THE UTILIZATION OF A COUNSELOR-COUNSELEE INTERACTION SCALE USED AS A SELF-CONTROL TEACHING DEVICE ON COUNSELOR PERFORMANCE

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CHAPTER I

INTRODUCTION

The rapid acceptance and growth of guidance and counseling services in educational settings and other social agencies has created an increased demand for professionally trained counselors. To meet this demand many graduate schools have established new programs in counseling and guidance while others have expanded already existing ones. At the same time the current thrust toward "accountability" demands that counselors and counselor educators become more aware of their responsibility to evaluate the process and product of their work.

As with any rapidly growing field, guidance and counseling is experiencing "growing pains". Hall (1970) pointed out that there is a diversity of opinion among counselor educators as to most effective techniques and methods to use in training counselors. Although there has been some progress toward agreement regarding the general areas which should be included in a counselor training program, there is still much diversity as to the content, techniques, and organization of the particular segments within the program.

One areas where this diversity of opinion is often found is in the counseling practicum and the counseling pre-practicum both of which are integral parts of the counselor education program. Referring to the importance of the practicum, Patterson (1959) stated:

> There is no substitute for actual practice under supervision in the training of counselors and psychotherapists. The necessity of such supervised practice prior to the assumption of independent counseling activity should be obvious (Patterson, 1959, p. 16).

Providing support to that statement and clearly defining the objectives of the counseling practicum, the Committee on Counselor Training, Division of Counseling Psychology of the American Psychological Association stated:

> The essence of the practicum must be the acquisition by the trainee of a sense of the realities of the counselor-client relationship. Of foremost significance also will be mastery of counseling techniques by the student counselor. The participation of guidance workers has often been too academic in nature. The practicum therefore emerges as one of the keystones of any program for the preparation of counseling psychologists (McGowen, 1962, p. 14).

Actual participation in an interview situation is one of the major purposes of the practicum. One of the major obstacles for the supervisor, however, is the inability to critically review this interaction in such a way that the student counselor may both perceive his mistakes and learn to avoid them in subsequent interviews.

Although there are numerous methods of reviewing the interview interaction, the audio tape is by far the most widely accepted. The audio tape allows both the student counselor and/or the supervisor to evaluate and critique the interaction. At the present time, methods of audio tape critiquing are varied, and there is no scientific data to indicate the superiority of one method over another. One explanation for this is the subjective nature of the critiquing and evaluating process. These subjective methods often create additional obstacles for the student counselor. Too often, the product, rather than the process of the interaction is evaluated. Occasionally theoretical orientation

becomes the major focus of the evaluation. In either case, the student counselor can become threatened, reducing the likelihood of constructive improvement on the part of the counselor. Regarding this problem Troth and Seals (1973) made this comment:

> A major obstacle in evaluating a counselor's performance in the interview has been the lack of objective criteria against which the counselor could quantify his behavior (Troth and Seals, 1973, p. 4).

In response to this need, Hall (1970) devised a Counselor-Counselee Interaction Scale based upon counselor subroles identified by Troth (1966) and counselee subroles identified by Seals (1968). Troth, Hall, and Seals (1971) pointed out that the use of this tool makes possible a visual inspection of the verbal interaction between the counselor and counselee. Troth and Seals (1973) speculating about possible uses of this instrument stated:

> The interaction analysis scale was developed to be used as a research tool; however, counselor educators can use it for instructional purposes or it can be used as a means of rating tapes in practicum settings. Perhaps the most important use of the interaction analysis scale is that it can be used for self evaluation. Counselors can be taught to use the system independently. As a result they do not have to feel they are being evaluated for salary increases, merit pay, grades, etc., but only in relationships to behavior being consistent with their objectives . . . (Troth and Seals, 1973, p. 4).

One newly developed procedure for self evaluation and change which may be used in the practicum setting are self control techniques. Self control procedures are currently being used at several leading universities in a counseling practicum setting including the Universities of Tennessee, North Dakota and Michigan State. These studies seem to indicate that the utilization of an interaction scale such as that developed by Troth, Hall, and Seals (1971) within a self control framework would be both successful and highly desirable. The self control

technique of self-monitoring is particularly suited for the utilization of an interview rating scale.

Self-monitoring is basically a two step process. First, the problem behaviors are identified, and then they are monitored by keeping records (Elson, 1975).

Summarizing, there is a clear need for an objective instrument with which counselor educators and student counselors may evaluate taped interviews; and there is a clear need for some systematized method to alter the verbal behavior of the student counselors once their verbal behavior has been scrutinized. This research represents an attempt to meet these important needs.

Statement of the Problem

The problem under investigation may be stated as follows: What effect will the use of an interaction analysis scale used as a self control teaching device have on the verbal behavior of counselor trainees?

Significance of the Study

Demos (1964) in discussing the use of audio taping in counseling practicum emphasizes that the supervisors' attentions should focus on the process of the interview rather than on the end result. He further cautioned that subjective evaluations by the supervisor which focus on theoretical orientation rather than on the process of the interaction may be perceived by the student counselor as threatening, resulting in a poor learning atmosphere.

The present research represents an attempt to change counselor

verbal behavior using the Counselor-Counselee Interaction Scale as a self control learning device in the form of a self-monitoring tool. Self-monitoring will enable the student counselor to perceive what roles he is assuming. The student counselor may then seek to use alternative roles in subsequent interviews.

Having an objective way of analyzing the interaction will greatly reduce differing points of view between supervisor and the student counselor. The analysis will focus on the process of the interview rather than on the orientation of the student counselor or on the product of the interview. Removing these two factors may help reduce any perceived threat on the part of the student counselor toward the supervisor and toward the practicum situation as a whole.

Another benefit of using the interaction analysis scale for self-monitoring on the part of the student counselor is that it could free the supervisor for more individualized instruction. He will then be able to spend more time teaching and coaching his students. Furthermore, self-monitoring of the Counselor-Counselee Interaction Scale will provide immediate feedback to the student counselors as to the nature and quality of his interview performance as well as to provide a mechanism for change.

Thus, data gathered from this study will provide information which will be useful in making recommendations for modifications or changes in instructional methods used in counseling practicum.

Purpose of the Study

The purposes of this investigation include the following domains: First, is it possible to teach students to use the CCIS quickly and

efficiently, thus freeing the supervisor from many hours of tape evaluation? And secondly, will the students succeed in changing their verbal behavior by means of the self control procedure, self-monitoring while utilizing the CCIS?

Definition of Terms

The terms used throughout this study will refer to the following meanings:

Counseling - a process of communication whereby a person attempts to help another individual who has a problem of a personal, social, or vocational nature during a session of one-half hour.

Counseling Interview - that period of time during which the interview takes place. For this study, the interview will be no longer than one-half hour in length.

Subrole - "The adjudged general purpose or intent which a counselor or counselee has for a particular period in the interview" (Troth, 1966, p. 2). (See Appendix A for further definition of various subroles.)

Interaction - the verbal communication and reciprocal action or influence between two or more people (Hall, 1970, p. 7).

Directive - A counselor who has the intention of giving his client direct advise and criticism.

Indirective - A counselor whose intention is to provide the client with opportunity for more verbal participation of an exploratory nature.

Self Control - A person displays self control when in the relative absence of immediate external constraints, he engages in behavior whose previous probability has been less than that of alternatively

baseline available behavior (Thoreson, 1974, p. 12).

Self-monitoring - ". . . self-monitoring involves a two step process. First, the problem behavior is very specifically delineated, i.e.: vague and abstract descriptions of the problem are translated into words that stand for behavior. Second, the problem behavior is monitored, that is, observed, and records are kept" (Elson, 1975, p. 4).

Baseline - The frequency of the verbal target behavior to be changed as determined by two taped observations done prior to the introduction of the self control technique.

Assumptions

In this study the following assumption will be made: the presence of a tape recorder in the interview setting will not significantly alter counselor verbal behavior.

Limitations of the Study

1) The results of this study can only be generalized to the participants of the study.
2) The judging of counselor subroles are related, in part, to undefined variables.

Research Questions

Within this study two major questions will be considered. First, will there be a significant increase in the desired verbal behavior after the introduction of a self control technique? Second, will there

be a significant decrease in the undesired verbal behavior after the introduction of the self control technique?

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature pertinent to this study. First, literature related to practicum evaluation will be presented. Next a section on subroles in counseling will be discussed. This will be followed by a presentation of self control methods in counselor education. The chapter will be concluded with a summary of the areas of concern pertaining to the investigation.

Practicum Evaluation

Clients are as likely to be helped if they are left alone as if they are in professional counseling and psychotherapy (Eysenck, 1952, 1960, 1965; Levitt, 1957, 1963; Carkhuff and Berenson, 1967). Furthermore there are no counselor training programs which have demonstrated their efficiency in terms of client growth. There exists the possibility that counselor trainees may actually diminish in their ability to evoke constructive client change as they continue their training (Bergin, 1963; Solomon, 1963; Carkhuff, 1967; Carkhuff, Piaget, and Pierce, 1967). One possible cause for poor counselor performance both in and out of the practicum situation may be the teaching and evaluation methods used in pre-practicum and practicum settings. Stripling and Lister (1963) drew the following conclusion after making an extensive review of practicum settings: "Few of the counselor education programs reviewed included

any systematic evaluation of behavior changes in counselor candidates" (Stripling and Lester, 1963, p. 72).

Haseley (1966) too criticized the paucity of research regarding the practicum setting. He notes that most of the research regarding the practicum has been directed at whether or not an institution offers the course, rather than what are its methods of teaching and/or the systems of evaluation of the consequent results on student counselors.

In a discussion of the same topic Carkhuff (1966) made the following comment concerning training programs in Counselor Education:

> There are no well designed, controlled, and implemented studies assessing the efficiency of training programs. There are few systematic attempts to provide appropriate training, control groups, and pre and post training measures. With few notable exceptions, there are no systematic specifications of the antecedent training conditions of the behavioral change which we have implicitly asked for from our trainees in therapeutic training (Carkhuff, 1966, p. 361).

A host of other investigators and psychologists are critical of the lack of research dealing with the methods of teaching and evaluation in the counseling practicum setting including: Patterson (1964), Truax and Carkhuff (1964), Dreikurs and Sonstegard (1966), Whitely and Sprinthal (1967), Myrick and Kelly (1971), Bergland and Quatrano (1973), and Gruen and Ball (1974).

Although there are no cause and effect studies relating poor practicum experiences to poor counseling and psychotherapy in the field, the implication is inescapable, particularly when the practicum is viewed as the single most important experience for the student counselor (Patterson, 1959; McGowan, 1962; Watz, Roeber, and Gysbers, 1963; Hanson, 1965; and Gerkin, 1969).

To the consternation of many in the field of mental health, Eysenck's studies generated research attempting to assess what the

characteristics of an effective counselor-therapist were; they turned out to be the subjective and affective characteristics that Carl Rogers (1946) had so long ago suggested (Carkhuff and Berenson, 1967). During the sixties the focus of counselor education turned to the fostering of "facilitative conditions" within student counselors. This involved not only learning but attitude change on the part of student counselors. To display the characteristics of empathy, respect, genuineness, concreteness, unconditional positive regard etc. This required that the counselor use a non-judgemental, non-critical, non-push, or an indirect verbal approach with a client before using some of the so-called "techniques" developed by the various schools of psychology (Carkhuff and Berenson, 1967). Once again, counselor education was confronted with two challenges: how to foster attitude change on the part of the student counselor and how to evaluate and/or measure subjective variables which facilitate growth rather than assessing the adherence to a particular theory of counseling and therapy.

These changes on the part of student counselors may be achieved only through a climate of non-threat, a good personal relationship with the supervisor, immediate feedback, and self evaluation. Student counselors generally perceive the evaluation methods in practicum as threatening and capable of inhibiting their growth as counselors (Arbuckle, 1963; Patterson, 1964; Lister, 1966; Altekruse and Brown, 1969; Ward, Kagan, and Krathwohl, 1972; and Gruen and Ball, 1974). The causes of this problem are twofold: first, the student counselors misperceive the role of the supervisor at the beginning of practicum, as they tend to fear his evaluations of them (Delaney and Moore, 1966); and secondly, the supervisor generally does not practice with his students what he is

preaching to them (Patterson, 1964).

Once the threatening aspect is removed from the situation, it becomes possible for the supervisor to establish better personal relationships with his students. This, too, is seen as an essential element for a successful practicum experience (Patterson, 1964; Johnston and Gysbers, 1966; Hansen and Moore, 1966; and Schoch, 1966).

Another essential element in the practicum setting is immediate feedback to the student counselor regarding his taped interview performance (Arbuckle, 1963; Gruen and Ball, 1974; and Patterson, 1964). An often recommended method accomplishing this without the threatened attitude on the part of the student, is through self evaluation of their interaction with clients (Arbuckle, 1963; Truax, Carkhuff, and Douds, 1964; Hansen and Moore, 1966; Attekuse and Brown, 1969; Martin and Gazda, 1970; and Gruen and Ball, 1974).

There are two fairly widely recognized counselor evaluation instruments: the Barrett-Lennard Relationship Inventory (1962) and the Interview Rating Scale of Anderson and Anderson (1962). Both of these scales were intended to be filled out by the client. The Barrett-Lennard Instrument consists of ninety-two questions to be rated on a Likert type scale. Five scales are evaluated: (1) level of regard, (2) empathic understanding, (3) congruence, (4) unconditionality of regard, and (5) willingness to be known (Barrett-Lennard, 1962). Although validated, it is obviously time consuming, does not fit well in role play situations, and, whether filled out by client or supervisor, is often perceived as a threat to the student counselor by him.

These same problems exist with the instrument devised by Anderson and Anderson (1962). It consists of fifty questions using a Likert

scoring system, but measures only rapport rather than the five measurements of the Barrett-Lennard instrument.

Linden, Stone, and Shertzer (1965) created a Counselor Evaluation Inventory consisting of three scales: Counseling Climate, Counselor Comfort, and Client Satisfaction. It consists of a twenty-one item questionnaire to be filled out by either the client or the supervisor. The pitfalls of such a procedure have already been discussed when applied to the practicum setting.

More recently Truax and Carkhuff (1967) have developed scales to be used by an observer (usually the supervisor) to evaluate a counselor in terms of facilitative conditions. The scales include the process dimensions of empathy, respect, and genuineness. Once again the student's perception of the supervisor's position is compromised when he is viewed as the evaluator.

Hendricks and Ferguson (1973) offer a competency based approach. Objectives are set by the student, mechanisms for information flow, and feedback are established. Finally, evaluation by both the student and supervisor is done. There are no grades in the program. The authors contend that this aspect will reduce the student counselor's anxiety. If a student fails, he merely tries again until he attains his objective.

Bergland and Quatrano (1973) suggest the use of systems approach to evaluation. They note the need for better evaluation in practicum and suggest a systems approach which could involve both performance testing and system monitoring. Performance testing requires identification of the degree to which objectives are met; while systems monitoring involves the evaluation of the process within the total practicum setting for the purpose of its refinement and improvement (Bergland and Quantrano, 1973).

One obstacle not alleviated by this method is that when student counselors are evaluated by the supervisor, they tend to become threatened and their relationship with the supervisor becomes diminished in quality.

One objection raised by Myrick and Kelly (1971) while discussing evaluation measures is that, in the main, they measure only the process of the interview, rather than the production terms of client change. Nowhere was there found in any of the literature evaluation devices to measure the product of the interview.

In generalizing the findings of all the preceding materials, two things seem to be apparent: first, evaluation by the supervisor tends to be detrimental to the desired outcome of practicum; secondly, the evaluation device or method must focus on facilitative conditions rather than on psychological orientation. Methods which allow students to foster their own orientation as well as developing facilitative conditions would seem optimal.

In a study in which student counselors' growth in facilitative conditions when taught and evaluated by a supervisor was compared to that in which student counselor self evaluation was used, there was found to be greater gains in empathy among those who evaluated their own tapes (Martin and Gazda, 1970). They found no significant differences between the two groups' gains in genuineness, self-congruence, and intimacy.

What seems to be needed, and is now lacking, is a tool by means of which student counselors may evaluate themselves, and a method by which they may select and induce a desired type of verbal change. In a study by Hountras and Redding (1969) a modification of Flanders' Interaction

Analysis Scale was used by student counselors. The results revealed an increase of facilitative conditions on the part of student counselors. It was also discovered that counselor talk diminished while client talk increased proportionately. This study suggests that interaction analysis or the use of verbal subroles when combined with student counselor self evaluation may be one way out of the current accountability predicament in which the counseling practicum now finds itself.

The remainder of this chapter will deal with research on subroles and self control methods in counselor education.

Subroles in Counseling

Research studies relating to subroles in counseling were found to be rather scarce. That would seem to be rather paradoxical, since although verbal communication is not the total process in a counseling situation, it is thought by many to be the most important component (Byrne, 1963).

The most recent work done in this area was researched by Palisi and Ruzicka (1974). They identified and validated seven counselor subroles and found that passive and aggressive clients produced differing counselor subroles during the initial interviews using counselor trainees. They identified seven counselor subroles: (1) accepting or clarifying feelings, (2) praising or encouraging, (3) accepting or clarifying ideas, (4) asking questions, (5) giving information, (6) giving directions, and (7) criticisms or justifying.

Counselor trainees who dealt with aggressive clients tended to use criticism and justification more than with passive clients. Trainees dealing with passive clients were found to use information giving more

often and to be generally more talkative than trainees dealing with aggressive clients. The authors also noted, with some surprise, the small numbers of subroles used by the trainees during the interview. Subroles, for the most part, have been used to evaluate verbal interaction between two or among more than two people. Thus they are most often associated with research pertaining to interaction analysis. Most of this interaction analysis research was done in educational classroom settings.

The remainder of this section gives an overview of subroles and interaction analysis in the classroom, and then gives an in-depth look at subrole and interaction analysis research in counselor education.

Some of the earliest work in the area of verbal interaction analysis was done by the noted social psychologist Lewin (1947). He attached a great deal of importance to individual perception rather than to objective reality. The first highly researched system of interaction analysis was, for the most part, the work of Flanders (1966) and was later referred to as Flanders' System of Interaction Analysis. His system was designed to analyze the verbal interaction between the teacher and the members of a class. The criteria for this evaluation was the verbal interaction between teacher and student subrole behavior.

In the Flanders System of Interaction Analysis, all teacher statements are classified first as being either direct or indirect (Amidon and Flanders, 1966). Indirect subrole influence consist of four observation categories: (1) accepting feelings, (2) praising or encouraging, (3) accepting ideas, and (4) asking questions. Direct subrole influence is divided into three subrole categories which were listed as five, six,

and seven: (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority. Student verbal behavior is divided into three categories: (1) student talk-response, (2) student talk-initiation, and (3) silence or confusion (Amidon and Flanders, 1966).

Probably equally as important as the scale itself was the heuristic value of Flanders' inception of interaction analysis. Flanders conducted a number of research studies to validate the usefulness and values of the analysis of verbal interaction, using his own instrument. In 1955, he found that Social Studies teachers who used indirect roles had classes which achieved a higher level of attitude development (.01 level) (Flanders, 1960).

Also during 1960, using both seventh grade Mathematics and Social Studies, Flanders replicated his earlier results. Amidon and Flanders (1961) produced similar results which showed not only higher attitude development among teachers using indirect roles, but higher achievement among students also. LaShier (1966) found identical results for eighth grade biology classes.

Brown (1960), focusing on the elementary level, found higher mathematical achievement among pupils whose teacher used indirect methodology. In a language arts study in the elementary school, Nelson (1966) found that student written compositions were superior both quantitatively and qualitatively in terms of total verbal output and vocabulary when teachers used indirect methods. Soar (1967) found growth in both vocabulary and reading ability to be superior among elementary pupils who were taught by teachers using indirect roles.

In another elementary school study, Filston (1957) found that indirect teaching methods produced higher levels of critical thinking

among students, while Powell (1968) found indirectly conducted classes rated higher on Science Research Associates achievement tests.

In still another similar study Weber (1968) found that classes conducted with the teacher using indirect roles scored higher in the area of verbal creativity.

Campbell (1968) conducted a study of junior high school students as to their scientific ability, and found that in terms of scientific attitude development and in terms of scientific achievement on the STEP Test students with indirect teachers scored significantly better than other students (.01 level).

Hall (1970), summarizing the research on Flanders' inception, stated,

> From these various studies it becomes apparent in almost every subject area at almost every grade level from K through 9, that micro-elements involved in the indirect/direct ratios (indirectness) do affect achievement and attitude development (Hall, 1970, p. 28).

In discussing the conditions necessary for teaching improvement, Amidon and Hough (1967) suggest that three factors must be present: (1) the teacher should want to improve, (2) the teacher should have a model of teaching behavior which he wants to develop, and (3) the teacher should get feedback regarding his progress toward the development and growth of those teaching behaviors which he has conceptualized as his goal. In regard to further applications of interaction analysis and subroles Amidon (1967) stated:

> Since subrole interaction is only a technique to attain a fairly reliable record of spontaneous verbal statements, perhaps it could be applied not only to teacher education, but to counselor education in such a fashion that it is consistent with a philosophy of personal inquiry (Amidon, 1967, p. 287).

In studying the verbal behavior in the counseling interview, Troth (1966) and Seals (1968) identified the term subrole as a technique that related to a method of analyzing comprehensive roles of both the counselor and counselee into more meaningful, smaller units; but units larger and including more than single statements.

Their studies rested heavily on the work of Davis (1953), which developed a method of identifying transition points. Their definition was, "The counselor statement in which the counselor began to change to a role characterized by more active attempts to help the client face his problem" (Davis, 1953, p. 70). Davis found that client verbal behavior could be categorized reliably on the basis of verbatim transcripts of counseling interviews.

Perry and Estes (1953) investigated change in clients' behavior which they called a "set". They found that new clients had a preconceived impression about what role the counselor should play: one which was directive and solved the clients' problems for them. Since in most cases this is not the role of the counselor, Perry and Estes hypothesized that if a counselor used nondirective verbal techniques, the client would eventually take the initiative and lead in the interview. The results of their study confirmed their hypothesis, and the "set" of the clients were effectively changed.

Muthard (1953) found that changes in both counselor and client verbal behavior could be identified as the topic or problem being discussed changed. He hypothesized that these changes are the result of either the counselor or client changing roles. Unfortunately he did not test this assumption.

Snyder (1947) studied the immediate effect of counselor remarks on

how the client responds. His six counselors consistently used a client centered approach (Rogerian), but used different leads. He found that clients offered more ideas after the counselor had suggested one. Robinson (1950) was quite critical of research in this area by pointing out that client responses are not always indicative of the effect of a counselor statement. He cautioned that much more research is needed regarding the effectiveness of different patterns and sequences of counselor approach before any conclusions should be drawn.

In 1955 Danskin validated the first series of counselor verbal subroles. He identified transition points by using three judges, at least two of whom had to agree if a transition point was to be labelled as such. Danskin's judges worked from verbatim transcripts. He validated and labelled eleven different counselor roles: (1) listening, (2) reflecting, (3) participating, (4) diagnosing, (5) advising, (6) tutoring, (7) informing, (8) information gathering, (9) socializing, (10) administrating, and (11) unclassified.

Danskin also reported that (1) counselors behaved verbally in a consistent manner as they played a particular subrole, (2) in general, subrole changes occurred as the topic of discussion changed, (3) within certain topics of discussion, subroles were more likely to change, and (4) the amount of counselor lead varied with the subrole he was playing. In discussing the results of his study (Danskin, 1955) he suggested that if counselors were found to be playing only one or two subroles, they might use his instrument to become more aware of the greater variety of possible verbal approaches, particularly in a counselor education program.

Hoffman (1959) developed and validated a system of subroles and

believed them (subroles) to be a valid method of analyzing the counseling interview. He, however, had 14 counselor subroles as compared to Danskin's 11 (1955). Hoffman further subdivided one of his subroles (structuring) into four types. Basically, comparing the two lists shows that both Danskin (1955) and Hoffman (1959) were for the most part, covering the same material. Hoffman's subroles were more specific thus accounting for their greater number. Hoffman also recommended that this instrument could be used in counselor education programs and suggested further research regarding counselor subroles and interview outcome.

Campbell (1962) tried to correlate counselor temperament with the subroles the counselor used by utilization of Hoffman's (1955) subroles and the Guilford-Zimmerman Temperament Survey, as well as counselor background characteristics. He found that background was more highly correlated to subrole usage than was temperament but that both were related in varying degrees.

Troth (1966) did another study identifying counselor subroles while focusing on the secondary school. He found that a classification of school counselor verbal behavior could be developed. Troth identified and validated 12 counselor subroles: (1) judging, (2) advising, (3) probing, (4) structuring, (5) closure, (6) exploring, (7) information gathering, (8) information giving, (9) clarification, (10) supporting, (11) reflecting, and (12) rapport building (Appendix A). Troth also alluded to the possible utilitarian functions for which his instrument might be used, including counselor evaluation.

As may be seen, Troth's subroles are very similar to those of others previously discussed. Like Danskin and Hoffman, Troth's subroles were identified by a team of three judges, two of whom had to agree in order

to identify a subrole while reading from verbatim typescripts of actual counseling sessions.

Prompted by Troth's system of counselor subroles, Seals (1968) developed a classification of client subroles based on the investigation of 50 interview typescripts. He found that a classification of the client's verbal behavior could be developed, and suggested using subroles as a means of studying client verbal behavior in the counseling interview. Both Troth (1967) and Seals (1968) proposed that a follow up study should be conducted regarding the verbal interaction of client and counselor.

Hall (1970) did just such a study. Using 50 typescript counseling interviews and the subroles developed by Troth (1966) and Seals (1968), she devised a time continuum scale to plot the subrole interaction of counselor and counselee. The obvious benefit of this scale is that one has the means of visually inspecting the course of the interview.

The 10 counselee subroles were divided into two broad categories: growth and defense. Counselor subroles as identified by Troth (1968) were separated into two broad categories also: direct subroles and indirect subroles. Finally, she found that clients tended to use growth subroles with greater frequency when the counselor was using indirect subroles. Conversely, clients were more likely to use a defense subrole when the counselor used a direct subrole.

Based upon their own studies and the work of Hall (1970), Troth and Seals (1973) in an article discussed the possible uses of the Counselor-Counselee Interaction Scale.

> In conclusion, the present interaction scale may be used as a self-evaluation tool, as a systematic means of quantifying the interview, as a teaching tool, and as a means of continuing research in the field of counseling (Troth and Seals, 1973, p. 7).

Subrole research has suggested some tantalizing possibilities for counselor education programs, particularly for the pre-practicum and practicum settings where audio and video tapes made by student counselors are being evaluated by supervisors. What does not exist in the published research on subroles and interaction analysis is a systematic means by which such an instrument may be employed in the practicum setting.

At the 1975 annual APGA convention, a workshop on self control methods in counselor education was presented. This new technique in counselor education appears to be particularly suited to employment in a practicum setting while using counselor subrole assessment.

Self Control Methods in Counselor Education

Self control procedures in counselor education are a totally new concept for that educational discipline. Their roots lie in the behavioral psychotherapeutic realm, while their philosophical roots are as old as civilization itself. Throughout human history politicians, philosophers, and religious leaders have espoused the idea that self control is the means by which one attains personal rewards. Self denial is the Augustinian principle by which one may attain life in the hereafter.

Not only did Western Civilization pursue the supposed merits of self control, but the recent popularity and fuller understanding of the martial and religious practices (such as Transcendental Meditation) show the emphasis on self control in Eastern Civilizations. Our own Bicentennial is testimony to 200 years of self-determination through self control.

Within the fields of psychology, psychotherapy, and counseling,

there has been a general reluctance to deal with the self control concept as a therapeutic tool, or as an educational tool (Elson, 1975). This rather anomalous situation is due in part to the philosophical implications regarding the nature of man, which are inherent in discussion of self control (i.e., the mind body problem and determinism). Until recently investigations of self control have been relegated to the philosopher who ponders its metaphysical implications only.

During the last few years, only, have self control procedures been employed as part of the treatment process in psychotherapy. It has met with a high degree of success (Lefcourt, 1966; Lovitt and Curtis, 1969; Mahoney, 1974; and Bowersock, 1974).

One of the major obstacles to the implementation of self control procedures has been a definitional one, which has heretofore been a philosophical dispute. The new working premise in scientific investigations of self control is that it is a learned ability, not a personality trait (Elson, 1975). Thus self control is not increased by "sheer effort", but by altering environmental and cognitive conditions to ensure that desired responses are executed and that undesired responses are diminished or eliminated. Thus, the individual becomes both the subject and the object of his own behavior, who manipulates antecedent and/or consequent conditions to effect change.

Thoreson and Mahoney (1974) provide a technical definition:

> A person displays self control when, in the relative absence of immediate external constraints, he engages in behavior whose previous probability has been less than that of alternatively available behaviors (Thoreson and Mahoney, 1974, p. 12).

Using this definition, self control becomes a problem solving process with definable steps (Elson, 1975). As in any problem solving

procedure, the first step is to identify the problem; the second step is to identify possible solutions. A particular solution is then implemented and finally the progress toward that solution is monitored or charted (Thoreson and Mahoney, 1974).

This process of Self Control was first introduced to the field of counselor education at a workshop during the 1975 APGA Convention in New York City. There the counseling departments of the Universities of Tennessee, North Dakota, and Michigan State reviewed the ways in which they were implementing self control procedures within their respective counselor education programs, particularly in the practicum settings.

Elson (1975) identified and defined different self control strategies or techniques including: self-monitoring, changing cues, regulating rewards, and observing others. He maintains that any or all of these methods may be useful in the counselor education program, just as they have been useful as therapeutic techniques.

Self-monitoring involves first becoming aware of the behavior to be changed, which then provides the individual with the conceptual framework necessary to identify and monitor various kinds of behavior. Self-monitoring is then a two step process: to specifically identify the problem behavior; the problem behavior is monitored and records are kept (Watson and Thorp, 1972). The data collection process serves as a means for the individual to gain feedback regarding his progress.

Self-monitoring has been successfully used in several experimental studies (Lipinski and Nelson, 1974; Johnson and White, 1971; and Kanfer and Karoly, 1972). These studies showed that behavior may be changed by observation of it, and that the behavorial change is typically in the desired direction. Thus, the fact that self-monitoring often alters the

observed behavior, makes it a change strategy in and of itself.

Changing Cues

Frequently behavior is affected by the events which precede it. Customary social amenities are good examples of responses to antecedent stimuli. We are often unaware of how certain cues elicit predictable responses. This being the case, then we need only to rearrange or eliminate the cueing device in order to alter the responsive behavior. Cigarette smoking is often associated with cueing, therefore some strategies to diminish smoking have centered on avoidance of the cueing device (Elson, 1975), such as drinking coffee before rather than after a meal. Elson (1975) suggests that a student counselor might increase empathic responses by employing a cueing device such as a picture of a happy face in a highly visible place in the office of the counselor. The effect of this will be to continuously serve as a reminder to the student counselor as to what behavior he wishes to elicit from himself.

Regulating Rewards

Human behavior appears to be powerfully influenced by events which followed prior similar behavior. One need not have a course in learning theory to recognize this phenomena. If a specific action is followed by an unpleasant event, that action is less likely to be repeated.

We can change our behavior by systematically and planfully applying self-managed consequences to our own behavior. If rewards may alter our subsequent behavior without our awareness of the cause, as B. F. Skinner suggested, then we may change or modify our own behavior by recognition of the behavior to be changed, and by implementing a system of rewards.

These may be either tangible or token rewards (Rehm and Marston, 1968).

The implication for counselor education is quite evident. The student counselor, assessing the behavior he desires to change or acquire, might set up a reward system for himself based on his successful adaptations in behavior.

Observing Others

Many of the skills we acquire during our lives come from observing the behavior of others, particularly those we consider to be "masters" of their field. Therapeutically this concept plays an important role in such organizations as Weight Watchers and Alcoholics Anonymous and similar group organizations.

While changing cues and regulating rewards are typically implemented to modify already established behavioral patterns, observing others seems to be the best method for the learning of new material (Elson, 1975). In a counselor education program it allows the student to observe live and symbolic models to learn new counseling skills. He then can carefully observe available models, try out new behaviors, evaluate their utility, and then adapt those which are most successful for him (Elson, 1975). Summarizing his paper, Elson (1975) believes that the use of self control techniques will make better counselors, who will not only always have the ability to assess their own performance, as well as to teach self control techniques to others.

Yager (1975) follows up on this concept in his paper presented at the APGA convention in 1975. He makes the argument that counselors should aim at eventually transforming helpees into helpers, and that the best method of achieving this is to develop counselors skilled in self

control who will in turn teach these skills to clients. These clients will then, hopefully, teach these skills to others. He offers the following diagram of the development of self control concepts (Yager, 1975, p. 10):

Development of Self Control Process
Through Counselor Education

Level	Setting	Type of Counselor Educators	Learners
Level I	Universities	Academic Counselor Educators	Counselor trainees
Level II	Institutions & agencies for the helping services	Trained Counselors	Clients
Level III	The larger community (business, home, and friends)	Clients with self control skills	Relatives, friends, and neighbors
Level IV	The larger community	Self controlled friends and neighbors	Others
Level V	. . .	. . .	. . .

Granted that Yager's concept is very idealistic; but where will tomorrow's realities have a source other than that of today's ideals? Carkhuff (1971) supported this concept in part when he expressed the

idea that clients should have the ability to employ the skills they learned in therapy to aid others.

Michigan State University and the University of Tennessee have already implemented self control procedures in their counselor education programs. The Michigan State program was presented in a paper by Carr at the APGA Convention in 1975. The substances of that program is as follows (Carrico, 1975, p. 8):

Summary Outline: Use of Self Control Techniques at Michigan State University (Masters Program)

Quarter	Course Sequence	Focus Toward Integration of Self Control Procedures
Fall	Seminar in Counseling Practice 819A	While trainees are instructed in behavior modification procedures, they are supervised in their own self-management projects. Selection of the problem behavior is individually determined.
Winter	Counseling and Consulting Strategies 819E	The Self Control techniques taught in 819A are used to change trainee's interview problems identified through a video-taped role play.
Spring	Counseling Practicum I, 819F	Supervisors encourage the use of self control techniques with their trainees' clientele and also with difficulties in interview behavior; e.g., self desensitization as appropriate strategy for fear of interview recordings.
Summer	The Counselor as Researcher 819K	Self Control techniques are suggested as possible strategies in a number of research projects designed by trainees.
Fall	Counseling Practicum II, 819G	This course is similar to the first practicum experience, 819F, except that the emphasis is on the refining of techniques. Hopefully, the research design learning in 819K is integrated into the trainee's counseling.

As has been shown, self control techniques permeate a large part of the counselor education program at Michigan State University, but this does not suggest that the program itself is behavioristically oriented. To the contrary, self control has been used there to train student counselors in such affective characteristics as empathy, unconditional positive regard, congruence and many others (Carrico, 1975). The same is true at the the University of Tennessee. There self control techniques have been used only in a practicum setting, but with great success both from the supervisor's and the student counselor's points of view (Hector, 1975). Those students choose the behavior they wish to modify by evaluating their counseling sessions using either audio or video tapes. Then they chart their progress over a series of interviews until they reach a level of performance satisfactory to them. Some of these behaviors included (Hector, 1975, p. 6):

1) Reduction in the use of modifiers for feeling words.
2) Making empathic responses in the form of statements rather than as questions.
3) Reducing the frequency of references to self.
4) Reducing the use of "fillers" (e.g., Ah, mm, etc.).
5) Reducing the frequency of mimic responses.
6) Reducing the occurrences of interruptions of clients.
7) Reduction in the frequency of unfinished sentences.
8) Reducing the amount of inaudible communication.
9) Increasing the usage of open ended questions.

In his paper, Hector (1975) offered graphic representations made by the students taking part in the self control procedures in counseling. The results were very impressive, showing students changing their verbal behavior to a significant degree in the desired direction. A follow-up later showed that reversals were minimal.

Self control procedures as applied to counselor education has not yet emerged in any journals. Self control as a therapeutic instrument is very new, and only a limited amount of research connected with it has

been published. This is understandable. It combines behavioristic methods to evoke humanistic and/or existential and phenominological responses on the part of student counselors. Not often have these varied systems of psychology worked together to produce beneficial results. Usually they are very busy arguing with each other over who is right and who is wrong, and why. The experience of hearing about, witnessing, and doing some of the things presented here regarding self control applications to counselor education opens up a refreshing new approach to teaching and learning.

Summary

Three major areas of research have been discussed: practicum evaluation, subroles in counseling, and self control methods in counselor education. The focus of the present study has been to show a need for new and validated methods to train counselors in a pre-practicum and/or practicum setting and to suggest possible alternatives.

CHAPTER III

RESEARCH DESIGN

Introduction

Literature cited in the preceding chapter has established a need for new and objective teaching and evaluation methods in counselor education, particularly in the practicum and pre-practicum settings where tapes are evaluated. The purpose of this chapter is to describe the research methodology employed in this investigation. Included here will be a description of the subjects, instrumentation, data collection, and the procedure and methods of the statistical analysis.

Subjects

The subjects for this study consisted of 16 volunteers drawn from the masters Student Personnel and Guidance program at Oklahoma State University during the spring semester of 1976. There were seven females and nine males who were at various stages in the masters' degree program. Fifteen of the subjects had either taken or were taking an introductory course in counseling pre-practicum lab; nine of the subjects were currently enrolled in counseling practicum, and one subject had completed the latter course. Not one had completed, nor were any registered in an internship in counseling.

Instrumentation

Three instruments developed by Hall (1970) were used to extract the data for this experiment. These included the modified Judges Manual (Appendix A), the Counselor Counselee Interview Rating Sheet (Appendix B), and the modified Counselor Counselee Interaction Scale (Appendix C).

Counselor verbal subroles were identified and validated by Troth (1966). The counselee subroles were identified and validated by Seals (1968). Hall (1970) then located and plotted transition points on a time continuum scale (the Counselor Counselee Interaction Scale). Hall (1970) also categorized the counselor subroles as being either direct or indirect in nature, and counselee subroles as being indicative of growth or defensiveness. In this study the subjects were exposed only to the counselor subroles.

For her study Hall (1970) created a Judges Manual to be used while assessing typescripts or audio tapes (Appendix A). When a judge thought he had identified a transition point leading to a different subrole, he noted it on the interview rating sheet (Appendix B). It took the agreement of at least two of the three judges to identify a transition point on the Counselor Counselee Interaction Scale.

The subjects who acted as judges learned to identify, label, and plot the various transition points indicating a switch in subroles, by using the modified Judges Manual and discussing it with the experimentor during their first meeting. The Judges Manual for this experiment is the one used by Hall (1970) with all mention of counselee subroles deleted. The same extraction was made from the Counselor Counselee Interaction Scale.

Preparation of Interjudge Reliability Tape

The Interjudge Reliability Tape was prepared by the experimentor and a volunteer who role played a situation. The volunteer was not coached nor was she a member of the experimental population. The experimentor, being an expert with the counselor subroles, attempted to play as many different subroles as possible. He then listened to the tape and evaluated it using the Counselor Counselee Interaction Scale, determining that there were a total of ten transition points, and ten different subroles played.

Procedure and Data Collection

The subjects met once a week over a nine week period. The first two sessions were in preparation for the actual self control procedure. The nine sessions were broken down as follows:

Session I

Due to scheduling problems, the subjects met in three different groups during the first two weeks. The first session consisted of a formal presentation to the subjects of the Counselor Counselee Interaction Scale by the experimentor. The focus of attention at this time was to enable the subjects to learn to define, identify, and label on both the Rating Sheet and the modified Counselor Counselee Interaction Scale, the various counselor subroles.

For this purpose the modified Judges Manual was used as a teaching instrument whereby the experimentor went through the manual with the subjects. Discussion included both the subroles and the procedures to

be followed in plotting transition points on the modified Counselor Counselee Interaction Scale. The subjects were requested to review it in preparation for the second session to be held the following week. These meetings averaged 50 minutes in length.

The subjects were also asked to make two tapes which they would need for the third session. It was requested that the tapes average from 15 to 30 minutes in duration since the evaluation process was time consuming, as the recorder would continually be stopped and rewound to identify transition points.

Some of the tapes were role play and some were true counseling interviews. Of the total 96 tapes, 19 were real counseling situations and the remaining 77 were role played. Later analysis of the data yielded no discernable differences in counselor verbal behavior between the two situations.

Session II

As in the first session, the volunteers met in three groups. The purpose of the second meeting was to allow the volunteers to evaluate the Interjudge Reliability Tape.

One subject in each group ran the recorder while another used a stop watch to monitor time. In all three groups, the process went smoothly, with the subjects referring to their copies of the modified Judges Manual when they had questions as to transition points or subroles. These meetings averaged 50 minutes in duration.

At the completion of each of these second sessions, the subjects were reminded that two tapes were required for their next meeting with the experimentor.

Since sessions three and four consisted of the subjects reviewing their own tapes in small groups as is outlined in the Judges Manual by Hall (1971), the 16 subjects were divided into four groups of three individuals, and two groups of two. Although randomization would have been desirable, it proved to be impossible due to scheduling conflicts. This divisional arrangement remained throughout the completion of the experiment.

Since the following seven sessions would have no validity if the subjects had not learned how to use the Counselor Counselee Interaction Scale, it was necessary that the Interjudge Reliability be calculated before the third session.

For this type of nominal level data, Scott's coefficient has been previously used (Scott, 1955; Flanders, 1966; and Hall, 1970). Scott's coefficient was originally designed for only two sets of data, not for the 17 which, in this instance, were being collected. An expansion of the Scotts coefficient was developed for more than two sets of data, by Enger (1975) was therefore used.

The formula is as follows:

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

where:

i = 1,2,...,17(r)	r = 17 # of judges
j = 1,2,...,12(c)	c = 12 # of possible categories
k = 1,2,...,10(s)	s = 10 # of categories rated

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

Treating the data this way, the 16 subjects with the addition of the experimentor, attained a coefficient of .928 where the limits are from 0 to 1. This was a high score which indicated high agreement among the subjects and the experimentor, therefore he felt confident about proceeding with the next step of the investigation.

Sessions III and IV

In order to begin the self control procedure a baseline verbal behavior needed to be established. This was the purpose of the third and fourth sessions.

Each of the subjects brought two tapes to the third session. They were given a stop watch, the Interview Rating Sheet, and the modified Counselor Counselee Interaction Scale. Using their copy of the modified Judges Manual in conjunction with the aforementioned materials, they evaluated three tapes during each session. On the modified Counselor Counselee Interaction Scale the subjects plotted their transition points and labelled the subroles they were playing on a time continuum scale. They also recorded the number of transitions per minute they played, the percentage of direct and indirect subroles they played, and the number of the seven possible indirect subroles they played (see Appendix C).

These sessions went smoothly and quickly as the subjects knew what was expected of them. For evaluating three tapes one and one-half to two hours were required. Although the experimentor was present, it was only for the purpose of observation and he did not participate in any manner.

Session V

The purpose of this session was to assess the two previous tapes and to set a goal of verbal change for each subject. Each individual, therefore, met alone with the experimentor for about 15 minutes assessing the modified Counselor Counselee Interaction Scale results from the first two tapes. They then set a goal for verbal change.

Basically, the subject had four choices:

1) To increase the variety of indirect subroles played during the interview.

2) To reduce the percentage of direct subroles played during the interview.

3) To have fewer transition points per minute during the interview.

4) To have a greater number of transition points during the interview.

Nine subjects chose option # 1, three subjects chose option # 2, and four subjects chose option # 3. No one chose # 4.

It is noteworthy to mention that the experimentor went over each subject's baseline behavior before the fifth session, judging what he would like each subject to choose as a goal. Although the goal had been chosen without any influence or pressure by the experimentor, the subjects' decisions in all 16 cases were the same as the experimentor would have assigned had he taken a direct role.

After the goal was chosen, a level of performance was picked. Again, as with the selection of the goal, this was chosen solely by the subjects.

They then were given a folder, their first two Counselor Counselee Interaction Scale evaluations, a piece of graph paper on which they charted their first two baseline tapes and labelled their goals (level of performance). Finally the subjects were instructed to tell no one what their goals were and to make a new tape for the following week.

Sessions VI Through IX

In each of these sessions the subjects evaluated their tapes, one for each subject using the same procedure used in sessions three and four. They then charted their progress on their graphs in their folders; scrutinizing their progress. These sessions lasted from one and one-quarter to two hours each with the time span generally decreasing as the subjects became more familiar with the process. Following each of these meetings the subjects were instructed to produce another tape for the next session. They were also requested not to produce more than one tape before the preceding one had been evaluated.

Statistical Analysis

Initial examination of the data was done through the graphical representations (Appendix D) of the observations obtained by the subjects as measured by the modified Counselor Counselee Interaction Scale. Due to the individualized nature of the observations (i.e., each subject was attempting to increase or decrease different verbal behaviors), pre and post percentages of the target behavior was calculated. Finally, frequency polygons were employed to express the data.

Summary

Chapter II has presented the research methodology utilized in this investigation. The selection and assignment of the subjects was discussed. This was followed by an explanation of the instruments employed in the research, the procedures followed, and the method of data collection. Finally, the statistical treatment was discussed. The following chapter will present and evaluate the results of the investigation.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this investigation include the following domains: First, is it possible to teach students quickly and efficiently to use the modified Counselor Counselee Interaction Scale, thus freeing the supervisor from many hours of tape evaluation, and secondly, will students succeed in changing their verbal behavior by means of the Self Control Technique (self-monitoring while using the modified Counselor Counselee Interaction Scale).

The data for this study was analyzed according to the procedures outlined in Chapter III. The purpose of this chapter is to report those findings. They will be presented in frequency polygons, graphic form (Appendix D), and in the form of pre and post percentages. Following the presentation of the data will be a discussion of the findings and a summary.

Results Related to Question #1

Previous research has shown audio tape evaluation to be a very time consuming process for counseling educators. Troth and Seals (1973) suggested that this need not be so if the Counselor Counselee Interaction Scale were to be used. The first two sessions of this study

validated their statement. The experimentor explained the process to the subjects in about 50 minutes. A week later they attained an Inter-judge Reliability Coefficient of .928 while judging a practice tape. This is an extremely high level of agreement among the subjects and the experimentor.

With the exception of the fifth session, when goals were set for each subject, the experimentor was not needed in order for the subjects to continue the process of the experiment.

Results Related to Question #2

The second question this study attempted to answer was: Will the subjects be able to change their verbal behavior to meet a goal by using the self control technique of self-monitoring, while using the modified Counselor Counselee Interaction Scale?

During the fifth session the 16 subjects chose a goal and a level of performance which they felt that they could and wished to attain. They then produced and analyzed four tapes in an attempt to meet their individual goal.

Figure 1 represents a cumulative frequency polygon of subjects reaching their goal at least once.

As may be observed from the graph, seven (44 per cent) of the subjects met their goals on the first attempt. Ten (63 per cent) of the subjects had met their individual goals at least once by the second attempt. Thirteen (81 per cent) had reached their goals at least once by the time the third tape had been produced and evaluated. When the fourth and final tape had been evaluated, 15 (94 per cent) of the subjects had reached their individually chosen goals at least once.

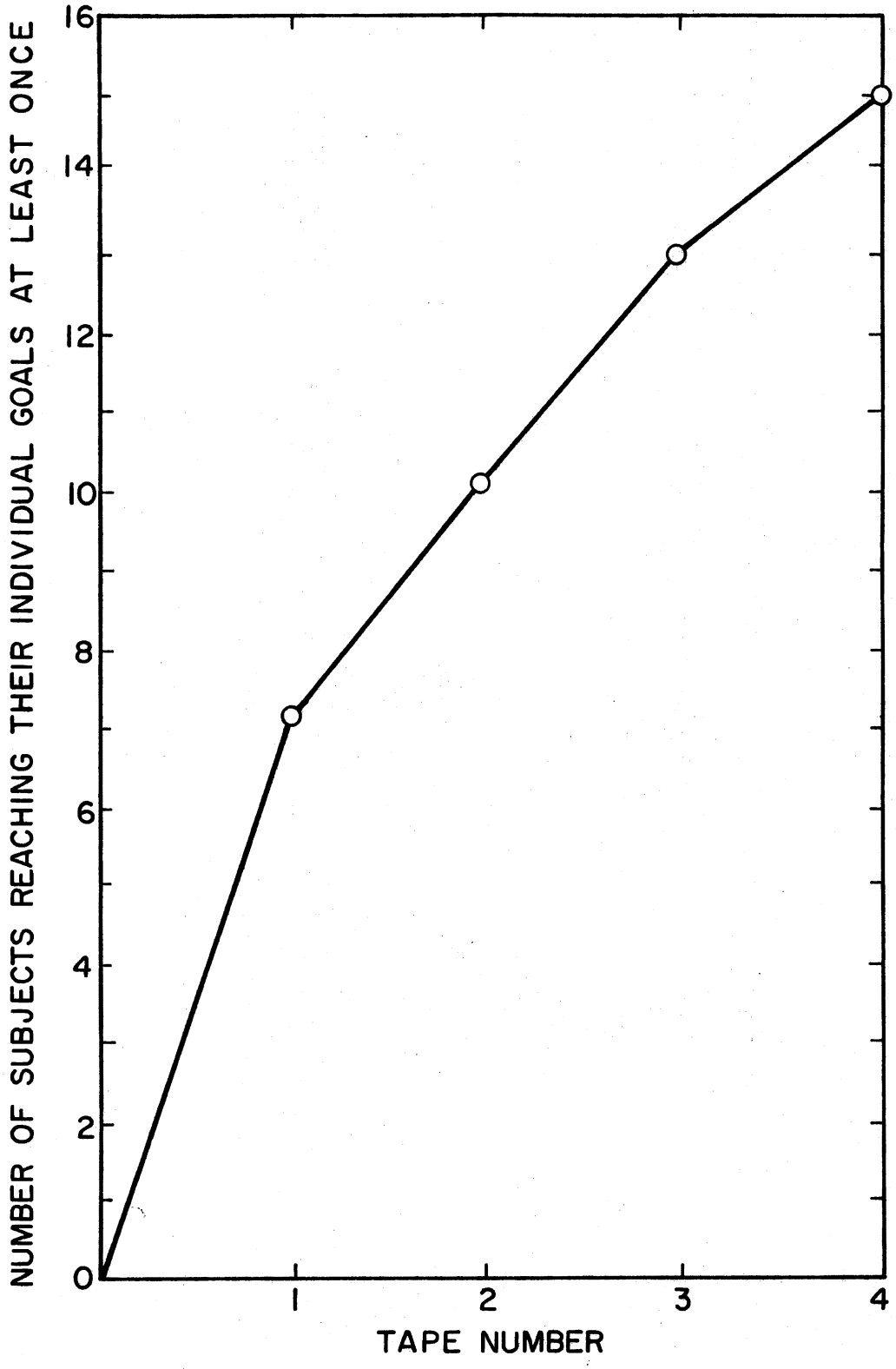

Figure 1. Cumulative Number of Subjects Reaching Their Goal for the First Time

Figure 2 shows how many of the subjects met or exceeded each one's goal on each of the four successive attempts.

As Figure 1 showed, seven subjects met or exceeded their goals on the first attempt, and 15 of the 16 subjects met their individual goals at least once during the self control procedure. As may be seen in Figure 2 subjects who once reached their goal, for the most part, continued to do so throughout the experiment. In other words, they were not immediate reversals once a subject met his or her goal, but rather a general continuance of the desired verbal behavior.

Results Related to Option #1

Of the nine subjects who chose to play a greater variety of non-directive subroles during an interview, 100% of the subjects achieved their goals at some time during the four trials (Table I).

The cumulative average for the baseline tapes was 2.83 (40 per cent) different indirect subroles per tape. These subjects' choice for an average goal to play 5.66 (87 per cent) of the indirect subroles during the interview: Three people choosing five, and six persons choosing six. The cumulative average for the highest achievements of the subjects was 6.1 (87 per cent) indirect subroles per tape.

Very impressive is the fact that the cumulative average for the four self control tapes was very near the figure set for the goal: 5.31 compared to 5.66.

As was noted by Hall (1970) direct subroles on the part of the counselor had a tendency to be followed by defensive responses, on the part of the client. In this regard, the nine subjects who chose to play a greater variety of nondirective subroles also reduced the percentage

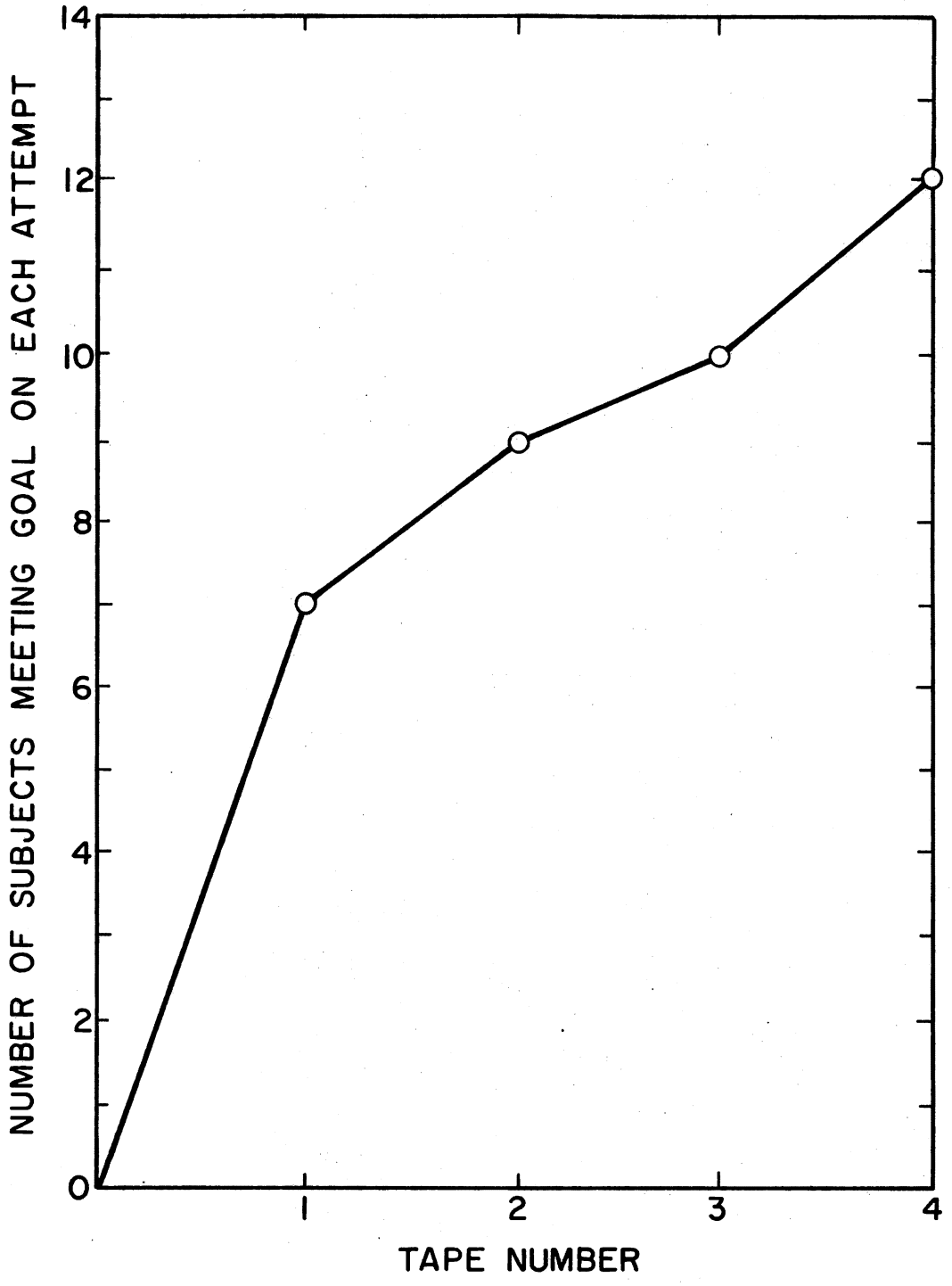

Figure 2. Number of Subjects Attaining Their Goal on Each of Four Trials

TABLE I

RESULTS RELATED TO OPTION #1

Subject	Baseline Number of Indirect Subroles		Number of Indirect Subroles Set for Goal		Highest Number of Indirect Subroles Achieved		Average of Four Tapes	
	per cent	raw no.	per cent	raw no.	per cent	raw no.	per cent	raw no.
1	43	3.0	71	5	100	7	86	6.00
2	29	2.0	71	5	86	6	74	5.20
3	36	2.5	71	5	86	6	83	5.80
4	50	3.5	86	6	86	6	71	5.00
5	43	3.0	86	6	86	6	82	5.75
6	43	3.0	86	6	86	6	64	4.50
7	36	2.5	86	6	86	6	79	5.50
8	36	2.5	86	6	86	6	71	5.00
9	50	3.5	86	6	86	6	71	5.00
Average	40	2.8	81	5.66	87	6.1	76	5.31

of transitions to direct subroles. Their base percentage of transitions to direct subroles was 26.2%, while their average for the four self control tapes was reduced to 15.1%, most of which were the direct counselor subrole of closure.

Results Related to Option #2

Three subjects chose to reduce the number of transitions to direct subroles. All of these subjects met their individual goals at least once during the self control procedure as may be seen in Table II.

TABLE II

RESULTS RELATED TO OPTION #2

Subject	Base Percentage of Direct Subroles	Goal of Direct Subroles	Lowest Percentage of Direct Subroles	Final Average of Direct Subroles
1	33%	20.0%	7.0%	9.0%
2	42%	12.5%	12.5%	14.5%
3	33%	15.0%	8.0%	10.5%
Average	36%	15.8%	9.0%	11.3%

Most impressive was that these subjects each not only met the goal at least once, but their cumulative average for the four self control tapes was also lower than the average goal percentage.

As with the first group, there was also a notable secondary change with these three subjects. This group had a base average of playing 3.7 different indirect subroles during the interview. The final average for the four self control tapes was 5.4 different indirect subroles per tape. It may be assumed that in their attempts to stop playing direct subroles, the subjects replaced them with a greater variety of indirect subroles.

Results Related to Option #3

As may be observed from Table III three of the four subjects met their goal at least once. One subject did not meet the individually set goal, but did substantially alter the verbal behavior in the desired direction.

TABLE III

RESULTS RELATED TO OPTION #3

Subject	Base Number of Transitions Per Minute	Set Goal of Transitions Per Minute	Lowest Rate of Transitions Per Minute	Average Rate of Transitions Per Minute
1	.69	.33	.40	.61
2	.93	.33	.33	.55
3	.78	.33	.26	.38
4	.90	.50	.20	.33
Average	.825	.37	.30	.47

The base average of .825 transitions per minute represents the student counselors' shifting subroles nearly once every minute, while the final average of the four self control tapes indicates that the subjects approximately doubled the average length of time they maintained a subrole.

Unlike the findings in the first two options, analysis of the data produced from these subjects showed no change in the percentage of direct and indirect subroles played, nor in the variety of indirect subroles played.

Discussion

The review of the literature in Chapter II established a need for an objective method to both evaluate and change student counselor verbal behavior. Present methods of tape evaluation are also tremendously time consuming processes for supervisors in their attempts at thorough evaluations. Students also experience threats at times because they feel their philosophical orientation is being judged, rather than the actual process of the interview.

The present research has been an attempt to validate a method which will eliminate the forementioned problems. The results of this research do just that, as Troth and Seals (1973) had suggested.

Although the experimentor was present during the entire experiment, his attendance in a practicum setting would be necessary only in sessions one and five, where the process was taught and the goals were set. The supervisor might also wish to monitor progress at times, or suggest the setting of new goals after the attainment of the original; but he would

no longer be the evaluator of the tapes. This would enable him to use those hours in more productive efforts.

What Troth, Hall, and Seals did not spell out was a method by which their instrument the Counselor Counselee Interaction Scale might be used. This challenge was answered at a workshop during the annual APGA convention in New York City in 1975. At the Universities of Tennessee, Michigan State, and North Dakota, self control methods are currently being employed with student counselor verbal and nonverbal behavior. These behaviors are rather simplistic such as saying "ah" less often. This experimentor's research was an attempt to change much more complex verbal behavior, using the same method.

The results of this study strongly suggest that the self control method employed with the modified Counselor Counselee Interaction Scale will produce positive results in altering student counselors' verbal behavior in desired directions which are free of philosophical orientations.

Summary

The purpose of this chapter was to report the results of the present investigation.

An expansion of Scott's Coefficient was used to assess whether or not the subject could learn to use the modified Counselor Counselee Interaction Scale. The yield was a high score of .928.

Employing pre- and post-percentages as well as graphic representations, it was found that 15 of the 16 subjects reached their individual goals at least once during the experiment. A short discussion then followed the reporting of the results.

The purpose of the next chapter will be to present a summary of the study, to form some conclusions, and to make recommendations for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The following chapter will be presented in three segments. First, a general summary of the experiment will be given. This will be followed by conclusions, and the final section will deal with recommendations for future research in this and other related areas.

Summary

The purpose of this investigation was twofold. It was, in essence, an attempt to validate the challenges presented by Troth and Seals (1973) regarding the usage of the Counselor Counselee Interaction Scale in counselor education. The questions were as follows:

1) Is it possible for counseling students to quickly and accurately learn to use the modified Counselor Counselee Interaction Scale?
2) Is it possible for counseling students to attain an individually self-chosen verbal goal using the modified Counselor Counselee Interaction Scale as a self control learning and self evaluation device?

The subjects for this study consisted of 16 volunteers from the Masters program in Counselor Education at Oklahoma State University during the spring semester of 1976. The data was collected by the student counselors on the modified Counselor Counselee Interaction

Scale, and then the individual results were put on graphs kept by each subject.

The volunteers and the experimentor were able to adjust scheduling so that each subject participated in nine weekly sessions consecutively over a nine week period.

The first session was a formal presentation and explanation of the values of the Counselor Counselee Interaction Scale by the experimentor. The purpose of the second meeting was to determine if the subjects had each learned to properly use the instrument. Toward this objective they were asked to assess a tape by using the modified Counselor Counselee Interaction Scale.

The third and fourth sessions dealt with having the subjects evaluate their own tapes using the modified Counselor Counselee Interaction Scale. During the fifth meeting each subject set his or her own individual goal for verbal change based upon their own perceptions of the results of sessions three and four.

The remaining four sessions consisted of having the subjects produce weekly a taped interview in which they attempted to meet their individually set goal for verbal change. They also, at each of these sessions, assessed their individual progress weekly by evaluating their verbal behavior on each successive tape by using the modified Counselor Counselee Interaction Scale. Each subject charted his own progress on an individualized graph.

Conclusions

The results of this study warrant the following conclusions:

1) Students can be taught to understand and accurately use the

modified Counselor Counselee Interaction Scale efficiently as was confirmed by the Scotts Interjudge Reliability Coefficient of .928 which was attained.

2) Using self control as a means and the modified Counselor Counselee Interaction Scale as an evaluation device, 15 of the 16 subjects attained their own individually preset goals of desired verbal behavior at least once during their four trials (Appendix D).

Recommendations

This study warrants the following recommendations regarding further research:

1) Research is needed to determine if the number of indirect subroles played by a counselor is related to the interview outcome.
2) Research regarding the effects of direct vs. indirect subroles on interview outcome in a counseling setting is needed.
3) A study with an experimental design would add credence to the results found in this study.
4) Further research regarding the cause and effect relationship between counselor and counselee subroles would be a great addition to the student counselor's understanding of the counseling process and product, further enabling him to set goals for verbal change in appropriate situations.
5) The relationship between playing a greater number of indirect subroles and/or less direct subroles and "facilitative conditions" would add validity to the usage of the CCIS as a

teaching instrument.

6) The author recommends the usage of this instrument (CCIS) in just such a manner as it was used in this study (self control) in both the practicum and pre-practicum settings since there are no other methods which at this date can validate any superiority to it.

7) Follow up studies would check for reversals after goals were met in pre-practicum or practicum settings.

8) A study to see if various "techniques" used by different schools of thought would fit into the existing counselor subrole categories, would allow a student counselor to begin to use various techniques as possible goals for change.

9) The high interjudge reliability score using subjects listening to a tape recorded interview might be due to affective fluctuations of verbal intonation which are not present in typescripts. A validation study of this would be of interest. Videotape assessment might produce a higher level of Interjudge Reliability among judges.

10) Allowing subjects to learn various counselee subroles and how counselor subroles affect them, would add another dimension to a study similar to this one.

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APPENDIX A

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 "the adjudged general purpose or intent which a counselor has for a particular period in the interview." This point must not be confused with the broad general role of the counselor, that of a "helping" relationship, or with the specific technique being employed by a specific statement.

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

When the purpose of the counselor changes, his statements can change as well. When this occurs, the subrole changes and the point at which the change occurs is called a transition point. The location of subrole transition points is vital to the research at hand and will be primary to the judges purpose.

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

1. Locate specific points during the audio 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 and label the purpose or intent of the counselor during these intervals, using the subrole definitions provided.

    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 . . .

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

s: Yeah . . .

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

s: uh huh.

(long pause)

c: That's sort of it for today?

s: I think so.

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 will call for the recorder to be stopped and if necessary rewound 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 timed footage and the exact quote of the counselor (or if the statement is too, paraphrase the statement). In the previous example, if the footage reading for lines 47 were 5 min. 40 sec. the judging sheet would appear thus:

Footage	Counselor Statement	Subrole Label
5 min. 40 sec.	"Well, why don't you finish this testing then . . . at your leisure	

To further clarify, each judge is to rate counselor verbal subrole behavior. Worksheets for the counselor verbal will be provided.

Subrole Labels

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

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

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:

   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.

   C: Well, I think that this sort of think, 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.

   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:

   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.

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

S: Yeah, I know.

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:

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 . . . .

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?

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.

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.

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:

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 csll 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.

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:

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.

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.

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:

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.

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.

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.

C: What year of school are you in now?

S: I'm going to be a senior.

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.

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.

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. <u>The Probing Sub-role</u>. 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:

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.

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.

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.

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:

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.

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

S: Yes.

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 neutral counselor statements that do not impede or sidetrack the counselee but do indicate to the counselee that the counselor is listening. The counselor adds no new ideas or thoughts; he limits himself to statements or phrases that reflect this listening attitude. This 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:

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.

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 my dad does, I, he tells me stuff that goes on.

C: Uh-huh.

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

C: Uh-huh.

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

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.

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:

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

S: Uh-huh.

C: And you're not failing English is that correct?

S: Yeah.

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.

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.

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

S: I don't know.

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:

   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 . . . .

   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.

   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.

   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:

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.

C: Second hour, then.

S: Uh-huh.

C: OK Mike.

S: Thank you.

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?

C: Isn't that for Tuesday?

S: Oh.

C: Bye.

Labeling Subroles

After a subrole transition point has been determined, the judge should evaluate the content of the segment and assign a label from the 12 counselor subroles by signifying the letter and the one word label.

Procedures

1. Locating the transition points between counselor subroles.
2. Label the counselor subrole units.
   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 - found on cassett.
      3. The operator will start or stop the tape for you. Do not hesitate to ask to back up the tape at any time.
      4. Because we assume the interview is made up of a series of subroles, the judge should use the first counselor statement to be his first transition point. 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 purpose (subrole).

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

B. Labeling Subroles. As each transition point is observed, the judge should carefully consider the counselor's purpose in terms of the subrole definitions and assign that label by first indicating its letter designation and its one word 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 neutral in reflections, i.e. he does not select out areas or introduce new ideas - Listening.
J.	(Structuring)	1. Relationship - Cr. explains counseling relationship. 2. Topic - Cr. opens new topic or redirects.
K.	(Rapport Building)	1. Relationship - Cr. attempts to establish himself as "helper". 2. Conversing - Cr. simply small talks.
L.	(Closure)	Cr. attempts to end interview.

APPENDIX B

INTERVIEW RATING SHEET

Judge _____ Interview No. ____

Date _____

Do Not Use
No. of N.D.
No. of Diff. N.D.
No. of Direct

Transition Point			Subrole
Footage	Counselor Statement	Letter	Label

APPENDIX C

MODIFIED COUNSELOR-COUNSELEE

INTERVIEW RATING SHEET

Name: _____ Tape No. II

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

Baseline Analysis

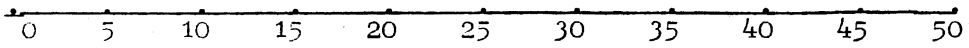
Total Time of Interview _____ minutes
Total Transition Points _____
Transitions Per Minute _____

Total Direct Subroles _____. % age Direct _____
Total Indirect Subroles _____. % age Indirect _____

Of the seven indirect subroles
the counselor played _____ = _____%

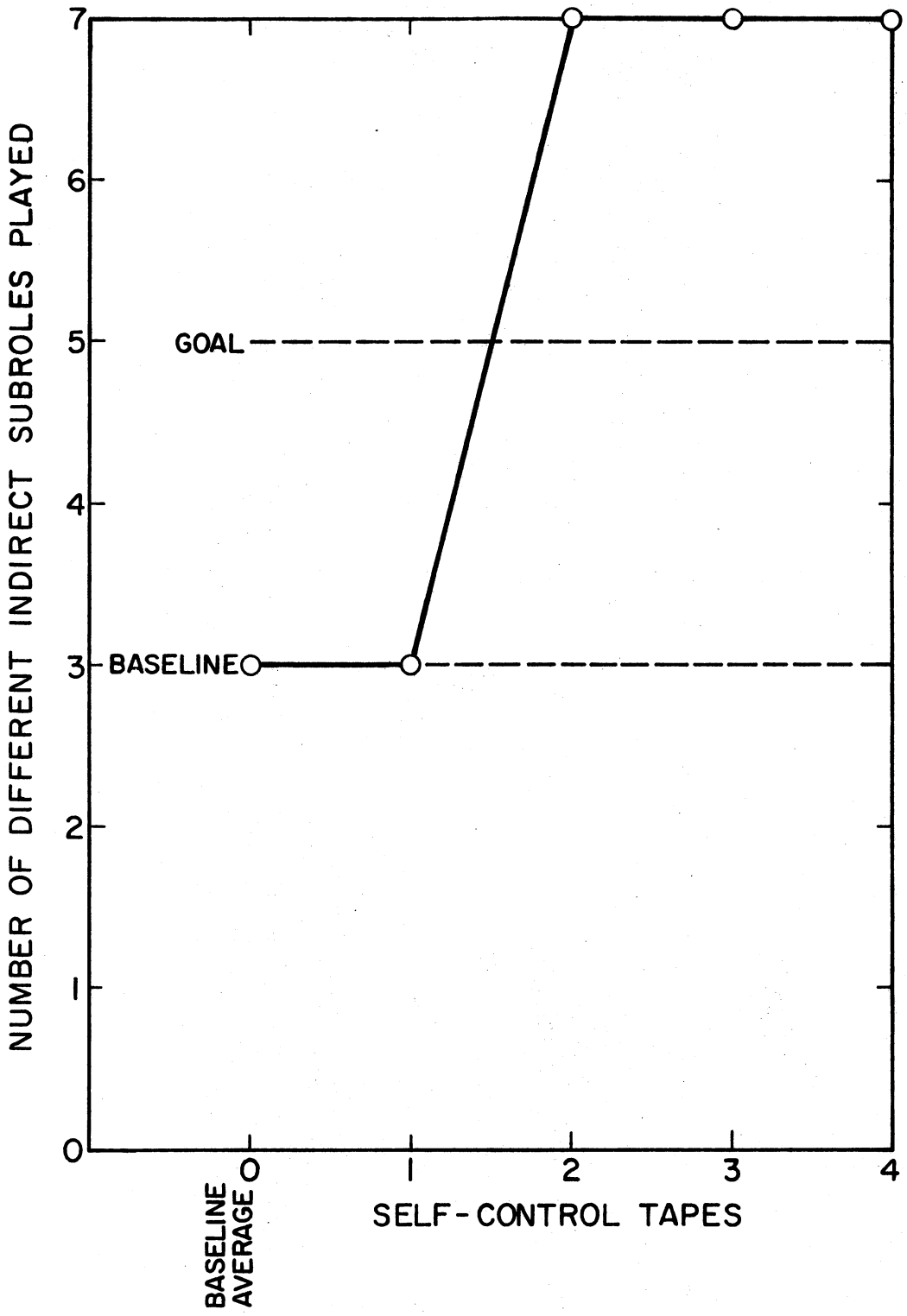
◯ - counselor subrole

▼ - transition point



APPENDIX D

GRAPHIC REPRESENTATIONS OF STUDENT COUNSELOR BASELINE AND SELF-CONTROL VERBAL BEHAVIOR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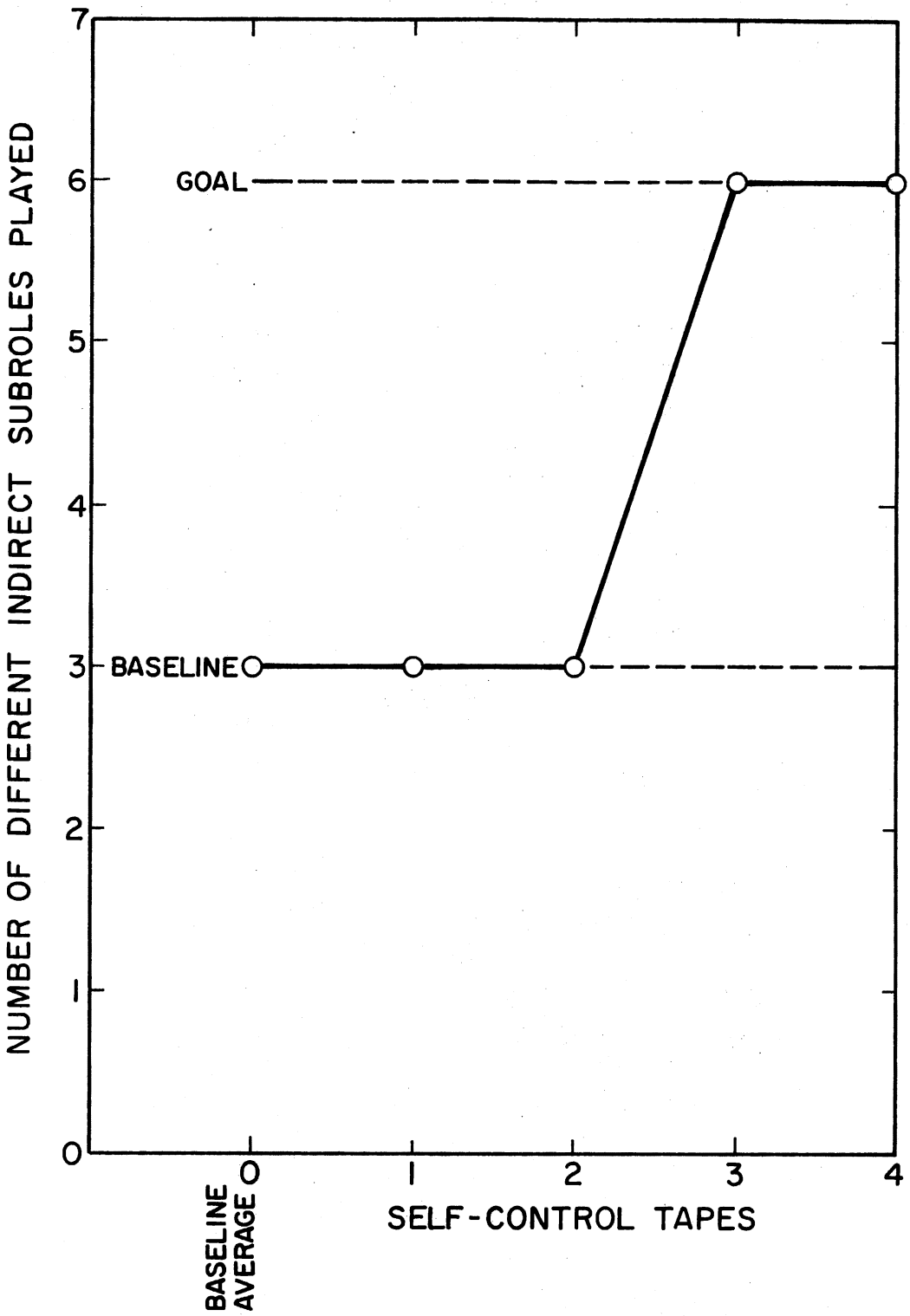
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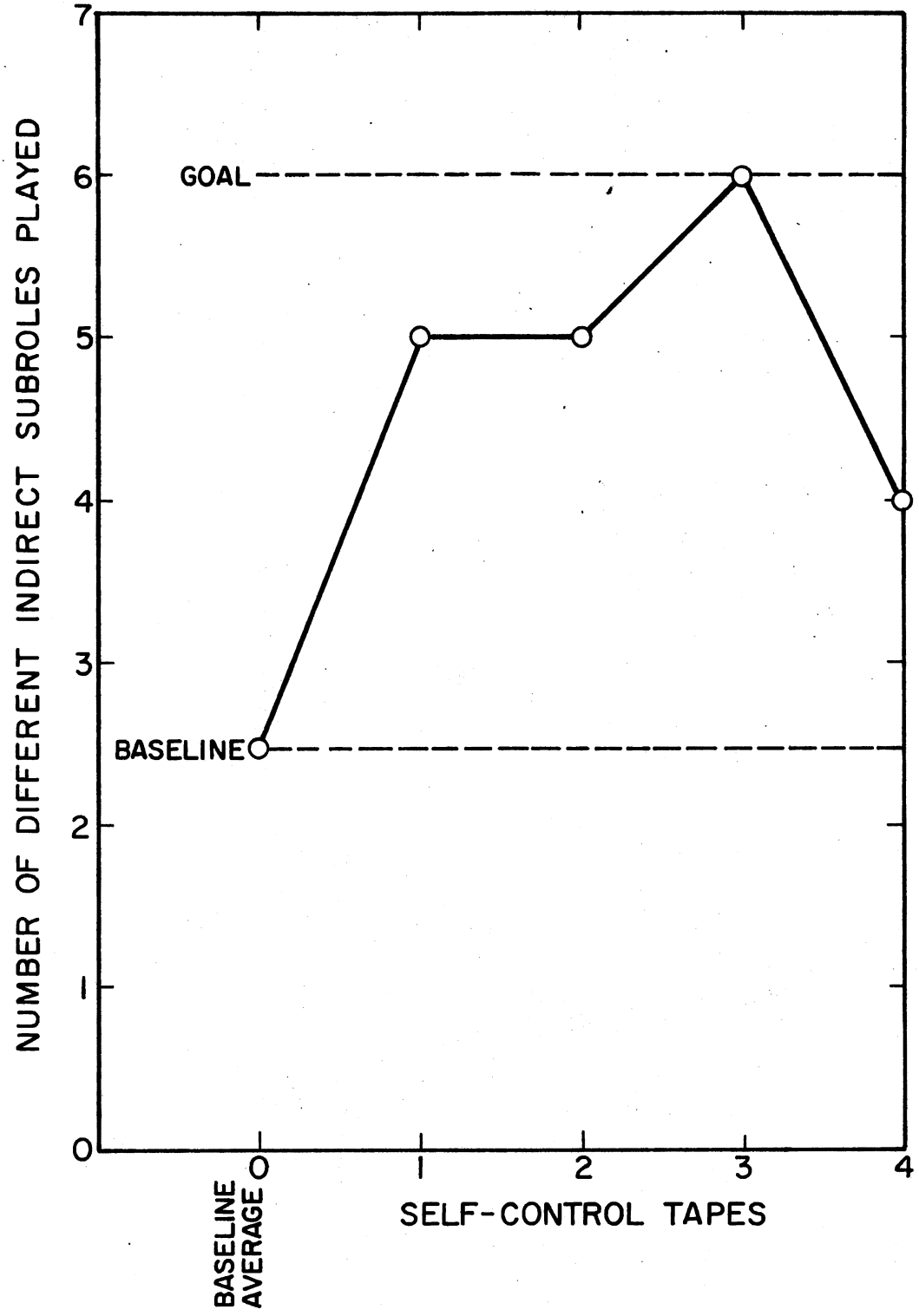
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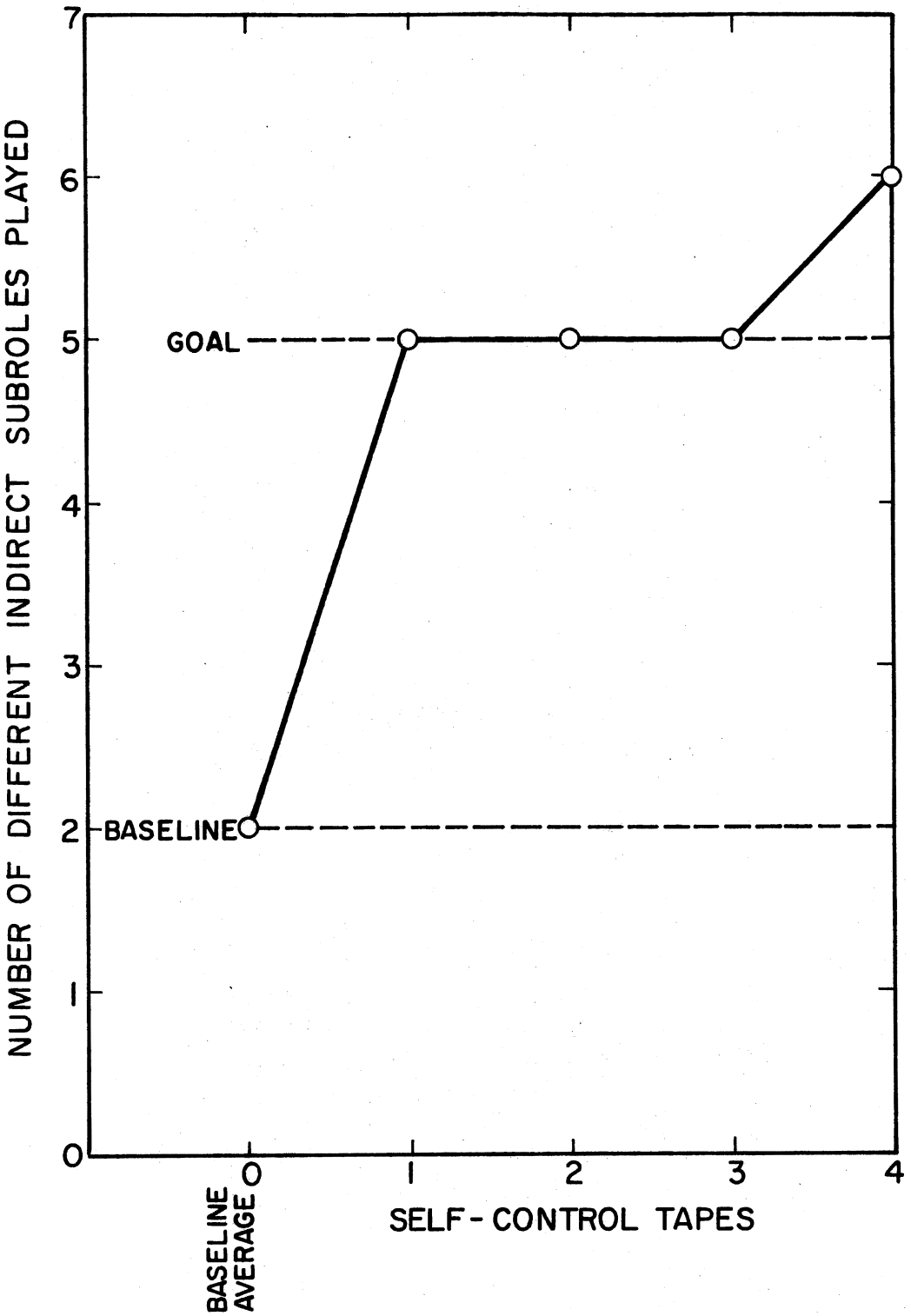
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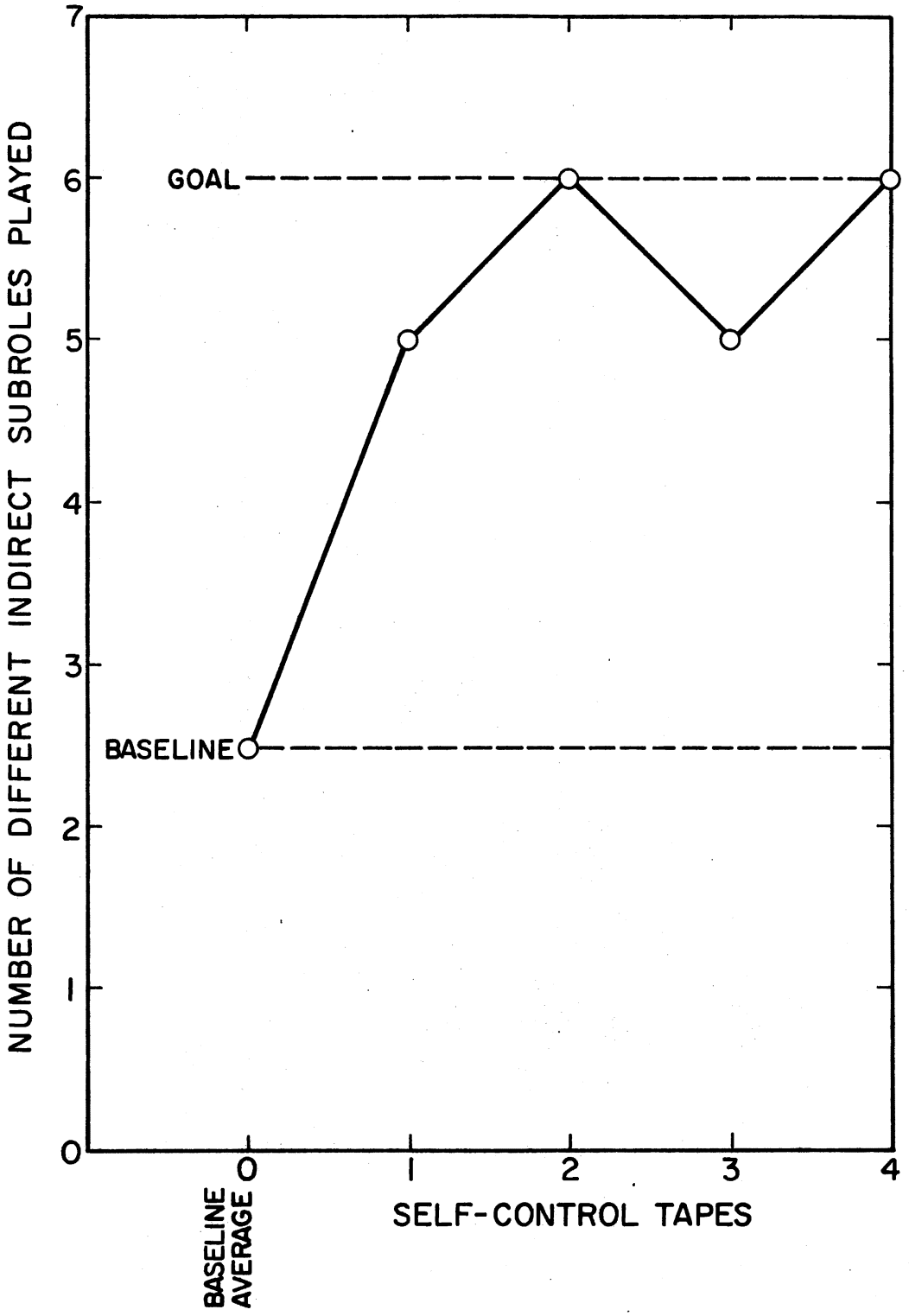
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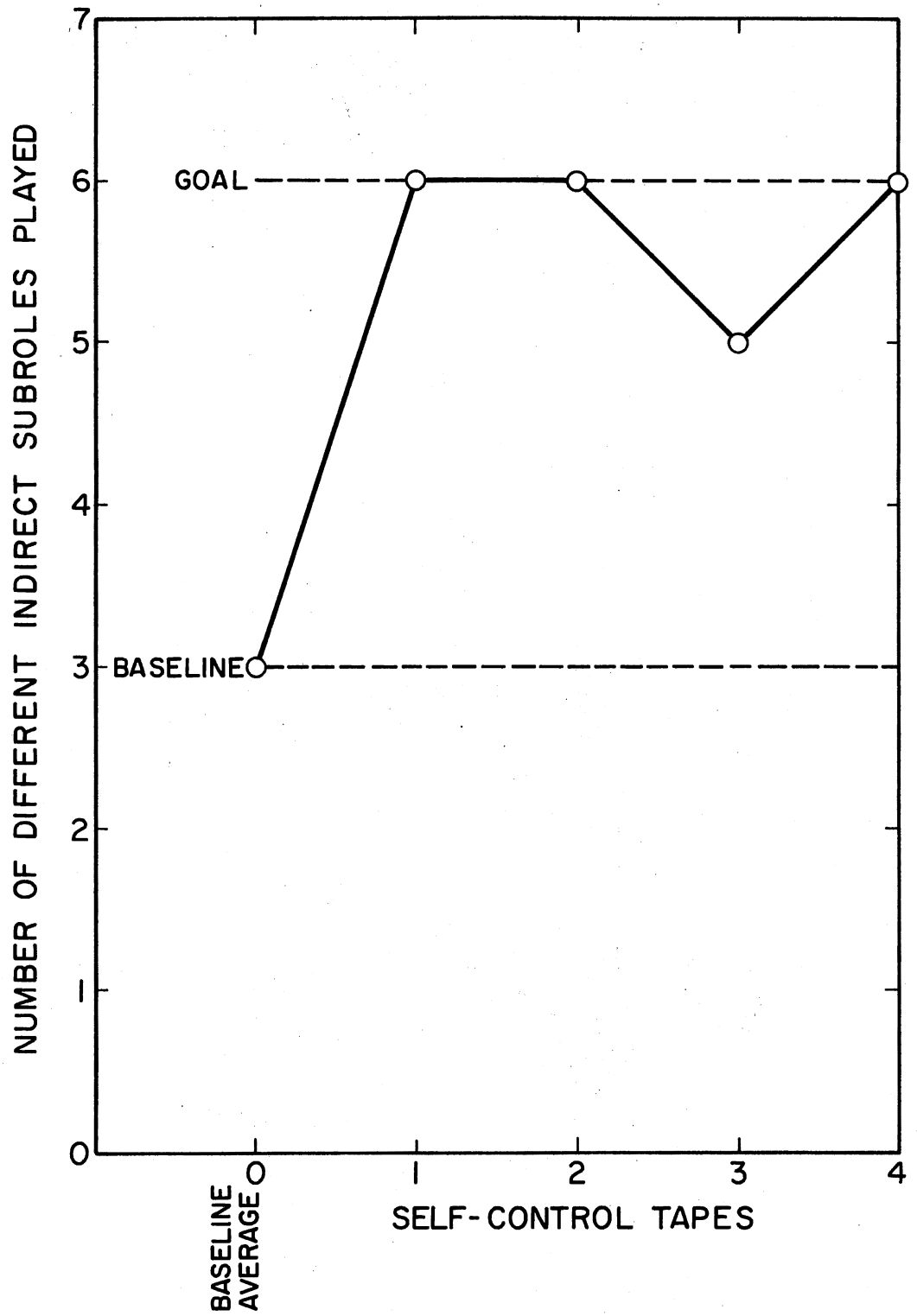
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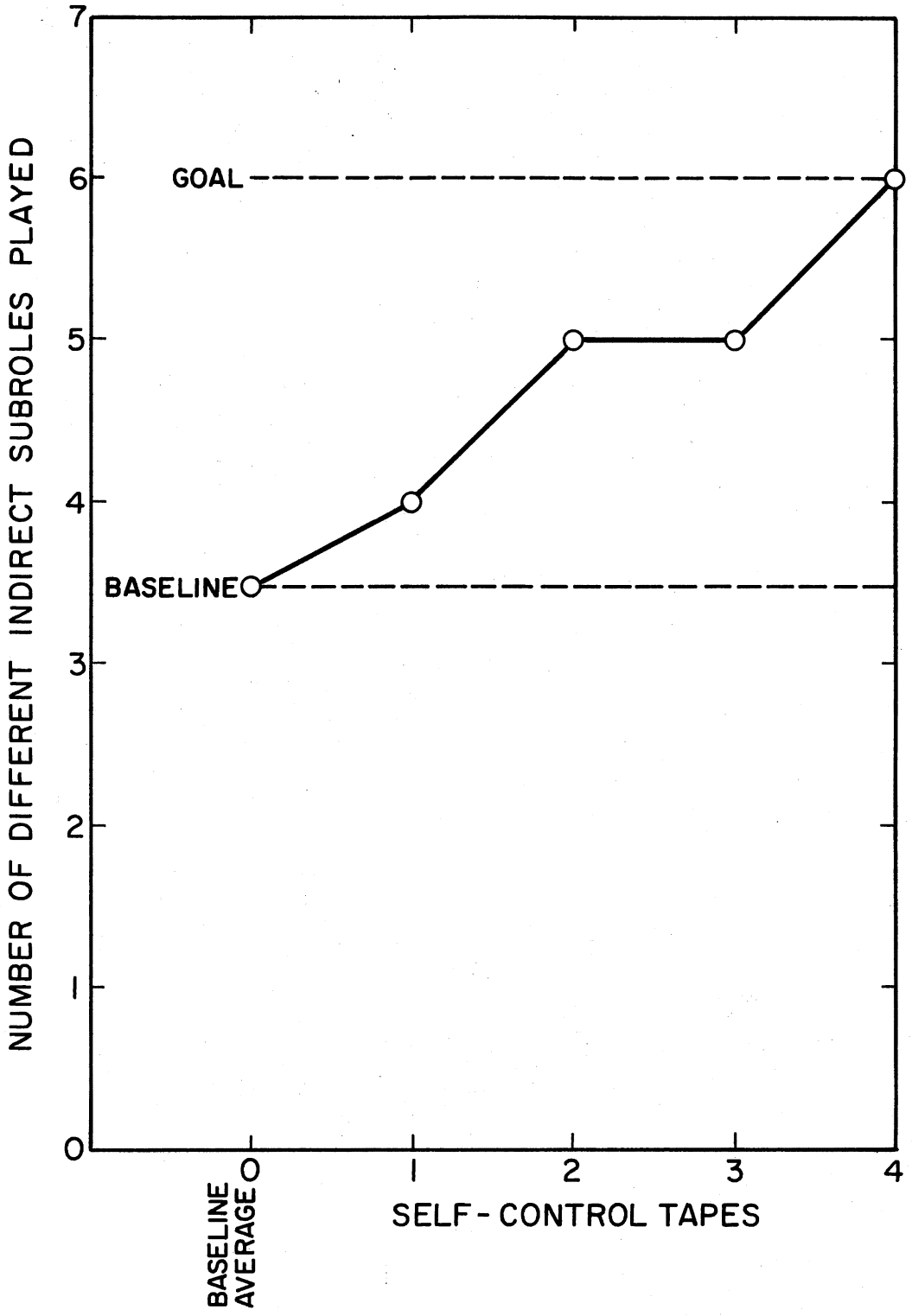
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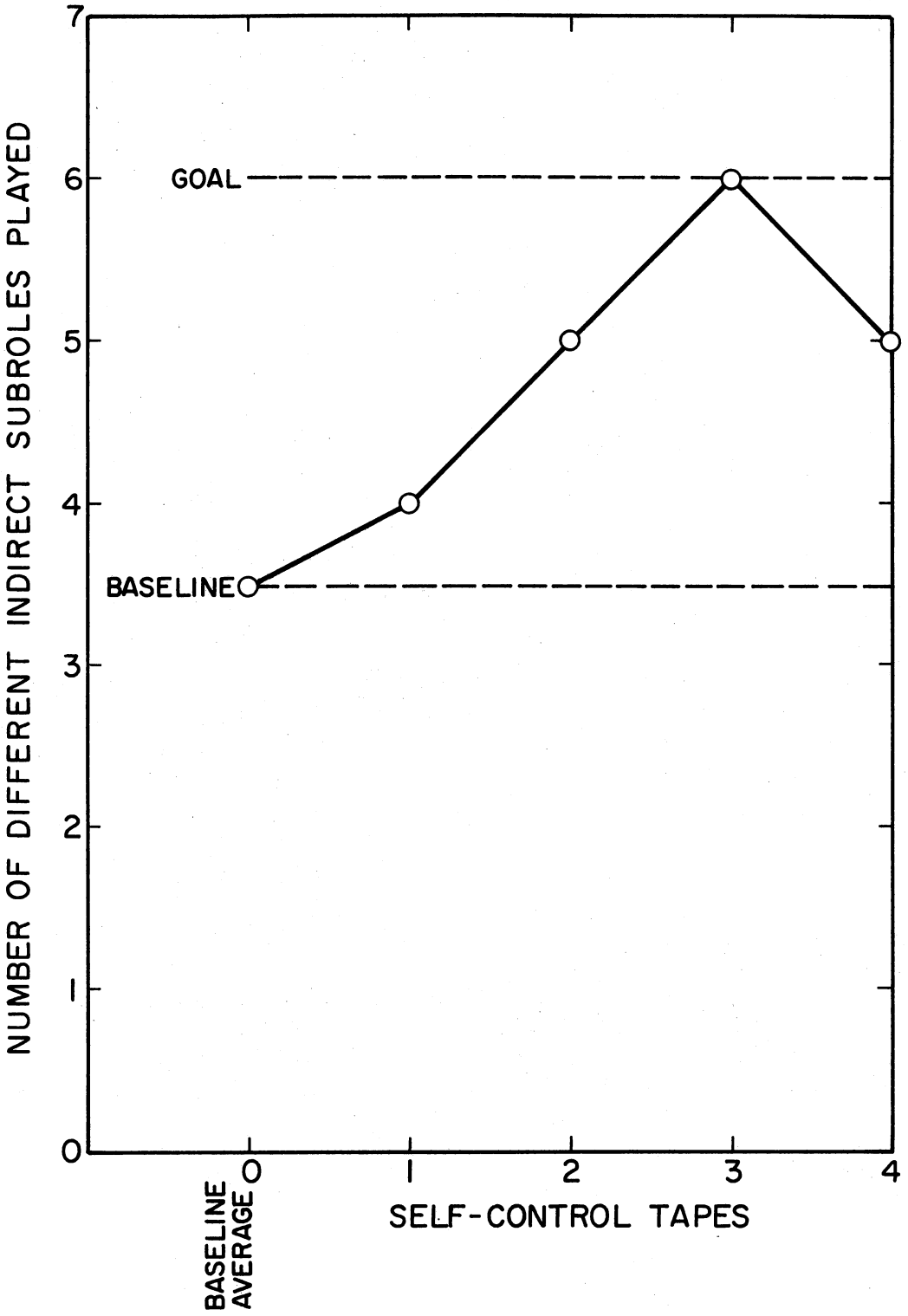
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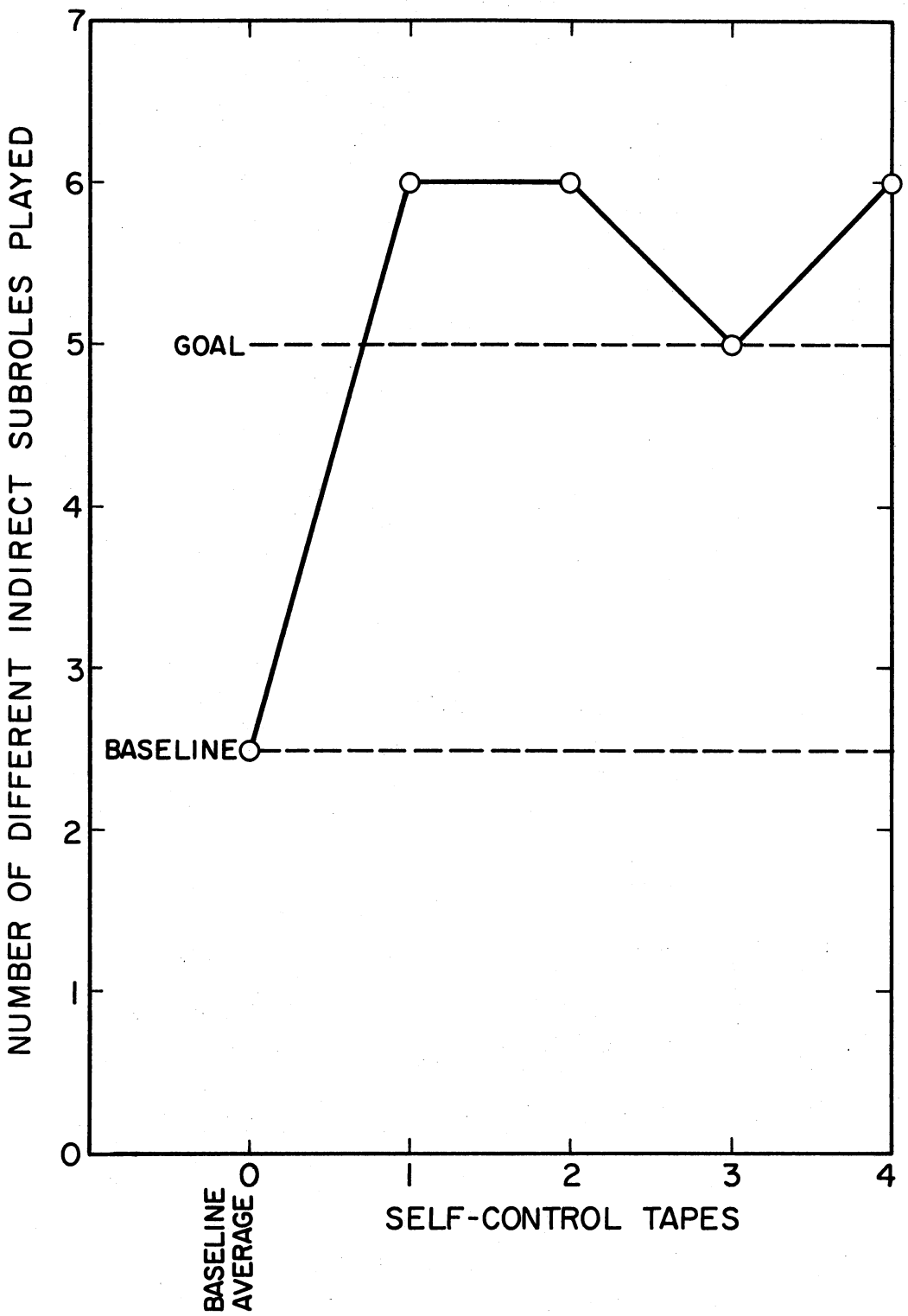
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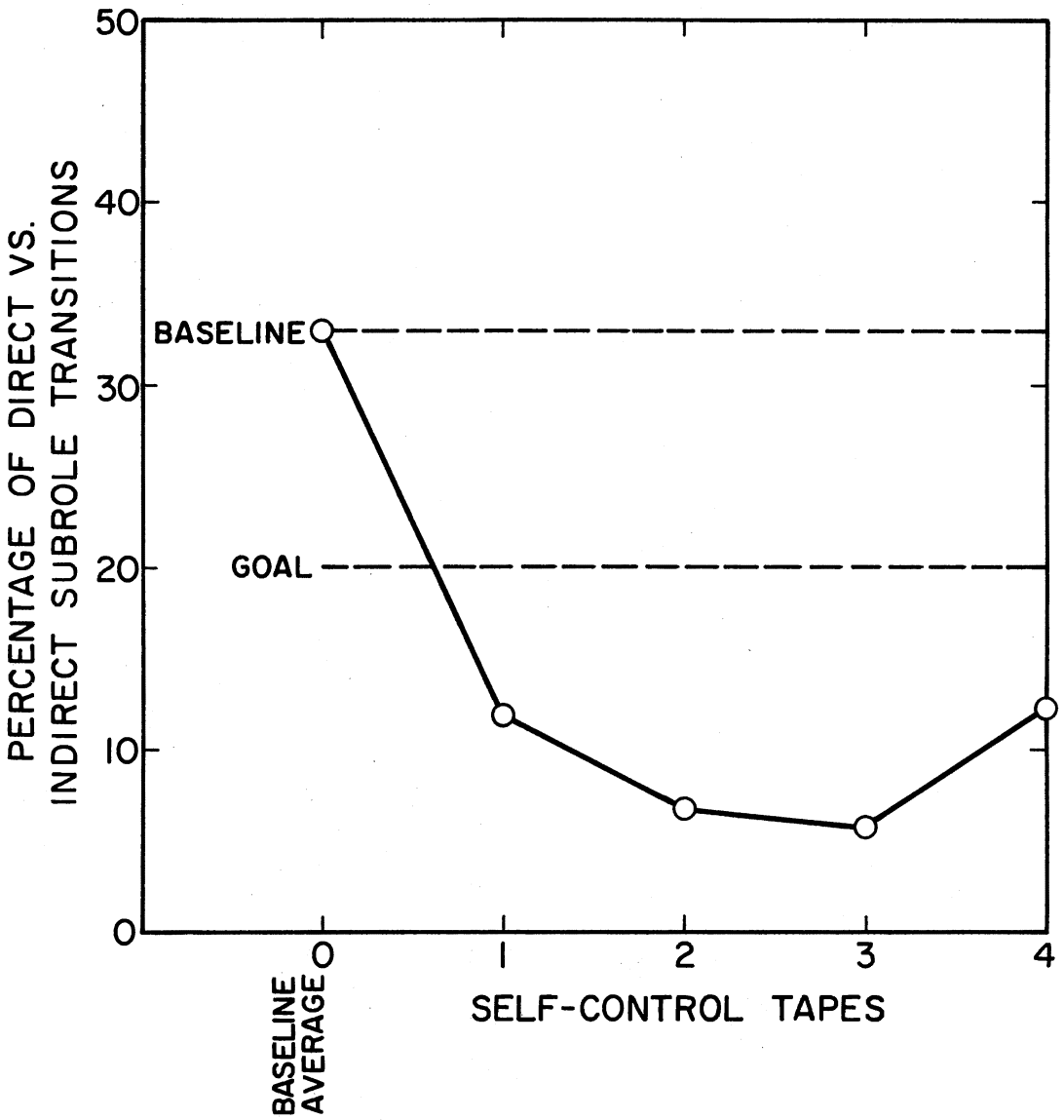
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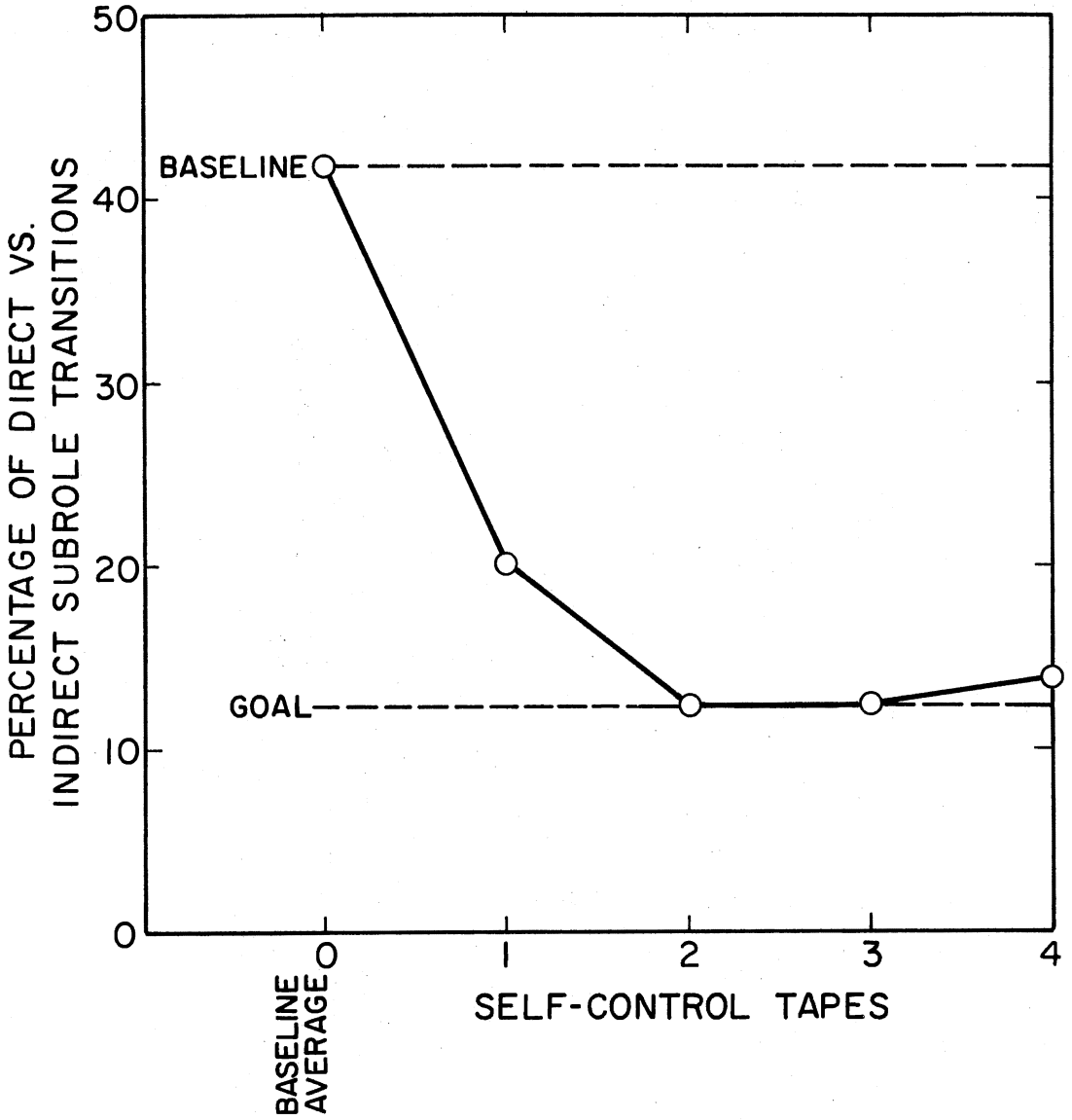
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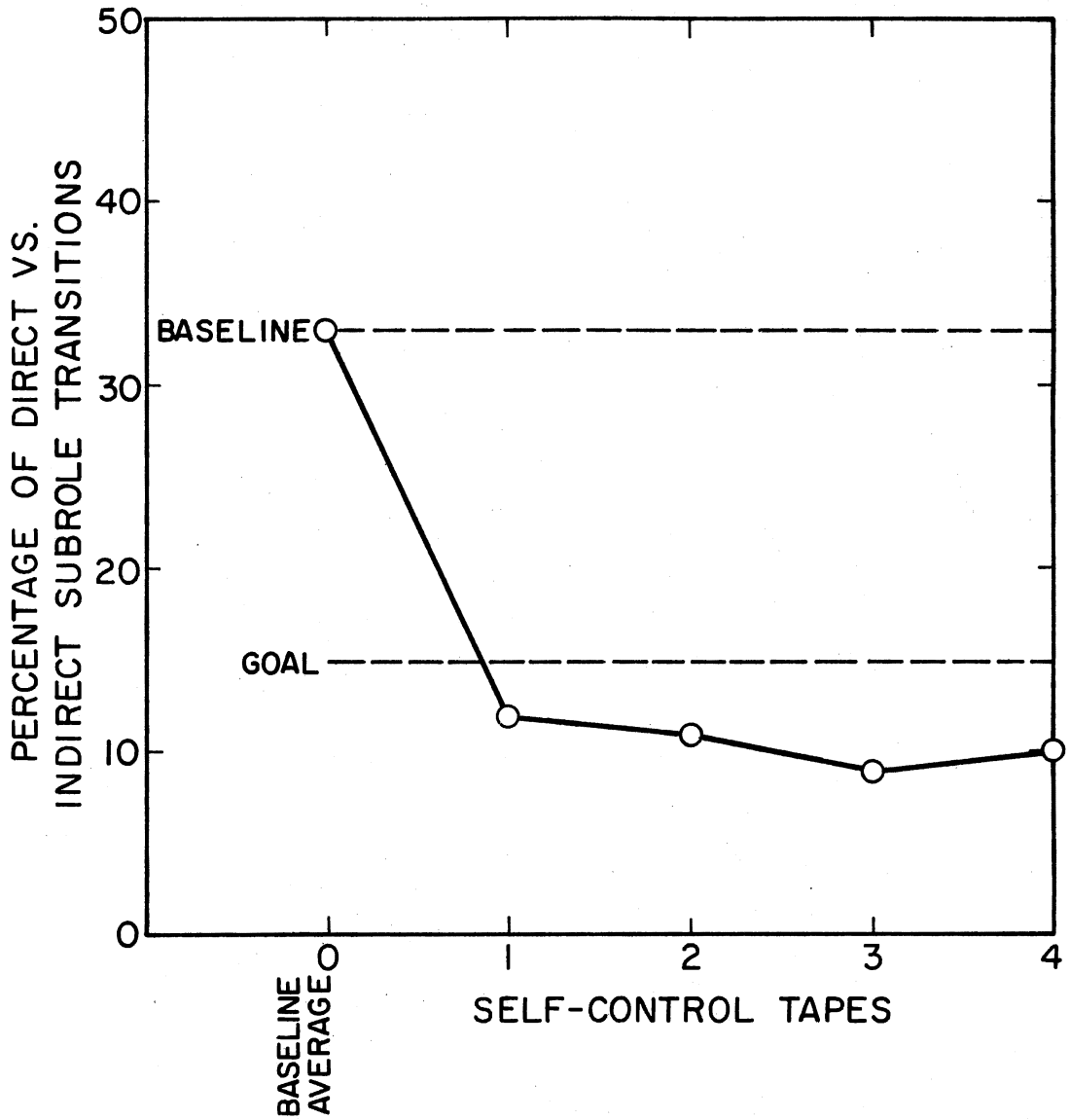
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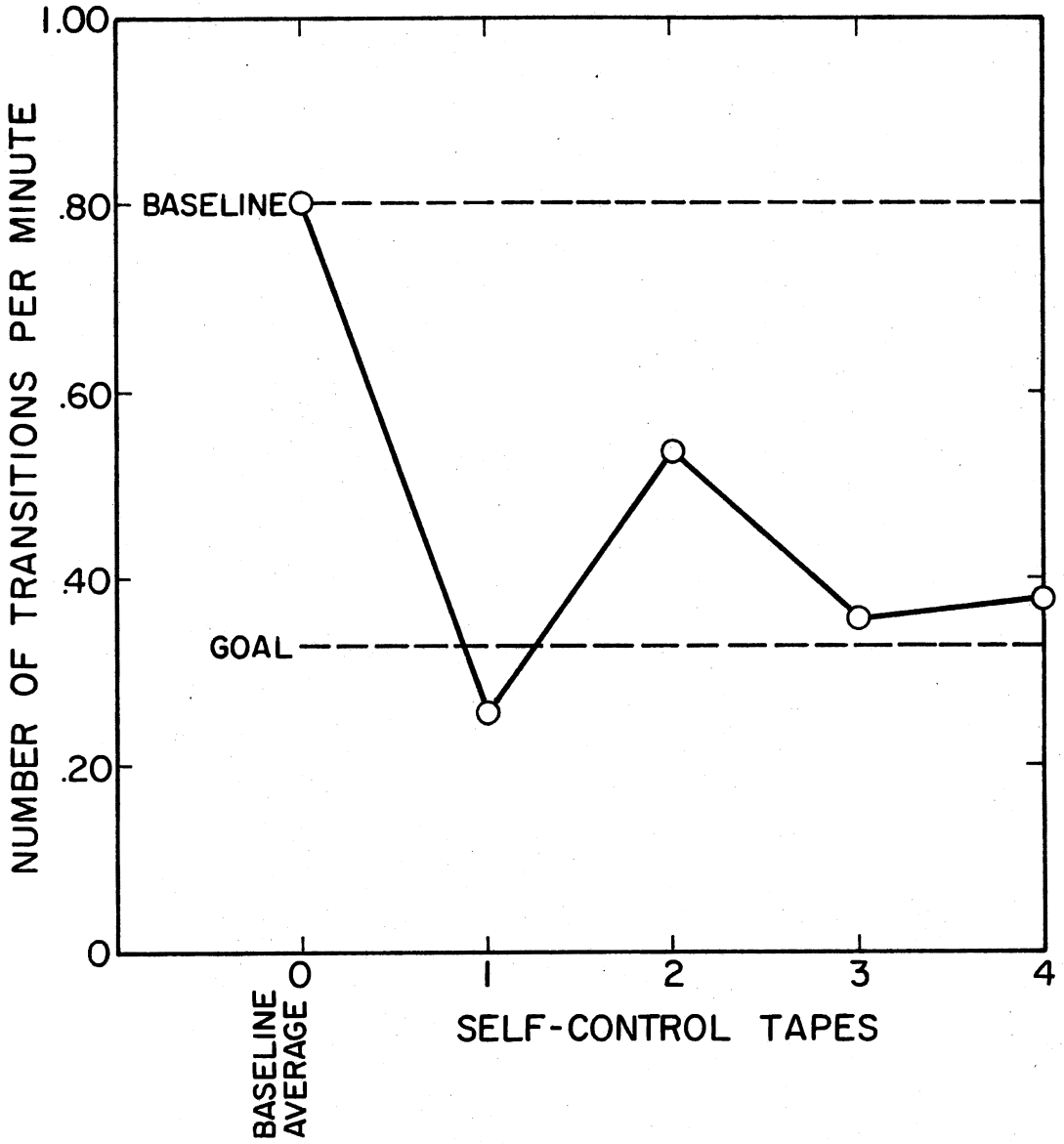
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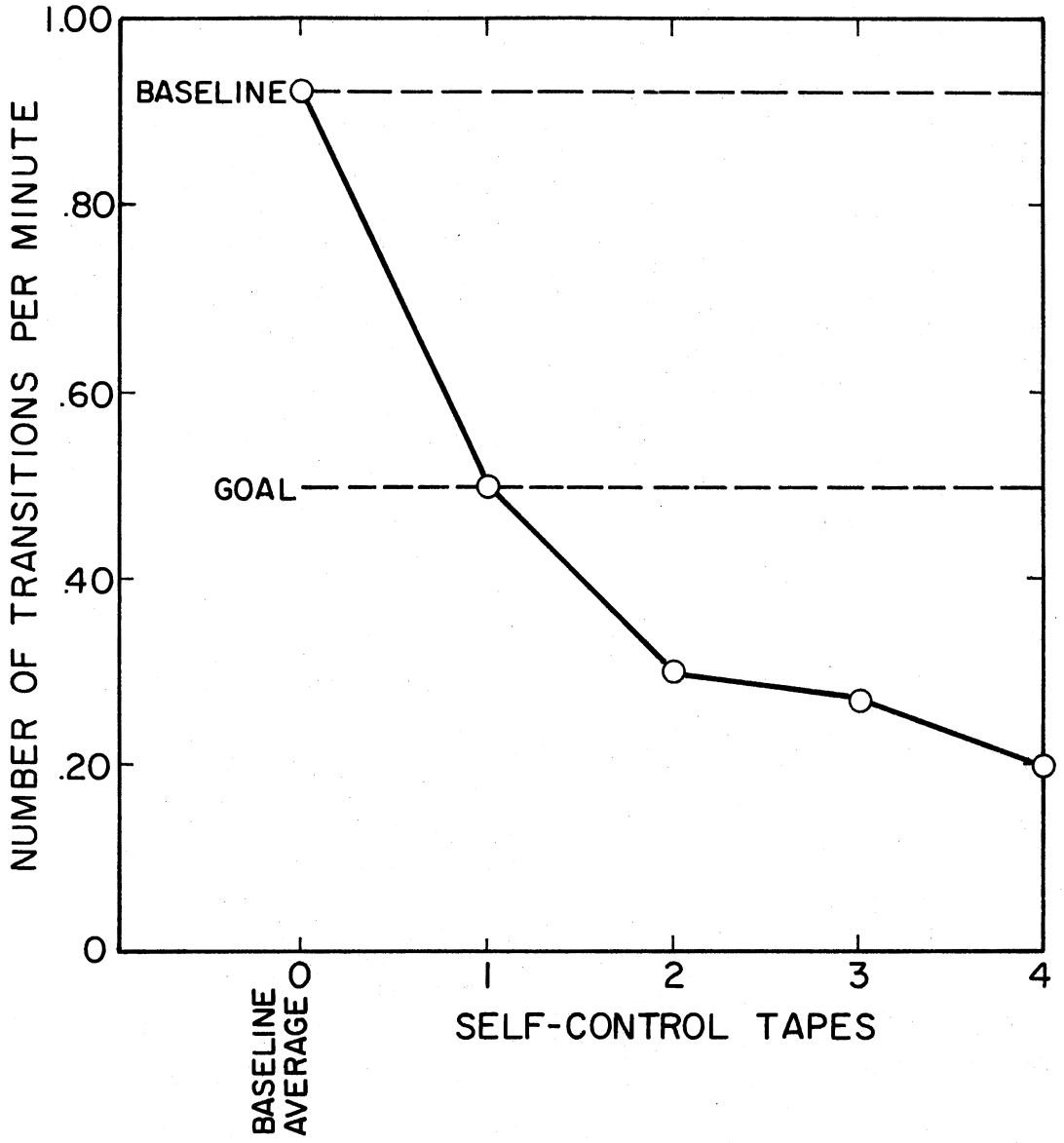
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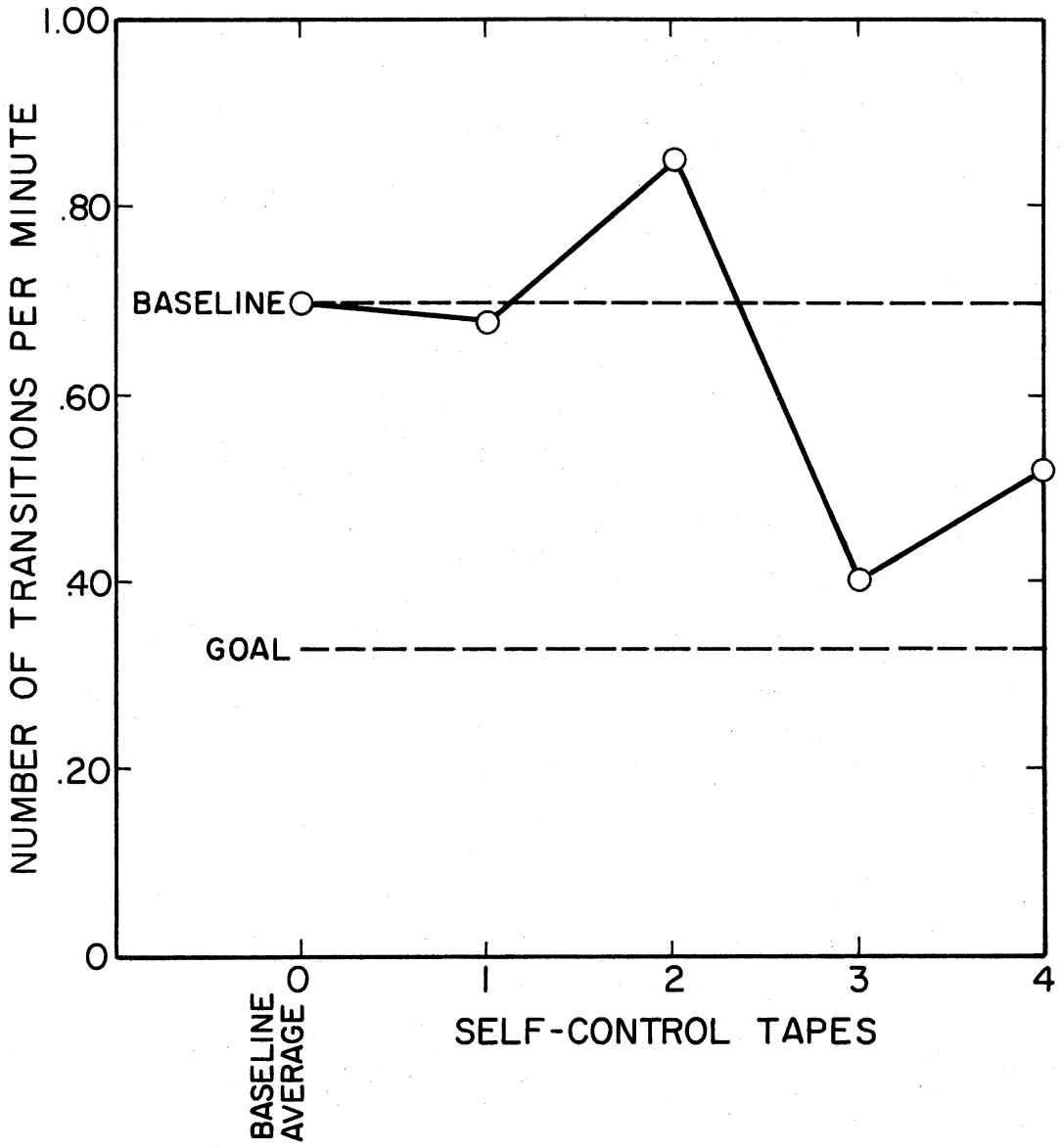
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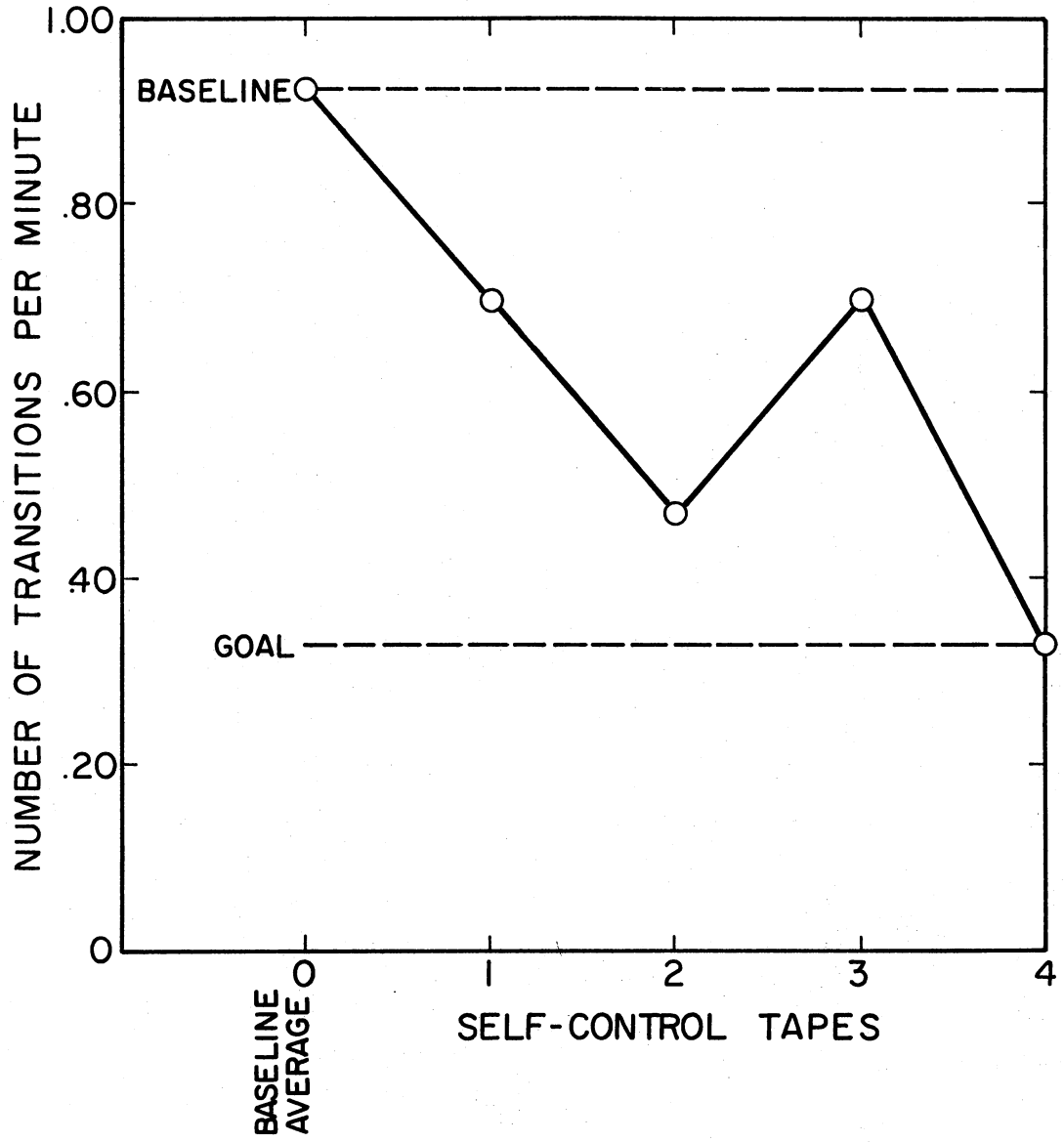
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BASELINE AVERAGE
SELF-CONTROL TAPES

VITA

James Earl Dunn

Candidate for the Degree of

Doctor of Education

Thesis: THE UTILIZATION OF A COUNSELOR-COUNSELEE INTERACTION SCALE USED AS A SELF-CONTROL TEACHING DEVICE ON COUNSELOR PERFORMANCE

Major Field: Student Personnel and Guidance

Biographical:

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Professional Experience: Vocational guidance counselor, Neighborhood Youth Corps, Canton, New York, 1968-1969; Elementary school teacher, Knox Memorial Central School, Russell, New York, 1968-1971; Teaching assistantship in Educational Psychology Department, Oklahoma State University, Stillwater, Oklahoma, 1971-1973; Staff Counselor and Psychotherapist, State University College at Oneonta, Oneonta, New York, 1973-1975.