

A STUDY OF MANIFESTED COUNSELOR NONVERBAL
BEHAVIOR WITHIN COUNSELING SUBROLES

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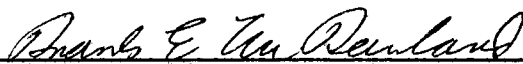
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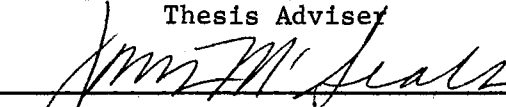
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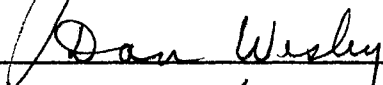
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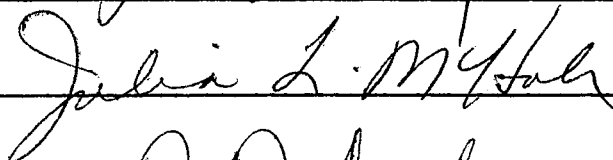
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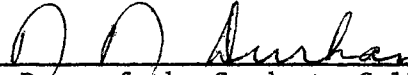
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CHAPTER I

GENERAL INTRODUCTION TO THE AREA OF STUDY

Introduction

"What you do speaks so loudly, I can't hear what you are saying." This anonymous admonition graphically points out the necessity of understanding the importance of a dimension of communication often neglected by counselors. With the advent of Kinesics, Lowen (1965) succinctly states the necessity of research in nonverbal behavior when he says, referring to neurosis, "no words are so clear as the language of body expression once one has learned to read it (Fast, 1970)."

Nonverbal behavior of the counselor has been recognized as a dynamic part of the communication process by Patterson (1966), Taylor (1969), Bordin (1968), and Stefflre (1965). However, despite the relevance of nonverbal communication to the counseling process, it appears that counselor training programs have accomplished very little in their integration of this concept. Hamon (1971) pointed out that "counselor training institutions do not appear to be doing much to train counselors to understand nonverbal behaviors."

In studying the client's nonverbal behavior, Mahl (1968) constructed a four dimensional relationship between the client's verbal and nonverbal actions. He found that some nonverbal actions express essentially the same meaning as the verbal content; some gestures do not

seem on the surface to be related to the present verbal content; some gestures give meaning contrary to present verbal content; while some nonverbal behavior seems directly related to interaction with the counselor.

Two years earlier, Beier (1966) concluded that the counselee often is very skillfully controlling his counselor's behavior by forcing him to respond predictably to his nonverbal communication -- i.e. forcing the counselor to listen more attentively by speaking very softly or covering his mouth while talking. Mehrabian (1968) found that body attitude of the counselor is used as an indicator of positive regard; the more forward the body, the more regard. Also, he concluded that the client who habitually avoided eye contact with his counselor could be expressing his dislike for that counselor.

Island (1967) developed a category system for counselor nonverbal behavior. In that study, he identified seventeen categories which describe the counselor's actions during counseling interviews. No attempt was made to explain the particular behavior or to correlate the verbal and nonverbal content of the interaction of counselor and counselee but he did supply a system of describing the counselor's nonverbal behavior.

This seventeen category model will be discussed thoroughly in Chapter III. It includes these labels: head movements, head nods, head turned away, head support, head support shift, lower face movement, smiles only, upper face movements, hand movements, hand gestures, arm movements, body position forward, body position upright, body position backward, body position shift, talk movement, and talk shift. Island's (1967) study included twenty filmed counselor trainee interviews of

thirty minute duration rated in five-second intervals for presence or absence of behavior categories. His judges were found reliable on a test - re-test measure ranging from .513 to 1.00.

While a system of counselor nonverbal behavior enables us to say that these are characteristic behaviors of counselors, a dimension of relationship to counselor purposed or intended communication by that behavior seems necessary. In other words, it seems important that we be able to conclude that certain counselor behaviors are appropriate to given counselor verbal communications.

For example, the counselor might have said during a certain segment of the interview, "Yes, I understand and know it's tough." Can specific gestures such as nods of the head or a forward body attitude be expected? It seems that certain counselor purposes as exhibited by his verbal behavior should also be evident in his nonverbal behavior.

Troth (1967) offered a model of subroles portrayed by counselors during interviews based on identifiable segments of the interview which could be judged as to the purpose of the counselor. He found that judges could determine transition points from one subrole to another and categorize the segment with the counselor's purpose by using type-scripts of verbal speech. Troth's (1967) subrole labels are: judging, advising, exploring, information giving, clarification, information gathering, probing, supporting, reflecting, structuring, rapport building, and closure. The twelve subroles are discussed in detail in Chapter III.

The concept of subroles was further amplified by Danskin (1955), Hoffman (1959), Seals (1968) and Murchie (1971). These authors have all supported the subrole as a usable segment with which to study the

dynamics of the counseling process. Contrary to the two alternatives, i.e. the single statement or the entire interview, subroles offer an identifiable unit of the interview which is neither so short nor so long as to have little continuity or space to interpret behavior.

The present study is concerned with the nonverbal behavior of the counselor, but more specifically the relationship of this exhibited behavior to the verbal behavior as determined by specific subrole segments of the interview. More than this, the study is concerned with behavior patterns peculiar to certain subroles and the frequencies with which certain behaviors occur by subroles. It appears that a study of secondary school counselors in the field using counselees from their own schools could provide a better base for understanding not only nonverbal behavior of counselors, but would also expand the concept of subroles to include the nonverbal dimension of communication.

Statement of the Problem

The problem under investigation in the present study is: What are the characteristic nonverbal behaviors exhibited by school counselors while functioning in specific counseling subroles?

Hypotheses to be Tested

Hypothesis I: There are no significant differences in the frequency of occurrence of specific nonverbal behaviors exhibited by school counselors.

Hypothesis II: There are no significant differences in the frequency of occurrence of nonverbal behaviors within specific counseling subroles.

Where a significant difference exists within the stated primary hypotheses, an appropriate follow up will be conducted in order to further investigate differences of subrole nonverbal behavior.

Importance of the Study

The present study of counselor nonverbal behavior characteristics as related to counseling subroles is significant in that the results could be used to further define the counseling subrole. This investigation will serve to introduce a new dimension of communication and interaction in the counseling relationship, and thus extend the research potential of the subrole unit.

The study is in part a replication of early work in subrole behavior using typescripts of counseling interviews, but adding visual observation by use of video tape. The results may help substantiate the concept of subroles and add a new tool to the training of counselors through practicum experience with video tape equipment, thus allowing segmentation of interviews for study of specific behavior both verbal and nonverbal.

The study also employs a partial replication of Island's earlier work done on nonverbal behavior of counselors but utilizes the behavior descriptions only within the identified segments called subroles, thus leading to a clarification of the relationships between the verbal and nonverbal behavior in the subrole situation.

The population selected for this sample consisted of secondary school counselors and therefore may provide further normative data regarding secondary school counseling behavior. It may also assist future investigations in such related areas, as counseling content

studies, counseling outcome studies, or studies of interaction analysis of the counseling relationship.

Definition of Terms

Following are definitions of concepts which are of importance to the study.

School Counselor - A practicing secondary school counselor carrying out the guidance function in a secondary school in the State of Oklahoma and meeting the certification requirements of the Oklahoma State Department of Education.

Interview - The entire period of time during which the counselor and counselee are in a one-to-one counseling relationship regardless of the rapport established or problem discussed. Specifically for this study, only initial interviews were used.

Counseling Subrole - An identifiable segment of a counseling interview during which a specific identified function is being performed by the counselor. The twelve subrole labels identified by Troth (1967) are defined in Appendix C.

Transition Point - That counselor statement during a counseling interview at which the counselor's purpose (or function) changes as determined by the judges using the Troth (1967) classifications.

Judges - Six doctoral candidates studying in Student Personnel and Guidance at the Oklahoma State University and having school counseling background, who have been trained to identify transition points and subrole labels from video taped interviews.

Nonverbal Behavior - That part of the total communication process presented by the counselor which may reflect thoughts and feelings

through bodily attitude and motion, facial expression and gestures excluding the use of verbal speech. A description of each of sixteen nonverbal behaviors used in the present investigation may be found in Appendix D.

Observers - Six undergraduate students at the Oklahoma State University who received training to identify presence or absence of specifically defined nonverbal behavior from the Island (1967) model.

Recorder - One undergraduate student at the Oklahoma State University who received training in simultaneously noting six characters representing nonverbal behavior variables.

Limitations of the Study

This study used only certified secondary school counselors, who presumably had developed a counseling style. Because there was a sufficient number of qualified school counselors in Oklahoma, the study was limited to that geographical area.

The basic data to be studied was a sample of subroles, and, therefore, complete randomization of counselors was not primary. An attempt was made to draw from two distinct large urban school districts, one large suburban district, one large single school district, two medium to small single school districts, and one very small independent school district, yielding a somewhat stratified sample to control size of school system as a variable of counseling behavior. The subrole sample, then, was limited to the population of thirty counselors participating in the study.

Two technical limitations existed in this study which must be mentioned. First, a video tape recorder was placed in the counselor's

office, turned on, and left operating, generating a possible variable in counselor behavior. Second, the recordings did not include the counselee on video portion thus ruling out use of Island (1967) behavior labeled "Head Turned Away." This limitation was due to school board reluctance to grant permission to video tape if the counselee were shown.

Finally, no attempt was made to control for certain counselor and counselee variables which were not considered within the scope of the investigation. Therefore, any application of the conclusions drawn from this study to another population should be interpreted with care.

Organization of the Remainder of the Study

The present chapter included an introduction to the subject under investigation, the statement of the problem, questions under consideration, importance of the study, definition of terms and limitations. Chapter II contains a review of research pertinent to the area of this study. Chapter III describes the procedures used in the study and the statistical processes. Chapter IV includes the findings and reports the statistical data of the study. Chapter V contains the summary of the information obtained from the investigation as well as conclusions drawn from the data and recommendations for future study.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The present investigation centered upon the nonverbal behavior of school counselors within counseling subroles. The discussion of pertinent literature will be limited to this area and will include (1) the use of subroles as a unit of the counseling interview, (2) the use of video tape as a tool for examining counseling behavior, and (3) nonverbal behavior of the counselor.

Subroles in Counseling

Early research was hampered in counseling because of the concern that content of the interview was too personal and too subjective in nature to allow close inspection. However, with the advent of audio tape devices, a serious interest in interview behavior became possible because all verbal speech could be studied independently and no longer did the researcher have to depend on the reporting of the total interview or attempts by the therapist to take copious notes paraphrasing the content of counselor-counselee interaction.

One of the earlier works using audio recordings was by Porter (1943) in a study of counselor functions. He developed a twenty-four category system of interview functions which consisted of individual statements by the counselor. From his findings, four major areas

appeared: (1) defining the interview situation for the client, (2) bringing out and developing the client's problem situation, (3) developing the client's insight and understanding, and (4) sponsoring activities to be carried out by the client and/or fostering decision making on the part of the client.

Other researchers followed in the use of audio tape and typescript analysis of the counselor's single statement functions. Snyder (1945), Seeman (1949), Aronson (1953), Rauskin (1953) and Gillespie (1953) all used the typescript from audio recording of interviews and each was using the single statement as the basic unit of study. Typical of these studies is Snyder (1945) who was attempting to find a cause and effect relationship between the counselor statement and the client's response.

Larger units of interview behavior became apparent when Sherman (1945) studied counselor "lead" techniques. She utilized a unit which she called discussion units and found that judges could reliably locate discussion topic areas of an interview.

✓ Allen (1946) followed with a study of the development of the topical unit and found that topics have characteristic steps of development. Here, again, typescripts taken from audio recordings were the investigative tool.

✓ Good and Robinson (1951) used the topic unit to study the amount of feeling expressed in three different types of problems being dealt with in interviews: (1) lack of skill, (2) non-emotional adjustment, and (3) emotional adjustment. Each discussion unit was rated as to the portion of discomfort to relief during the unit and the percentage of feeling remarks expressed in the unit.

✓ Larger units of the interview became a concern of Davis (1953) and Muthard (1953). Davis (1953) attempted to categorize client characteristics in forty initial interviews using judges to rate the following dimensions of the interview: (1) the nature of the problem being discussed, (2) degree of client motivation, (3) role of the counselor as expected by the client, and (4) the stage reached by the client in thinking about his problem. Muthard (1953), on the other hand, was interested in the effectiveness of the discussion topic, the interview fraction, and the problem area units. He used three criteria to measure this effectiveness: (a) reliability, (b) sensitivity, and (c) degree to which the unit integrates related verbal communication and separates discussion which is less related.

Danskin (1955) studied the various roles of the counselor. He analyzed thirty typescripts of early and late interviews from fifteen counselors and concluded that subroles were a meaningful unit of the interview in investigating the reliability with which counselor roles could be inferred from typescripts of counseling interviews. Danskin developed a check-list of fourteen counselor roles, and asked judges to accomplish two tasks: (a) locate transition points between the counselor roles and (b) label the roles played by the counselor between the transition points, using the counselor roles check-list. Findings by Danskin which are especially pertinent to the present research were: (a) judges can reliably locate transition points between counselor roles, (b) judges can reliably label roles played by the counselors, and (c) counselors tend to play various roles within the counseling interview.

✓ Hoffman (1956) followed up the previous study and by analyzing 165 typescripts of interviews from twenty counselors with forty-seven

clients from university counseling centers studied the characteristics of counselor subroles. His classification system consisted of fifteen major and three minor subrole categories. He reported that his judges could agree on the location of transition points and classification of subroles with reliability beyond the .01 level of confidence. He further reported that: (a) subroles differed in their frequency of occurrence, (b) individual counselors used a similar pattern of subroles with different clients, and (c) counselors tend to play a wide range of subroles.

Mueller (1960), again using typescripts and the concept of subroles developed by Danskin (1955) and Hoffman (1956), studied the relationship between the appropriateness of subroles used by counselors and interview outcomes. Results indicated a positive relationship between appropriate subrole use and successful interviews.

Campbell (1961) utilized the subrole unit when he studied the influence of the counselor's personality and background upon his subrole pattern in counseling. His study consisted of 144 typescripts of interviews conducted by twenty-four counselors-in-training with seventy-four clients. The finding was a slight but positive relationship.

Troth (1966) was concerned with the characteristics of the subrole patterns of the school counselor at the secondary school level and particularly as they related to frequency and pattern of use. Troth's sample consisted of sixty-six typescript interviews from fourteen secondary counselors and high school students. Because all previous subrole studies had dealt with counselors at college counseling centers, Troth made no attempt to relate his subrole units to any existing system. The resultant taxonomy consisted of twelve school counselor

subroles: (a) judging, (b) advising, (c) exploring, (d) information giving, (e) clarification, (f) information gathering, (g) probing, (h) supporting, (i) reflecting, (j) structuring, (k) rapport building, and (1) closure.

Troth concluded from his investigation that: (1) subrole units can be located and labeled in the school counseling interview, (2) all of the subrole categories occurred in the sample of 333 subroles studied, (3) school counselors differ in the number of subroles played over a given time, (4) subroles differ in the proportion of time they are allotted by the school counselor, and (5) there tends to be a difference between the types of subroles played by the school counselor and the type of school.

The subrole taxonomy developed by Troth was performed by having judges first locate transition points where counselor purpose for the interview changed. Then, each judge developed a one or two word label to describe the counselor's purpose. After all sixty-six interviews had been rated in this manner, the subrole labels were placed on cards and were sorted out into stacks of similar content, resulting in combinations until the total of twelve categories was remaining.

Troth's findings are important to the present research in that his taxonomy of counselor subroles is based upon verbal interaction between school counselor and client and is taken from verbatim typescripts of school counselors' interviews with high school students. The present study is an attempt to relate the counselor's nonverbal behavior to those verbally based subroles. For a complete operational definition of each of the twelve subroles, see Appendix C.

Further substantiation of the subrole concept as a unit of counseling interviews was performed by Seals (1968). He was concerned with subroles played by the counselee. Seals reported that judges could reliably locate transition points and label counselee subroles from verbatim typescripts of counseling interviews. In addition, Seals constructed a taxonomy in which he investigated the subrole verbal behavior of the counselee. Murchie (1970) has explored the relationship of secondary school counselor subroles and elementary counselor subroles using fourteen elementary counselors in seventy-one interviews. He compared subrole length, frequency and proportion to those found by Troth with secondary school counselors. He reported that Troth's taxonomy was a useful tool in identifying the subrole behavior of the elementary school counselor. He also reported that judges could locate transition points and label subroles from typescripts of interviews.

Use of Video Taped Research

All of the previous studies leading up to and including those dealing with counseling subrole units have utilized the technique of audio recording and subsequent typescript documentation. The present study utilized videotape recording of secondary school interviews as its source of data for the location of transition points and subrole labeling. Therefore, a search of pertinent literature in the use of videotape in counseling research is presented.

Landman and Lane (1963), in a study of counselor trainees using video taped playback of role playing sequences, concluded: (a) not infrequently an exchange is seen to take place between counselor and counselee which could be perceived only from the expressions or body

movements, and (b) the resultant discussions lead to a deepened understanding of fundamental processes.

Shapiro (1968) studied the perception of therapeutic conditions of speech therapists using video taped sessions, sixteen male and female clinicians were rated on degree of empathy, respect, genuineness, evaluation, potency, and activity. The findings were that through silent playback, therapist genuineness, empathy, and warmth could be readily shown.

Nelson (1968) found a significant change in counselor trainees who used video recordings as opposed to those who used only audio recordings.

Poling (1968) in an extensive investigation of the methods of video tape recording under varying conditions found little effect of physical environment upon the degree of interview effectiveness. With his counselor trainees, he did find that video tape recording of interviews was more threatening than audio recording.

Finally, although not dealing with video tape recordings, Roberts and Renzaglia (1965) investigated influences of audio tape recording on counseling. Eight graduate students in counseling practicum were used seeing two clients each for three interviews each. Random assignment was made for each contact: (1) with tape recorder visible, (2) microphone only, visible, and (3) recording system completely hidden and unknown to counselor or counselee. Conclusions were that the experimental conditions one, two and three were responsible for the differences found. Conclusions were 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.

Truax and Carkhuff (1967) state:

...since part of the therapist's effectiveness depends on nonverbal communication; visual feedback of behavioral communication patterns should be a part of every therapist's learning experience.

Therefore, it appears that video taping as a research tool has many advantages but presents a two edged sword. The primary disadvantage to the present study would be that the presence of video tape equipment may confound both counselor and counselee behavior within the interview. This experimental variable must be recognized when results of the present investigation are interpreted.

Nonverbal Behavior

Of major concern to the present investigation is the domain of communication which occurs by means other than voice. Birdwhistell (1952) employed the term "kinesics" and defined the term as the systematic study of how humans communicate with body movements and gestures. Reusch and Kees (1956) used the word "nonverbal" to refer to communication behavior which was not in words and the term has remained throughout the research and literature.

Island (1966) presented a historical review of the literature dealing with nonverbal behavior. He indicates that scientific investigation of nonverbal behavior began in the year 1873 as it is the publication date of Charles Darwin's The Expression of the Emotions of Men and Animals (Darwin, 1896) in which an exhaustive description of body movements associated with special emotions; weeping and suffering; hatred and anger; contempt; surprise; shame, was documented.

Sapir (1949) was the first researcher to theorize that nonverbal behaviors are learned and coded and part of a communication system. Reusch and Kees (1956), Barbara (1963) and Berger (1958) all reached the same conclusions. Nonverbal behavior is an integral part of the communication system. Reusch and Kees pointed out that even those who may ignore the nonverbal aspects of communication must rely on it to be able to communicate at all. Barbara, while dealing with disturbance in communication commented on the necessity of understanding both the verbal and nonverbal aspects of human behavior. Berger, speaking as a psychotherapist, felt that the eyes, face and hands, do most of the communicating, nonverbally. Further, he stated that the therapist by his nonverbal behavior is the most important influence in group psychotherapy.

Lewin (1965) agreed with the statements by Berger that far too little attention is given in training of psychotherapists to preparation and consideration of the nonverbal aspects of communication.

Truax and Carkhuff (1967) in summarizing studies of therapeutic effectiveness conclude that:

...although the therapeutic conditions are perhaps critically important for client outcomes, other therapist attributes, perhaps equally important, contribute significantly to therapeutic outcome.

Robinson (1963) noted a difficulty particularly in counseling because:

...there is so much dependence on language in interpersonal communication in everyday situations and thus in counseling also. Counselors need to be familiar with nonverbal means of relating to clients.

He further supports this view, "much of what can be effective in counseling results from counselor behavior other than spoken language.

However, this may seem unclear because it has been little studied." Gridt (1958) found that most accurate statements about characteristics of psychiatric patients could be made when verbal cues provided in typescripts were compared to nonverbal cues.

Mahl, Danet and Norton (1959) on the other hand found that it was possible to predict characteristics, emotional states, and diagnostic classifications based solely on observed nonverbal cues. These predictions were validated by comparison with case history and verbal content of the interview.

An interesting finding was that by Starkweather (1961). His judges could agree as to what emotion was being expressed by the speaker by use of significant changes in pitch, rate, volume and other physical characteristics of the voice without even having content or language available.

Jecker, Maccoby, Drietrose and Rose (1964) used a sample of teachers who viewed a silent film of students' facial expressions while being taught an algebra lesson. The teachers were asked to judge student comprehension and were found to be highly inaccurate. Judgments improved with the addition of the sound track but were still low. After an eight-hour training period, however, the investigators were able to increase the accuracy of teacher predictions of comprehension on the basis of nonverbal cues alone.

There seems little doubt then that the area of communication outside the spoken word is of considerable consequence in counseling.

Ekman and Friesen (1968) demonstrated that judges were able to rate the nonverbal behavior of patients and by use of the Adjective Check List find consistent results with the ACL's checked by the patients

themselves and ratings made by a ward psychiatrist. He employed silent films of eight-minute duration for his judges' ratings.

Harmon (1971) states that:

...attention should not be focused only on the nonverbal behavior of the client. If we accept the fact that the client's nonverbal behavior can convey certain psychological meaning, we must also accept the fact that the counselor's nonverbal behavior will convey certain messages to the client.

It is in this spirit that the present study is undertaken and there seems little doubt that the area of communication outside the spoken word is of considerable consequence to counseling and counselors.

Island (1966) studied the nonverbal behaviors of high rated and low rated counselor-trainees. In order to do so, he developed a taxonomy of counselor nonverbal behavior. Using a pilot study, he had judges describe specific behaviors they observed in filmed interviews of counselor-trainees. Utilizing a card sort procedure, he categorized some seventeen categories of nonverbal counselor behaviors which were distinct and could be described succinctly. His taxonomy 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) hand movements, (9) hand gestures only, (10) arm movements, (11) body position forward, (12) body position upright, (13) body position backward, and (14) talk. He later added the categories of (15) head support shift, (16) body position shift, and (17) talk shift which were derived by inspection of data previously determined and reflected changes in what appeared to be continuous or position categories.

The study involved twenty counselor-trainees who were filmed during thirty-minute practicum interviews and who had been rated by pooled

rankings of the filmed interviews, by practicum directors, and final letter grade for the practicum, as either being high or low in effective counseling behavior in terms of performance. After developing the Non-verbal Behavior Taxonomy, judges rated exactly thirty minutes of the filmed interviews for each counselor-trainee by an involved procedure.

This procedure, which will be adapted to the present study, included a timing device to be activated simultaneously with the film and a recorder to note for the judges the occurrences of behaviors on a scoring sheet. (Refer to Appendix D.) Because some behaviors were continuous in nature rather than adaptable to simple frequency; such as body position as opposed to head nods, a unique system of combined time interval and frequency was employed. If a behavior was observed within the limits of the timing device's signal, it was recorded and scored as having the same value whether it occurred once or several times or whether it was a positional behavior. Thus, one segment of five-seconds duration might have had one smile, three up and down head nods and the body position forward. Each behavior category would have recorded a one five-second value for each category resulting in a uniform measurement.

Results of the study indicated that there was a significant difference between high rated and low rated counselors in the frequencies of certain behaviors. Low rated counselors were characterized by higher levels of head movements, head nods, head away, lower face movements and smiles. High rated counselors were characterized by higher levels of arm movements and talking.

The present study employed similar investigative techniques and rationale used by the Island study. However, some adjustments were made by necessity. For instance, while the investigator is convinced that

the head turned away category is of particular interest especially with the findings of Mehrabian (1968) with dyadic studies of body attitude of speaker to receiver and resultant attitude and self concept scale scores, the present study could not include the category because of the nature of the sample. Also, by nature of sampling, length of the interview segments were not uniform in length. These adjustments will be discussed in Chapter III.

Summary

Chapter II has presented a discussion of the literature which has direct bearing upon the subject being investigated. A description of counseling subroles as a unit of the counseling interview and their development has been presented along with the subrole taxonomy selected for this investigation. A description of studies employing the use of video tape as a technique of investigation in order to introduce visual factors in counseling behavior followed. Finally, a discussion of the pertinent literature regarding the nonverbal behaviors of counselors was presented, including the development of a seventeen category taxonomy of counselor nonverbal behavior which were employed in the present investigation.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This chapter will provide a statement of the problem and hypothesis of the present investigation as well as a description of the procedures employed. The selection of counselor participants, the instruments employed, selection and training of judges and observers, and the statistical treatment applied to the data will be discussed.

Statement of the Problem

The problem under investigation in the present study was: What are the characteristic nonverbal behaviors exhibited by school counselors while functioning in specific counseling subroles?

Hypotheses

Hypothesis I: There are no significant differences in the frequency of occurrence of specific nonverbal behaviors exhibited by school counselors.

Hypothesis II: There are no significant differences in the frequency of occurrence of nonverbal behaviors within specific counseling subroles.

As a follow up, Hypothesis II was further tested by analysis of observed and expected frequency of specific nonverbal behavior within

each individual subrole. Resultant analyses are stated in Chapter IV as follow up sub-hypotheses of Hypothesis II.

Procedure

In order to study counselor nonverbal behavior within counseling subroles, it was necessary to first identify the subroles played by the counselors and then investigate the relationship of specific behaviors found in those subroles. A pool of subroles was established through the cooperation of thirty subject school counselors, who permitted the video taping of one interview in their home school with one of their own counselees. From the sample of thirty interviews, six judges who had received training in locating and identifying Troth's twelve subrole categories viewed the video tapes and a pooled agreement of subroles was established. Using only the set of identified subroles, a separate group of six observers, trained to recognize the presence of thirteen of the seventeen nonverbal behaviors presented by Island, viewed the video taped subroles and reported the presence or absence of the behaviors. Analysis was made for the degree of relationship of nonverbal behavior presented and the various subroles. Results of that analysis are presented in Chapter IV.

Selection of Counselor Participants

Primary concern for the sampling of the investigation was compiling of a pool of counseling subroles which were to come from school counselors. The investigation defined a school counselor as a person working in a secondary school serving grades nine through twelve, whose title of employment and certification indicated he worked as a

counselor. The State of Oklahoma certification requirements include a masters degree and at least three hours practicum experience.

All counselor participants held masters degrees, had experienced a practicum and had at minimum, one year experience ranging up to twelve years. Ages of the counselors ranged from twenty-four to fifty-plus, with eleven below thirty, nine from thirty to forty, and ten above forty.

An attempt was made to stratify the sample of counselors by size of school and school district served in order to avoid a dominate theoretical orientation of counselors by virtue of being employed by one school system. Twelve counselors came from two different metropolitan school systems and from individual schools serving more than 1,500 students; eight came from the same school districts and from schools serving 1,000 to 1,600 students; one came from the same district but a school smaller than 1,000 students and one came from a restricted special school for emotionally disturbed secondary school children. Three counselors came from a large suburban school district having more than one secondary school where the individual school served more than 1,500 students. Two counselors came from a large single school dsitRICT, two from a single school district serving 1,200 to 1,600 secondary students and one from a small private school. For a complete description of counseling interview sources, see Table I.

Counselors were contacted by a letter describing the study (Appendix A) and personally by the investigator. These contacts were made only after first having the permission of the chief school administrator to conduct the research because of the nature of recording

TABLE I
DESCRIPTION OF COUNSELING INTERVIEW SOURCES

| Type School | District* | Counselor Grade Level | Years of Counseling Experience | Counselor's Age |
|-----------------|-----------|-----------------------------|--------------------------------------|--------------------|
| 1 Large | Single | Junior | 2 | 42 |
| 2 Large | Single | Junior | 1 | 26 |
| 3 Suburban | Multiple | Sophomore | 1 | 24 |
| 4 Suburban | Multiple | Sophomore | 1 | 27 |
| 5 Suburban | Multiple | Junior | 5 | 48 |
| 6 Metropolitan | Large | Sophomore | 7 | 47 |
| 7 Metropolitan | Large | Freshman | 12 | 50+ |
| 8 Metropolitan | Large | Sophomore | 1 | 26 |
| 9 Metropolitan | Medium | Junior | 5 | 41 |
| 10 Metropolitan | Medium | Sophomore | 2 | 28 |
| 11 Metropolitan | Medium | Junior | 4 | 34 |
| 12 Metropolitan | Special | Freshman | 6 | 35 |
| 13 Metropolitan | Medium | Freshman | 3 | 29 |
| 14 Metropolitan | Medium | Freshman | 3 | 27 |
| 15 Metropolitan | Large | Sophomore | 1 | 31 |
| 16 Metropolitan | Large | Junior | 1 | 27 |
| 17 Metropolitan | Large | Junior | 5 | 38 |
| 18 Metropolitan | Large | Senior | 1 | 30 |
| 19 Metropolitan | Large | Senior | 2 | 28 |
| 20 Metropolitan | Small | Sophomore | 4 | 38 |
| 21 Metropolitan | Medium | Freshman | 3 | 41 |
| 22 Metropolitan | Medium | Freshman | 2 | 28 |
| 23 Medium | Single | Senior | 5 | 44 |
| 24 Medium | Single | Junior | 9 | 50+ |
| 25 Private | Small | Sophomore | 1 | 30 |
| 26 Metropolitan | Large | Freshman | 6 | 42 |
| 27 Metropolitan | Large | Senior | 2 | 38 |
| 28 Metropolitan | Large | Senior | 1 | 28 |
| 29 Metropolitan | Large | Senior | 1 | 36 |
| 30 Metropolitan | Medium | Junior | 3 | 42 |

*School size was determined by number of students enrolled.

1 - 1,000 Small

1 - 5,000 Medium

1,500+ Large

TABLE I
DESCRIPTION OF COUNSELING INTERVIEW SOURCES

| Type School | District* | Counselor Grade Level | Years of Counseling Experience | Counselor's Age |
|-----------------|-----------|-----------------------------|--------------------------------------|--------------------|
| 1 Large | Single | Junior | 2 | 42 |
| 2 Large | Single | Junior | 1 | 26 |
| 3 Suburban | Multiple | Sophomore | 1 | 24 |
| 4 Suburban | Multiple | Sophomore | 1 | 27 |
| 5 Suburban | Multiple | Junior | 5 | 48 |
| 6 Metropolitan | Large | Sophomore | 7 | 47 |
| 7 Metropolitan | Large | Freshman | 12 | 50+ |
| 8 Metropolitan | Large | Sophomore | 1 | 26 |
| 9 Metropolitan | Medium | Junior | 5 | 41 |
| 10 Metropolitan | Medium | Sophomore | 2 | 28 |
| 11 Metropolitan | Medium | Junior | 4 | 34 |
| 12 Metropolitan | Special | Freshman | 6 | 35 |
| 13 Metropolitan | Medium | Freshman | 3 | 29 |
| 14 Metropolitan | Medium | Freshman | 3 | 27 |
| 15 Metropolitan | Large | Sophomore | 1 | 31 |
| 16 Metropolitan | Large | Junior | 1 | 27 |
| 17 Metropolitan | Large | Junior | 5 | 38 |
| 18 Metropolitan | Large | Senior | 1 | 30 |
| 19 Metropolitan | Large | Senior | 2 | 28 |
| 20 Metropolitan | Small | Sophomore | 4 | 38 |
| 21 Metropolitan | Medium | Freshman | 3 | 41 |
| 22 Metropolitan | Medium | Freshman | 2 | 28 |
| 23 Medium | Single | Senior | 5 | 44 |
| 24 Medium | Single | Junior | 9 | 50+ |
| 25 Private | Small | Sophomore | 1 | 30 |
| 26 Metropolitan | Large | Freshman | 6 | 42 |
| 27 Metropolitan | Large | Senior | 2 | 38 |
| 28 Metropolitan | Large | Senior | 1 | 28 |
| 29 Metropolitan | Large | Senior | 1 | 36 |
| 30 Metropolitan | Medium | Junior | 3 | 42 |

*School size was determined by number of students enrolled.

1 - 1,000 Small

1 - 5,000 Medium

1,500+ Large

Island's (1967) Taxonomy included:

Head Movements - Any and all movements of the head as a result of contraction of neck muscles -- to exclude movements as the result of chair movements.

Head Nods - Specifically the up and down motion of the head as in signifying agreement -- to exclude the negative head nod and nods related to speech.

Head Turned Away - The counselor's head is positioned so that his line of sight is not directly toward the client. (This category was excluded from the study as stated in Chapter I.)

Head Support - The counselor's head is supported by a finger, knuckles, palm or fist.

Head Support Shift - The counselor shifts from non-support to the position of head support.

Lower Face Movement - The counselor has visible facial muscle movement below the eyes -- to exclude talk associated movement and smiles.

Smiles Only - The counselor exhibits a smile generally identified as upturned corners of the mouth -- except during speech.

Upper Face Movement - All facial muscle movement from the corner of the eyes up as in wrinkled brow -- to exclude eye blinks.

Hand Movements - All movements of the hand from the wrist including the fingers.

Hand Gestures - All expressed movement of the hands or fingers which appear intended for emphasis or description.

Arm Movement - All movements of the arm above the wrist.

Body Position Forward - One of three body positions. Particularly when the counselor is leaning forward toward the client -- generally the counselor is resting his arms or elbows on the desk or his lap.

Body Position Upright - The counselor is sitting upright -- may be slightly forward or back but can be termed a neutral position.

Body Position Backward - Counselor is leaning back in his chair -- generally one foot could be off the floor.

Body Position Shift - Counselor shifts from one body position to another.

Talk Movement - Counselor talks. All lower face movement associated with intelligible speech, i.e. excluding hm, uh, uh hu, uh uh, etc.

Talk Shift - Counselor changes from a no talk segment to a talk segment.

By the use of five-second intervals for observation and scoring, the behavior list takes on a two dimensional scope. On the one hand, it obtains a frequency of occurrence as with the head movement, head nods, lower face movements, smiles, upper face movements, hand gestures, arm movements, talk movements, and at the same time allows a position behavior which may continue not as movement but as prolonged behavior as in head support, body position forward, body position upright, or body position backward. In addition, shifts from the position categories can be tabulated which allows a frequency of change from a behavior to another behavior or non-behavior as with head support shift, body position shift or talk shift.

A major problem is averted with the interval approach. While there may be many frequencies of head nods, the counselor may be leaning

forward for several minutes but by frequency only, he would receive a value of only one even though the behavior was quite lengthy. Accommodation for this discrepancy is made by giving a frequency-time value of one during any interval in which either category occurs. The counselor may have nodding motion once or many times during a given interval but still he would receive a one value for head nod during that interval. By the same token, the counselor may be leaning forward continuously for twenty seconds for which he would receive a frequency-time value of four for body position forward category and a two value for body position shift. See Appendix D for an operational description of all categories of nonverbal behavior.

Because Island's Taxonomy was an experimental instrument and since there have been no recorded validity studies or reliability studies to determine that a different group of observers would have the same results, it was treated here as an experimental taxonomy. It could only be assumed that Island's judges were reliable in rating nonverbal behaviors.

Troth's Counseling Subrole Taxonomy

The subrole Taxonomy was established by use of a "Q" sort method described by Kerlinger (1965) in which sets are established from any starting point and each content label is compared to determine whether or not it can be included in the already established set. Twelve of these subrole sets were finalized which were then defined in terms of the content of the subrole labels used by the subjects; the subjects being, the judges who found segments of interviews which had meaningful

counselor behavior in terms of counselor purpose for that segment and then given a single word label.

The basic assumption of the subrole system is that the counselor's purpose for a given segment of a counseling interview changes and the point at which the transition occurs can be located precisely by trained judges through inspection of counselor statements. Troth found his judges to have reliable agreements on the interviews studied by use of Snedecor's (1951) Interclass Correlation Formula yielding a range of 1.00 to .808 which he termed acceptable.

Troth's Counselor Subrole Taxonomy

Judging - The counselor expresses his own biases and attitudes -- the counselee is often placed in a defensive position.

Advising - The counselor recommends a course of action for the counselee.

Exploring - The counselor and counselee are exploring the situation in order to find possible solutions to the counselee's concern.

Information Giving - The counselor is a specialist giving information on a topic about which he is expected to have considerable knowledge. Non-judgmental.

Clarification - The counselor helps the counselee verbalize his concerns in order to bring them into sharper focus.

Information Gathering - Counselor questions which call for informational or factual answers.

Probing - The counselor pursues the counselee's responses in depth and operates at greater depth than clarification.

Supporting - Counselor reacts in such a way as to give counselee emotional support.

Reflecting - Counselor statements are neutral and do not impede or sidetrack the counselee but do indicate to the counselee that the counselor is listening.

Structuring - A. structuring dealing with relationship.

B. structuring dealing with topic.

Rapport-building - A. Relationship - The counselor is attempting to assist the counselee to establish interpersonal relationship with the counselor.

B. Conversing - The counselor assumes a "peer" role and exchanges experiences and beliefs with the counselee as friends.

Closure - The counselor indicates that the interview should come to an end.

The present study employed Troth's Taxonomy and the procedures used with the exception that rather than verbatim typescripts of interviews, the judges viewed video taped interviews and recorded the transition points in footage reading and counselor statement. Judges then labeled the preceeding segment with one of the subrole labels.

Preparation of Video Tapes

Once permission to video tape one counseling interview with a student from his own school was secured from each counselor, permission of the student and/or his parent was obtained. This was a responsibility of the counselor except in several of the schools which were in one of the large metropolitan systems. Here, the investigator and the

counselor were required to have written parental permission. Appendix B represents a sample parent permission sheet.

Counselor participants were told that the investigation was to be a descriptive study of counselor interview behavior. No specific reference was made to nonverbal behavior, but upon request of more information the subrole concept was broadly discussed to lend some structure to the purpose of the investigation. The investigator then made appointments at a mutually agreed upon date and time at which the counselor would have arranged an interview with a student. Pre-taping instructions to the counselor consisted of explanation of the purpose, that the interview should be an initial interview with this student as to this problem, that preferably the interview was client referred and that the interview was to be as a normal function of the counselor's work.

Some concern was expressed by some of the counselors that the purpose might be evaluative in nature. All counselors were assured that the taped interviews would be used only for the purpose described and would be immediately erased and that all content would be held strictly confidential. Two of the contributing school districts agreed to participate under expressed demand that not only would the counselee and counselor remain anonymous but that neither the school district nor the school be mentioned anywhere in the study. In compliance to these requests and the same assurances made to other schools, no identifying information appears in the discussion or tabled data.

The investigator utilized ten one-hour video tape reels designed to be used with Sony Video Tape Recording equipment furnished by the Oklahoma State University Education Department. Upon making scheduled recording appointments, the investigator picked up the equipment and

took it to the appointed school. No special room arrangements were required and the video tape recorder and camera were placed in the counselor's office with two criteria for placement. The camera was placed so that a clear view of the counselor from the waist up including the hands was obtained and so that the counselee was not in the picture. The microphone was placed on the desk in order to record both voices. No additional lighting was needed; however, in two offices the window drapes had to be drawn to eliminate glare. The equipment was tested to play back through a small nine inch monitor and once it was determined that recording was good, the counselor was asked to contact the counselee who had previously made the appointment. After answering any questions which had not already been answered, the investigator turned on the camera and recorder and left the office. In most cases, the counselor and counselee then entered the office and began the interview.

Because there was no time limit control placed on the interview recording other than the one hour length of the tape, the interview lengths ranged from two minutes, forty-five seconds to forty-six minutes, fifty-five seconds; with a mean length of eighteen minutes, thirty seconds. Table II gives complete information as to interview length. At the close of the interview, the counselor simply opened the office door and summoned the investigator to turn off the equipment.

Selection and Training of Judges

Judges for the present study were selected from full-time doctoral candidates at Oklahoma State University studying in Student Personnel and Guidance. Six judges were selected and trained to locate subrole

TABLE II
COUNSELOR INTERVIEW LENGTH

| Interview No. | Length |
|---------------|-----------------|
| 1 | 18 min. 00 sec. |
| 2 | 36 min. 35 sec. |
| 3 | 25 min. 55 sec. |
| 4 | 10 min. 05 sec. |
| 5 | 15 min. 45 sec. |
| 6 | 46 min. 55 sec. |
| 7 | 19 min. 30 sec. |
| 8 | 8 min. 40 sec. |
| 9 | 24 min. 35 sec. |
| 10 | 4 min. 30 sec. |
| 11 | 22 min. 00 sec. |
| 12 | 13 min. 05 sec. |
| 13 | 11 min. 20 sec. |
| 14 | 8 min. 05 sec. |
| 15 | 7 min. 40 sec. |
| 16 | 2 min. 45 sec. |
| 17 | 9 min. 40 sec. |
| 18 | 18 min. 20 sec. |
| 19 | 19 min. 55 sec. |
| 20 | 18 min. 15 sec. |
| 21 | 9 min. 00 sec. |
| 22 | 7 min. 20 sec. |
| 23 | 4 min. 20 sec. |
| 24 | 15 min. 55 sec. |
| 25 | 23 min. 05 sec. |
| 26 | 15 min. 20 sec. |
| 27 | 18 min. 40 sec. |
| 28 | 18 min. 35 sec. |
| 29 | 29 min. 35 sec. |
| 30 | 22 min. 55 sec. |

Mean = 18.30

Range = 46.55 - 2.45

transition points and to label the resulting segments using Troth's (1967) taxonomy.

Training was conducted by use of two video taped counseling interviews under the same conditions as would exist in the actual research. The procedure was to have each judge study the manual for judges and to meet to discuss any questions about subrole definitions, locating transition points or procedures. At a later meeting, all six judges viewed the two training tapes and were asked to individually locate transition points and label the segments. Satisfactory judge agreement was achieved and a discussion period followed in which any new questions were dealt with and scheduling of experimental tapes were made. Because the procedure was not changed and no violation of individual judgments occurred during the training tapes, they were later included in the sample.

Determination of Subrole Pool

The judges performed their tasks in the Reading Carrell Room of Gunderson Hall, Oklahoma State University. The area is secluded and relatively free from interruption and is quite comfortable. The equipment used consisted of the video tape recorder, a small nine-inch monitor and a large twenty-three inch monitor. The smaller monitor had better sound quality and was used to supplement the larger set.

Viewing sessions were arranged so that three judges could view and judge each tape, resulting in fifteen tapes rated by each judge. Further, the arrangement was such that each judge rated commonly with each other judge. See Table III for complete details of judging schedule. The sessions were scheduled so that a group of three judges

TABLE III
SCHEDULE OF JUDGES JUDGING SUBROLES

| Judges | Interviews | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| A | x | x | x | x | x | x | x | x | x | x | x | | | | | x | x | x | x | x | | | | | | | | | | |
| B | | x | | | | | x | x | x | x | x | x | x | x | x | | | | | | | x | x | x | x | x | | | | |
| C | | | | | | | | | | | x | x | x | x | x | x | x | x | x | x | | | | | | x | x | x | x | x |
| D | x | | x | x | x | x | | | | | | | | | | x | x | x | x | x | x | x | x | x | x | | | | | |
| E | | x | | | | | x | x | x | x | x | x | x | x | x | | | | | | | | | | | x | x | x | x | x |
| F | x | | x | x | x | x | | | | | | | | | | | | | | | | x | x | x | x | x | x | x | x | x |

would view five tapes commonly which would allow for a session of time no more than three hours duration with recesses between tapes. Although the judges viewed simultaneously they scored their sheets individually. This was done in order that footage readings for a given interview would be based on the same exact zero point.

The investigator was present at all judging sessions and started or stopped or backed up the tapes as was needed by the judges. At any point where a judge felt a need to stop to get a footage reading for a transition point or to back up in order to quote the counselor or simply review what was being said, this was done. After each session of five interviews, the investigator compiled the results in terms of acceptable subroles. Acceptable subroles were those in which at least two of the three judges agreed upon the transition point both beginning and ending a subrole, using counselor statements which were within a range of three statements, and agreement of the subrole label. See Table IV for a complete statement of acceptable subroles found.

Selection and Training of Observers

Six observers were chosen from undergraduate junior and senior level students at Oklahoma State University. The six observers were given training in recognizing presence or absence of twelve of the non-verbal behavior categories. See Appendix D for an operational definition of each behavior. The training included each observer being assigned one specific behavior of the first six, head movements, head nods, head support, lower face movements, smiles only and upper face movements, then receiving concentrated coaching as to limits of that behavior's description. Observers were taught to watch the video tape

TABLE IV
TABLE OF INTERVIEW SUBROLES FOUND AND JUDGE AGREEMENT

| Inter- view | Total Subroles Found | Subroles | | | | | | | | | | | | Agreement | |
|----------------|----------------------------|----------|----|-----|----|---|----|-----|------|----|----|----|-----|-----------|----------|
| | | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | 2 Judges | 3 Judges |
| | | | | | | | | | | | | | | | |
| 1 | 20 | | 1 | | 2 | 1 | | | 1 | | 1 | | 1 | 7 | 4 |
| 2 | 9 | | | | 1 | | | | | | | 1 | 1 | 3 | 3 |
| 3 | 29 | 1 | 1 | | 1 | | 1 | | | 1 | 1 | 2 | 1 | 9 | 4 |
| 4 | 11 | | | | 1 | | 1 | | | | 1 | | 1 | 4 | 2 |
| 5 | 20 | | | | 1 | | 2 | | | | 1 | 2 | 1 | 7 | 6 |
| 6 | 41 | | | | 2 | | 1 | | 3 | | 2 | | 2 | 10 | 5 |
| 7 | 27 | | 1 | | 3 | | 3 | | | | | | 1 | 8 | 6 |
| 8 | 14 | | | 1 | 2 | | | | | | | | 1 | 4 | 2 |
| 9 | 43 | 3 | 1 | | | 3 | | 2 | | | | | 1 | 10 | 3 |
| 10 | 6 | | | | | | 1 | | | | | | 1 | 2 | 2 |
| 11 | 15 | | | 1 | 1 | | | | | | 1 | 1 | 1 | 5 | 5 |
| 12 | 27 | | 1 | | 2 | 1 | 3 | | | | 1 | | 1 | 9 | 9 |
| 13 | 18 | | | | 1 | | 2 | | 1 | | 1 | | 1 | 6 | 6 |
| 14 | 11 | | 1 | | | | 1 | | | | 1 | | 1 | 4 | 1 |
| 15 | 21 | | | | 2 | 1 | 2 | | | | 1 | | 1 | 7 | 7 |
| 16 | 9 | | | | | | | | | | 1 | | 1 | 2 | 0 |
| 17 | 15 | | | | 1 | | | | | | | 2 | 1 | 4 | 1 |
| 18 | 24 | | 1 | | | 1 | | 1 | | | 1 | | 1 | 5 | 4 |
| 19 | 26 | 1 | | 1 | | | 2 | | | | 1 | 2 | | 7 | 5 |
| 20 | 17 | | | | 1 | | 1 | | | | 1 | | 1 | 4 | 2 |
| 21 | 28 | | 1 | | 2 | | 2 | | | | 1 | | 1 | 7 | 6 |
| 22 | 14 | | | | | | | | | | | | 1 | 1 | 0 |
| 23 | 20 | | 1 | | 1 | | | | 1 | | | 1 | 1 | 5 | 1 |
| 24 | 17 | | | | | | | | | | 1 | 1 | 1 | 3 | 0 |
| 25 | 55 | 2 | | 1 | 1 | 1 | 1 | 1 | 2 | 1 | | | 1 | 11 | 3 |
| 26 | 23 | | 1 | | 2 | | | | | | 1 | 2 | 2 | 8 | 6 |
| 27 | 15 | 1 | | | 1 | | | | 1 | | 1 | | 1 | 5 | 3 |
| 28 | 9 | | | | | | | | | | 1 | 1 | 1 | 3 | 3 |
| 29 | 12 | 1 | | | | | 2 | | | | | | 1 | 4 | 4 |
| 30 | 30 | 1 | 2 | | | 1 | 2 | | | | 2 | 1 | 1 | 10 | 7 |
| Totals | 626 | 10 | 12 | 4 | 28 | 9 | 27 | 4 | 8 | 2 | 22 | 16 | 31 | 170 | 110 |

monitor for their assigned behavior and to announce its presence by a coded letter used only for that behavior. The occurrence of a behavior was to be judged as having been present during each five-second interval. The observer could announce his behavior occurrence at any time during the five seconds and it was noted by the recorder. These behavior assignments were used on the first two interview tapes' unused portion exactly as the remainder of the investigation would call for.

The same procedure was used for behaviors, hand movements, hand gestures, arm movement, body position and talk. The two sample video taped interviews were played again and five of the observers repeated the procedure. The investigator was satisfied that a proper set had been established in each observer so that each would observe his two assigned behaviors with the same discretion and that each was completely familiar with the procedure.

Selection and Training of Recorder

The recorder by necessity had to be an individual who was skilled in fast notation and unperturbed by tedious work. A senior undergraduate majoring in business administration and having shorthand and clerical background was chosen. His training consisted of five repeated five-second intervals in which varied combinations of as many as six different letter ques were given with his task being to accurately note these letters in squares of a scoring sheet. Appendix E is a sample scoring sheet. This training continued through the two training tapes used by the observers. He was able to handle up to six letter notations with more than reasonable accuracy.

Collection of Data from Observers

Viewing sessions for observers were scheduled so that all six observers were present with the investigator and the recorder. Sessions were also held in the Reading Carrell Room of Gunderson Hall, Oklahoma State University, which was quite comfortable and relatively quiet. Equipment used included the video tape recorder, the large twenty-three inch television monitor, the small nine-inch television monitor and a small capstan tape recorder.

The small tape recorder had a reel which contained an audible count of from one through thirty repeated twelve times at exactly five-second intervals. Twelve repeated series equated to thirty minutes of repeated counts. The sample recorder's sheet located in Appendix E contains a series of twelve lines containing thirty squares. The purpose of the audible count on the audio tape was of course to aid the recorder in remembering exactly which square in which a response should be placed.

The small television monitor was used only by the observer who was looking for talk behavior because it was equipped with an earphone allowing that observer to hear counselor speech without disturbing the recorder. At a given signal after the location of a transition point beginning an accepted subrole was found by use of footage indicator and counselor statement, the recorder and investigator simultaneously started the audio tape and the video tape respectively. This allowed a uniform segmenting of the subrole and was especially important in that the observers were required to view the same subroles twice necessitating uniform beginning and ending time.

As the tape recorder issued a sequence of numbers from one to thirty, the recorder moved from one square to the next. The observers

watched for their behavior to occur and announced the code letter when it occurred while listening to the count sequence so as not to repeat the letter during a given segment and thus confuse the recorder.

After each viewing session, the recorder and the investigator independently totaled all the occurrences of each of the thirteen behavior categories by subroles, keeping the subroles in order by the interview from which they were taken.

Three additional categories were also tabulated by inspection of the segment frequencies. Head support shift was derived from noting the number of times the counselor changed from a non-head support segment to one in which head support occurred. Body position shift was derived from the number of times the counselor changed from one body position to another. Talk shift was derived from the number of times the counselor changed from a segment showing no talk frequency to a segment showing talk.

Table VI indicates the tabulated segment frequencies of the fourteen nonverbal behavior categories for total subrole of each counselor interview and results are discussed in Chapter IV.

Treatment of the Data

Interjudge reliability for location of subroles was determined by use of Scott's Coefficient as described by Amedon and Hough (1967). Scott called his formula "Pi" and is determined by the two formula below.

$$\text{Formula 1. } \overline{TT} = \frac{P_o - P_e}{1 - P_e}$$

Po is the proportion of agreement among observations made of the same counselor interview by different observers and Pe is the proportion of agreement expected by chance which is found by squaring the proportion of tallies in each category and summing these over all categories.

$$\text{Formula 2. } P_e = \sum_{i=1}^K P_i^2$$

In Formula 2 there are K categories and P_i is the proportion of tallies falling into each category. In Formula 1, \overline{TT} can be expressed in words as the amount that two observers exceed chance agreement divided by the amount that perfect agreement exceeds chance (Flanders, 1967).

Judges were so arranged that each judged commonly with all others and sets of three of the six judges rated five interviews as a group. This allowed for reliability checks of six sets of three judges. Individual judge tallies of all five interviews in a set produced the basis for analysis.

The hypothesis concerning the segment frequencies of nonverbal behaviors presented by the counselors from their interview subrole samples was tested by use of Chi Square technique. Because of the large number of cells required, a library program from I.B.M. was employed at the Computer Center of Oklahoma State University. The resultant Chi-Square value was computed to an equivalent table value for testing of differences at a confidence level of .05 (Siegel, 1956).

The hypothesis concerning the segment frequencies of nonverbal behavior presented within each subrole by all counselors displaying that subrole was tested by Chi-Square based on twelve subroles by fourteen

nonverbal behavior categories. To further test Hypothesis II, each subrole was individually tested by Chi-Square for the nonverbal behavior categories for observed against expected frequencies. Chapter IV reports these as sub-statements of Hypothesis II, and states the question in hypothesis form. Again, the computed Chi-Square value was tested for significance at the .05 level of confidence by use of table values (Siegel, 1956).

Summary

Chapter III has reported on the selection and preparation of counselor participants, judges, observers, and recorder, the procedures employed by the study, the instruments used and the analysis to be applied to the data. Chapter IV will present a detailed account of the statistical treatment of the data and an analysis of the results of the investigation.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The results of this investigation were analyzed by procedures outlined in Chapter III. The present chapter will present the results in tables and discuss these results as they relate to the hypotheses.

In discussing counselor subrole behavior, it was necessary to determine first the reliability of the judges locating the subroles. Should interjudge reliability be low, a question would be raised as to their judgments being based upon the same criteria.

Following a discussion of judge reliability, the hypothesis regarding counselor differences in nonverbal behavior will be discussed, and finally the relationship of counselor nonverbal behavior to counseling subroles will be developed. The final section of this chapter will present a summary of the results.

Analysis of Judge Agreement

A major assumption of this investigation was that a group of trained judges could reliably locate transition points and label counselor subroles within counseling interviews using video tape recordings of the interview. Previous studies, including Troth (1967), Hoffman (1965), Seals (1968) and Murchie (1971), have found acceptable reliability of judges performing the same tasks using verbatim typescripts of

interviews. By introduction of a visual and audio dimension, the assumption was made that judges would perform equally as well. It must be noted here that while transition points might have been agreed upon, the design of this study was such that two out of three judges must not only agree upon transition points within three counselor statements, but also agree upon the label affixed to that subrole. This sometimes may have eliminated a subrole from the investigation.

Interjudge reliability for location of transition points and subrole labels was determined by use of Scott's Coefficient, Amedon and Hough (1967). Scott's method is unaffected by low frequencies, and is more sensitive at higher levels of reliability.

Interjudge Reliability

Table V centers upon the reliability coefficients of judges by sets. With the twelve categories of subroles to be located, the coefficients for all six sets of interviews was at least .469 with a mean reliability of judges ratings for all thirty interviews of .714. A mean coefficient of this magnitude suggests that the judges were using similar criteria in their ratings and judging could be counted as reasonably reliable.

Hypotheses Tested

Hypothesis I

Chi-Square (Siegel, 1956) was the statistical technique employed to test the first hypothesis of this investigation. The statement of Hypothesis I was couched in the null: there are no significant

differences in the frequency of occurrence of specific nonverbal behaviors exhibited by school counselors.

TABLE V
SUBROLE LOCATION RELIABILITY COEFFICIENTS OF THREE JUDGE
COMBINATIONS BASED UPON SIX COMMON INTERVIEWS

| | Judges | | | | | | Mean Coef. |
|---|--------|-------|-------|-------|-------|-------|------------|
| | A,D,F | A,D,E | B,C,E | B,D,F | A,C,D | C,E,F | |
| R | .773 | .751 | .871 | .469 | .551 | .872 | .714 |

Chi-Square is particularly adaptable to data which is of frequency nature and supplies a "goodness of fit" of the observed frequency as opposed to an expected frequency (Siegel, 1956). The observed frequency of each nonverbal behavior of the Island nonverbal behavior taxonomy for all of the subroles for each counselor were tabled. Because each counselor's sample of behavior was based upon a judged subroles, the variable of time length in order to allow equal opportunity for a given behavior to occur became a confounding factor. The time length variable was controlled by converting all behavior category frequencies to a percentage frequency of that counselor's total observed behavior frequencies.

Once the conversion from raw frequencies to percentage frequencies was accomplished, a Chi-Square value was computed from the resulting table consisting of thirty rows of fourteen columns with 377 degrees of

freedom. A Chi-Square value of 1344.81 was obtained which is significant beyond the .01 level of confidence. Table VI presents the converted frequencies in percentages of individual counselor interview behavior in fourteen of the seventeen behavior categories. Two categories were not included in that there was confounding in observation techniques. Head nods were not included because they were tallied in the head movement category as well, and hand gestures were not included because they had been recorded as hand movements; thus making both non-independent variables.

It is interesting to note that the largest frequency percentage, 31.333, occurred in Body Position Upright category with counselor interview number twenty-eight while forty-five cells recorded 0.000 percentage scores. Eleven occurred under Head Support, one under Lower Face Movement, two under Smiles, eight under Body Position Forward, two under Body Position Upright, ten under Body Position Backward, and eleven under Body Position Shift.

Chi-Square can tolerate up to twenty percent of the cells containing "0" frequencies. The program employed in computing Chi introduced a correction factor for "0" frequencies of -.5 (Siegel, 1956).

Totals of all thirty counselors' behavior percentages across all fourteen of the nonverbal behavior categories reflect that Talk represented the largest percentage frequency, 18.331, while Body Position Shift represented the smallest percentage frequency of .410 percent.

Of the total behavior observed, this sample of counselors presented eighteen percent Talk, eighteen percent Hand Movements, nine percent Body Position Backward, nine percent Head Movement, eight percent Arm Movements, eight percent Body Position Upright, six percent Body

TABLE VI
COUNSELOR FREQUENCY PERCENTAGES FOR INDIVIDUAL
NONVERBAL BEHAVIOR CATEGORIES

| Couns. Inter- view | Head Move. | Head Supp. | Lower Face | Smile Only | Upper Face | Hand Move. | Arm Move. | Body Positions | | | Talk | Shift Categories | | |
|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|----------------|-------------|---------------|--------|------------------|---------------|---------------|
| | | | | | | | | Body Forw. | Body Up. | Body Back. | | Head Supp. | Body Posi. | Talk Shift |
| 1 | 11.702 | 2.234 | 5.000 | 0.745 | 4.787 | 18.511 | 12.553 | 11.170 | 9.894 | 0.000 | 20.213 | 1.489 | 0.532 | 1.170 |
| 2 | 9.168 | 0.000 | 1.904 | 3.597 | 11.636 | 20.804 | 10.790 | 6.205 | 14.528 | 1.199 | 16.502 | 2.398 | 0.000 | 1.269 |
| 3 | 10.009 | 1.274 | 6.460 | 4.732 | 6.005 | 18.926 | 5.460 | 3.822 | 0.819 | 19.381 | 16.651 | 4.368 | 0.455 | 1.638 |
| 4 | 12.310 | 1.824 | 1.520 | 0.456 | 1.976 | 21.581 | 10.182 | 3.647 | 18.389 | 0.000 | 22.492 | 2.736 | 0.608 | 2.280 |
| 5 | 3.852 | 1.124 | 3.692 | 1.284 | 3.371 | 21.669 | 14.607 | 2.408 | 7.223 | 13.483 | 17.978 | 3.692 | 0.321 | 5.297 |
| 6 | 12.606 | 0.000 | 6.076 | 6.701 | 7.098 | 15.162 | 4.656 | 19.023 | 6.758 | 0.057 | 16.241 | 3.691 | 0.000 | 1.931 |
| 7 | 5.424 | 0.139 | 3.894 | 0.974 | 5.841 | 25.313 | 8.067 | 5.285 | 2.086 | 19.332 | 18.637 | 2.503 | 0.139 | 2.364 |
| 8 | 8.621 | 0.000 | 5.172 | 0.000 | 8.966 | 18.276 | 13.793 | 0.000 | 19.655 | 1.034 | 18.276 | 2.759 | 0.000 | 3.448 |
| 9 | 9.870 | 8.052 | 2.208 | 0.779 | 8.831 | 13.896 | 10.260 | 0.000 | 0.000 | 26.493 | 11.429 | 5.065 | 1.818 | 1.299 |
| 10 | 4.819 | 0.000 | 4.819 | 1.807 | 7.831 | 19.880 | 13.793 | 16.265 | 5.422 | 0.000 | 17.470 | 4.819 | 0.000 | 3.012 |
| 11 | 6.648 | 4.401 | 4.494 | 0.562 | 4.120 | 18.446 | 12.172 | 7.584 | 3.933 | 11.798 | 19.382 | 2.622 | 1.124 | 2.715 |
| 12 | 6.312 | 10.767 | 5.074 | 0.124 | 2.723 | 17.203 | 6.312 | 7.302 | 4.455 | 12.376 | 19.554 | 3.960 | 1.856 | 1.980 |
| 13 | 5.012 | 0.000 | 9.308 | 2.864 | 6.921 | 11.933 | 10.501 | 23.866 | 1.432 | 0.000 | 20.525 | 4.057 | 0.000 | 3.580 |
| 14 | 5.575 | 1.394 | 6.620 | 0.697 | 3.833 | 22.300 | 4.878 | 1.394 | 0.697 | 23.345 | 21.254 | 4.878 | 0.697 | 2.439 |
| 15 | 4.928 | 0.000 | 8.116 | 0.000 | 4.348 | 18.841 | 4.058 | 0.580 | 0.290 | 26.377 | 25.507 | 3.768 | 0.000 | 3.188 |
| 16 | 15.854 | 0.000 | 4.878 | 1.220 | 1.220 | 17.073 | 2.439 | 21.951 | 2.439 | 0.000 | 24.390 | 3.659 | 0.000 | 4.878 |

TABLE VI, Continued

| Couns. Inter- view | Head Move. | Head Supp. | Lower Face | Smile Only | Upper Face | Head Move. | Arm Move. | Body Positions | | | Talk | Shift Categories | | |
|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|----------------|-------------|--------------|--------|------------------|---------------|---------------|
| | | | | | | | | Body Forw. | Body Up. | Body Back | | Head Supp. | Body Posi. | Talk Shift |
| 17 | 9.284 | 0.265 | 4.509 | 0.000 | 0.796 | 23.607 | 13.528 | 3.979 | 19.629 | 0.000 | 16.976 | 4.509 | 0.265 | 2.653 |
| 18 | 15.798 | 8.306 | 4.235 | 1.140 | 4.072 | 13.192 | 5.863 | 0.000 | 0.000 | 26.059 | 13.844 | 5.700 | 0.977 | 0.814 |
| 19 | 9.067 | 1.467 | 6.000 | 5.600 | 5.067 | 19.600 | 5.067 | 0.000 | 14.533 | 12.267 | 14.800 | 4.933 | 0.267 | 1.333 |
| 20 | 9.449 | 8.661 | 7.677 | 0.394 | 5.118 | 14.961 | 8.661 | 10.039 | 3.740 | 5.906 | 18.701 | 1.969 | 2.632 | 2.362 |
| 21 | 2.524 | 2.839 | 8.202 | 0.315 | 3.785 | 21.767 | 11.356 | 9.464 | 0.631 | 11.987 | 19.243 | 3.470 | 0.946 | 3.470 |
| 22 | 5.556 | 0.000 | 0.000 | 11.111 | 11.111 | 16.667 | 16.667 | 0.000 | 16.667 | 0.000 | 11.111 | 5.556 | 0.000 | 5.556 |
| 23 | 2.299 | 0.000 | 6.897 | 5.747 | 0.575 | 21.264 | 4.023 | 4.598 | 22.988 | 0.000 | 24.138 | 4.598 | 0.000 | 2.874 |
| 24 | 5.682 | 0.000 | 5.682 | 11.364 | 4.545 | 12.500 | 10.227 | 0.000 | 2.273 | 18.182 | 19.318 | 4.545 | 0.000 | 5.682 |
| 25 | 7.313 | 1.590 | 7.313 | 3.021 | 5.882 | 13.831 | 10.493 | 3.816 | 0.159 | 22.258 | 17.170 | 4.293 | 0.795 | 2.067 |
| 26 | 9.202 | 1.227 | 7.975 | 1.840 | 3.067 | 16.871 | 8.282 | 2.301 | 4.908 | 16.258 | 21.319 | 3.221 | 0.460 | 3.067 |
| 27 | 15.321 | 2.375 | 3.088 | 2.613 | 5.226 | 16.508 | 8.907 | 18.171 | 0.119 | 4.394 | 19.359 | 2.494 | 0.594 | 0.831 |
| 28 | 15.500 | 0.500 | 5.667 | 6.000 | 9.000 | 6.000 | 2.000 | 0.000 | 31.333 | 0.000 | 17.000 | 6.167 | 0.333 | 0.500 |
| 29 | 13.043 | 0.845 | 5.435 | 0.121 | 3.019 | 25.725 | 2.657 | 0.000 | 27.536 | 0.000 | 13.889 | 7.005 | 0.242 | 0.483 |
| 30 | 17.896 | 0.000 | 2.495 | 0.976 | 5.965 | 18.113 | 3.095 | 15.944 | 5.857 | 5.640 | 16.703 | 3.905 | 0.000 | 2.603 |
| Mean | | | | | | | | | | | | | | |
| Totals | 9.017 | 1.973 | 5.142 | 2.949 | 5.230 | 18.010 | 8.536 | 6.624 | 8.274 | 9.257 | 18.331 | 3.955 | .490 | 2.554 |

Position Forward, five percent Upper Face Movements, five percent Lower Face Movements, two percent Smiles and Head Support just under 2 percent. The three shift categories represented a combined percentage of 6.9 percent of total behavior.

Extreme caution must be employed in generalizing the percentage of behavior frequency beyond the present sample. Only pre-defined agreed subroles were used and the sample of counselor interviews were not completely random. This, however, lends a description of the counselor behavior across all the sample subroles to be applied to Hypothesis II.

Design of the study included the necessity of body position behavior occurring in each five-second interval and further that only one of these three behaviors be present in any one segment. It is of some interest then to note that of the subroles of the thirty counselors sampled, they spent nine percent of the combined total behavior in Body Position Backward, Body Position Upright, 8 percent, and Body Position Forward, six percent, for a total of twenty-three percent of all observed behavior being recorded as body position. For a frequency interval this appears unusual in that one of the three positions must be recorded in each interval. Accounting for part of this may be extremely high frequency of talk behavior and hand movements. Eighteen percent of the total behavior was spent in each of these categories.

The six percent value for Body Position Forward as opposed to nine percent for Body Position Backward is interesting in light of Merabian's (1967) study of Diads indicating that the subject's self concept is affected by body attitude of the speaker. His findings were that the more forward the speaker's position, the higher self concept scores of the client following the interview. The present study sample of

interview subroles reflects considerably more time spent with the counselor's body back rather than forward.

Smiles accounted for only 2.8 percent of the counselors' total behavior while other upper and lower facial expressions represented a combined total of over ten percent. Hand and Arm Movements accounted for almost thirty-three percent of all behaviors. These high percentages opposed to smile behavior may be partially accounted for in part by the study design using a video tape recorder and camera in the presence of the counselor.

Hypothesis II

The second hypothesis, again couched in the null, stated: there are no significant differences in the frequency of occurrence of nonverbal behaviors within specific counseling subroles. Chi-Square was the statistical technique employed to test for significant differences among the subroles studied.

Table VII centers upon percentage frequencies of fourteen of the sixteen nonverbal behavior categories for each of the twelve subroles representing the sample of thirty counseling interviews. Chi was determined from the resultant matrix of fourteen columns of nonverbal behavior frequency percentages by twelve rows of subrole categories. A Chi value of 226.68 was obtained with 143 degrees of freedom which was determined significant beyond the .01 level of confidence allowing the rejection of the null hypothesis.

From Table VII it is surprising to find that the largest frequency percentage of all nonverbal behaviors occurred in the Body Position

TABLE VII

SUBROLE FREQUENCY PERCENTAGES FOR INDIVIDUAL
NONVERBAL BEHAVIOR CATEGORIES

| Subroles | Head Move. | Head Supp. | Lower Face | Smile Only | Upper Face | Hand Move. | Arm Move. | Body Positions | | | Talk | Shift Categories | | |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|----------------|-------------|---------------|--------|------------------|---------------|---------------|
| | | | | | | | | Body Forw. | Body Up. | Body Back. | | Head Supp. | Body Posi. | Talk Shift |
| Judging | 12.879 | 2.904 | 5.177 | 2.399 | 5.556 | 18.308 | 5.682 | 3.030 | 6.187 | 14.520 | 16.035 | 5.177 | 0.505 | 1.641 |
| Advising | 9.774 | 5.602 | 5.483 | 1.192 | 4.758 | 18.236 | 6.675 | 5.364 | 6.436 | 11.561 | 18.951 | 2.861 | 1.073 | 2.026 |
| Exploring | 7.969 | 5.131 | 5.022 | 1.747 | 4.913 | 15.611 | 10.590 | 2.293 | 5.786 | 16.921 | 17.795 | 3.275 | 1.201 | 1.747 |
| Info. Giving | 9.054 | 1.335 | 4.609 | 0.732 | 5.798 | 19.737 | 10.701 | 11.066 | 5.652 | 6.311 | 20.724 | 1.902 | 0.311 | 2.067 |
| Clarifying | 10.825 | 7.172 | 3.112 | 0.677 | 5.954 | 15.156 | 8.931 | 7.713 | 1.759 | 15.697 | 15.156 | 4.601 | 1.759 | 1.488 |
| Info. Gather. | 12.433 | 1.478 | 5.376 | 0.840 | 4.536 | 20.195 | 6.351 | 4.402 | 10.618 | 10.215 | 15.995 | 5.108 | 0.504 | 1.949 |
| Probing | 14.873 | 10.601 | 4.114 | 0.791 | 4.589 | 12.658 | 5.696 | 0.000 | 0.000 | 29.272 | 10.127 | 5.538 | 1.266 | 0.475 |
| Supporting | 6.404 | 0.000 | 7.635 | 5.911 | 6.158 | 14.039 | 8.621 | 18.227 | 3.695 | 2.956 | 18.473 | 4.926 | 0.000 | 2.956 |
| Reflecting | 8.989 | 4.494 | 10.112 | 3.371 | 4.494 | 17.978 | 5.618 | 3.371 | 1.124 | 17.978 | 10.112 | 5.618 | 2.247 | 4.494 |
| Structuring | 11.524 | 1.363 | 4.709 | 2.354 | 4.213 | 15.737 | 7.311 | 10.161 | 6.072 | 7.683 | 19.331 | 4.585 | 0.743 | 4.213 |
| Rapport Bldg. | 10.941 | 0.870 | 5.429 | 5.553 | 6.548 | 16.618 | 5.470 | 1.865 | 16.701 | 8.123 | 15.085 | 5.097 | 0.373 | 1.326 |
| Closure | 10.621 | 0.753 | 4.485 | 5.382 | 6.351 | 17.043 | 7.463 | 10.728 | 9.006 | 4.736 | 17.008 | 3.624 | 0.215 | 2.583 |
| Mean | | | | | | | | | | | | | | |
| Percentage | 10.519 | 3.454 | 5.433 | 2.575 | 5.316 | 16.770 | 7.423 | 6.515 | 6.081 | 12.160 | 16.228 | 4.354 | 0.854 | 2.241 |

Backward Category of Probing Subrole, 29.272 percent, while four cells recorded 0.000 percent value, Head Support during Support Subrole, Body Position Forward and Body Position Upright during Probing Subrole, and Body Position Shift during Support Subrole.

Because Table VII is a retabling of the frequencies of nonverbal behavior categories converted to percentage of total behavior frequencies of each subrole, it is interesting to note that Head Movements represented ten percent of all behaviors recorded, Head Support represented three percent of the behaviors, Lower Face, five percent, Smiles, two percent, Upper Face, five percent, Hand Movement, sixteen percent, Arm Movements, seven percent, Body Position Forward, six percent, Body Position Upright, six percent, Body Position Backward, twelve percent, Talk, sixteen percent, Head Support Shift, four percent, Body Position Shift, eight-tenths percent, and Talk Shift, two percent. Differences in percentage of total table behavior frequencies from Table VI to Table VII can be accounted for by the restructuring from individual interview behavior to collective subrole behaviors.

Upon the rejection of the null statement of Hypothesis II, twelve additional Chi-Square values were computed as a follow-up to determine significant differences in nonverbal behavior categories for each subrole individually using the behavior frequency percentages and expected frequency percentages for each subrole. The resultant supplementary hypotheses were stated as nulls and are stated and reported in order.

For this operation, it was deemed prudent to exclude the body position categories in that each five-second segment interval would contain a tally in one of the three, Body Position Forward, Body

position upright, or body position backward; but eliminates the other two categories. Body position categories percentages were already checked and discussed under Hypothesis II and will be further discussed later in this chapter along with head nods and hand gestures.

Hypothesis II_A

There are no significant differences among the categories of Nonverbal Behaviors within the Judging Subrole. A Chi-Square value was successfully accomplished based upon the behavior frequency percentages for Judging Subrole and is reported in Table VII. Chi was computed as 31.439 with ten degrees of freedom which is significant beyond the .05 level of confidence, thus rejecting the null statement.

TABLE VIII
JUDGING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 16.887 | 3.808 | 6.788 | 3.146 | 7.285 | 24.007 | 7.450 | 21.026 | 6.788 | 0.622 2.152 |

Rejection of the null implies that counselors do have differences in the frequencies of nonverbal behavior among the Nonverbal

Behavior Categories when functioning in the Judging Subrole. Among the eleven behaviors checked in this procedure, it is interesting to note that hand movements represented 24.007 percent of the total of the eleven behavior frequency percentages for Judging. Talk behavior was a close second with 21.026 percent and head movements next with 16.887 percent.

Counselor behavior during the Judging Subrole then is characterized by higher frequencies of hand movements, talking and head movements. Added to this are the body position percentages in Table VII which shows body position backward representing 14.520 percent of total behavior frequencies indicating that counselors tend to be leaning back when operating in Judging Subrole. Upon inspection of Table VII it will be noted that all other observed behavior percentages are considerably below these values indicating that they may play lesser roles in Judging function as defined in the Troth Subrole Taxonomy.

Hypothesis II_B.

There are no significant differences among the categories of Nonverbal Behaviors within the Advising Subrole. A Chi value was successfully accomplished based upon the behavior frequency percentages reported in Table IX. Chi was computed as 32.14284 with ten degrees of freedom which is significant beyond the .05 level of confidence, thus rejecting the null statement.

Counselors do present different frequencies of nonverbal behaviors while functioning in the Advising Subrole. Table IX indicates that expected frequency percentages of 9.091 percent were predicted for each of the eleven behaviors observed. Further inspection of the table

indicates that three categories produced percentage values well above the expected value. Talk represents 24.728 percent, hand movements represent 23.795 percent, and head movement 12.753 percent. All other categories fell below the expected with smiles and body position shift being the lowest representing 1.555 percent and 1.400 percent respectively. When Table VII is consulted, it is noted that body position backward represented 11.561 percent of the total behavior observed.

TABLE IX
ADVISING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Body Shift | Head Support Shift | |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|---------------|--------------------------|-------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | |
| O | 12.753 | 7.309 | 7.154 | 1.555 | 6.221 | 23.795 | 8.709 | 24.728 | 3.733 | 1.400 | 2.644 |

Counselors in this sample, when functioning in the Advising Subrole, are characterized by a higher frequency of talking, hand movements and head movements while their body position was backward in their chair. Few body position shifts occurred and a small percentage of smile behavior was reported.

Hypothesis II_C

There are no significant differences among the categories of Non-verbal Behaviors within the Exploring Subrole. A Chi value was successfully computed based upon the behavior frequency percentages retabulated in Table X. Chi was calculated as 28.33844 with ten degrees of freedom which is significant beyond the .05 level of confidence.

TABLE X
EXPLORING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|-------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 12.753 | 7.309 | 7.154 | 1.555 | 6.221 | 23.795 | 8.709 | 24.728 | 3.733 | 1.400 | 2.644 |

Exploring Subrole is characterized by counselor nonverbal behaviors of talk, hand movements, arm movements and head movements well above the expected percentage of 9.091 percent. Talk represented 23.726 percent, hand movements, 20.815 percent, arm movements, 14.119 percent, and head movements, 10.626 percent. Table VII indicates that the body position backward represented 16.921 percent of the total behavior observed.

Counselors functioning in the Exploring Subrole defined by the Troth Taxonomy are characterized by high frequencies of talking, hand

movements, arm movements, and head movements while their body position is backward.

Hypothesis II_p

There are no significant differences among the categories of Nonverbal Behavior within the Information Giving Subrole. A successful Chi-Square value was computed for the eleven observed behaviors which resulted in a value of 45.67006. Chi was determined significant beyond the .05 level of confidence.

Upon inspection of Table XI it is found that four nonverbal categories ranged above the expected frequency percentage of 9.091 percent; talk, with 26.925 percent; head movements, with 25.642 percent; arm movements, 13.092 percent; and head movements only slightly above with 11.763 percent of the total behavior. Table VII shows that body position forward represented eleven percent of the behavior observed while body position upright and body position backward represented 5.652 percent and 6.311 percent respectively.

TABLE XI
INFORMATION GIVING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Upper Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Talk Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|----------------|---------------|---------------|--------------|--------------|---------------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 11.763 | 1.735 | 5.989 | 0.951 | 7.533 | 25.642 | 13.902 | 26.925 | 2.471 | 0.404 | 2.685 |

Hypothesis II_F

There are no significant differences among the categories of Non-verbal Behavior within the Clarification Subrole. A Chi-Square value was successfully computed for eleven observed behavior categories which resulted in a value of 27.82367 which was determined significant beyond the .05 level of confidence.

Table XII represents the percentage of frequencies for each category of behavior. With expected frequency percentages of 9.091 it will be noted that four of the eleven categories were above the expected values. Talk and hand movements each accounted for 20.253 percent of all observed behavior, head movements amounted to 14.467 percent and arm movement was responsible for 11.935 percent.

TABLE XII
CLARIFICATION SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|-------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 14.467 | 9.584 | 4.159 | 9.904 | 7.957 | 20.253 | 11.935 | 20.253 | 6.148 | 2.351 | 1.989 |

Surprisingly, head support with a percentage of 9.584 for this subrole, for the first time exceeded the expected value although very

slightly. Body position was exclusively backward as indicated by 29.272 percent in Table VII.

Hypothesis II_F

There are no significant differences among the categories of Nonverbal Behavior within the Information Gathering Subrole. Chi was computed for the eleven nonverbal behavior categories yielding a value of 38.86995 which was determined significant beyond the .05 level of confidence.

Table XIII centers on the frequency percentages of nonverbal categories for the information gathering subrole. Inspection indicates that only three categories exceed the expected value. Hand movements represented 27.011 percent of the total behavior, while talk and head movements account for 21.393 percent and 16.629 percent respectively.

TABLE XIII
INFORMATION GATHERING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|-------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 16.629 | 1.978 | 7.191 | 1.124 | 6.067 | 27.011 | 8.494 | 21.393 | 6.831 | 0.674 | 2.607 |

It is interesting to note in Table VII that information gathering subrole was characterized by 18.227 percent of total behavior. This may be accounted for by the intensity of listening and the observation that only .674 percent of the behavior was accounted for by body shifts.

Hypothesis IIc

There are no significant differences among the categories of Nonverbal Behavior within the Probing Subrole. Chi-Square was used to test the null hypothesis. A Chi value of 29.91443 was obtained which was determined significant beyond the .05 level of confidence. Table XIV represents the frequency percentages expected and observed for eleven nonverbal behavior categories.

TABLE XIV
PROBING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|-------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 21.029 | 14.989 | 5.817 | 1.119 | 6.488 | 17.897 | 8.054 | 14.318 | 7.830 | 1.790 | 0.671 |

Probing Subrole was characterized by observed frequency percentages head movements, hand movements, head support, and talk all displaying

values well above the expected. Head movements accounted for 21.029 percent of the total behavior with hand movements showing 17.897 percent and head support and talk displaying 14.989 percent and 14.318 percent respectively. Head support had a higher frequency percentage in this subrole than in any other while talk had a considerable lesser percentage than in any previous subrole.

Hypothesis II_H

There are no significant differences among the categories of Nonverbal Behavior within the Supporting Subrole. A Chi-Square was successfully constructed and computed for expected and observed frequency percentages of eleven nonverbal behavior categories. Resultant Chi was 31.57039 with ten degrees of freedom which was determined significant beyond the .05 level of confidence.

Table XV indicates Supporting Subrole was characterized by four categories which contained a frequency percentage of total observed behavior above the expected value for each category. Talk was highest with 24.590 percent, hand movements had 18.689 percent, arm movements was 11.475 percent, with the lower face category maintaining 10.164 percent.

Through the previous subroles, lower face movement had accounted for relatively small percentages. However, the support subrole had a much higher frequency in relation to all the observed behaviors. Table VII also shows that Supporting Subrole has a dominance of body position forward, 18.227 percent, which indicates an intensity on the part of the counselor and the smile behavior enjoyed the largest proportion yet,

7.869 percent. Strangely, head support and head support shift were non-existent.

TABLE XV
SUPPORT SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk | Talk Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------|---------------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 8.525 | 0.000 | 10.164 | 7.869 | 8.197 | 18.689 | 11.475 | 24.590 | 0.000 | 3.934 | 0.000 |

Hypothesis II₁

There are no significant differences among the categories of Nonverbal Behavior within the Reflecting Subrole. Chi-Square was successfully constructed and computed using eleven nonverbal behavior categories with a resultant Chi value of 15.34640 which was not sufficient to reject the null at the .05 level of confidence.

Failure to reject the null statement indicates that the counselors in this sample who played an identified Reflecting Subrole tended to not exhibit significantly different frequencies of the various behaviors observed. Table XVI expresses the frequency percentages of the eleven behaviors. The expected percentage for each behavior was 9.091 and although the observed frequency percentages tended to cluster around

that value, some behaviors showed interesting changes from previous subroles. The counselors exhibited 13.043 percent of total behavior in lower face movements which is the largest percentage observed for the sample in that category. Talk occupied only 13.043 percent of the total behavior which is far less than for any other subrole. Body position was back (Table VII), however, 5.79 percent of total behavior was spent in body position shifts.

TABLE XVI
REFLECTING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk Talk | Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------------|-------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 11.594 | 5.797 | 13.043 | 4.348 | 5.797 | 23.188 | 7.246 | 13.043 | 7.246 | 5.797 | 2.899 |

Hypothesis II_j

There are no significant differences among the categories of Nonverbal Behavior within the Structuring Subrole. Chi-Square was computed for frequency percentages of eleven nonverbal behavior categories resulting in a Chi value of 31.04265 with ten degrees of freedom. The resultant value was found to be significant beyond the .05 level of confidence.

Table XVII centers on the frequency percentages of behaviors for Structuring Subrole. This subrole was found to have high frequency percentages of: talk, 25.407 percent; hand movements, 20.684 percent; head movements, 15.147 percent; and arm movements, 9.609 percent. Structuring had a high percentage of body position shift, 5.537 percent, compared to other subroles, while Table VII indicates that body position was fairly evenly distributed among forward, upright and backward.

TABLE XVII
STRUCTURING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk | Talk Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------|---------------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 15.147 | 1.792 | 6.189 | 3.094 | 5.537 | 20.684 | 9.609 | 25.407 | 6.026 | 0.977 | 5.537 |

Hypothesis II_k

There are no significant differences in categories of Nonverbal Behavior within the Rapport Building Subrole. Chi-Square yielded a value of 31.03986 based on eleven categories of nonverbal behaviors with ten degrees of freedom. Chi was found significant beyond the .05 level of confidence. Table XVIII shows Rapport Building Subrole was characterized by frequency percentages greater than the expected value in

hand movements, talk, and head movements. Table VII indicates that body position was forward. Upper face movements were more dominant in this subrole than in any other with 8.932 percent of the total observed behavior for Rapport Building Subrole.

TABLE XVIII
RAPPORT BUILDING SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk | Talk Shift | Body Shift | Head Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------|---------------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 14.924 | 1.187 | 7.405 | 7.575 | 8.932 | 22.668 | 7.462 | 20.577 | 6.953 | 9.509 | 1.809 |

Hypothesis II_L

There are no significant differences among the categories of Nonverbal Behavior within the Closure Subrole. Chi-Square was successfully accomplished using frequency percentages of eleven nonverbal behavior categories. A Chi value of 32.12497 was achieved which was determined significant beyond the .05 level of confidence.

Table XIX indicates that the Closure Subrole was characterized by three nonverbal behavior categories obtaining frequency percentages of the total subrole behavior well above the expected frequency percentage of 9.091 percent. Hand movements were highest with 22.565 percent, talk

was second with 22.518 percent, and head movements with 14.062 percent. Table VII indicates that body position was predominately forward and upright with 10.728 percent and 9.006 percent respectively.

TABLE XIX
CLOSURE SUBROLE OBSERVED AND EXPECTED
FREQUENCY PERCENTAGES

| | Head Move. | Head Supp. | Lower Face | Smile | Upper Face | Hand Move. | Arm Move. | Talk | Talk Shift | Body Shift | Body Support Shift |
|---|---------------|---------------|---------------|-------|---------------|---------------|--------------|--------|---------------|---------------|--------------------------|
| E | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 | 9.091 |
| O | 14.062 | 0.998 | 5.938 | 7.126 | 8.409 | 22.565 | 9.881 | 22.518 | 4.798 | 0.285 | 3.420 |

Summary

The data presented in this chapter resulted from observed frequency of fourteen categories of nonverbal behavior of counselors functioning in identified counseling subroles. When the counselors' observed behaviors for all subroles were compared, a significant difference was found, thus rejecting the null for Hypothesis I. When the counselors' observed behaviors were grouped by subrole classification and compared, a significant difference was found resulting in rejection of the null for Hypothesis II. Further, when each subrole group was independently compared for expected behavior frequencies, significant differences were found among observed frequencies for all but the Reflecting Subrole.

The fifth chapter will present a general summary of the investigation and findings and implications.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION

General Summary of the Investigation

The purpose of this investigation was to explore the characteristic nonverbal behaviors exhibited by school counselors while functioning in identified counseling subroles. There were twelve subroles: judging, advising, exploring, information giving, clarification, information gathering, probing, supporting, reflecting, structuring, rapport building, and closure. Behaviors observed were: head movement, head support, lower face movement, smile, upper face movement, hand movement, arm movement, body position forward, body position upright, body position backward, talk, head support shift, body shift, and talk shift.

The following null hypotheses were tested: (1) there are no significant differences in the frequency of occurrence of specific nonverbal behaviors exhibited by school counselors; and (2) there are no significant differences in the frequency of occurrence of nonverbal behaviors within specific counseling subroles.

The subjects for this investigation were thirty secondary school counselors having certification for counseling from the State of Oklahoma and presently employed in a secondary school in the position of counselor or guidance counselor. All subjects had at least one year's experience in counseling.

Each counselor was asked to allow the video taping of an initial interview with one of his own counselees in his own office in his home school. The resultant video taped interviews were viewed by six judges working in teams of three for each interview using Troth's Subrole classification Taxonomy to determine transition points and labels. Interjudge reliability for the judging sessions was analyzed by Scott's Coefficient and yielded a mean coefficient of .714 for all judging sessions. The resulting subrole pool was viewed by a group of six observers who identified presence of absence of sixteen of Island's seventeen nonverbal behavior categories. Analysis was made for differences among counselor behavior frequencies and among subrole behavior frequencies.

Conclusions

Hypothesis I was concerned with differences among the sixteen nonverbal behavior category frequencies for the subrole samples by each counselor. Relationships were analyzed by Chi-Square and computed a Chi value of 1344.81 with 377 degrees of freedom which was determined significant well beyond the .01 level of confidence. Therefore, the null hypothesis was rejected.

When mean frequency percentages were tabulated it was found that the thirty counselors were characterized by high frequencies of talk behavior and hand movements while very low frequencies of body position shifts, head support, smiles, head support shift, and talk shift were observed.

Extreme caution must be employed in generalizing beyond the experimental sample of counselors especially in light of the methodology

which employed only a judged subrole for each counselor which ranged from one short subrole for one counselor and several counselors whose entire interviews were included in their subrole pattern.

It is of interest to note that hand movement and talk behavior was the most frequent behaviors observed which are often thought of as defensive or stress relief behaviors when note was made in the limitations that the presence of video equipment might influence the counselor's behavior.

Body position backward was found to have a slightly higher percentage of total behavior than did either body position upright or body position forward and body position shifts represented the lowest frequency of all behaviors observed.

The second null hypothesis dealt with differences in observed frequency percentages of nonverbal behavior categories within subrole classifications. Relationships were again analyzed by Chi-Square. The obtained Chi value was 226.6 with 143 degrees of freedom. This value was determined significant beyond the .01 level of confidence. Therefore, the null hypothesis was rejected.

When each subrole was tested against the expected frequency percentages for each of eleven categories of behavior, each obtained a significant Chi value beyond the .05 level of confidence with the exception of the Reflecting Subrole. It can be concluded then that the counselors in this sample tend to use nonverbal behaviors with significantly different frequencies while functioning in all subroles except Reflecting. In the Reflecting Subrole, counselors tend to use the behavior categories with similar frequencies.

Because Hypothesis II was analyzed by retabulating the data which was used for testing Hypothesis I, slight differences are noted in mean frequency percentages for the nonverbal behavior categories. Hand movements gained a slight edge on talk behavior and both dropped by approximately two percent of the total behaviors of the subroles. Smiles, hand movements, arm movements, body position forward, body position upright, talk and talk shift all experienced lower frequency percentages; while head movements, head support, lower face, upper face, body position backward, head support shift, and body position shift were all at somewhat higher frequency percentages than when the sample was analyzed as individual interviews rather than grouped by subrole. The most dramatic change occurred in the body position categories. Body position backward became as large a percentage of behavior as body forward and upright combined.

The suggestion from this data is that the percentage of total behavior during specific subroles changes from cross subrole behavior by all the counselors sampled.

Judging Subrole was found to be characterized by high frequencies of hand movement, talk, and head movements with body position very dominately backward with very few body position shifts.

Advising subrole was characterized by high frequencies of talk, hand movements and head movements again with body position backward. However, there were even fewer smiles than were present in Judging. There was a considerably higher percentage of head support than in Judging but still not up to the expected value. There was a considerable drop in the percentage of head movement.

Exploring Subrole was found to have high frequency percentages of talk, hand movements, and arm movements while head movements diminished even more than with the preceeding subroles. Body position was backward.

Information Giving Subrole was found to be characterized by extremely high frequencies of talk and hand movements with moderate arm and head movements. Very little head support and almost no smiles were observed. Body position was dominately forward.

Clarification Subrole was characterized by talk, hand movement, arm movement, head movement and head support with body position backward.

Information Gathering Subrole was characterized by hand movements, talk and head movements with body position split between upright and backward.

Probing Subrole had a dominance of head movement, hand movement, head support and talk with body positions exclusively backward.

Supporting Subrole was characterized by talk, hand movements, arm movements, and lower face movement and the largest percentage of smiles while having virtually no head support. Body position was heavily forward.

Structuring Subrole was characterized with talk, body, hand and head movement and body position forward.

Rapport Building Subrole was similarly characterized with talk, hand and head movements but body position was upright.

Closure Subrole was characterized by hand movement, talk, and head movement with body position forward.

Virtually every subrole was characterized by high frequency percentages of talk and hand movements. All but one (probing) was

characterized by head movements. The investigator became interested in just how much of the head movements was accounted for in head nods which was excluded from analysis due to confounding with head movements and with hand gestures likewise excluded. As a result, unreported analysis of these behaviors when compared across subroles indicated that twenty-seven percent of all head nod frequencies were exhibited in information giving, twenty-one percent in closure, fourteen percent were in rapport building and 8.6 percent in information gathering. All other subroles accounted for less than the expected 8.3 percent. Hand gestures were likewise analyzed and it was found that thirty-seven percent of all hand gestures occurred in information giving, thirteen percent were in closure and nine percent were in information gathering.

Implications

Although one must be careful not to generalize the findings of this investigation beyond the population from which it was drawn, several implications are suggested. Analysis of the differences in frequency of behavior among counselors found significance substantiating earlier findings by Island. Counselors do, it would seem, tend to use various nonverbal behaviors in different degrees and the Island Taxonomy of Nonverbal Behavior appears useful in classifying counselor interview behavior.

Analysis of judges' inter-reliability appears to indicate that judges can be trained to successfully locate transition points and label counseling subroles with Troth's subrole category system using video tape playback rather than typescripts. Ramifications of this point may suggest that the subrole concept may be put to use in counselor training

programs now that many institutions have video equipment available. Counselor total verbal and nonverbal behavior could be easily broken into usable units for individual evaluation by training a practicum group in the use of Troth's Subrole Taxonomy. The student could then review his behavior not from a total impression or a single statement, but from a meaningful segment of the interview which could be reliably determined to be the counselor's purpose for that period of time.

Analysis of the nonverbal behaviors within counseling subroles suggests that there are differences in total nonverbal behavior among the subroles, however, analysis of individual subroles found relatively small differences in specific behaviors. This may suggest that while there was significance in the difference of all behavior, perhaps the sensitivity for meaningful differences was affected by behaviors which consistently accounted for high frequency percentages and other categories which were consistently low in frequency percentage.

Because talk behavior, hand movements and head movement were characteristic of virtually all subroles, perhaps they are not good discriminators as were the shift categories where very subtle frequency changes occurred. Smile, head support, lower face movement and arm movements appeared to discriminate somewhat more. Implications from these findings are that smile, head support, lower face movement and arm movement should perhaps be the specific behaviors which should receive concentrated study to determine content of communication performed.

Reflecting Subrole was the single subrole which was determined to have no significant differences among nonverbal categories which may imply that reflecting is a passive role for the counselor nonverbally as well as verbally. Reflecting, itself, implies certain verbal behaviors

as techniques. Perhaps counselors must also recognize that techniques also apply to nonverbal behavior and in this case all behaviors should be employed similarly.

Implications of this study suggest that many of the differences in nonverbal behavior frequency may be attributed to individual differences or styles of the counselor. However, subroles may have distinct patterns of nonverbal frequencies which should be further studied.

Suggestions for Future Research

This study should be conducted again with some modification in the behavior categories observed. Although the three shift categories represent important behavior, they represent consistently low frequencies and might be better tested independently to determine subtle rather than gross differences. This might account in part for the high significance values obtained in the present study. Head nods and hand gestures could be included by making certain that they are made distinct categories unto themselves.

Each behavior should be observed in terms of which subroles utilize which behavior to a significant degree different from all other subroles. An important design technique could be employed that would allow several interviews from each counselor, thus increasing the possibility of occurrence of additional subrole types by counselors. The individual counselor behavior could be described across subrole categories and a comparison among counselors would give stronger evidence of behavior characteristics of subroles.

While the present study found that talking, head movements and hand movements were consistently high percentages of the total behavior for

all subroles, it would seem that these categories do not communicate subrole difference to the counselee and should be studied closer for communication content in terms of the subrole played. Perhaps here as well as the "shift" categories, subtle rather than gross differences would yield more information.

The recorder for nonverbal behavior observers commented during the latter sessions while he was not in a position to see or hear the video taped interview, he could perceive an impending subrole shift or transition point by recording a flurry of almost all behaviors, particularly hand, arm and head movements as well as body position changes. This could imply that perhaps the segments immediately preceding and succeeding a verbal subrole transition point may be the most important communication factor of interview nonverbal behavior. Perhaps, also, this indicates that an additional subrole should be added to the Troth Taxonomy, that of "transition subrole" in terms of nonverbal rather than verbal behavior. Before this could be consummated, a study of transition behavior should be conducted.

Counselee stimuli to cause counselor reaction may also need clarification. Observation of raw data showed long periods of relative lack of counselor nonverbal behavior, then periods of multiple observations which leads to a question of what specific stimulus caused the behavior even though the counselor was adjudged to be operating in a given subrole or purpose for that segment of the interview. The judges frequently commented that a specific statement by the counselor, especially during a closure subrole, would have caused them to judge a subrole change, but by virtue of watching and listening the role did not actually change. The implication here is that two people are responding

to mutual stimuli and perhaps the single statement and resultant nonverbal response may yield information as to subrole changes.

Use of a coached client model who if sufficiently skilled to manipulate the counselor's subrole might bring some interesting behavior to light. While perpetrating a role playing situation, the counselor's nonverbal behavior could reveal a response behavior to being placed in a subrole without his control.

Finally, a significant step toward a meaningful evaluation of effectiveness of counselor education programs could be initiated through a study of practicum students utilizing a control group and an experimental group both using video tape playback of their practicum interviews. The experimental group would be given training in subrole classification both verbal and nonverbal qualities and transitions as the method of critiquing interviews. The control group would utilize the standard self-analysis approach. In terms of total interview behavior, an evaluation of performance for each counselor could be conducted by a panel of counselor educators in order to rank effectiveness of interview behavior and comparative results could determine the usefulness of such an approach.

Concluding Statement

Counseling subroles have been found to be a meaningful unit of interview behavior for study with the use of video tape playback. While typescripts dealt only with verbal behavior, the present study found that most subroles were characterized by variations of nonverbal behaviors; the exception being the reflecting subrole. Shortcomings of

this investigation should be corrected by additional study to correlate the communication of nonverbal behavior to that of the verbal behavior.

Subrole behavior is only opening the furrows in which the seeds of exploration have an opportunity to germinate and blossom to real knowledge of the interaction between counselor and counselee.

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APPENDIXES

APPENDIX A

INITIAL LETTER TO COUNSELOR PARTICIPANTS

Oklahoma State University
Stillwater, Oklahoma 74074
October 6, 1970

Dear Fellow Counselor:

In light of recent articles and discussions of the counseling profession and considerable concern over the lack of meaningful research done "in the field", we at Oklahoma State University would like to ask you to participate in a research project dealing with the counselor's interview behavior.

For this project, we are asking a number of Oklahoma secondary school counselors to allow us to video tape just the counselor during an initial or intake interview with a student from their own school and using their own office facility. The resulting taped interviews (counselor only) will then be descriptively studied for the in-interview behavior. We wish to emphasize that the study is descriptive in nature, not evaluative in that we will not ask for counselor, or counselee, to respond in any way to an instrument to determine effects or outcomes.

We feel that it is important to research what the counselor does in his native environment as well as in the laboratory setting. Therefore, we are asking to come to your school with video tape equipment in order to study the practicing counselor and to be able, hopefully, to use the resultant data to facilitate future counselor education programs and add information to a somewhat lacking reservoir of knowledge about counseling in the public schools.

We will contact your principal and/or supervisor in order to gain permission to come to the school. We sincerely hope that your concern in this area of research will prompt you to likewise contact him and that we can get under way as soon as possible. We will contact you by phone in the very near future to set a date and time so that we do not take up undue time from your schedule. The time involvement should be minimal in that we would like to tape only one interview from each counselor and that it be with a student who has either referred himself or has been referred, but whom you have not seen in the counseling relationship previously and that the interview will take its normal course.

This research, we think, can add considerably to the information we have about counseling and the counseling process. Mr. Charles H. Prichard will be conducting the research.

Enclosed is a pre-addressed post card for you to indicate your willingness to participate in this research project. Please mark the square and sign the card then drop in the mail. We will contact you as soon as possible after receiving the card.

Page 2
October 6, 1970
re: video taped interviews

Should you have questions which need answers before we contact you by phone, please call or write:

Mr. Charles H. Prichard
Cordell Hall
Oklahoma State University
Stillwater, Oklahoma 74074

Phone: 372-6211, Ext. 430

Thank you very much for your indulgence and we hope to see you soon.

Sincerely,

Charles H. Prichard

APPENDIX B

PARENT PERMISSION FOR STUDENT PARTICIPATION

This school is cooperating with Oklahoma State University in studying the secondary school counselor and his role in the counseling interview. In order to do so, it will be necessary to make an audio-video record of the counselor during an actual interview. Although the interest of this study is on the counselor, the student's voice will also be recorded on the tape.

The Guidance Department will have selected counselors recorded on video tape during counseling interviews with students. All recordings will be held strictly confidential, and neither the student nor the school will be identified at any time. Tapes will be disposed of immediately upon completion of the study.

Parents have the option of requesting that their children not participate in any study which is deemed objectionable. Please enter the student's name on the appropriate line below and sign your name on the line provided.

_____ has my permission to participate in this research.
(Student's Name)

_____ does not have my permission to participate in this research.

_____ Parent's Signature

APPENDIX C

MANUAL FOR JUDGES

MANUAL FOR JUDGES

This research is concerned with counselor subrole behavior. Before subrole behavior can be scrutinized it is necessary to identify and locate the various subroles that are presented by the counselor. For this study, a subrole will be defined as "an identifiable segment of a counseling interview in which the counselor's verbal behavior indicates he is attempting to produce certain results in a given situation for a given period of time". 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 given counseling interview in which he can discern the general purpose the counselor is attempting to achieve. Earlier research has given us identifiable counselor subroles and has indicated that these subroles change during the course of an interview as the purpose of the counselor changes or as the counselee causes it to change.

When the purpose of the counselor changes, the counselor's statements are likewise altered. When this occurs, the subrole changes and the point at which the change occurs is called a transition point. The locating 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 video taped interview at which the counselor's verbal behavior indicates that his purpose or intent changes from one time segment to the next.

2. Identify or label the purpose or intent of the counselor 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 or 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 video taped recordings of school counselors' interviews the transition points at which the counselor changes from one subrole to another. Worksheets will be provided which will have space for meter footage and a brief written recording of the counselor's statement.

Definition: "The transition point is defined here as that statement by the school counselor in which he gives evidence of assuming a different subrole with his counselee". (1)

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, about 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 gradually shifts his subrole.

In indicating a transition point, the judge will call for the recorder to be stopped and if necessary rewind and played again for clarification. At the specific counselor 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 a long one, paraphrase the counselor's statement). In the previous example, if the footage reading for line 47 were 283 ft. the judging sheet would appear thus:

| Footage | Counselor Statement | Subrole Label |
|---------|--|---------------|
| 283 | "Well, why don't you finish this testing then . . . at your leisure" | |

Subrole Labels

Earlier research has provided us with subrole labels and descriptions. Troth found that judges could locate and describe twelve subroles counselors portray. This research will use these twelve subrole labels and their descriptions to identify the segments of the video taped interviews.

Troth's 12 Subrole Categories

- | | |
|--------------------------|---------------------|
| A. Judging | G. Probing |
| B. Advising | H. Supporting |
| C. Exploring | I. Reflecting |
| D. Information Giving | J. Structuring |
| E. Clarification | K. Rapport Building |
| F. Information Gathering | L. Closure |

DESCRIPTION OF COUNSELOR SUB-ROLES

1. The Judging Sub-role. This sub-role 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 sub-role.

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 Sub-role. This sub-role 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 sub-role differs from the Judging Sub-role 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 Sub-role. This sub-role 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 sub-role; he is suggesting alternative approaches or views on 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 sub-role can easily be confused with the sub-roles Information Giving and Information Gathering; however, it differs from these two sub-roles in two important aspects. In general, the Information Giving Sub-role is primarily played for the counselee's benefit. The Information Gathering Sub-role is played primarily for the counselor's benefit, while the Exploring Sub-role 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 Sub-role: In this sub-role the counselor is a specialist giving information on a topic about which he is expected to have considerable knowledge. The tone of this sub-role 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 sub-role is non-judgmental 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 Sub-role. This sub-role is characterized by a search for greater meaning and understanding of the counselee's concern. The counseling environment is usually non-threatening 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 ground work is laid in this sub-role for a more direct course of action that the counselor will take later. This sub-role differs from the Reflection Sub-role 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 word 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 Sub-role. This sub-role 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 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 Sub-role. This sub-role 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 sub-role differs from

the Exploring Sub-role 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 Sub-role 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 Sub-role. A counselor playing this sub-role 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 Sub-role. This sub-role is characterized by natural 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 sub-role usually occurs when the interview is moving along well and the counselee is verbalizing. The Reflecting Sub-role differs from the Clarification and Supporting Sub-roles 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 once or ah, ah, I can't work in a plant like by dad does, I, he tells me stuff that goes on.

17. C: Uh-huh.

S: It's not that I couldn't do the work, its 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 its a shock.

19. C: Ahhh.

S: The way he's working right now it's a easy to get hurt or get 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 Sub-role. The structuring sub-role 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 delimitation of the counseling situation and operation. The purpose of this sub-role 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 headed.

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 sub-role 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 Sub-role. This sub-role 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 week-end, 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 estatic, I wanted everybody

57. C: Uh-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 Sub-role. In this sub-role 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 a little about that next Tuesday too, OK?

S: Uh-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.

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 purpose during that segment and assign a label from the twelve subroles definitions by signifying the letter A., B., or L., and the one-word label.

The judging sheet would indicate:

| Footage | Counselor Statement | Subrole Label |
|---------|---------------------|---------------|
| | | L. Closure |

Procedures

Two separate but simultaneous rating will be employed:

1. locating the transition points between the counselor subroles,
 2. labeling of the counselor subroles units.
- A. Locating Transition Points. (Use the judges rating sheets provided.

A sample rating sheet is found following procedures.)

1. Use one rating sheet for each interview. 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 - flashed on video screen prior to the interview.
3. The operator will start or stop the video equipment 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. 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.

5. When subsequent transition points become apparent, ask the operator to stop the recorder and rewind enough for you to locate the exact counselor statement which indicates a change in counselor purpose (subrole).
 6. Obtain the 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 statement.
- B. Labeling Subroles. As each transition point is observed, the judge should carefully consider the counselor's purpose in terms of the subrole definitions and assign that label by first indicating its letter designation and its one-word label.

Judge _____

INTERVIEW NO. _____

Date _____

DO NOT USE

No. of SR. _____

L of Int. _____

SR - Loc. _____

| Transition Point | | | SUBROLE |
|------------------|---------------------|--------|---------|
| Footage | Counselor Statement | Letter | Label |
| | | | |

- | | |
|----------------------------|---|
| 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 <u>in depth</u> greater depth than clarification. |
| H. (Supporting) | Cr. gives Ce. emotional support. |
| I. (Reflecting) | Cr. is natural in reflections i.e. he does not select out areas or introduce new ideas - <u>Listening</u> . |
| J. (Structuring) | <ol style="list-style-type: none"> 1. Relationship - Cr. explains counseling relationship. 2. Topic - Cr. opens new topic or redirects. |
| K. (Rapport Building) | <ol style="list-style-type: none"> 1. Relationship - Cr. attempts to establish himself as "helper". 2. Conversing - Cr. simply small talks. |
| L. (Closure) | Cr. attempts to end interview. |

APPENDIX D

MANUAL FOR OBSERVERS

MANUAL FOR OBSERVERS

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 thirty segmented video tapes and concentrate on the behavior for which you are responsible, (3) upon the occurrence of your assigned behavior, announce the appropriate code letter 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 Nods. Any and all up and down head movements made while the counselor is not talking and consisting in general of more than one up and down cycle, but designed to include even slight

but noticeable up and down movements of this nature are included in this category. It does not include the so-called "negative nod" (the head shake), but it could be considered similar to categories described elsewhere as a "positive nod" or "listening nod". Thus, it is a movement category.

Category 4: 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 5: Head Support Shift. This category is derived from data in Category 4 and is not directly tallied from the films. This category is designed to measure every new occurrence of Category 4, provided these occurred at least five seconds apart. Thus, while Category 4 would be recorded every five seconds, if the shift to the behavior or out of it would be recorded in Category 5. Since Category 4 is a position category, this category is derived to measure gross shifts in position.

Category 6: 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 7: Smile. Any and all occurrences of a full-fledged smile, usually with teeth showing, cheeks puffed 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 8: 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 9: 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 10: Hand Gesture. This category includes any and all gestures of the hands which usually occur when the counselor is talking.

These gestures are not random hand-arm movements but are defined as emphatic in nature, such as a wide hand-sweep or symbolic desk pounding, although the magnitude of distance moved by the hand need not be a criterion, since an emphatic gesture may, in fact, require movement of only a few inches. This is a movement category.

Category 11: Arm Movement. Any and all occurrences of significant movement of the elbow or wrist, usually involving a displacement of 2 to 3 inches distance constituted an arm movement. This category is recorded even if it occurred momentarily and returned to the same position. This is a movement category.

Category 12: Forward 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 included 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 13: 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 14: 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 15: Body Shift. This category is derived from data in Categories 12, 13, or 14 and is not directly tallied from the tapes. Every occurrence of the beginning of a position as described in categories 12, 13, or 14 constitute a recording for this category. This is a shift category.

Category 16: 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, mmmmmmm, hmmmmmm, groans, etc. This is a combination movement and position category since talk responses could be categorized as either momentary or long-lasting (position).

Category 17: Talk Shift. This category is derived from data in Category 16 and is not tallied directly from either the tapes or the films. Every new speech (defined in Category 16) begun by the counselor

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 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.

Procedure

Each observer will be assigned a specific behavior category. All observers will view each segmented video tape commonly. The sound portion of the tape will not be used with the exception of the observer who is assigned "talk" category. This observer will have a single earphone which will allow only this person to hear the conversation.

Because the recorder cannot record all categories at one time, it will be necessary that each observer be assigned a second behavior category and replay the tape a second time. Thus, each observer will be responsible to observe and announce the code letter for two separate categories. Once the observer is assigned his two categories he maintains these throughout the study in order that consistency will be obtained.

Several training sessions will be held in order to assure that each observer has completely defined his categories and can consistently locate his nonverbal behavior. These sessions will be actual interviews which may later be employed within the study itself.

A timing device consisting of a tape recorded series of consecutive numbers which will be announced at exactly five-second intervals will be

employed. This tape with numbers from one to thirty and then repeats of one through thirty will be started simultaneously with the video tape. The observer is obliged to listen for the number sequence in order to avoid repeating his behavior code should the behavior occur twice during the five-second interval. This will help the recorder since value is assigned to a behavior if it occurs within this segment once or an infinite number of times.

Coded Behavior Categories

- A - Head Movements
- B - Head Nods
- C - Head Support
- D - Lower Face Movement
- E - Smile
- F - Upper Face Movement
- G - Hand Movement
- H - Hand Gesture
- I - Arm Movement
- T - Talk
- X - Body Position Forward
- Y - Body Position Upright
- Z - Body Position Backward

Recorder

The recorder will be required to listen carefully for each observer's code letter. No more than six coded behaviors will be recorded at one viewing. (The body position categories are constant

until a change occurs; thus, they can be filled in latter between locations of change). The recorder will note the letters in squares under the signaled sequence count of one through thirty and then repeated across the page horizontally (see Appendix E). Several training sessions will be held in order to acquaint the recorder with the coding system and the voices associated with given codes.

APPENDIX E

NONVERBAL BEHAVIOR JUDGING SHEET

Interview_____ Subrole_____ Nonverbal Behavior Judging Sheet

[illegible][illegible]

VITA

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