 25 females rate written descriptions of 48 interactions involving one person touching another. Each subject had been administered a trust scale designed by Wrightsman (1964). They determined that touching was correlated positively with trust for females but negatively with trust for males.

Several other studies have sought to discover what type of behaviors a counselor could use to engender trust. McCarthy and Betz (1978) had 107 female undergraduates listen to one of two audiotaped recordings of

a counseling interview between an experienced male counselor and a female client. One tape had high frequencies of counselor self-involving statements, statements of the helper's personal response to statements made by the helpee. The other had high frequencies of counselor self-disclosing statements, statements of factual information on the part of the helper about himself. Their conclusion was that a counselor who used self-involving statements was rated as significantly more expert and trustworthy than a counselor who used self-disclosing statements.

In addition, Claiborn (1979) had 80 undergraduate volunteers view videotaped counseling sessions and rate the counselors on perceived expertness, trustworthiness, and attractiveness. Perceptions of the counselor were measured by the Counselor Rating Form (Barrak & LaCrosse, 1975). Interpretation and responsive nonverbal behavior were perceived as more expert, trustworthy, and attractive than restatement and unresponsive nonverbal behavior.

Lafromboise and Dixon (1980) studied the American Indian perception of trustworthiness in a counseling interview. Forty-four high school students viewed videotapes of two counseling interviews and rated the counselors on trustworthiness using the Counselor Rating Form (Barrak & LaCrosse, 1975). The results indicated that: (1) the role manipulation of trustworthy behaviors can be achieved; and (2) the ethnicity of the counselor may not be important if the non-Indian counselor is trained to use culturally appropriate interview behaviors communicative of trustworthiness.

Client Characteristics and Trust

Several studies have examined the relationship of previous levels

of trust to later therapeutic success. Friendlander (1970) investigated the impact of initial high and low levels of trust upon later group accomplishment. Four groups with from 5 to 15 members were administered a questionnaire which was later factor analyzed and resulted in the dimension of trust used on the independent variables. The results indicated that trust was a key predictor of eventual group accomplishment.

Wright (1975) investigated the relationship of pre-counseling trust and racial perceptions of therapist-client conditions during counseling. Data were obtained from 19 undergraduate students who had been administered Rotter's (1967) Interpresonal Trust Scale and the Barrett-Lennard Relationship Inventory (Barrett-Lennard, 1962). These students were chosen from a population of 100 on the basis of high or low trust scores and randomly assigned to one of four counselors on the basis of their trust score and their race (black or white). It was determined that high trusters of both racial groups believed that counselors, regardless of race, could adopt another's frame of reference. Low trusters of both racial groups indicated that white counselors could not adopt another person's frame of reference.

In order to analyze the relationship between interviewee disclosure and interpersonal trust, McAllister and Keisler (1975) examined interviews with 30 female and 30 male volunteers. Half of the subjects in each sex group were classified as high-trusters while the other half were classified as low-trusters as measured by Rotter's Interpersonal Trust Scale (1967). Scores of high-trusters and low-trusters were 3 to 15 points above and below the mean, respectively. Contrary to expectations, no disclosure differences were found between high- and low-trust subjects.

On the other hand, Wheeless (1978) researched trust, disclosure, and interpersonal solidarity. He had 385 undergraduate students complete combinations of the 31-item, Likert-type version of the Revised Self-Disclosure Scales (Wheeless, 1976), a 31-item, Likert-type version of the General Disclosiveness Scales (Wheeless, Nesser & McCroskey, 1976), the 15-item semantic differential-type Individualized Trust Scale (Wheeless & Grotz, 1975, 1977), a 15-item Likert-type version of Rotter's (1967) Interpersonal Trust Scale, and an expanded version of Wheeless' (1976) earlier developed solidarity scale. He found among other things that reported self-disclosure to another individual, in terms of greater amount, depth, and honesty, was found to be positively related to the perceived trustworthiness of that individual.

Rotter (1980) who designed the interpersonal trust scale used in this study (Rotter, 1967) reviewed the positive and negative consequences of being high or low in interpersonal trust by looking at research of his own and of others. His review concludes that people who trust more are: (1) less likely to lie and are possibly less likely to cheat or steal; (2) more likely to give others a second chance and to respect the rights of others; (3) less likely to be unhappy, conflicted, or maladjusted; (4) more liked and sought out as a friend more often by both high- and low-trusting others; and (5) just as capable as low-trusters in determining who should be trusted and who should not be trusted.

In examining interpersonal communication, trust appears to play an important role in achieving a productive counseling relationship. The preceding review indicates that communication between trusting persons seems to differ from the communication between those who do not trust. A distrusting person may be uncooperative, less likeable, or disclose less.

In addition, studies were reviewed which determined what types of counselor behaviors are conducive to perceptions of trustworthiness. Self-involving, as opposed to self-disclosing statements, and interpretation were mentioned as two counselor behaviors that tended to engender trust.

Subroles in Counseling

Early examinations of the verbal portion of the counseling process were restricted in scope. This was primarily due to the fact that reports of the process were limited to the notes of the interviewer and therefore incomplete and subject to bias. With the advent of audio and then video recording capabilities, it became possible to record the total interview without the limitations of personal biases or unrecorded segments of the interview. The trend that developed with the aid of these new capabilities progressed from the study of single statements, to topical units, to units identified by their intent. This last concept, the verbal segment identified by its intent, became known as a subrole.

Danskin (1955) and Hoffman (1959) provided major input into the development of objective identification of subroles within a counseling interview. Danskin analyzed 30 transcripts of early and late interviews of 15 counselors and concluded that subroles were an identifiable unit and could be inferred from typescripts of counseling sessions. Using a checklist of 14 counselor subroles he asked three judges to: (1) locate transition points between counselor subroles; and (2) label the subroles between the transition points with one of the 14 counselor subroles on the checklist. A transition point was identified as the point where the intent of the counselor changed. Two out of three judges' agreement was

required as criteria for these tasks. He found that: (a) judges could reliably locate transition points between counselor subroles; (b) judges could reliably identify subroles played by the counselor; and (c) counselors tend to play various subroles within the counseling interview. The judges' agreement on transition points and identification of subroles was significant at the .001 level of confidence.

Hoffman followed with a study of subrole behavior. He utilized a classification system of 15 major and 3 minor subrole categories, and analyzed 165 typescripts of interviews from 29 counselors with 47 clients. His purpose was to determine the relationship of different types of counselor subroles to counseling problem types. He, like Danskin, found that his judges could reliably agree on both transition points and classification of subroles with a reliability beyond the .01 level of confidence. He did find that there were significant differences in subrole patterns with different types of counseling problems. He reported as well that: (1) subroles differed in their frequency of occurrence; (2) individual counselors used a similar pattern of subroles with different clients; and (3) counselors tend to play a wide range of subroles.

Troth (1967) investigated the nature and range of the school counselor's subrole behavior in secondary school counseling situations. Troth used a sample of typescripts from 66 counseling interviews of 14 high school counselors. The clients were high school students in grades 9 through 12. His study resulted in a taxonomy of 12 school counselor subroles. A list of these subroles and their operational definition can be found in Appendix A. He concluded that: (1) subrole units can be located and labeled in the counseling interviews; (2) the length of time a subrole was used often depended on its type; (3) the number of subroles

used varies according to the counselor with a range of from 4 to 12 being used; (4) subroles used by counselors varied according to counselee, problem type, and school type; and (5) there do appear to be recognizable patterns or combinations of subroles.

Murchie (1970) explored the use of Troth's counselor subrole taxonomy in elementary school counseling. He used 14 elementary counselors in 71 interviews comparing subrole length, frequency, and proportion to those found by Troth with counselors in a high school setting. He also used typescripts and determined that: (1) judges could locate transition points; (2) judges could reliably label subroles; and (3) therefore, Troth's taxonomy was a useful tool in the elementary school setting as well as the secondary school setting.

Seals and Troth (1969) used the same subrole concept but utilized it in the study of counselee subroles. They randomly selected 50 typescripts from 14 different schools of early, middle, and late counseling sessions. These 50 typescripts consisted of sessions involving 25 male and 25 female students in grades 9 through 12. Ten experienced secondary school counselors were asked to record, from the typescripts, points at which the counselee gave evidence of assuming a different subrole with the counselor. This was identified as a counselee transition point. In addition, they were to label and define each resulting subrole unit. Judges were grouped in threes. Subrole units were discarded from the study if two of the three judges were not able to agree upon the transition points within three counselee statements. Content analysis of the data resulted in a taxonomy of 10 counselee subroles.

One of the first studies to move from the use of audio recordings and typescripts of those recordings to videotapes in subrole research was

the study done by Prichard and Seals (1973). Their use of videotaped counseling interviews was not only helpful in his study of the relationship of nonverbal behaviors to counselor subroles, but it also substantiated the fact that transition points and identification of subroles could be achieved with videotapes. This helped free researchers from the laborious task of making verbatim typescripts of audio recordings. Prichard and Seals analyzed 30 initial interviews of 30 counselors using Island's (1967) taxonomy of nonverbal behaviors and Groth's (1967) taxonomy of counselor subroles, and determined that: (1) judges could reliably identify nonverbal behavior categories; (2) there are differences in frequency of occurrence of nonverbal behaviors within specific counselor subroles. The counselors were characterized by high frequencies of talk behavior and hand movements, and low frequencies of body position shifts, head support, smiles, head support shift, and talk shift. Each of the different subroles was characterized by specific nonverbal behaviors except the reflecting subrole. In the reflecting subrole counselors tended to use nonverbal behavior categories with similar frequencies.

Troth, Hall, and Seals (1971) discovered in studying counselor-counselee interactions that there appear to be identifiable divisions of counselor and counselee subroles. Counselors' verbalizations can be divided into defense and growth subroles. In addition to identifying these divisions of counselor and counselee subroles, they determined that: (1) counselors use considerably more direct than indirect subroles; (2) direct subroles used by the counselor produce more growth subroles by the client; (3) indirect subroles produce more growth than direct subroles; and (4) high- and middle-rapport counselors respond to growth subroles with significantly more indirect subroles than do low-rapport counselors.

Blass and Heck (1978), also using the counseling interaction scale described in the study by Troth, Hall, and Seals (1971), sought to determine the effect of counselor type on subrole behavior. The counseling tasks consisted of two counseling sessions with simulated clients. The counselors consisted of thirty-three 22- to 44-year-old first-year counselors grouped according to their counseling style. They concluded that differences in the simulated clients appear to be more influential on counselor subroles than counselor type.

Silker (1979) examined the relationship of transactional ego states and nonverbal behavior (NVB) to the subroles of both counselor and counselee. Silker videotaped ten counseling sessions with ten separate counselors and their counselees utilizing two-way mirrors and a split-screen technique. The split-screen technique allowed for observance of both counselor and counselee simultaneously. Fifteen minute segments of each interview were analyzed for nonverbal behaviors, transactional ego states, and subroles. The conclusions reached were that: (1) counselors used a higher frequency and range of subroles than counselees during the counseling relationship; (2) counselees exhibited higher frequencies of NVB in all categories except head support; (3) the Adult ego state was the dominant mode of communication for counselors, while the Child ego state was the dominant mode for the counselee; (4) the low frequency of the Parent ego state limited the analysis of associated NVB; (5) there was a trend toward less NVB for the counselor when moving from Direct to Indirect subroles; and (6) counselors used the Adult ego state extensively while spending the majority of interview time in Indirect subroles.

The preceding studies describe the development of the concept of subrole and its use in researching counseling interactions. Following

its empirical establishment as a concept describing counselor verbalizations, it later became empirically established as a concept identifying counselee verbalizations. In addition, counselor and counselee subroles have been further subdivided: counselor subroles into direct and indirect types, and counselee subroles into growth and defense types. The relationship of counselor and counselee subroles to other aspects of the counseling interaction process was also examined.

Nonverbal Communication in Counseling

The scientific investigation of nonverbal behavior appears to have begun in the late 1800's with the study presented by Charles Darwin in his The Expression of the Emotions of Men and Animals (Darwin, 1896). In his book he provides descriptions of body movements and facial expressions that are associated with the specific emotions of: (1) weeping and suffering; (2) hatred and anger; (3) contempt; (4) surprise; and (5) shame.

There are a vast number of definitions and areas included in the comprehensive area called "nonverbal behavior." Birdwhistell (1952) used the word "kinesics" and identified it as the systematic study of human communication with body movements and gestures. The word utilized by most researchers today is the word "nonverbal" which Reusch and Keys (1956) define as communication behavior which is not conveyed by words.

Counselor Nonverbal Behavior and Related Variables

Mehrabian (1969) reviewed experimental findings dealing with the posture and position of a communicator relative to his attitude and status to his addressee. Nonverbal behaviors associated with a negative attitude toward or disliking of the addressee included: (1) less eye

contact; (2) less direct body orientation; (3) arms-akimbo position; and (4) large reclining angle. In relationship to the status of the addressee --greater distance between communicators, minimum eye contact, high probability of arms-akimbo position, standing position, leg relaxation, and sideways lean when seated were all positively related to the behavior of the communicator to a low-status addressee.

In a following study Strong and Dixon (1971) analyzed the relationship of expertness and attractiveness in determining counselor influence in counseling. Two experiments were conducted looking at the additive nature of expertness and attractiveness and the masking effect of expertness utilizing 62 and 57 subjects, respectively. Attractiveness and unattractiveness were defined by verbal and nonverbal behaviors role-played by pre-trained counselors. Expertness and nonexpertness were defined by the type of introduction given to the counselee concerning the counselor they would see. They found that in the first experiment attractive experts were not more influential than unattractive experts. In the second experiment they determined that expertness did mask the effects of attractiveness; that attractiveness would make no difference for experts but would define the inexperts' influence.

LaCrosse (1975) and Kerr and Dell (1976) also looked at counselor nonverbal behavior and perceived counselor attractiveness. LaCrosse had 20 male and 20 female undergraduate volunteers rate counselors trained to portray "affiliative" behaviors (smiles, positive head nods, forward body lean, etc.) and unaffiliative behaviors (40% eye contact, 20° reclining angle, shoulders turned, etc.). Counselors in the affiliative manner conditions were perceived as significantly more attractive and persuasive than counselors in the unaffiliative manner condition. Kerr and Dell

(1976) examined 80 interviews of undergraduate students with one of two female students in one of eight conditions defined by: (1) interviewer role (expert or attractive); (2) interviewer attire (professional or casual); and (3) interview setting (professional or casual). They concluded that subjects' perceptions of interviewer attractiveness were determined almost exclusively by interviewer behavior. Perceptions of expertness were affected jointly by role and attire.

In another study Strong, Taylor, Bratton, and Loper (1971) examined the effect of nonverbal behavior on perceived counselor characteristics. Two male counseling psychologists were recruited to perform at high and low frequencies of nonverbal behavior in ten-minute simulated interviews with one male confederate client. Eighty-six female undergraduates were randomly assigned to rate counselors' characteristics in four experimental conditions: (1) video and audio presentation of a "still" counselor; (2) video and audio presentation of an "active" counselor; (3) auditory presentation of a "still" counselor; and (4) auditory presentation of an "active" counselor. They found that: (a) counselors' nonverbal behavior influences how observers describe them; (b) clients were more attracted to active counselors; and (c) students "imagine" counselors to be warmer, less critical, more reasonable, relaxed, fair, interesting, alert, knowledgeable, talented, etc. when rating with audio and visual modes.

Groves and Robinson (1976) evaluated the relationship of inconsistent verbal and nonverbal behavior to the proxemic behavior of the client. Forty males and forty females were divided into four treatment groups with four combinations of positive and negative verbal and nonverbal behavior. Inconsistent messages were associated with: (1) greater interpersonal distance, especially when the nonverbal message was negative and

the verbal message was positive; and (2) lower ratings of counselor genuineness.

Smith-Hanen (1977) was concerned with the effects of nonverbal behaviors on judged levels of counselor warmth and empathy. Video segments of a simulated counselor-client dyad were observed by 40 members of the Indiana University community. Arm and leg positions were found to affect the judged levels of counselor warmth and empathy. Arms crossed was judged the coldest and least empathic of the arm positions. One leg crossed over the other such that the ankle of the crossed leg rests on the knee of the other leg was perceived as the coldest and least empathic. Legs crossed at the knee, and legs up with feet on the seat were not rated as cold or less empathic.

In an analysis of the effects of both verbal and nonverbal counselor characteristics on the discussion of feelings, Hill and Gormally (1977) assigned 24 male and 24 female subjects to one of six treatment groups. Treatment groups differed on the basis of various combinations of nonverbal behaviors (head nods and smiles or no head nods and smiles) and verbal behaviors (reflections, probes, and restatements). Although the verbal behavior of probes resulted in more discussion of feelings than reflections or restatements, nonverbal behavior did not affect discussion of feelings.

Postural lean was examined by Genthner and Moughan (1977) who observed the different responses of introverts and extroverts to nonverbal attending behavior. As defined by the Eysenck Personality Questionnaire (Eysenck & Eysenck, 1975), 26 introverts and 26 extroverts viewed a listener either intensely attending (leaning forward) or in an upright position. The results indicated that: (1) introverts rated the listener

higher than did extroverts independent of his position; (2) the listener in the forward attending posture was viewed by all observers as more attentive; (3) extroverts who viewed the listener in the upright position rated him as more threatening than did the introverts in either position or the extroverts viewing the listener in the forward position; and (4) in no case was the forward attending posture rated more negatively than the listener sitting upright.

In another study Seay and Altekruse (1979) also looked at postural lean but included the nonverbal behavior of eye contact, smiling, and head nodding in studying the relationship of these nonverbal behaviors to judgments of facilitative conditions. Twenty undergraduate, volunteer clients with personal concerns, were randomly assigned to each of ten counselors. Control for sex differences in counselors was achieved by using all male counselors. The four nonverbal behaviors observed were: (1) eye contact; (2) smiling; (3) head nodding; and (4) trunk lean forward. The variables considered as facilitative conditions were: (a) empathic understanding; (b) regard; and (c) genuineness. Eye contact was found to be predictive of genuineness (longer eye contact was indicative of less genuineness). Smiling was found to be predictive of all three conditions, but in negative ways at times (negatively related to empathy and regard, and positively related to genuineness). Trunk lean forward was found to be indicative of both regard and genuineness.

Fretz, Corn, and Tuemmler (1979) conducted three studies to examine the effects of eye contact, direct body orientation, and forward lean. In the first study 104 graduate females rated two male and two female counselors on attractiveness and facilitativeness. In the second study new videotapes of counseling sessions with lower levels of counselor

verbal empathy were viewed by a new sample of 40 undergraduate females using the same procedure as in the first study. In the third study the significant change in procedure was that the clients themselves rated high and low levels of counselor nonverbal behavior. The results of the first two studies indicated that eye contact, direct body orientation, and leaning forward do elicit more favorable ratings of counselors. The results of the second study also indicated that high levels of the three nonverbal behaviors utilized will improve low-level empathy messages and moderate level empathy messages. The results of the third study indicated that a counselor's attractiveness and facilitativeness are not necessarily differentiated according to nonverbal behaviors when viewed on videotapes by the client himself.

In a study designed to examine counselor nonverbal behaviors, Silker (1979) videotaped ten counseling sessions with ten counselors and ten counselees to analyze the relationship of Transactional Analysis ego states, nonverbal behavior, and counseling subroles. Data were obtained from classification of the interactional behaviors exhibited during the first 15 minutes of the counseling interviews by trained observers. Results indicated that: (1) counselors used a higher frequency and range of subroles than counselees; (2) counselees exhibited a higher frequency of nonverbal behavior in all categories except head support; (3) the Adult ego state was the dominant mode of communication for counselors and the Child ego state was used most often by clients; (4) the Parent ego state occurred too rarely to be analyzed for associated nonverbal behavior patterns; (5) counselors tended toward less nonverbal behavior when moving from Direct to Indirect subroles; and (6) counselors spent the majority of their time within Indirect subroles.

To identify specific nonverbal behaviors, Silker (1979) utilized a modified kinesics system of nonverbal behavior developed by Island (1967). Although this taxonomy was designed for identifying specific nonverbal behaviors of counselors, it has also been used in the identification of counselee nonverbal behaviors. The 17 categories he described included: (1) head movements, (2) head nods, (3) head turned away, (4) head support, (5) upper face movement, (6) lower face movement, (7) smiles only, (8) head movements, (9) hand gestures only, (10) arm movements, (11) body position forward, (12) body position upright, (13) body position backward, (14) talk, (15) head support shift, (16) body position shift, and (17) talk shift. The shift categories were determined by looking at data already recorded and noting changes in what appeared to be continuous or position categories. Island analyzed the relationship of the nonverbal behaviors in this taxonomy with ratings of filmed practicum interviews conducted by 20 counselor trainees. These interviews had been rated by combining rankings of the interviews by practicum directors with final letter grades for the practicum. The combined rating identified the interviews as being either high or low in effective counseling behavior in terms of performance. He found that high rated counselors were characterized by higher levels of arm movements and talking. Low rated counselors were characterized by higher levels of head nods, head movements, head turned away, lower face movements, and smiles.

Counselee Nonverbal Behavior and Related Variables

Markel, Meisels, and Houck (1964) looked at the relationship of voice quality to perceived psychopathology. Ten schizophrenic and eleven nonschizophrenic patients in a hospital read an identical passage which

was recorded on audio tape. Forty undergraduate judges judged the tapes for differences in voice quality. They found that with content and voice set held constant there were in fact differences in ratings of schizophrenic as opposed to nonschizophrenic patients on the basis of voice quality. In analyzing the differential communication of affect by head and body cues, Ekman (1965) conducted four experiments where college freshmen serving as judges viewed photographs of five standardized stress interviews. Judges were asked to rate the emotion experienced by the person in each photograph using Schlosberg's (1954) three dimensions of emotion. Separate groups of judges viewed these photographs under three cue conditions--head, body, and whole person. It was demonstrated that head and body nonverbal cues provide different information primarily about what particular affect is being shown but little about the intensity of the affect. Body cues reversed this pattern. Body cues appeared to indicate intensity of affect but not type of affect.

Using videotapes to analyze specific role-played emotions, Graham, Bitti, and Argyle (1975) found similar results. Two experiments were conducted with groups of nine men and nine women each. Groups were further divided so that three individuals in each subgroup viewed videotapes under one of three conditions: (1) face visible only; (2) body visible only; and (3) whole body visible. They found that for some emotions the face is the best source of identifying emotions and that the rest of the body does not provide any additional information. In their examination of the intensity dimension they discovered no difference in accuracy of judgment based on either facial cues or bodily cues. This last conclusion differed from what Ekman (1965) concluded about body cues and their communication of intensity of emotion. They attributed this difference

to the use of videotape as opposed to still photographs. Videotaping enabled the viewing of sequence of movement and acceleration of activity over time, which they felt rendered both the face and body equally informative of intensity of emotion.

Mahl (1968) describes four ways in which the nonverbal behavior of the counselee is related to his verbal behavior. His data come from interviews of 18 patients applying for treatment at a psychiatric outpatient clinic. They include: (1) some nonverbal actions express the same meaning as the verbal content; (2) some gestures do not appear on the surface to be related to the current verbal content but anticipate later amplifications of the current content; (3) some gestures betray meaning contrary to concurrent verbal content; and (4) some gestural activity and body movements seem directly related to interaction with the interviewer. He also discovered that certain specific acts seemed to be expressing the same kinds of feelings in all patients. For example, shrugging the shoulders, making a fist, rubbing or wiping one's nose, and interest in one's teeth or fingernails generally indicated hostility. Rapid foot movements and general postural shifts were positively related to anxiety.

Although Woodyard (1978) indicated the relationships between counselor affect, counselor nonverbal behavior, and client type and not client nonverbal behavior per se, his results are applicable. Twenty-eight graduate level counselor trainees conducted videotaped interviews with a confederate client role-playing "reluctance" or "cooperativeness." He found a significant relationship between counselor nonverbal behavior and client type. This finding provides part of the basis for the current study of another client type, trust.

Lee, Halberg, and Hassard (1979) examined the effect of client reinforcement on counselor behavior within the interview as well as selected attitudinal judgments of the counselor about the client. Thirty graduate student counselor trainees, ranging in age from 22 to 32 with no formal counseling experience, were videotaped in a counseling relationship with a confederate client. The same client was used with all 30 counselors and was trained to use verbal and nonverbal reinforcers of counselor reflection of feeling (RF) statements. The client reinforced RF statements with either: (1) a verbal response, (2) a verbal plus nonverbal response, or (3) a noncontingent verbal plus nonverbal response. Counselors completed a postinterview questionnaire measuring attraction to, and clinical impression of, the client. Results indicated that: (a) counselors, when reinforced by verbal and verbal plus nonverbal conditions, showed significant increases in RF statements while noncontingent controls showed no significant gains; and (b) differences in counselor attraction and clinical impression of the client were minimal.

Trout and Rosenfeld (1980) had 30 male and 30 female undergraduate students view simulated client-therapist interactions to evaluate the effect of postural lean and inrerpersonally congruent limb configurations on attributions of rapport. The 60 students observed six 40-second videotaped segments with nonverbal combinations of: (1) forward-congruent; (2) forward-noncongruent; (3) upright-congruent; (4) upright-noncongruent; (5) backward-congruent; and (6) backward-noncongruent. They concluded that: (a) forward-leaning postures of both client and counselor were judged as higher in rapport than sitting upright or leaning back; (b) backward lean appears to be no worse in communicating rapport than

sitting upright; and (c) forward-leaning "congruent" postures communicate more rapport than upright or backward-leaning "congruent" postures.

The literature concerning the nonverbal behavior of counselors and counselees in a counseling dyad tends to support the premise that there are counselor nonverbal behaviors that affect clients and clients' perceptions of them as therapists. In addition, clients appear to be able to exert some control over the nonverbal behavior of counselors through manipulation of their own nonverbal behaviors. There also appear to be nonverbal behaviors characteristic of perceived psychopathology, feeling states and certain verbal modes.

Videotaped Analysis of Counseling Interactions

Although audio and then video recording offered substantial gains in our study of the counseling process, they also appeared to have had their concomitant negative effects. Research efforts to determine these effects began with audio recordings and then progressed to video recordings.

Roberts and Renzaglia (1965) analyzed the influence of audio tape recording on counseling. Eight graduate students in counseling practicum saw two clients each for three sessions each. They considered the effect of: (1) tape recorder visible; (2) microphone only, visible; and (3) recording system completely hidden and unknown to counselor or counselee. They concluded that: (a) clients were more apt to speak favorably of themselves when the recorder was in full view; and (b) counselors trained to be client-centered were apt to be less client-centered when being recorded.

In order to compare the use of audio and video recordings in counselor training, Poling (1968) conducted a study utilizing ten practicum level

counselors. Each counselor conducted three interviews that were both audio and video recorded. The interviews were subjected to three possible critique situations varying from individual critique sessions to large group critique sessions involving a total group of ten counselors and two supervisors. When the ten trainees were asked what aspects of their counseling training they felt was of most benefit to them, nine listed the video tape recordings as being most beneficial. Nine out of ten also reported that video taping provided greater opportunities for growth than audio taping.

Van Atta (1969) administered a questionnaire to 89 clients to examine the inhibitory and excitatory effects of different observational methods on counseling and psychotherapy. The questionnaire was composed of nine possible (representing the inhibition-excitation continuum) under three problem conditions (study, career and personal feelings and thoughts) and six conditions of observation. The six conditions of observation included: (1) talking privately with a pyschologist; (2) tape recording; (3) other psychologists watching through a mirror; (4) another psychologist present in the office; (5) recorded by a sound motion picture; and (6) being observed by another psychologist via a television camera. It was found that cotherapy and tape recordings were minimally inhibiting. More than one-fourth of the clients indicated they would reject counseling rather than submit to observation via motion picture camera, television, or one-way mirror.

Ekman and Friesen (1969) introduced the utilization of computers to aid in the processing of data accumulated through video taping. This unique system: (1) allowed observers to view videotaped events at actual slowed or fast speeds; (2) provided for coding and recall of any frame

or sequence of frames quickly; (3) permitted assembly of similar or difficult to code events without destroying the original record; and (4) stored observer notations in a way that allowed automatic retrieval of the visual event to which they referred.

Gelso (1972) studied: (1) the effect of both audio and video recordings on clients; (2) the effects of recording on different types of problems; and (3) the dissipation of client effects from recording over two interviews. Gelso divided 60 undergraduate students into groups of 30 according to problem type (personal or educational/vocational). Clients were told that a video and audio machine were standard equipment in the counseling room. Each client was given one of the three following presets: MINIMUM RECORDING GROUP (Control)--the video camera will not be used during your interview, only a few minutes near the end of the interview will be audio recorded; AUDIO RECORDING GROUP--the video camera will not be used; however, your interview will be audio taped; and VIDEO RECORDING GROUP--your interview will be taped on the audio recorder and filmed with the video camera. Gelso concluded that: (1) recording does appear to affect clients; (2) the effects depend partly upon the client's problem type--those with personal problems, when video taped were inhibited in self exploration and experienced less satisfaction with counseling, and those with educational or vocational problems, when either video taped or audio taped were inhibited in self exploration but experienced no reduction in satisfaction with counseling; and (3) the effects of recording did not decrease or dissipate during the second interview.

Tanney and Gelso (1972) followed Gelso's earlier study with a similar one using a true control group. Nonrecorded clients found the counseling interview most stimulating and recorded clients found it least

stimulating, especially video recorded clients. Counselors' ratings reflected an almost opposite pattern. Counselors perceived clients counseled under video recording as being more stimulated. He thus cautions against using testimonials by counselors as support for the positive effects of recording methods or the absence of adverse effects.

Knapp and Harrison (1972) in reviewing the many methods of recording nonverbal data in a counseling interview advised the use of a split-screen image in videotaping in order to observe the counselor and counselee separately. According to them, the use of this technique would make it easier to make inferences about the on-going dynamics of the nonverbal behavior since it is a mutually responsive phenomenon.

Videotaping as a tool in studying counseling interactions seems to have both its positive and negative aspects. It appears to be a helpful technique in both counselor training and in researching behaviors which occur during the counseling process.

On the other hand, videotaping can have detrimental effects on the counseling process itself by inhibiting certain responses of both the counselor and counselee. It must therefore be considered as a potential confounding variable in the present study of counseling interactions.

Summary

A discussion of selected literature related to the areas investigated in this study was presented in this chapter. Interpersonal trust and its importance in counseling were discussed as well as verbal counseling interaction and the development and use of subroles. Literature pertaining to the definition, importance, and use of nonverbal behavior

by counselors and counselees was also presented. Last, a discussion of videotaped analysis of counseling interactions was addressed.

The review indicates that subroles and nonverbal behaviors can be identified in counseling interactions. In addition, instruments utilizing the concepts of subroles and nonverbal behavior have been developed which have aided in objectifying the study of counseling interactions. Trust was represented as an essential part of the effective counseling process.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The literature in Chapter II examined the areas of trust in interpersonal communications, verbal and nonverbal behavior in counseling, and videotape analysis of counseling interactions. The details of the research methodology utilized in the present study are discussed in this chapter. Areas included are the statement of the problem, research questions, procedure, selection of participants, selection of instruments, selection and training of judges and observers, data collection, statistical treatment, and summary.

Statement of the Problem

The problem under investigation in the present study was: what is the relationship between trust and the verbal and nonverbal behaviors of counselor and counselee?

Research Questions

The following questions were addressed in order to resolve the problem stated above.

1. What type of counselor subroles are related to counselee trust?
2. What frequency of counselor subroles is related to counselee trust?

3. What types of counselor nonverbal behaviors are related to counselee trust?
4. What frequency of counselor nonverbal behavior is related to counselee trust?
5. What types of counselee subroles are related to counselee trust?
6. What frequency of counselee subroles is related to counselee trust?
7. What types of counselee nonverbal behaviors are related to counselee trust?
8. What frequency of counselee nonverbal behaviors is related to counselee trust?

Procedure

Students enrolled in introductory psychology and introductory sociology classes were administered Rotter's (1967) Interpersonal Trust Scale (Appendix C) during the fall of 1981. An attached sheet at the end of Rotter's questionnaire contained a place for those wishing to participate further in the research to check the appropriate box stating this intent. From those participating further, "high trusters" were identified as those with trust scores above one standard error of measure above the mean of the total group given the questionnaire, and "low trusters" were identified as those with trust scores below one standard error of measure below the mean of the total group given the questionnaire.

A pilot study was done in the spring of 1981, where 244 introductory psychology and introductory sociology students were administered Rotter's (1967) Interpersonal Trust Scale. They obtained a mean score of 66.37 with a standard error of measure of 3.34. Sixty-eight students indicated

an interest to participate further in the research. Twenty-seven of these students had scores above one standard error of measure over the mean of 66.37 and were thus identified as "high trusters." Of the remaining 41 students, 26 had scores lower than one standard error of measure below the mean of 66.37 and were therefore identified as "low trusters." The data for the pilot study can be found in Appendix D.

In the present study 275 introductory psychology and introductory sociology students completed Rotter's (1967) Interpersonal Trust Scale. They obtained a mean score of 67.61 with a standard error of measure of 3.95. Seventy of these students indicated an interest to participate further in this study. Nineteen of these students had scores above one standard error of measure above the mean of 67.61 and were thus identified as "high trusters." One of these individuals was severely hearing impaired and could not participate fully without an interpreter and was not included further in the selection process. Twenty-five of the remaining 51 students had scores lower than one standard error of measure below the mean of 67.61 and were therefore identified as "low trusters."

Once the "high trusters" and "low trusters" had been identified from the group who chose to participate further, ten "high trusters" and ten "low trusters" were randomly selected from their respective pools. This random selection was based on the procedure outlined by Gay (1976) utilizing a table of random numbers. One "high truster" and one "low truster" was assigned to each of the ten volunteer counselors using the following steps:

1. A separate list was compiled of the ten counselors, the ten "high trusters" and the ten "low trusters."

2. Each member on the counselor list was assigned a consecutive number from 1 to 10 and each member on the "high trust" and "low trust" list was assigned a number from 2 to 12.

3. Dice were rolled twice for each consecutive counselor beginning with number 1. The resulting number of the first roll determined which corresponding number and person from the "high trust" group was assigned to that counselor. The second roll determined which corresponding number and person from the "low trust" group was assigned to that same counselor. If the number rolled was one already assigned to a counselor, then the dice were rolled until a number not assigned did appear.

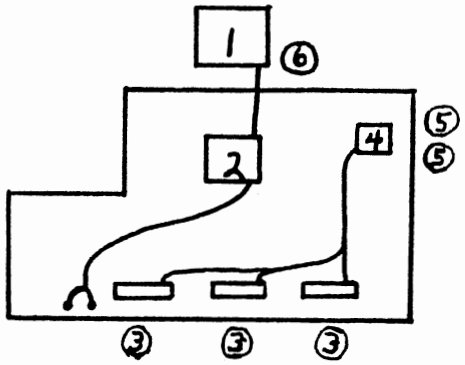
4. Step three was repeated until all "high trusters" and "low trusters" were assigned except the last one in each group. The remaining "high truster" and "low truster" were therefore assigned to the last counselor on the list.

Each student was instructed that they could present a real or role-played problem to their counselor. Each interview was filmed utilizing a split-screen technique. The split-screen technique allows a display of both counselor and counselee simultaneously.

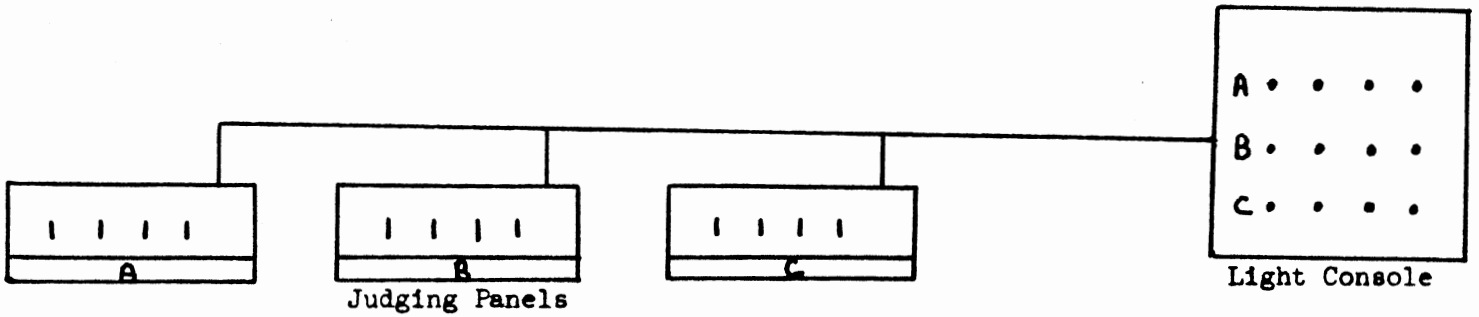
These interviews were then observed for nonverbal behaviors of both counselor and counselee by two teams of five people each. One team of five observed counselor nonverbal behavior and the other team of five observed counselee nonverbal behavior. Three members from each team observed their assigned nonverbal behaviors while the remaining two members of their team transcribed the data from signal lights operated by the observation team. Figure 1 contains a diagram of this signaling system. Each observer was assigned three or four nonverbal behaviors with corresponding switches that lighted up a signal board observed by the transcribers.

DATA RETRIEVAL AND SIGNALING SYSTEMS

1. Videotape Machine
2. Television Monitor
3. Observers
4. Data Signaling System
5. Data Transcribers
6. Videotape Machine Operator



DATA RETRIEVAL SYSTEM



DATA SIGNALING SYSTEM

Figure 1. Data Retrieval and Signaling Systems

The observer responsible for the talk category was provided a headset connected to the video monitor and was the only observer able to hear the interaction. The occurrence of a behavior within a 5-second interval was thus noted by the transcriber. Observers and transcribers were trained for their task with the manual provided in Appendix B and a training tape of a simulated initial interview.

These interviews were also observed by two teams of trained subrole judges who determined transition points and subrole categories exhibited by the counselors and the counselees. One team of three judges observed the counselors and the other team of three judges observed the counselees. Transition points and subrole categories were determined on the basis of agreement between two of the three judges. Subrole judges were trained for their task with the manual provided in Appendix A and a training tape of a simulated initial interview. An interjudge reliability of .70 was selected as sufficient reliability for the present investigation. The judges on each subrole team were required to obtain a .70 reliability before they were allowed to view the actual taped interviews used for this study. The interjudge reliability was checked twice using Scott's correlation coefficient (Amedon and Hough, 1967) during the course of the study to insure that the .70 level was maintained. If at either time the interjudge reliability within a team had dropped below .70, the judges were to be retrained on the training tape until the .70 level was again achieved. This was not required since both teams of observers maintained interjudge reliabilities above .70 at both checkpoints.

Selection of Participants

Subjects for this study consisted of 20 volunteer college student

clients and 10 counselors from Mental Health Services of Southern Oklahoma, a community mental health agency. Students who had indicated an interest in further participation in the study after completing Rotter's (1967) Interpersonal Trust Scale and who were randomly selected from the previously described "high trust" or "low trust" groups were contacted by phone. They were told that: (1) we were doing counseling research and wanted to videotape a session between them and a professional counselor, and (2) they could present a real or role-played problem. Those who then decided they would participate were scheduled for a time with their respective counselor. One of the high-trust clients and two of the low-trust clients decided not to participate after they had been scheduled with a counselor. They were replaced by randomly selecting another individual from the remaining volunteers. Once selected the replacements were contacted and scheduled.

All counselors were Master's level or above in counseling, social work, or psychology. Four individuals had doctorates in psychology. Counselors were contacted personally and asked to make two videotaped interviews with students who had the option of presenting real or role-played problems. Both counselors and their respective volunteer students signed informed consent forms to volunteer for videotaped research. A copy of this form is found in Appendix G.

Selection of Instruments

The subroles and nonverbal behavior exhibited by the counseling participants (counselors and counselees) were measured by the subrole classification system of Troth and Seals (1973) and a modified kinesics system of measuring nonverbal behavior developed by Island (1967), respectively.

Client trust was measured by Rotter's (1967) Interpersonal Trust Scale. The Troth-Seals system (1973) for subrole classification has produced an interjudge reliability coefficient ranging from 1.00 to 0.88 in Troth's original study, using Snedecor's (1951) interclass correlation formula for interjudge reliability. In Troth's study (1967), 66 verbatim transcripts of the counseling interviews of 14 secondary (high school) counselors were examined for subroles. Prichard and Seals (1973), using counselor subroles only, report a mean coefficient of interjudge reliability of 0.714 using Scott's Coefficient (Amedon & Hough, 1967). Appendix A contains a listing of these subroles in a manual form for judges designed by Silker (1979).

Research by Gladstein (1974) and Prichard and Seals (1973) establish Island's taxonomy as a reliable index for identifying nonverbal behavior in counseling research. Gladstein's study produced the following percent agreement among four judges:

> Head Movements, 69%; Head Nods, 66%; Head Turned Away, 85%; Head Support, 95%; Lower Face Movements, 87%; Smiles Only, 83% Upper Face Movements, 80%; Hand Movements, 80%; Hand Gestures, 95%; Arm Movements, 96%; Body Position Forward, 100%; Body Position Upright, 100%; Body Position Backwards, 100%; and Talk Movement, 98% (p. 118).

Head nods and hand gestures were found by Prichard and Seals (1973) to be indistinguishable from head movements and hand movements and were therefore omitted. Head turned away was omitted since the split-screen technique films separate views of the counselor and counselee and not both together. Appendix B contains a listing of the resulting 14 nonverbal behaviors in a manual form for judges designed by Prichard and Seals (1973).

Rotter's (1967) Interpersonal Trust Scale was the instrument chosen to measure interpersonal trust. It has an internal consistency of .76 ($p < .001$) based on split-half reliability corrected by the Spearman-Brown formula. This was determined with 248 male and 200 female college student subjects. While this consistency is not high for objective-type tests, it is reasonably high considering the fact that these are additive scales sampling a variety of different social objectives rather than a measure of intensity limited to a narrow area of behavior. Test-retest reliability has been shown to range from .56 ($p < .01$) using 24 subjects, 10 male and 14 female, with approximately seven months between tests to .68 ($p < .01$) using 42 subjects, 34 male and 8 female, with approximate average time between tests of 3 months (1967). In this same grant study, a sociometric analysis revealed relatively good construct and discriminant validity for the Interpersonal Trust Scale as against observed behavior in groups who have had ample opportunity and time to observe each other. This instrument's reliability and validity data substantiate its usefulness for this study.

Selection and Training of Subrole Judges

The two teams of three judges each were volunteers who were contacted personally as a result of a referral or were individuals who signed up for participation following a presentation of the proposed study in one of their classes. All judges were in master degree programs in psychology. Members of one team were taught the definitions of the counselor subroles while the members of the other team were taught the counselee subroles (Appendix A). Each team practiced with a training tape until they achieved an interjudge reliability of .70.

Selection and Training of Nonverbal Behavior Observers

Each of the two observing teams had five members each and was assigned to observe either counselor or counselee nonverbal behaviors. Each team member was a volunteer contacted personally as a result of a referral or had signed up for participation following a presentation of the proposed study in one of their classes. All team members were from master programs in counseling or human resources. Three members from each team were taught the definitions of the different nonverbal behaviors (Appendix B) and assigned three or four of these behaviors to be responsible for when analyzing the tapes. The remaining two members of each team were instructed on how to tabulate data retrieved from the signal lights and noted on the forms provided. All observers and recorders practiced using the training tape. Observers looked only for occurrence or nonoccurrence of nonverbal behaviors.

Collection of Data

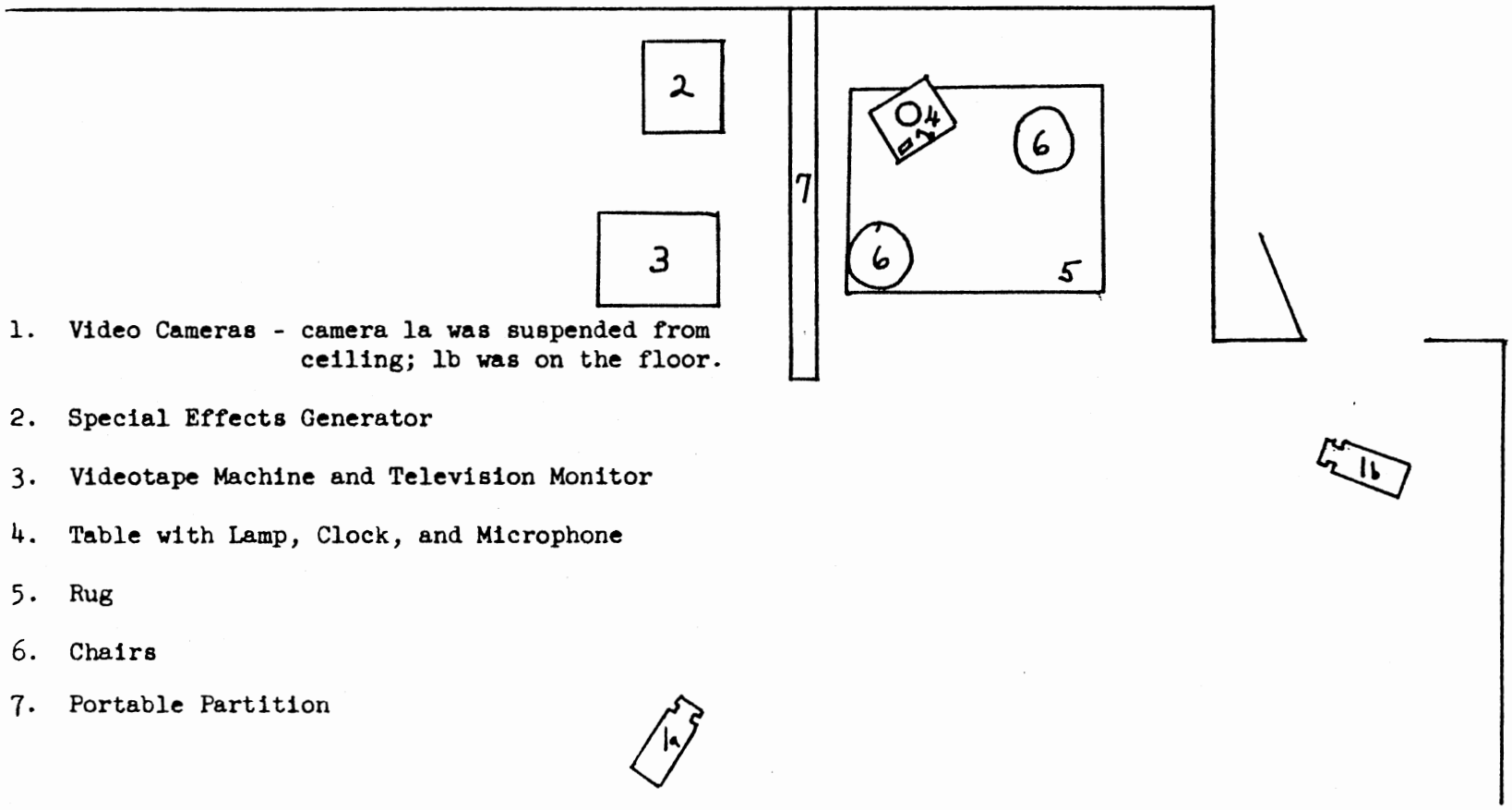
Since each of the ten counselors had two counselees each, 20 videotaped interviews were obtained during the fall of 1981, and the spring of 1982. These taped interviews were conducted in the Industrial Arts Laboratory room due to the need for a special effects generator that would provide a split-screen effect. The split-screen effect allowed for better observation of nonverbal behavior of counselor and counselee, since separate cameras for counselor and counselee were positioned to obtain the most inclusive view of that individual. One specific part of the room was arranged to resemble an environment similar to most office

settings. The physical layout of this setup is described in Figure 2. A microphone was placed on a table between and to the side of the counselor and counselee in order to record both voices. When both counselor and counselee were seated, the videotape machine was turned on and they were instructed to begin.

There was no time limit control on the interview other than the length of the tape. The interview length ranged from 18 minutes, 45 seconds, to 66 minutes, 55 seconds, with a mean length of 49 minutes, 56 seconds. Table I gives complete information as to interview lengths with a specific breakdown for high- and low-trust interview lengths. When the interview was completed, the counselor verbally stated this and the videotape equipment was turned off.

The extraction of the data from the tapes was accomplished by staggering the schedules of the four teams of judges and observers so that each team viewed the tapes individually. Combining the subrole teams during training was tried but found to be too cumbersome and time consuming. The two teams of observers of nonverbal behavior could not be combined since only one data retrieval and signaling system was available.

Each team of subrole judges contained three members. One team viewed videotapes and judged counselor subroles while the other team viewed the videotapes and judged counselee subroles. After each videotape was begun, the author would play back the tape until verbal agreement was attained by at least two of the three judges on a transition point within the interview. Following the identification of the transition point by noting the tape footage and writing a descriptive sentence or phrase from that selection of the interview, judges individually recorded their judgment on the type of subrole which had been identified. These judging records were



1. Video Cameras - camera 1a was suspended from ceiling; 1b was on the floor.
2. Special Effects Generator
3. Videotape Machine and Television Monitor
4. Table with Lamp, Clock, and Microphone
5. Rug
6. Chairs
7. Portable Partition

Video Recording Laboratory

Figure 2. Laboratory Layout

TABLE I

INTERVIEW LENGTH

Interview Number	Trust Category	Length
1	Low	31 min. 45 sec.
2	High	53 min. 50 sec.
3	Low	55 min. 05 sec.
4	Low	39 min. 35 sec.
5	Low	59 min. 30 sec.
6	High	66 min. 55 sec.
7	Low	45 min. 45 sec.
8	High	57 min. 50 sec.
9	Low	56 min. 45 sec.
10	High	30 min. 15 sec.
11	High	65 min. 10 sec.
12	Low	66 min. 50 sec.
13	High	27 min. 00 sec.
14	Low	48 min. 40 sec.
15	High	59 min. 45 sec.
16	High	55 min. 05 sec.
17	Low	18 min. 45 sec.
18	High	59 min. 45 sec.
19	Low	36 min. 25 sec.
20	High	64 min. 00 sec.

	High Trust	Low Trust	Total
Mean	53 min. 58 sec.	45 min. 55 sec.	49 min. 56 sec.
Range	27 min. 00 sec.- 66 min. 55 sec.	18 min. 45 sec.- 66 min. 50 sec.	18 min. 45 sec.- 66 min. 55 sec.

reviewed at the completion of the tapes. A subrole was assigned when two or more judges chose the same subrole category from among all subrole categories available to their particular judging task (i.e., counselor subroles or counselee subroles). Appendix E illustrates the data collection form utilized by the subrole judges.

Both teams observing nonverbal behavior used the data retrieval and signaling system described in Figure 1. Switches on each switchbox were labeled with the name of the three or four nonverbal behavior categories each observer was responsible for. The light on the light panel which was controlled by a particular switch was identified with the same nonverbal behavior label. The two recorders were provided with coding sheets which blocked out spaces that corresponded to lights the other recorder was responsible for. Examples of these nonverbal behavior tally sheets are illustrated in Appendix F. The videotapes were viewed in 5-second intervals determined by a stopwatch held by the individual controlling the videotape machine. This author operated the videotape machine for both teams to reinforce standardization of data collection. Observers viewed the tapes and signaled the occurrence of their assigned nonverbal behaviors. When both recorders reported that they had completed their recording of the signal lights, the next 5-second interval of the tape was played. The shift categories of nonverbal behavior were determined by examining the data collection forms after completion. Appendix B provides an explanation of the three shift categories identified in this study.

Statistical Treatment

Scott's correlation coefficient (Amedon and Hough, 1967) was used

to determine the levels of agreement obtained by the subrole judges. This particular method of measuring interjudge reliability was chosen due to its utility with high and low frequencies resulting from small N sizes. Since there were three subrole judges on each team, an expanded formula of Scott's "Pi" developed by Enger (1976) was required in this study. This formula relates the amount of observed agreement compared with the amount of expected agreement by chance, divided by the amount that perfect agreement exceeds chance. The specific formula utilized in the analysis of interjudge reliability in this study was:

$$\pi = \frac{\dfrac{\sum_{j=1}^{c}\sum_{k=1}^{s} f{\cdot}jk^2 - rs\sum_{j=1}^{c} f{\cdot}j{\cdot}^2}{r(r-1)s \qquad (rs)^2}}{1 - \dfrac{\sum_{j=1}^{c} f{\cdot}j{\cdot}^2}{(rs)^2}}$$

where

i = 1, 2, . . ., number (r);

j = 1, 2, . . ., number (c);

k = 1, 2, . . ., number (s);

r = number of judges;

c = number of possible categories;

s = number of categories rated; and

fijk = 1 if object k was classified in category j by judge i.

The relationship of the frequencies of counselor and counselee subroles and nonverbal behavior to level of counselee trust was obtained by use of the binomial test (Siegel, 1956). This test is used to help identify significant differences in populations with only two classes, in

this case high- or low-trusters. The formula describes the probability of obtaining x objects or frequencies in one category and N-x objects or frequencies in the other category. Two forms of this basic formula were used. With categories with $N \leq 25$, the formula utilized was:

$$\binom{N}{x} = \frac{N!}{x!(N-x)!}$$

where N is the total number of observed frequencies; and x is the smaller number of observed frequencies of the two categories.

A table in Siegel's (1956) book provided probabilities already tabulated for N's from 5 to 25. If $N > 25$, a formula with a correction for continuity was utilized which provided a z score. The probability for this z score was obtained from the z score table found in Appendix A of Siegel's (1956) book on nonparametric statistics. The formula is:

$$z = \frac{(x \pm .5) - NP}{NPQ}$$

where

N = total number of observed frequencies;

x = smaller of observed frequencies of the two categories;

P = proportion of frequencies expected in one category; and

Q = 1 - P = proportion of frequencies expected in the other category.

Since the probability is based on the occurrence or nonoccurrence of a subrole or nonverbal behavior within either the high- or low-trust group, $P = Q = .50$.

Summary

The focus of this chapter was the design and research methodology of this study. Attention was given to the problem, research questions, procedure, selection of participants, selection of instruments, selection and training of judges and observers, data collection procedures, and methods of statistical analysis.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

Chapter III was devoted to the discussion of the procedures used to analyze the data in this study. This chapter will present the results in tables and discuss their relationship to the research questions. The first four questions dealt with types and frequencies of counselor subroles and nonverbal behaviors while the remaining four dealt with types and frequencies of counselee subroles and nonverbal behaviors. For all research questions trust served as the dependent variable. Following a discussion of the questions in this study, a summary will be presented.

Counselor Subroles and Counselee Trust

Interviews ranged in length from 18 minutes, 45 seconds to 66 minutes, 50 seconds with the low-trust clients, and from 27 minutes, 0 seconds to 66 minutes, 55 seconds with the high-trust clients. The length of each interview is recorded in Table I (see page 46). These interviews were examined for type and frequency of subroles and nonverbal behaviors. The counselor subrole judges were checked on the seventh and fourteenth tape they viewed in order to determine whether or not they were maintaining at least a .70 level of interjudge reliability as measured by an expanded version of Scott's "Pi" correlation coefficient (Enger, 1976). These judges obtained a coefficient of .90 on the first check and a

coefficient of 1.00 on the second check. These data are presented in Table II.

TABLE II

JUDGE AGREEMENT ON VERBAL SUBROLES

	First Checkpoint	Second Checkpoint
Counselors	.90	1.00
Counselees	.92	1.00

All of the counselor subroles were exhibited in the group which contained low-trust clients. All of the counselor subroles except the Judging (coded A) subrole were used by counselors in the group which had high-trust clients.

The frequency of occurrence of counselor subroles within trust categories is found in Table III. There were more counselor subroles identified in interviews with high-trust clients than with low-trust clients, although this difference was not significant. Table IV summarizes the total frequency of counselor subroles exhibited during each interview, and Table V shows the frequency of occurrence by subrole category for each interview. Counselors from the group with high-trust clients tended as a whole to utilize more Exploring (coded C), Information Giving (coded D), Probing (coded G), Supporting (coded H), Reflecting (coded I), Structuring (coded J), and Rapport Building (coded K) subroles than did the

TABLE III

TOTAL COUNSELOR SUBROLES WITHIN TRUST CATEGORIES

Trust Category	Counselor Subroles												Total
	A	B	C	D	E	F	G	H	I	J	K	L	
Low	2	16	13	9	42	40	35	10	7	1	1	11	187
High	0	13	17	11	42	35	41	16	12	4	4	9	204
Total	2	29	30	20	84	75	76	26	19	5	5	20	391

TABLE IV

NUMBER OF SUBROLES BY INTERVIEWS

Interview Number	Trust Category	Counselor	Counselee	Interview Number	Trust Category	Counselor	Counselee
1	Low	13	4	11	High	23	3
2	High	19	6	12	Low	15	4
3	Low	17	7	13	High	21	2
4	Low	22	3	14	Low	30	1
5	Low	19	1	15	High	24	6
6	High	12	1	16	High	26	6
7	Low	8	1	17	Low	16	2
8	High	16	1	18	High	17	9
9	Low	29	3	19	Low	18	9
10	High	17	11	20	High	29	4

Counselors		Counselees	
Total Low Trust	187	Total Low Trust	35
Total High Trust	204	Total High Trust	49
Grand Total	391	Grand Total	84

TABLE V

FREQUENCIES OF COUNSELOR SUBROLES

Interview Number	Trust Category	Counselor Subroles												Total Interview
		A	B	C	D	E	F	G	H	I	J	K	L	
1	Low	0	1	1	0	0	5	4	1	0	0	0	1	13
2	High	0	1	3	0	5	4	4	1	0	0	0	1	19
3	Low	1	0	1	0	5	3	4	1	1	0	0	1	17
4	Low	0	5	0	1	6	3	5	1	0	0	0	1	22
5	Low	0	3	2	2	5	1	5	0	0	0	0	1	19
6	High	0	0	1	0	2	3	5	1	0	0	0	0	12
7	Low	0	0	1	0	2	2	1	0	1	0	0	1	8
8	High	0	1	0	0	5	2	5	1	1	0	0	1	16
9	Low	1	3	3	1	5	6	5	3	1	0	0	1	29
10	High	0	3	1	2	4	4	0	1	0	1	0	1	17
11	High	0	0	0	0	4	1	10	1	6	0	1	0	23
12	Low	0	0	1	2	4	3	3	0	1	0	0	1	15
13	High	0	2	1	3	2	2	5	1	1	1	1	2	21
14	Low	0	2	0	1	6	8	6	3	0	1	1	2	30
15	High	0	1	2	2	3	7	4	2	1	1	0	1	24
16	High	0	3	3	1	5	4	2	5	2	0	0	1	26
17	Low	0	2	1	2	4	5	0	1	0	0	0	1	16
18	High	0	0	2	1	4	3	1	2	1	1	1	1	17
19	Low	0	0	3	0	5	4	2	0	3	0	0	1	18
20	High	0	2	4	2	8	5	5	1	0	0	1	1	29
Totals		2	29	30	20	84	75	76	26	19	5	5	20	391

group of counselors of low-trust clients. Counselors from the group with low-trust clients tended to use more Judging (coded A), Advising (coded B), Information Gathering (coded F), and Closure (coded L) subroles than did the group of counselors with high-trust clients. None of these differences was statistically significant, as shown in Table VI. Both groups of counselors used the Clarification Subrole (coded E) equally. Clarification (coded E) and Information Gathering (coded F) were the subroles used most by the group of counselors with low-trust clients. Clarification (coded E) and Probing (coded G) were the subroles used most by the counselors with high-trust clients.

TABLE VI

PROBABILITIES OF DIFFERENCES WITHIN SUBROLE CATEGORIES DUE TO TRUST LEVEL--COUNSELORS

Counselor Subroles											
A	B	C	D	E	F	G	H	I	J	K	L
.250	.711	.581	.814	1.000	.646	.569	.327	.360	.376	.376	.814

The direct and indirect qualities of the counselor subroles were also examined. Indirect subroles were used significantly more by counselors in the present investigation than direct subroles. Previous research (Troth, Hall & Seals, 1971) has indicated that when counselors use more indirect subroles, their clients exhibit a higher frequency of growth subroles. Research results from the present investigation verify those

previous findings. Both groups of counselors tended to utilize more indirect than direct subroles. These results can be found in Table VII.

TABLE VII

TYPES OF COUNSELOR SUBROLES--TOTALS WITHIN TRUST CATEGORIES

Counselor					
Direct	Low Trust	High Trust	Indirect	Low Trust	High Trust
A. Judging	2	0	C. Exploring	13	17
B. Advising	16	13	D. Information Giving	9	11
G. Probing	35	41	E. Clarification	42	42
J. Structuring	1	4	F. Information Gathering	40	35
L. Closure	11	9	H. Supporting	10	16
			I. Reflecting	7	12
			K. Rapport	1	4
Total	65	67	Total	122	137

Counselor Nonverbal Behaviors and Counselee Trust

All fourteen categories of nonverbal behavior were expressed by both groups of counselors. More nonverbal behaviors were utilized by the group with high-trust clients than was used by the group with low-trust clients. This difference was statistically significant at the .001 level.

Counselors in the group with high-trust clients exhibited more nonverbal behaviors in all categories than did counselors from the group with low-trust clients except for the category of Head Movement. Table VIII shows a summary of the total nonverbal behaviors exhibited by each group for each nonverbal category.

The categories where counselors of high-trust clients used significantly more nonverbal behaviors than counselors of low-trust clients were: Smile, Upper Face, Head Support, Hand Movement, Arm Movement, Body Position Forward, and Body Position Up. The frequency of nonverbal behaviors exhibited within each category for each interview is illustrated in Table IX. The probabilities for differences within each of the categories can be found in Table X.

Counselee Subroles and Counselee Trust

The counselee subrole judges obtained coefficients of .92 on the first reliability check and 1.00 on the second reliability check. The first check was tabulated on the seventh tape viewed and the second check was tabulated on the fourteenth tape viewed. Table II includes these reliability data.

All of the subroles except Passivity (coded 1), Disconcertation (coded 5), and Support Seeking (coded 8) were exhibited by the group of low-trust clients. The group of high-trust clients was similar. They used all of the subroles except Disconcertation (coded 5) and Support Seeking (coded 8). Table XI indicates the frequency of occurrence of counselee subroles within the low- and high-trust groups. High-trust clients as a group exhibited more subroles than low-trust clients,

TABLE VIII

TOTAL NONVERBAL BEHAVIORS WITHIN TRUST CATEGORIES--COUNSELORS

Trust Category	Lower Face	Smile	Upper Face	Talk	Counselor: Head Movement	Counselor: Head Support	Counselor: Hand Movement	Counselor: Arm Movement	Body Positions: Body Forward	Body Positions: Body Upward	Body Positions: Body Backward	Shift Categories: Head Support	Shift Categories: Body Position	Shift Categories: Talk	Total
Low	388	264	317	2602	1987	1245	2112	525	501	1747	3233	102	137	850	16010
High	443	431	490	2621	1934	1815	2440	762	744	2494	3290	127	170	895	18656
Total	831	695	807	5223	3921	3060	4552	1287	1245	4241	6523	229	307	1745	34666

TABLE IX

FREQUENCIES OF COUNSELOR NONVERBAL BEHAVIORS

Interview No.	Trust Category	Lower Face	Smile	Upper Face	Talk	Head Movement	Head Support	Hand Movement	Arm Movement	Body Positions			Shift Categories			Total
										Body Forward	Body Upward	Body Backward	Head Support	Body Position	Talk	
1	Low	68	39	38	176	265	249	184	63	0	54	331	16	3	65	1551
2	High	20	12	14	342	176	91	181	27	213	97	329	10	21	104	1637
3	Low	14	5	14	220	153	143	170	37	64	134	406	12	11	86	1469
4	Low	55	21	55	335	279	6	240	28	2	43	430	0	4	75	1573
5	Low	38	8	26	315	290	99	367	94	68	642	9	9	17	108	2090
6	High	21	2	12	36	288	217	201	36	147	249	390	11	15	51	1676
7	Low	11	9	10	155	50	42	214	49	87	135	326	1	25	87	1201
8	High	9	15	25	323	238	456	228	63	1	629	67	24	12	115	2205
9	Low	27	20	83	482	406	283	292	64	0	454	228	25	7	95	2466
10	High	18	26	41	164	86	154	88	17	0	0	363	10	0	83	1050
11	High	5	30	41	162	329	501	166	70	0	1	782	24	2	68	2181
12	Low	55	51	14	288	281	10	157	41	256	158	393	1	41	121	1867
13	High	64	61	73	198	181	164	289	97	62	118	146	21	13	49	1536
14	Low	33	26	4	241	156	192	213	52	4	0	584	18	9	105	1637
15	High	90	50	5	262	207	211	312	81	15	126	592	26	25	109	2111
16	High	84	79	152	409	349	3	409	166	6	536	124	0	9	103	2429
17	Low	43	15	18	119	28	34	57	20	6	58	158	3	6	52	617
18	High	11	7	49	193	19	15	213	106	75	409	250	1	20	102	1470
19	Low	44	70	55	271	79	187	218	77	14	69	368	17	14	56	1539
20	High	121	149	78	532	61	3	353	99	225	329	247	0	53	111	2361
Total		831	695	807	5223	3921	3060	4552	1287	1245	4241	6523	229	307	1745	34666

TABLE X

PROBABILITIES OF DIFFERENCES WITHIN NONVERBAL CATEGORIES
DUE TO TRUST LEVEL--COUNSELORS

Counselor Nonverbal Behaviors													
								Body Positions			Shift Categories		
Lower Face	Smile	Upper Face	Talk	Head Movement	Head Support	Hand Movement	Arm Movement	Body Forward	Body Upward	Body Backward	Head Support	Body Position	Talk
.061	.001	.001	.803	.435	.001	.001	.001	.001	.001	.484	.112	.069	.294

although this difference was not statistically significant. None of these differences was statistically significant, as illustrated in Table XII.

Table IV summarizes the total frequency of counselee subroles exhibited during each interview. Table XIII indicates the frequency of occurrence by subrole category for each interview. Information Giving (coded 4) and Exploration (coded 7) were the subroles used most often by both the high- and low-trust groups of clients.

The defense and growth qualities of the counselee subroles were also examined. The group of high-trust clients demonstrated more subroles than did the group of low-trust clients. Both groups of clients used more growth subroles than defense subroles. The breakdown of data into defense and growth categories is found in Table XIV.

Counselee Nonverbal Behaviors and Counselee Trust

All fourteen categories of nonverbal behavior were expressed by both groups of clients. The group of high-trust clients exhibited significantly more nonverbal behaviors than did the group of low-trust clients. This statistical significance was at the .001 level. Table XV indicates the total frequencies of nonverbal behaviors expressed according to trust category. The frequency of nonverbal behaviors exhibited within each category for each interview is illustrated in Tabel XVI. The group of low-trust clients utilized significantly more Lower Face, Head Support, Body Position Upright, and Head Support Shift behaviors than did the high-trust group. The high-trust group of clients used significantly more Smile, Upper Face, Talk, Head Movement, Hand Movement, Arm Movement, Body Position Forward, Body Position Backward, and Body Position Shifts

TABLE XI

TOTAL COUNSELEE SUBROLES WITHIN TRUST CATEGORIES

Trust Category	Counselee Subroles										Total
	0	1	2	3	4	5	6	7	8	9	
Low	1	0	6	1	15	0	1	10	0	1	35
High	2	1	7	3	19	0	4	10	0	3	49
Total	3	1	13	4	34	0	5	20	0	4	84

TABLE XII

PROBABILITIES OF DIFFERENCES WITHIN SUBROLE CATEGORIES DUE TO TRUST LEVEL--COUNSELEES

Counselee Subroles									
0	1	2	3	4	5	6	7	8	9
.375	.500	1.000	.250	.514	1.000	.376	1.000	1.000	.250

TABLE XIII

FREQUENCIES OF COUNSELEE SUBROLES

Interview Number	Trust Category	Counselee Subroles										Total
		0	1	2	3	4	5	6	7	8	9	
1	Low	0	0	1	0	2	0	0	1	0	0	4
2	High	1	1	0	0	2	0	0	1	0	1	6
3	Low	1	0	1	0	2	0	0	3	0	0	7
4	Low	0	0	0	0	2	0	0	1	0	0	3
5	Low	0	0	0	0	1	0	0	0	0	0	1
6	High	0	0	0	0	1	0	0	0	0	0	1
7	Low	0	0	0	0	1	0	0	0	0	0	1
8	High	0	0	0	0	1	0	0	0	0	0	1
9	Low	0	0	1	0	1	0	0	1	0	0	3
10	High	0	0	2	2	3	0	1	3	0	0	11
11	High	0	0	0	0	2	0	0	1	0	0	3
12	Low	0	0	0	0	1	0	1	1	0	1	4
13	High	0	0	1	0	1	0	0	0	0	0	2
14	Low	0	0	0	0	1	0	0	0	0	0	1
15	High	0	0	0	0	3	0	1	2	0	0	6
16	High	0	0	1	1	2	0	0	1	0	1	6
17	Low	0	0	1	0	1	0	0	0	0	0	2
18	High	1	0	2	0	2	0	2	1	0	1	9
19	Low	0	0	2	1	3	0	0	3	0	0	9
20	High	0	0	1	0	2	0	0	1	0	0	4
Totals		3	1	13	4	34	0	5	20	0	4	84

TABLE XIV

TYPES OF COUNSELEE SUBROLES--TOTALS WITHIN TRUST CATEGORIES

Counselee					
Defense	Low Trust	High Trust	Growth	Low Trust	High Trust
0. Defense Reaction	1	2	2. Conclusion	6	7
1. Passivity	0	1	3. Information Gathering	1	3
5. Disconcertation	0	0	4. Information Giving	15	19
			6. Conversational	1	4
			7. Exploration	10	10
			8. Support Seeking	0	0
			9. Adaptation	1	3
Total	1	3	Total	34	46

TABLE XV

TOTAL NONVERBAL BEHAVIORS WITHIN TRUST CATEGORIES--COUNSELEES

Trust Category	Lower Face	Smile	Upper Face	Talk	Counselee: Head Movement	Counselee: Head Support	Counselee: Hand Movement	Counselee: Arm Movement	Body Positions: Body Forward	Body Positions: Body Upward	Body Positions: Body Backward	Shift Categories: Head Support	Shift Categories: Body Position	Shift Categories: Talk	Total
Low	377	312	243	3273	4475	354	1646	708	490	3916	1091	66	54	786	17791
High	307	440	496	4011	4792	123	3305	1474	1322	2898	1954	38	136	754	22050
Total	684	752	739	7284	9267	477	4951	2182	1812	6814	3045	104	190	1540	39841

TABLE XVI

FREQUENCIES OF COUNSELEE NONVERBAL BEHAVIORS

Interview No.	Trust Category	Lower Face	Smile	Upper Face	Talk	Head Movement	Head Support	Hand Movement	Arm Movement	Body Positions			Shift Categories			Total
										Body Forward	Body Upward	Body Backward	Head Support	Body Position	Talk	
1	Low	11	25	17	200	331	0	27	2	0	382	0	0	0	8	1063
2	High	24	52	35	281	459	1	103	12	0	305	325	0	8	87	1692
3	Low	27	38	15	513	511	15	372	160	45	628	0	8	6	57	2395
4	Low	5	46	9	162	342	0	37	2	0	463	0	0	0	62	1128
5	Low	11	31	11	451	581	9	97	70	25	660	52	1	28	90	2117
6	High	11	3	5	693	565	7	485	464	0	8	803	2	12	76	3134
7	Low	48	27	13	391	487	43	149	30	11	294	251	2	13	96	1855
8	High	43	0	5	434	529	0	106	13	14	586	98	0	2	116	1946
9	Low	31	41	18	258	579	0	278	46	0	679	0	0	0	80	2010
10	High	9	56	59	217	329	2	227	13	4	360	0	0	5	72	1353
11	High	21	37	145	628	765	6	590	407	435	354	4	2	18	90	3502
12	Low	164	37	115	560	746	286	488	325	1	236	518	55	3	124	3658
13	High	7	43	8	131	243	0	83	13	324	0	0	0	0	45	897
14	Low	48	23	16	376	530	1	16	58	0	317	270	0	3	99	1757
15	High	35	56	20	566	659	56	493	223	10	270	474	23	39	87	3011
16	High	13	15	10	158	176	6	83	37	1	219	24	0	4	35	781
17	Low	29	33	21	137	158	0	132	9	0	222	0	0	0	36	777
18	High	78	86	108	480	566	14	553	98	525	40	188	4	31	11	2782
19	Low	3	11	8	225	210	0	50	6	408	35	0	0	1	74	1031
20	High	66	92	101	423	501	31	582	194	9	756	38	7	17	135	2952
Total		684	752	739	7284	9267	477	4951	2182	1812	6814	3045	104	190	1540	39841

behaviors than did the low-trust group of clients. The probabilities for differences within each of the nonverbal categories can be found in Table XVII.

Discussion

The group of counselors with low-trust clients used all of the 12 counselor subroles while the group of counselors with high-trust clients used only 11; the Judging subrole was excluded. This may indicate that counselors with high-trust clients feel less inclined to use the Judging subrole than counselors with low-trust clients due to its non-growth quality. The group of counselors with low-trust clients exhibited more subroles in four categories and fewer subroles in seven categories than did the group of counselors with high-trust clients. Overall, the group of counselors with high-trust clients exhibited more subroles than the group with low-trust clients. The utilization of more subroles by the group of counselors with high-trust clients may be due to a greater sense of freedom to use, vary, and re-use several subroles. On the other hand, it may be due to the fact that the group of high-trust clients exhibited more total subroles and thus stimulated a greater frequency of subroles by their corresponding counselors. More indirect than direct counselor subroles were used by both groups. The predominant subroles of the group with low-trust clients were Clarification and Information Gathering while the group with high-trust clients used Clarification and Probing most. One possible reason for the difference in emphasis between the two groups may be due to the level of rapport between counselor and client. With high-trust clients counselor subroles resulted in more significant interactions than the typical information gathering with low-trust clients.

TABLE XVII

PROBABILITIES OF DIFFERENCES WITHIN NONVERBAL CATEGORIES
DUE TO TRUST LEVEL--COUNSELEES

Counselee Nonverbal Behaviors													
								Body Positions			Shift Categories		
Lower Face	Smile	Upper Face	Talk	Head Movement	Head Support	Hand Movement	Arm Movement	Body Forward	Body Upward	Body Backward	Head Support	Body Position	Talk
.010	.001	.001	.001	.001	.001	.001	.001	.001	.001	.001	.010	.001	.430

All 14 categories of nonverbal behavior were exhibited by both groups of counselors. Significantly more Smile, Upper Face, Head Support, Hand Movement, Arm Movement, Body Position Forward, and Body Position Upright behaviors occurred in the group with high-trust clients. The only category where the group of counselors of low-trust clients exceeded the group with high-trust clients was in Head Movement. This difference was not significant. The group of counselors with high-trust clients manifested a higher total of nonverbal behaviors than did the group with low-trust clients. These findings seem to imply that counselors with high-trust clients are more active than counselors with low-trust clients. The greater use of head movement by counselors with low-trust clients may be indicative of attempts by these counselors to increase the trusting behaviors of their counselees. This might be accomplished if the head movements were interpreted by the counselees as signals of acknowledgment or approval.

High-trust clients used all of the ten counselee subroles except two --Disconcertation and Support Seeking. Low-trust clients utilized all but Passivity, Disconcertation, and Support Seeking. Of the subroles exhibited, high-trust clients used more in all categories except one, Exploration, which had the same frequency for both groups. More total subroles were expressed by the high-trust group than the low-trust group. The greater utilization of subroles by the high-trust group may indicate that counselees with higher levels of trust feel more comfortable using, varying, and re-using subroles. On the other hand, it could indicate only that they were responding to the greater use of subroles by their corresponding counselors. The high-trust group used more total subroles than the group of low-trust clients, and both groups utilized more growth

than defense subroles. The use of more growth than defense subroles by counselees of both groups may be linked to the fact that counselors of both groups used more indirect than direct subroles. None of the differences between the groups was statistically significant. Information Giving and Exploration were the predominant subroles of both groups.

The group of high-trust clients exhibited significantly more Smile, Upper Face, Talk, Head Movement, Arm Movement, Body Position Forward, Body Position Backward, and Body Position Shift behaviors and significantly fewer Lower Face, Head Support, Body Upright, and Head Support Shift behaviors than the group of low-trust clients. The low-trust group also exceeded the high-trust group in Talk Shift behaviors but not significantly. The group of high-trust clients expressed more total nonverbal behaviors than the group of low-trust clients. The use of more nonverbal behaviors by high-trust clients may indicate that they are more physically active in interviews than low-trust clients.

Summary

The results and their relationship to the research questions were presented in Chapter IV. Also discussed were some of the possible reasons for these results. Chapter V will contain a summary of this investigation, the conclusions drawn, and recommendations for future studies.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this investigation was to determine whether or not there was a relationship between client trust and verbal and nonverbal behaviors of counselors and counselees. Twenty tapes of initial interviews were examined for the occurrence of 12 counselor and 10 counselee verbal subroles. They were also examined for the presence of 14 nonverbal categories.

The subjects for this study consisted of 10 counselors and 20 student volunteers who served as counselees. These students were randomly selected from two groups which differed on the basis of levels of interpersonal trust. Those volunteer counselors and students were asked to allow videotaping of their initial interviews concerning real or role-played presented problems.

Data from these videotaped interviews were extracted by four teams of judges/observers, each of which examined either counselor subroles, counselor nonverbal behavior, counselee subroles, or counselee nonverbal behaviors. The resulting data were analyzed for differences in type and frequency in regard to differential levels of counselee trust.

The following questions concerning trust and counselor-client interactions were addressed:

1. What types of counselor subroles are related to counselee trust?

The group of counselors with low-trust clients used all 12 counselor subroles while the group of counselors with high-trust clients utilized only 11 of the 12 subroles. The Judging subrole was the only one of the 12 possible subroles not used by this latter group. Counselors from both groups used both Direct and Indirect subroles.

2. What frequency of counselor subroles is related to counselee trust?

The group of counselors with low-trust clients exhibited a higher frequency of Judging, Advising, Information Gathering, and Closure subroles than did the group of counselors working with high-trust clients. This latter group expressed a higher frequency of Exploring, Information Giving, Probing, Supporting, Reflecting, Structuring, and Rapport Building subroles than did the group with low-trust clients. Clarification and Information Gathering were the subroles most used by the group with low-trust clients, and Clarification and Probing were the subroles most used by the group with high-trust clients. The group of counselors with high-trust clients tended to use more subroles overall than the group with low-trust clients. Both groups used significantly more indirect than direct subroles.

3. What types of counselor nonverbal behavior are related to counselee trust?

All 14 nonverbal categories utilized in this study were manifested by both groups of counselors.

4. What frequency of counselor nonverbal behavior is related to counselee trust?

The group of counselors with high-trust clients used significantly more total nonverbal behaviors and exceeded the group with low-trust clients in frequencies in all categories except one, Head Movement. Statistical significance was found between the groups having higher frequencies of Smile, Upper Face, Head Support, Hand Movement, Arm Movement, Body Position Forward, and Body Position Upright behaviors.

5. What types of counselee subroles are related to counselee trust?

Seven of the ten counselee subrole categories were utilized by the group of low-trust clients. The seven included: Defense Reaction, Conclusion, Information, Information Giving, Conversational, Exploration, and Adaptation. The three omitted were Passivity, Disconcertation, and Support Seeking. The group of high-trust clients used the same seven subroles the group of low-trust clients utilized plus Passivity. Only Disconcertation and Support Seeking were not manifested by the group of high-trust clients.

6. What frequency of counselee subroles is related to counselee trust?

The group of high-trust clients exhibited more total subroles than did the group of low-trust clients. They exceeded the group of low-trust clients in frequency of subroles in seven categories and tied on three. Defense Reaction, Passivity, Conclusion, Information Gathering, Information Giving, Conversational, and Adaptation were used more by the high-trust group. Neither group utilized the Disconcertation or Support Seeking subroles and both groups used an equal number of Exploration subroles. The group of high-trust clients used more Defense and Growth subroles and both groups used significantly more Growth than Defense subroles. The

subroles used most often by both groups were the Information Giving and Exploration subroles.

7. What types of counselee nonverbal behavior are related to counselee trust?

Both groups of clients manifested all 14 nonverbal behaviors utilized in this study.

8. What frequency of nonverbal behavior is related to counselee trust?

The group of high-trust clients exhibited a larger total of nonverbal behaviors than did the low-trust group. This difference was statistically significant. Also statistically significant was the higher frequency of Lower Face, Head Support, Body Position Upright, and Head Support behaviors of the low-trust group, and the higher frequency of Smile, Upper Face, Talk, Head Movement, Hand Movement, Arm Movement, Body Position Forward, Body Position Backward, and Body Position Shift behaviors of the high-trust group. Talk Shift behaviors of the low-trust group exceeded those of the high-trust group in frequency.

Conclusions

The results of the analysis of data in the present investigation warrant the following conclusions:

1. All twelve counselor subroles were observed. Eight of the ten counselee subroles were identified. The Disconcertation and Support Seeking subroles were not utilized by either category of clients.

2. The Judging subrole was the only subrole not used by counselors when working with high-trust clients.

3. Counselors utilized significantly more total subroles than did counselees.

4. In both categories of trust, significantly more growth subroles were used than defense subroles.

5. Significantly more indirect subroles than direct subroles were exhibited by counselors of both high- and low-trust clients.

6. All 14 nonverbal behaviors from a modified version of Island's taxonomy were identified for both counselors and counselees.

7. There were significantly more total nonverbal behaviors utilized by counselors with high-trust clients than by counselors with low-trust clients.

8. There were significantly more total nonverbal behaviors exhibited by high-trust clients than by low-trust clients.

9. Counselors working with high-trust clients used seven nonverbal behaviors significantly more often than counselors with low-trust clients.

10. Low-trust clients used four nonverbal behaviors significantly more often than high-trust clients.

11. High-trust clients used nine nonverbal behaviors significantly more often than low-trust clients.

12. A higher level of verbal and nonverbal activity was associated with the category of "high-trust" for both counselors and counselees.

13. In the present investigation a measure of nonverbal behavior was a better indicator than verbal behavior in differentiating high- and low-trust clients.

Recommendations

1. The utilization of groups of high- and low-trust clients

determined by more extreme high- and low-trust scores may show more significant relationships between client trust and verbal subroles.

2. Studies relating trust to therapeutic growth and client satisfaction could provide a bridge to studies of the use of verbal and nonverbal behaviors to elicit both of these desired traits.

3. If future studies could replicate findings similar to those found in this study, then a checklist including verbal subroles and the nonverbal categories could be developed for supervisors of counselors-in-training to evaluate the presence or absence of trust-related factors in a counseling relationship.

4. Videotaping through one-way mirrors could decrease the inhibiting effect videotaping has on certain responses of both the counselor and the counselee.

5. The use of interviews in various stages of the counseling process would expand the generalizability of the results of this study to include interviews subsequent to the first contact with a client.

6. Future studies might examine why high-trust clients use more verbal and nonverbal behavior.

7. Higher levels of verbal and nonverbal activity were present in interactions where clients had a high level of trust. Future research could focus on the relationship of trust and rapport within the counseling interview.

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APPENDIX A

MANUAL FOR JUDGES AND DESCRIPTION OF SUBROLES

BY

TROTH AND SEALS

Manual for Judges

This research is concerned with counselor and counselee subrole behavior. Before subrole behavior can be scrutinized, it is necessary to identify and locate the various subroles that are presented by both the counselor and the counselee. For this study a subrole will be defined as "the adjusted general purpose or intent which a counselor or counselee has for a particular period in the interview." This point must not be confused with the broad general role of the counselor--that of a "helping" relationship, or with the specific technique being employed by a specific statement.

The judge, then, will be asked to concern his efforts with specific periods of time during a counseling interview in which he can discern the general purposes of both the counselor and counselee. Earlier research has given us identifiable counselor and counselee subroles and has indicated that these subroles change during the course of the interview.

When the purpose of the counselor, or counselee, changes, their statements change as well. When this occurs, the subrole changes and the point at which the change occurs is called a transition point. The location of subrole transition points is vital to the research at hand and will be primary to the judge's purpose.

Therefore, the judges will have two objectives in this research:

1. Locate specific points during the taped interview at which the counselor's or counselee's verbal behavior indicates that his purpose or intent changes from one time segment to the next.

2. Identify and label the purpose or intent of the counselor and counselee during these intervals, using the subrole definitions provided.

In locating and identifying counselor subroles, the judge must be aware that in some instances a counselor may be playing a given subrole and at an appropriate time produces a statement which may appear to change the subrole or shift to a different subrole for that one statement only. A rule of thumb may be indicated here in that this single statement may or may not imply a transition point and a new subrole. Should the statement be a short one and appear to be used only as a "technique," which in itself does not change the intent of purpose of the counselor for that segment of the interview, the judge should not indicate a transition point and new label. Should the counselor's single statement, however, be of such duration that the tone or purpose of the interview appears to the judge to have changed, he should indicate a transition point and label the statement as a subrole.

The Transition Point

The judge is to locate from audio taped recording of interviews the transition points at which the counselor and counselee change from one subrole to another. Worksheets will be provided which will have space for meter footage, a brief written recording of the counselor or counselee statement, and the labeling of subroles.

Definition: The transition point is defined as that statement by the counselor or counselee in which he gives evidence of assuming a different subrole.

An example of subrole transition may be portrayed in the following typescript of an interview. The transition occurs at counselor statement line 47. The discussion to this point has been the counselor giving the counselee factual information.

43. c: Because it's something you sort of work up into and there'd be nobody that could predict that you would be able to do that. . . .

s: Of course, I don't know if I'd like that job . . . salesman . . . I think it's kind of . . . it's a . . . headache . . . I think I mean, I mean . . . it's always . . . something going on and . . . (laughs) . . . something . . . .

44. c: So many decisions having to be made. . . .

s: Yeah . . . .

45. c: So many . . . so much responsibility . . . and so on.

s: Uh huh.

(Long pause)

46. c: That's sort of it for today?

s: I think so.

47. c: Uh huh . . . . Well, why don't you finish the testing then . . . at your leisure. . . .

s: Uh huh.

More than likely, the transition points will not always be as apparent and definite as the example. The judge is to select the point which seems "best" to him when the counselor, or counselee, gradually shifts his subrole.

In indicating a transition point, the judge will call for the recorder to be stopped and if necessary rewound and played again for clarification. At the specific counselor statement or counselee statement which he feels "best" points the change of counselor purpose (subrole), he will ask for the footage number and the exact quote of the counselor (or if the statement is too long, paraphrase the statement). In the previous example, if the footage reading for line 47 was 287, the judging sheet would appear thus:

Footage	Counselor Statement	Subrole Label
287	"Well, why don't you finish this testing then . . , at your leisure?"	

Labeling Subroles

After a subrole transition point has been determined, the judge should evaluate the content of the segment in terms of the counselor's or counselee's purpose during that segment and assign a label from either the 12 counselor subroles or the 10 counselee subroles, by signifying the letter and the one word label.

Procedures

1. Locating the transition points between counselor subroles.
2. Label the counselor subrole units.
3. Locating the transition points between counselee subroles.
4. Label the counselee subrole units.

A. Locating transition points. (Use the judge's rating sheets provided. A sample rating sheet is found following the subrole descriptions.)

1. Use two rating sheets for each interview, one for the counselor and one for the counselee. Should more space be needed, use an additional sheet but be sure they are attached and identified.
2. Fill in the identifying information on each sheet.
   a. Your initials
   b. Counselor's assigned number--found on cassette.
3. The operator will start or stop the tape for you. Do not hesitate to ask to back up the tape at any time.

4. Because we assume the interview is made up of a series of subroles, the judge should use the first counselor statement to be his first transition point. The same will be true for the first counselee statement. It may be that the judge will be unable to label the period between the first counselor statement and the succeeding transition point. In this case the rating sheet will show no label, only N.A. This procedure will be the same for any other period between subrole transition points to which the judge would be unable to attach a label. This procedure will also be used in labeling counselee subroles and transition points.

5. When subsequent transition points become apparent, ask the operator to stop the recorder and rewind enough for you to locate the exact counselor or counselee statement which indicates a change in purpose (subrole).

6. Obtain the timed footage reading for that statement from the operator and note it in the first column and either copy verbatim or a close paraphrase of the counselor's or counselee's statement.

B. Labeling subroles. As each transition point is observed, the judge should carefully consider the counselor's or counselee's purpose in terms of the subrole definitions and assign that label by first indicating its letter designation and its one-word label.

Description of Counselor Subroles

1. The Judging Subrole. This subrole is characterized by those statements in which the counselor expresses his basic beliefs, attitudes, opinions, and values. The counselor statements are usually value-laden and may place the counselor in a position of disagreeing with the counselee. Generally, the counselor is urging the counselee to accept a decision made by the counselor for the counselee's own good. The counselee is frequently placed in a defensive position during this subrole.

Example:

94. C: Well, now, I happen to think Bob a great deal in prayer. Now I'm not telling you what to do, but,

this is the basis of every religion you know that. So I don't think I'm stepping on your religious toes when I talk to you this way. Ah, I would like to encourage you to do this kind of thing cause it does take away the loss. But if you can't do that or don't want to do that if you project yourself so that you see your self differently. . . . Has anyone ever talked to you in this way as I have. . . .

S: No.

95. C: Well, I think that this sort of thing, and because you're at home and because you've had time to think and reflect upon your parents it has affected you more than maybe your parents realize. . . . Now how far did your parents go through school?

S: My father had one year of college.

96. C: And your mother didn't finish, well, probably because of this they haven't thought too much about your going very far into education.

2. The Advising Subrole. This subrole is characterized by counselor statements which recommend a course of action for the counselee. The counselor's statements are generally not value-laden but do carry the intonation that the counselor has superior information about the concern being discussed. This subrole differs from the Judging Subrole in that there is less emotional involvement on the part of the counselor.

Example:

70. C: I think it would be a good idea, don't you? Cause you're going to have to work through them or someone to get yourself a job. Now, Bell Telephone is the only place that I could think of that will hire somebody 17, they frown on it a little bit, but if you're good they will, but you'll have to be prepared until, and when will you be 18?

S: September.

71. C: Well, you might as well prepare yourself for part-time or something until then.

S: Yeah, I know.

72. C: And, ah, cause it's just, a, well, it is just so hard for a 17-year old to get a full-time job, and so, my suggestion is that we make some kind of arrangement for you to come down to the employment office and take their test because they'll help you, ah. . . . It really would be a good idea for you to take that test cause you'll never know till you do.

3. The Exploring Subrole. This subrole is typified by counselor and counselee behavior which indicates a give-and-take relationship. The counselor and counselee are exploring the situation in order to find possible solutions to the counselee's concern. The counselor is not urging or persuading in this subrole; he is suggesting alternative views or approaches to a subject. The counselor is attempting to get the counselee to consider a number of alternative roles so that the counselee can attempt to see how these roles fit. This subrole can easily be confused with the subroles Information Giving and Information Gathering; however, it differs from these two subroles in two important aspects. In general, the Information Giving subrole is primarily played for the counselee's benefit. The Information Gathering subrole is played primarily for the counselor's benefit, while the Exploring subrole indicates that the counselor and counselee are working together as a team to find solutions to the problem.

Example:

41. C: . . . Western College for Women.

S: Ha! Well, Notre Dame . . . uh . . . it isn't . . . why, I don't think it's one of the most expensive colleges. I don't, uh, their prices . . . I mean, to find it in a scholar . . . in a listing, but they do offer scholarships. . . .

42. C: Oh, yeah, we did have one of the offerings here over there. . . .

S: Well, you know, you were telling me that one of the girls in Two's going there and thought it was way above her, you know?

43. C: Right

S: Well, the girl I work with has a, I think a cousin or something that went there, well, she was from Ashville and her father worked on the docks, and so they quit. I mean, you know, they live in an old house and she had a lot of brothers and sisters, so they . . . and she liked it . . . she went all four years there.

44. C: Well, I think I should have been a little more explanatory here. I doubt that you would find as much trouble as this girl did. Why do you think you would have trouble?

S: Well, I . . . I really don't think I'd have any trouble getting along with any people.

45. C: How do you think you'd be able to do with the class work?

S: Oh, I guess I'd do OK.

4. The Information Giving Subrole. In this subrole the counselor is a specialist giving information on a topic about which he is expected to have considerable knowledge. The tone of this subrole is for the most part factual in nature. The counselor is generally providing information about courses, subjects, rules, regulations, procedures, occupations, college requirements, or factual information about the counselee's problem. This subrole is nonjudgmental in character; the counselor is merely attempting to provide the counselee with information which may prove useful to the counselee. The counselee usually asks the counselor for this information.

Example:

10. C: Let's first look at the test part here. Uh . . . your choice of colleges is going to require that you take both of the national testing programs available.

T.U. requires what we call the SAT, that's the college boards, Scholastic Aptitude Test . . . that's the college boards. B.G. requires the ACT or the American College Testing Program. Now, the ACT is given in November, I believe it's usually the first Saturday. We're going to give both of them here at Lincoln, so there will be plenty of announcements so you should know when it's coming.

S: Uh huh.

11. C: You have to make your application about a month in advance and the ACT is $4.00 and the SAT is $4.50. You generally have to get your application in about a month before it's time to take them.

5. The Clarification Subrole. This subrole is characterized by a search for greater meaning and understanding of the counselee's concern. The counseling environment is usually nonthreatening in nature. The counselor helps the counselee verbalize his concerns in order to bring them into sharper focus. The counselor is generally directing his attention on the thoughts or ideas presented by the counselee. Seemingly unrelated aspects of the counselee's thinking or behavior are brought into perspective. Frequently, the groundwork is laid in this subrole for a more direct course of action that the counselor will take later. This subrole differs from the Reflection subrole in that it attempts to add insight to the counselee's thinking.

Example:

31. C: Do you see yourself in you growing up or feeling mature an important work in the whole process of thinking of things of the future and at the same time . . . How's Tom feel?

S: He feels the same way I do from what he said and he worries about, you know, his mother because his father is dead and his sister and her husband live with his mother right now in her house and if we got married we would probably have to live there too. It's a big family and won't work. Cause someone would have to take care of his mother and Ray and Ann won't move out because they don't want to

go out on their own. And he worries about that. I don't think I would have any trouble . . . she's real sweet and understanding.

32. C: Uh huh, do you think you ought to move in with her?

S: I don't know, sometimes I think I wouldn't want to that I'd rather have a home of my own and then sometimes I think that would be selfish because that would be putting her out and she wouldn't have anybody to go to.

33. C: You'd like to think about her, but you also know that you want to think about your ownself. Why does Tom feel so responsible for her?

S: Well, he says that they've used her a lot and well I know one of his brothers. She has to pay all of the electric bills and all of the small bills and they take advantage of her.

6. The Information Gathering Subrole. This subrole is characterized by counselor questions which call for informational or factual answers. Quite often the intention of the counselor is to obtain background information and to get a general understanding of the counselee's concern. The counselor is not focusing on the counselee's attitudes or feelings but merely is gaining information with which he may direct the topic under consideration to a new area. He may have made a tentative analysis of the counselee's problems and may wish to have his analysis confirmed or contradicted.

Example:

12. C: You were the winner of the Danforth Award, let's see was it two years ago? When you graduated from the Jr. High here?

S: Yes.

13. C: At that time did you have any definite ideas as to what you were going to do when you got out of high school?

S: No, I didn't have any definite plans.

14. C: Do you have any definite plans now?

S: Well, I plan to finish high school and go on to college as a teacher or in physics.

15. C: What year of school are you in now?

S: I'm going to be a senior.

16. C: Do you recall what the various aspects of the Danforth Award were? Why you were chosen as the outstanding boy?

S: Well, I don't remember exactly. It had to do with religion, scholarship, citizenship, and school spirit, and character.

17. C: Did you feel that you continued them throughout high school?

S: In some activities I've become more active and in others I've become, ah, less, I've worn down.

18. C: What about this scholastic average, is it as high as it was when you were in junior high?

S: It's about the same.

7. The Probing Subrole. This subrole is characterized by the counselor's pursuing the counselee's responses in depth. The counselor is attempting to "read between the lines" of what the counselee is saying. Such statements may serve to aid the counselor in formulating hypotheses concerning the counselee's basic difficulties and possibly lay the groundwork for a concerted plan of attack on the counselee's problems. This subrole differs from the Exploring subrole in that the counselee frequently has little or no understanding of the meaning of the questions the counselor is asking. It differs from the Clarification Subrole in that it functions at a greater depth.

Example:

56. C: Help me understand what you're meaning there, Lynn.

S: Well, a good many of my friends can, in fact, feel real close to them. I can't talk to them and things and my parents, I don't know, they just don't seem

friendly or something, I don't know, like someone you can't get close to. Whenever he's around they're just, ah, I don't know how to explain it, I've tried to think about it and really figure out what it is, but I can't.

57. C: For reasons that you're not able to understand right this minute, you feel that it's hard for your parents to be close to anyone.

S: I think it might be, you know, they don't want us to marry or something, but Marge and Dave are already married. They really aren't . . . I don't know what it is. Marge is cross too.

58. C: Sometimes you wonder if they aren't afraid of having to give up too much if they, ah, feel close to her.

S: It could be.

59. C: To them it might seem the price to give. . . .

8. The Supporting Subrole. A counselor playing this subrole reacts in such a way as to give the counselee emotional support. The counselor may be attempting to help the counselee to see his own positive worth; he may be assuring the counselee that he need not be concerned about some problem; or he may be expressing his approval of a course of action suggested by the counselee. The counselor attempts to show the counselee that he is available and there is someone on whom the counselee can depend.

Example:

55. C: Uh huh, that would be how I feel, although I don't feel that I have a right to expect you to accept the way I feel about things. I think you have a right to decide for yourself, and I guess that's what you were putting into your words there, weren't you. That individuals do have a right. If I think it's right, I shouldn't worry about what others think, let them figure that out. That's hard for you to do, isn't it, Lisa?

S: Yes, even, well I haven't been going to church and then I started going to a Baptist instead of a strict Baptist and I like it real well. And so I've been

pondering over whether to join or not and I looked around the audience and I saw a bunch of kids I thought, well, if I go myself I must be some kind of kook or something and I thought, well, if I'm gonna be that low I just don't deserve being able to walk up there so I walked up and I walked up proud.

56. C: You're still feeling proud aren't you?

S: Yes.

57. C: Your face tells me so. And when you do make decisions, you're thoroughly pleased and proud. And when you act in accordance with how you feel, you really do feel good. A while ago you seemed to be telling me that when you said if I know I shouldn't do it then I shouldn't do it but you said you're working on it, but that's not easy either but it makes you feel good too.

S: Yes.

9. The Reflecting Subrole. This subrole is characterized by neutral counselor statements that do not impede or sidetrack the counselee but do indicate to the counselee that the counselor is listening. The counselor adds no new ideas or thoughts; he limits himself to statements or phrases that reflect this listening attitude. This subrole usually occurs when the interview is moving along well and the counselee is verbalizing. The Reflecting subrole differs from the Clarification and Supporting subroles because the counselor is playing a less active role in the interview.

Example:

15. C: I see. You like to work with, ah, do something for people.

S: Ah, gee, I ever since, I like to be around people, you know.

16. C: You like to be around . . . ah, I see.

S: I don't want to get, get out some place where you get out and work around people. I don't mind, I don't want to get and work around filthy people. I, ah,

don't mind if they take a bath one or ah, ah, I can't work in a plant like my dad does, I, he tells me stuff that goes on.

17. C: Un huh.

S: It's not that I couldn't do the work, it's just don't get your, ah. . . .

18. C: Uh huh.

S: Then you see how my dad is at home. If he gets sick, well, well, you know it's a shock.

19: C: Ahhh.

A: The way he's working right now, it's easy to get hurt or sick, three months without food, without money, you know he, he has to pay the bills and there's just no money.

20: C: Uh huh.

S: So I'd like to get a job anywhere. But if I, I can make a little bit of money you know for, well, when I get married. I mean.

10. The Structuring Subrole. The structuring subrole includes two distinct areas: (1) structuring dealing with the relationship, and (2) structuring dealing with the topic.

1. Relationship. This includes the counselor's explanation of the counseling situation, i.e., how the counselor will operate as to time, what might be discussed, the approach to giving help, and the question of confidentiality. It includes both explicit and implicit explanation and delimination of the counseling situation and operation. The purpose of this subrole is to provide limits for the counseling situation and to convey the mode of operation to the counselee.

Example:

1. C: Would you put your schedule in there? It will help me see which kind of subject you've been taking and how

many credits you have and where you're heading.

S: You want to know what subjects I've taken this year?

2. C: Would you put your schedule in there? I'll survey it briefly--it helps to tell what subjects you've taken and how many credits you have.

S: You want to know the credits and. . . .

3. C: Yes . . . OK, Jim, go ahead.

S: Well, I'm gonna take the college prep . . . but I'm not sure . . . I'm not going to take phys. ed. next year so, I don't know if I'm going to go into economics and the business law or mechanical drawing and speech. I don't know which one.

4. C: Oh, I see. . . . Well, let's start right down here on this middle column. The ones you're definitely sure of. . . . You're sure you want to take one other subject. You study a lot at home?

S: Yes.

2. Topic. This subrole is characterized by counselor behavior which serves to open a new topic or to redirect the interview. The purpose for this may be because the counselor regards a particular topic as having been fully explored, the topic is a touchy one, or the counselor thinks of a new topic which is more relevant for consideration.

Example:

11. C: You do understand that you do have to get a science credit before you graduate.

S: Uh huh.

12. C: and you're not failing English, is that correct?

S: Yeah.

13. C: So you'll be all right to go ahead and take English 10 in the high school?

S: Well, I'm pretty sure from here on in I won't be failing any other subjects, except for science.

14. C: Do you have any idea about what the situation will be as far as your friend at the Welfare Department?

S: She's supposed to keep me until I'm 16.

15. C: Do you have any idea what will happen after that?

S: I don't know.

16. C: Do you ever see your real parents?

S: I've seen them one time.

11. The Rapport-Building Subrole. This subrole takes two general directions. First, that of maintaining and developing the counselor-counselee relationship, and second, that of social conversation. Both directions have the maintenance of positive rapport as their end goal.

1. Relationship. The counselor is attempting to assist the counselee to establish, develop, or maintain an interpersonal relationship or verbal contact with the counselor.

Example:

2. C: Alright, where shall we begin today?

S: I don't know.

3. C: You don't know where to begin. I know you have a pretty new dress on.

S: Thank you.

4. C: When did you get that?

S: I got it for the senior trip and. . . .

5. C: Uh huh, down to Columbus. How are things at home?

S: I don't know. I haven't been home too much over the weekend, ah, we got into an argument Friday.

2. Conversing. The counselor becomes a "peer" role and exchanges experiences and beliefs with the counselee as friends. The counselor appears to have no specific objective rather than enjoying the relationship.

Example:

56. C: I was for about . . . we went by boat sometimes, but I'm going back by plane.

S: Well, the first time we came back by ship. The first time I'd ever been aboard a ship I was about four years old, I was ecstatic, I wanted everybody. . . .

57: C: Un huh, I like to, we saw the kids go out and meet the boat on Sunday morning when it came in. It looked like fun. Then we were out ah, in a boat toward Pearl Harbor when it was leaving in the evening and cut around it so we could see them saying goodbye.

S: Oh, I love it.

58. C: But the temperature's there and the climate is just ideal. That's where.

S: I think I like it better than Nassau. I don't like Nassau and those islands too well.

59. C: Well, Hawaii is so clean and the people are so friendly.

12. The Closure Subrole. In this subrole the counselor indicates that the interview should come to an end. The counselor generally terminates the interview by announcing that the bell has rung and that it is time to go. In the process he may schedule another appointment with the counselee, engage in social conversation, or give the counselee a few parting words of advice or encouragement.

Example:

83. C: Uh . . . and this idea of . . . of changing plans once you get there. How can you let your parents know that plans have been changed and so on? Maybe we can talk about that next Tuesday too, OK?

S: Oh huh. OK.

84. C: Second hour, then.

S: Uh huh.

85. C: OK, Mike.

S: Thank you.

86. C: Yes, we'll see you then.

S: Are you going to give me a pass or do you want me to come down Tuesday morning and get a slip from you?

87. C: Isn't that for Tuesday?

S: Oh.

88. C: Bye.

Description of Counselee Subroles

0. Defense Reaction. This subrole is exemplified by a certain period during the interview in which the counselee's speech indicates that he is threatened. The counselee may be rebelling against a person, society, or any force that may be acting on him at that time. In some situations the counselor may be a threat to him in which there is always a definite lack of rapport. During this subrole the counselee may seem rather skeptical about the usefulness of the interview. In all cases the counselee is indicating a defensive attitude.

Example:

C: Well, when you take it this would be the thing here. Is your English okay?

24. S: I'm passing it.

C: Well, you can take that, is there anything else you'd like to take?

25. S: Well, I'll just do what they tell me to.

1. Passivity. This subrole is exemplified by a verbal behavior of indifference toward the counselor, the interview, or a particular subject. It differs from the defense reaction subrole in that the counselee indicates a lack of enthusiasm or a willingness to cooperate. It is typified by yes or no responses to counselor questions. Unlike the Information Giving subrole, the counselee does not give additional

information. The counselee verbal response simply indicates that he has heard the counselor and nothing else. There is little or no verbal behavior on the part of the counselee.

Example:

C: Is it a feeling you'd like to share with me, but you can't give me the words right today.

60. S: Yeh.

C: Uh huh. Almost a feeling as if I really cared and you never thought I did. Does that make any sense to you at all?

61. S: Yeh.

C: You're more powerful than you ever thought you were. Does that make any sense?

62. S: Yes.

2. Conclusion. In this subrole the counselee indicates a definite measure of relief from a particular situation. The counselee is often self-assertive in that he states what he wants and what he does not want. He may be expressing ways of attaining predetermined goals. Almost always, he expresses an attitude of going after what he wants. It is further characterized by the point at which the counselee makes a choice from alternatives available.

Example:

15. S: What I'd like to do is to go work at it this summer and after the summer I could start up there, but I could start school in the fall and get in school something like that and during the winter until and then go to International.

C: International is a good place to work.

16. S: That's what I'd like to do, but that is really the executive type. Now, there's three different courses you can take. One was plain secretarial and secretarial is 12 months and it had principles and typing. The same thing I've had over there in

Office Practice and Stenographic in 9 months and then Executive.

3. Information Gathering. This subrole is characterized by counselee statements which are directed at securing relevant information from the counselor. The basic activity is one of information input and the source of that information is the counselor. The counselee is obtaining specific information about some topic.

Example:

63. S: You only take algebra one semester?

C: One semester, it's Math I.

64. S: College algebra is Math I?

C: Right.

65. S: I could do it in one year?

4. Information Giving: This subrole is characterized by the counselee giving a verbal account of things or events which have happened to him. The counselee is giving his view as he sees it at that particular time. He may be providing information about himself in relation to a certain situation, or he could be revealing his immediate problem to the counselor. This information may be given voluntarily or it might be simply answering questions. In either case, the counselee actively takes part in the interaction by providing relevant information.

Example:

14. S: Yes, they can only take 100 students and if I get my application with the first 100 it'll be accepted.

C: They haven't mailed out the Registration yet?

15. S: No, they'll do that after the 16th.

C· They're only taking 100?

16. S: Yes

C: I see, is that a first come, first serve basis?

17. S: Yes, you pay your money when you make arrangements for housing for fall term and also for summer school in order to be accepted.

5. Disconcertation. A counselee playing this subrole reacts in such a way that his statements indicate a confused or ambivalent behavior. The counselee may appear to be overcome by circumstances beyond his control. An inability to effectively cope with his environment is presented. Pressures acting on the counselee appear so great that orderly thought is difficult. The counselee is indicating that he does not know what course to follow.

Example:

28. S: Yes, he seemed to be. I just felt to myself don't go, I didn't want him to go back.

C: I think the way you've tried to approach this thing. . . . I think this is ah, don't you feel if you are genuinely sorry for something, sort of like repenting for it. . . .

29. S: I suppose so, it depends on how you feel. Sometimes you can't though. This depends on how you go about it. I haven't tried. It had been two weeks after Grandpa died and I hadn't noticed anything odd at all when she started talking about going with him, and so forth, and it was awful. You'll have to forgive me but I can't control myself. When I'm with R____, I'm alright, but I can't get out with him all the time. . . . He wasn't the one I wanted anyhow.

6. Conversational. In playing this subrole, the counselee participates verbally with the counselor in such a way that the verbal exchange takes on a social tone. No new ideas are presented and the counselee just seems to be exchanging information with the counselor. The interaction in this subrole is open-ended and is not intended as a means of accomplishing any stated purpose.

Example:

14. S: It's gone by so fast I'm just getting used to him again you know, and it doesn't feel like he's in the Army, but I guess I'll realize it tomorrow. He bought me this for graduation.

C: He did, it's very pretty.

15. S: Thank you. We went to see the Beachboys Friday night, and his brother-in-law's a sheriff and he got us behind the stage to talk to the Beachboys and we saw them and then we went to the Brown Derby afterwards, so he gave it to me early so I would have it.

C: Kind of a good weekend?

16. S: Yeh, we went swimming yesterday.

7. Exploration. This subrole is apparent when the counselee is attempting to sort through feelings, consider possible reasons for such feelings, or consider alternatives. The interaction is on a feeling level. For instance, he may be trying to solve a particular problem by discussing various solutions with the counselor. This subrole is characterized by an exchange of ideas or plans on a constructive basis. The counselee is attempting to arrive at some kind of a solution.

Example:

4. S: I think what I enjoyed was math and biology. I love the course, but I . . . I don't know . . . Mr. _____ and I kind of are at odds you know in a sense. It's not that we dislike each other, but he makes me nervous.

C: He makes you nervous. Why, does he expect too much?

5. S: No. Of course I'm way down and I don't give him enough, but I just can't explain it. He has a self-righteous attitude, but he is really a nice person, but his teaching methods are a shame.

C: He's a fine person.

6. S: Uh huh, I guess maybe that's what bothers me. He's what I know I never will be. I'm a Catholic. I'm a good Catholic, but I'm not that religious or that good.

C: Well, I know I have a feeling that your values are probably more important to you now than they have been for many years. You'll find that next year too.

7. S: I know it sounds strange and hard to explain, but the way I've been brought up from a very small child in a Catholic school up until high school, it's hard to switch from a school so delved in your own soul that, oh, I've enjoyed going to public school. I've learned so much about other people, I've, I don't think you learn that at a Catholic school.

8. Support seeking. The counselee playing this subrole is asking for reassurance from the counselor. A need for approval is presented by the counselee. Typically, the counselee is unsure of his social role and has a strong desire to be accepted. This subrole differs from the disconcertation subrole in that he is aware of his problem but desires counselor support prior to implementing a course of action.

Example:

13. S: Oh, it's hard enough for now.

C: And with the biology you could add another year, but it's when you got through with your foreign languages, if you had, what were you thinking of taking, French or Latin?

14. S: Well, Mama said I should take French. That's another thing I can't decide on, what, because they say Latin's a dead language and everything, but then so much of English is based on it and it's been, if I would decide later on even in college to take another foreign language, it would give me a background, but she keeps saying if she was in school now and she had her choice she'd take French before she'd take Latin, so.

9. Adaptation. The interaction on the part of the counselee in this subrole is typified by a genuine concern and willingness to accept the present situation. The verbal behavior of the counselee indicates that he seeks cooperation with the counselor and to some degree that he is sympathetic and reassuring toward the counselor. In an extreme case a reversal of roles is indicated.

Example:

C: I imagine. There's a three, that that.

102. S: Okay.

C: Well, I know how to get you one here real quick. We'll do that when we're all finished.

103. S: Alright.

C: You're going to try to improve your grades?

104. S: Yes.

Summary of Counselor Subroles

A.	(Judging)	Cr. expresses own basic attitudes and opinions. Ce. frequently placed on defensive.
B.	(Advising)	Cr. recommends course of action--shows less emotion than A.
C.	(Exploring)	Cr. give and take (team) offers alternatives but does not persuade.
D.	(Information Giving)	Cr. supplies essential information.
E.	(Clarification)	Cr. is seeking to help Ce. gain better understanding of own concern.
F.	(Information Gathering)	Cr. does not focus on Ce's attitude or feelings, only seeks facts for Cr's benefit.
G.	(Probing)	Cr. pursues Ce's responses in depth, greater depth than clarification.
H.	(Supporting)	Cr. gives Ce. emotional support.
I.	(Reflecting)	Cr. is neutral in reflections, i.e., he does not select out areas or introduce new ideas--Listening.
J.	(Structuring)	1. Relationship--Cr. explains counseling relationship. 2. Topic--Cr. opens new topic or redirects.

K.	(Rapport Building)	1. Relationship--Cr. attempts to establish himself as "helper." 2. Conversing--Cr. simply small talks.
L.	(Closure)	Cr. Attempts to end interview.

Summary of Counselee Subroles

0.	(Defense Reaction)	Ce. is threatened and rebels against person, society or other force. Rapport usually lacking. Ce. skeptical about usefulness of interview.
1.	(Passivity)	Verbal indifference toward Cr., interview, or subject. Yes and no responses.
2.	(Conclusion)	Ce. expresses attitude of having made a decision from a set of alternatives. Indicated goal-directed behavior.
3.	(Information Gathering)	Ce. is obtaining relevant, specific information from the counselor.
4.	(Information Giving)	Ce. gives verbal account of things or events which happened to him, as he perceives them.
5.	(Disconcertation)	Ce. acts confused. Inability to cope; orderly thought is difficult.
6.	(Conversational)	Ce. engages in social conversation not generally related to the interview.
7.	(Exploration)	Ce. is attempting to sort through feelings, consider reasons for feelings, or search for alternatives.
8.	(Support Seeking)	Ce. is asking for reassurance, approval, or empathy.
9.	(Adaptation)	Ce. shows a willingness to accept his role, feelings, or situation.

APPENDIX B

MANUAL FOR OBSERVERS: NONVERBAL BEHAVIOR

BY

SEALS AND PRICHARD

The present investigation is concerned with nonverbal behavior of counselors. Nonverbal behavior is defined as body movement which may or may not be associated with verbal speech, but which can be observed and identified by viewing video tape playback of counselors.

As a participant observer for this study, you will have the following specific duties: (1) study the observer's manual thoroughly; (2) after you are assigned a specific behavior, you will view 20 video tapes and concentrate on the behavior for which you are responsible; (3) upon the occurrence of your assigned behavior, flip the appropriate switch for the recorder to note; (4) maintain strictest confidence as to the person observed or any content material which may become apparent during your observation.

Island's (1967) Taxonomy of Counselor Nonverbal Behavior will be used to define each of the categories of behaviors for this investigation. Following are excerpts of Island's description of each category.

Category 1: Head Movement. Any and all movements of the head are included in this category, including nods, shakes, head gestures, gross and subtle head position changes, except those very slight head movements associated with speaking. Also excluded in this category are head movements resulting from chair movement. The observer in every case decides if the movement was or was not a result of head and neck muscle movements. It is expected that this category would have frequency occurrences. Thus, it is a "movement" category.

Category 2: Head Support. Any and all occasions when the counselor supports or partially supports his head by his fist, hand, fingers, or arm are included in this category. Since it is impossible for the observer to determine if, in fact, the head is being supported by this

manner, all questionable occurrences are included, with the general stipulation that the elbow should be resting on something. Examples of this category are such occasions when the fingers or open hand is gently resting against the face or chin, or when one finger is pushing against the cheek, in addition to the more common fist or knuckles resting in support of the chin or cheek. This category is basically a position category, since the behavior is, in general, continuous over a period of time.

Category 3: Head Support Shift. This category is derived from data in Category 2 and is not directly tallied from the films. This category is designed to measure every new occurrence of Category 2, provided these occurred at least five seconds apart. Thus, while Category 2 would be recorded every five seconds, the shift to the behavior or out of it would be recorded in Category 3. Since Category 2 is a position category, this category is derived to measure gross shifts in position.

Category 4: Lower Face. Any and all movements of the lower face, including pursing the lips, biting and licking the lips, opening and closing the mouth when not speaking, general other mouth movements, moving the tongue inside the lips, moving the nose, grimacing, touching the lips with hands or fingers comprise this category. Not included are all smiles and laughs. The lower face category defines the area beneath the eyes. This category is a movement category due to the short duration of the behaviors in question.

Category 5: Smile. Any and all occurrences of a full-fledged smile, usually with teeth showing, cheeks pouched and wrinkles at the corners of the mouth very pronounced are included in this category. Teeth do not have to show as a criterion, however; more important was the pronounced difference in the wrinkles at the corners of the mouth. Slight grins,

grimaces, and slight smiles while talking were not counted. Since a smile is somewhat difficult to define for replication, it in effect becomes defined by whatever the observer decides a smile is.

Category 6: Upper Face. Any and all occurrences of facial movements above the eyes comprise this category, including raising and lowering of the eyebrows, presence of wrinkles in the forehead, other movements of the forehead, changes in wrinkles at the corners of the eyes, but it excludes movement of the eye lids themselves, since tapes are not adequate to allow reliable measures of eye lid movements. This is a movement category.

Category 7: Hand Movements. Any and all occurrences of hand and finger movements are included in this category, even those movements which are very slight. This is a movement category.

Category 8: Arm Movements. Any and all occurrences of significant movement of the elbow or wrist, usually involving a displacement of two to three inches distance constitutes an arm movement. This category is recorded even if it occurred momentarily and returned to the same position. This is a movement category.

Category 9: Forward Position. This category is one of three body positions into which the observer is obliged to categorize the counselor or client positions during each time segment. This category includes positions that ranged in "forwardness" from a slight leaning forward in the chair, from a hypothetical perpendicular plane with the floor, to a very pronounced forward leaning, which may involve, for example, leaning on the desk. Usually both feet are or could be on the floor. This is a position category.

Category 10: Upright Position. This category is one of three body positions into which the observer is obliged to categorize the counselor's position during each time segment. This category includes a somewhat smaller range of possible positions than Category 12. The postures vary around the counselor sitting more or less in the "good posture" position, upright in his chair, more or less vertical, or perpendicular to the floor. This position could be slightly more backwards than forward, since many counselors appeared to maintain an "upright" position while tipped slightly back in a swivel chair. This is a position category.

Category 11: Backward Position. This category is one of the three body positions into which the observer is obliged to categorize the counselor's position during each time segment. This category included positions of "backwardness" from a slouched backward lean in an upright chair to a pronounced tip of the chair to accentuate the backward lean. One general criterion is that one or both feet of the counselor would no longer be able to touch the floor, except when in the backward slouch, although the use of this cue is by no means applicable across all counselors, particularly the women counselors. This is a position category.

Category 12: Body Shift. This category is derived from data in Categories 9, 10, or 11 and is not directly tallied from the tapes. Every occurrence of the beginning of a position as described in categories 9, 10, or 11 constitutes a recording for this category. This is a shift category.

Category 13: Talk. This category is tallied from the sound tapes of the interviews, not from the films. Talk is defined as the utterance of an understandable English language word including single word responses, but not including mumbles, huh-huh, uh-huh, mmmmmm, hmmmmmm, groans, etc.

This is a combination movement and position category, since talk responses could be categorized as either momentary or longlasting (position).

Category 14: Talk Shift. This category is derived from data in Category 13 and is not tallied directly from either the tapes or the films. Every new speech (defined in Category 13) begun by the counselor or client constitutes a recording for this category, provided a time interval separates the speeches. A new speech could be defined as a single word response, such as "Yes," followed by nothing more, or it could be defined as the first word in a 3-minute speech of continuous verbiage. In both of these examples, one tally would be recorded for this category, since this category confines itself to shifts into speaking behavior. This is a shift category.

Coded Behavior Categories

1: Head Movements
2: Head Support
3: Head Support Shift
4: Lower Face Movement
5: Smile
6: Upper Face Movement
7: Hand Movement
8: Arm Movement
9: Body Position Forward
10: Body Position Upright
11: Body Position Backward
12: Body Position Shift
13: Talk
14: Talk Shift

APPENDIX C

TRUST INVENTORY

BY

JULIAN ROTTER

General Opinion Survey

This is a questionnaire to determine the attitudes and beliefs of different people on a variety of statements. Please answer the statements by giving as true a picture of your own beliefs as possible. Be sure to read each item carefully and show your beliefs by circling the appropriate number at the end of each question.

If you strongly agree with an item, circle the number one. Circle number two if you mildly agree with the item. That is, circle number two if you think the item is generally more true than untrue according to your beliefs. Circle number three if you feel the item is about equally true as untrue. Circle number four if you mildly disagree with the item. That is, circle number four if you feel the item is more untrue than true. If you strongly disagree with an item, circle number five.

1. Strongly agree
2. Mildly agree
3. Agree and disagree equally
4. Mildly disagree
5. Strongly disagree

Please circle only one response and erase completely any marks to be changed. Make no extra marks on the questionnaire.

	Strongly Agree	Mildly Agree	Agree and Disagree Equally	Mildly Disagree	Strongly Disagree
1. Most people would rather live in a climate that is mild all year around than in one in which winters are cold.	1	2	3	4	5
2. Hypocrisy is on the increase in our society.	1	2	3	4	5

	Strongly Agree	Mildly Agree	Agree and Disagree Equally	Mildly Disagree	Strongly Disagree
3. In dealing with strangers one is better off to be cautious until they have provided evidence that they are trustworthy.	1	2	3	4	5
4. This country has a dark future unless we can attract better people into politics.	1	2	3	4	5
5. Fear of social disgrace or punishment rather than conscience prevents most people from breaking the law.	1	2	3	4	5
6. Parents usually can be relied upon to keep their promises.	1	2	3	4	5
7. The advice of elders is often poor because the older person does not recognize how times have changed.	1	2	3	4	5
8. Using the honor system of <u>not</u> having a teacher present during exams would probably result in increased cheating.	1	2	3	4	5
9. The United Nations will never be an effective force in keeping world peace.	1	2	3	4	5
10. Parents and teachers are likely to say what they believe themselves and not just what they think is good for the child to hear.	1	2	3	4	5
11. Most people can be counted on to do what they say they will do.	1	2	3	4	5

	Strongly Agree	Mildly Agree	Agree and Disagree Equally	Mildly Disagree	Strongly Disagree
12. As evidenced by recent books and movies, morality seems on the downgrade in this country.	1	2	3	4	5
13. The judiciary is a place where we can all get unbiased treatment.	1	2	3	4	5
14. It is safe to believe that in spite of what people say, most people are primarily interested in their own welfare.	1	2	3	4	5
15. The future seems very promising.	1	2	3	4	5
16. Most people would be horrified if they knew how much news the public hears and sees is distorted.	1	2	3	4	5
17. Seeking advice from several people is more likely to confuse than it is to help one.	1	2	3	4	5
18. Most elected public officials are really sincere in their campaign promises.	1	2	3	4	5
19. There is no simple way of deciding who is telling the truth.	1	2	3	4	5
20. This country has progressed to the point where we can reduce the amount of competitiveness encouraged by parents and schools.	1	2	3	4	5
21. Even though we have reports in newspapers, radio and television, it is hard to get objective accounts of public events.	1	2	3	4	5

	Strongly Agree	Mildly Agree	Agree and Disagree Equally	Mildly Disagree	Strongly Disagree
22. It is more important that people achieve happiness than that they achieve greatness.	1	2	3	4	5
23. Most experts can be relied upon to tell the truth about the limits of their knowledge.	1	2	3	4	5
24. Most parents can be relied upon to carry out their threats of punishment.	1	2	3	4	5
25. One should not attack the political beliefs of other people.	1	2	3	4	5
26. In these competitive times one has to be alert or someone is likely to take advantage of you.	1	2	3	4	5
27. Children need to be given more guidance by teachers and parents than they now typically get.	1	2	3	4	5
28. Most rumors usually have a strong element of truth.	1	2	3	4	5
29. Many major national sport contests are fixed in one way or another.	1	2	3	4	5
30. A good leader molds the opinions of the group he is leading rather than merely following the wishes of the majority.	1	2	3	4	5
31. Most idealists are sincere and usually practice what they preach.	1	2	3	4	5
32. Most salesmen are honest in describing their products.	1	2	3	4	5

	Strongly Agree	Mildly Agree	Agree and Disagree Equally	Mildly Disagree	Strongly Disagree
33. Education in this country is not really preparing young men and women to deal with the problems of the future.	1	2	3	4	5
34. Most students in school would not cheat even if they were sure of getting away with it.	1	2	3	4	5
35. The hordes of students now going to college are going to find it more difficult to find good jobs when they graduate than did the college graduates of the past.	1	2	3	4	5
36. Most repairmen will not overcharge even if they think you are ignorant of their specialty.	1	2	3	4	5
37. A large share of accident claims filed against insurance companies are phony.	1	2	3	4	5
38. One should not attack the religious beliefs of other people.	1	2	3	4	5
39. Most people answer public opinion polls honestly.	1	2	3	4	5
40. If we really knew what was going on in international politics, the public would have more reason to be frightened than they now seem to be.	1	2	3	4	5

If you are called, would you be willing to participate in a research study of counseling interactions?

☐ Yes ☐ No

If yes, please fill in your name and phone number below:

Name: _____

Phone: _____

APPENDIX D

RESULTS OF PILOT STUDY

Pilot Study

Total	Volunteers for Further Participation in Research
N = 244	N = 68
$\bar{X}$ = 66.37	"High Trusters" (scored 70 and above) = 27
S = 6.82	"Low Trusters" (scored 63 and below) = 26
S_E = 3.34	"Average" (scored 64 to 69) = 15

APPENDIX E

SUBROLE RECORDING SHEET

Judge _____ INTERVIEW NO. _____

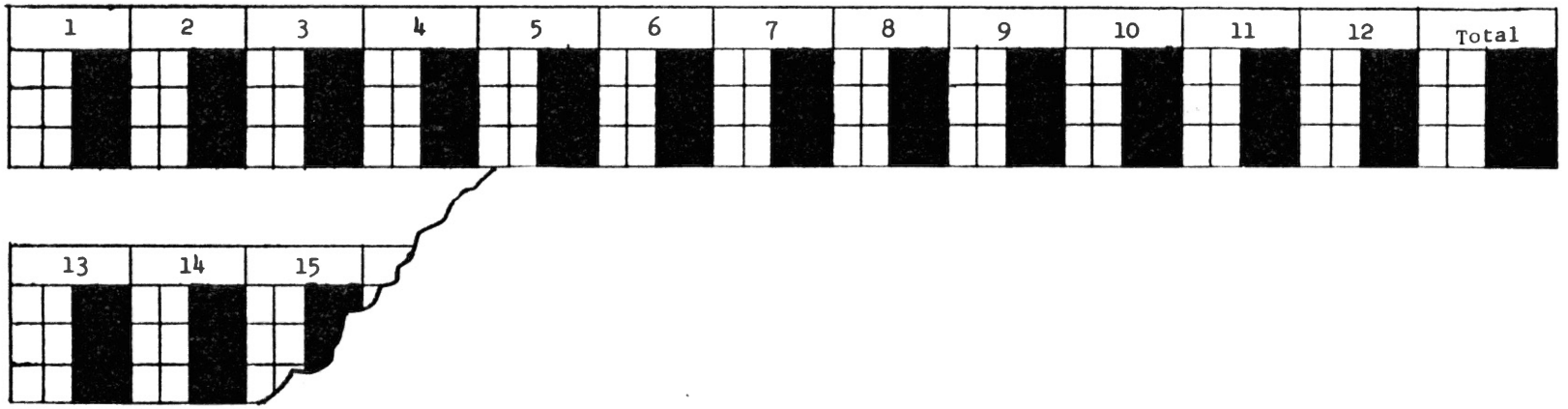
Date _____

Transition Point		SUBROLE	
Footage	Counselor Statement	Letter	Label

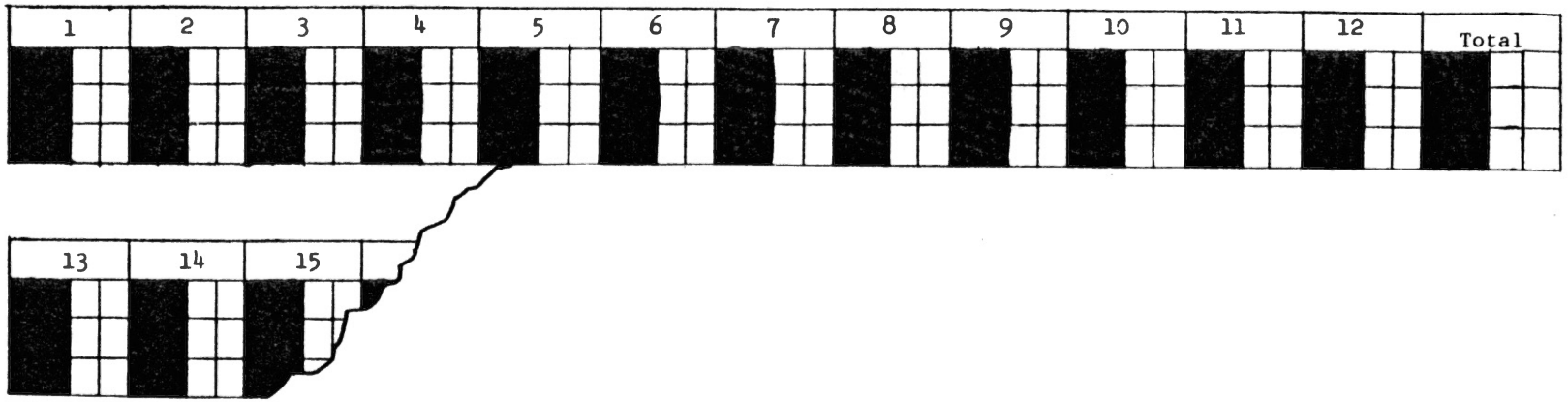
APPENDIX F

NONVERBAL BEHAVIOR TALLY SHEET

Footage Index_____to_____ Counselor____ Counselee____ Tape No.____



Footage Index_____to_____ Counselor____ Counselee____ Tape No.____



APPENDIX G

CONSENT FORM

The undersigned authorizes the videotaping/audio recording of a one-hour counseling interview as a participant in research on counseling interaction behaviors.

It is my understanding, and I agree, that the counseling session in which I participate may be observed by graduate student counselors. I understand that the purpose of this observation process is to analyze the frequencies of interaction between counseling participants, and is not meant as an invasion of my rights of privacy; therefore, in consideration of the benefits received by me and of the benefits I hope will be bestowed on others due to improvements in counseling technique, I specifically waive my rights of privacy for this purpose only.

I agree to hold the counselor, Oklahoma State University, East Central University, Mental Health Services of Southern Oklahoma, and those students observing the counseling session for frequency data free of and harmless from and against any claims, demands, or suits of any kind based upon or resulting or claimed to result from this counseling session; it being understood that everything possible will be done, consistent with the purpose of this consent, to protect my privacy in the use of the videotaping/audio recording.

_____
Signature of Client

_____ _____
Date Signature of Counselor

VITA

Jerry N. Duncan

Candidate for the Degree of

Doctor of Philosophy

Thesis: THE RELATIONSHIP BETWEEN TRUST AND COUNSELOR-CLIENT INTERACTIONS

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Wichita Falls, Texas, July 23, 1953, the son of Jerry and Donnie Duncan. Married to Beverly Pettit of Holdenville, Oklahoma, September 20, 1975. Father of Jennifer Grace, Born on September 15, 1980.

Education: Graduated from Ada High School, Ada, Oklahoma, May, 1971; received the Bachelor of Arts degree from East Central Oklahoma State University, Ada, Oklahoma, May, 1975, with majors in Psychology and Sociology; received the Master of Education degree from Georgia State University, Atlanta, Georgia, August, 1977, with a major in Counseling and Psychological Services; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in May, 1982.

Professional Experience: Prison Chaplain, Georgia Training and Development Center, Buford, Georgia, 1976-1977; Counselor/Psychometrist, Oklahoma Cerebral Palsy Center, Norman, Oklahoma, 1977-1978; Teaching Assistant, Oklahoma State University, Stillwater, Oklahoma, 1978-1979; Counseling Psychologist Intern, Counseling and Testing Center, University of Hawaii, Honolulu, Hawaii, 1979-1980; Pscyhological Assistant, Mental Health Services of Southern Oklahoma, Ada, Oklahoma, 1980 to present.

Organizations: American Association for Marriage and Family Therapy, and Oklahoma Council for the Hearing Impaired.