DOCUMENT RESUME

ED 081 775   SP 006 931

TITLE   Building One-To-One Relationships. An Individualized
                 Volunteer Education Module.
INSTITUTION   Dade County Public Schools, Miami, Fla. Dept. of
                 Staff Development.
SPONS AGENCY   Florida State Dept. of Education, Tallahassee.;
                 Office of Education (DHEW), Washington, D.C.
PUB DATE   Jun 71
NOTE   82p.

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   *Interpersonal Relationship; *Performance Based
                 Teacher Education; *Performance Specifications;
                 *Teaching Skills; Training Objectives; *Training
                 Techniques

ABSTRACT
                 This module provides instruction in increasing
positive interpersonal relationships. As a performance-based module,
it requires the application and practice of specific verbal
interpersonal skills in a real setting until their mastery is
demonstrated. A continuous cycle of input--concept
formation--application--feedback--and evaluation leads to a clearly
defined and obtainable performance objective. (Worksheets, study
sheets, and a description of enabling activities for each of a series
of objectives are given. Also included are preassessment and
postassessment questionnaires.) (JB)

AN
INDIVIDUALIZED
VOLUNTEER
EDUCATION
MODULE

BUILDING

ONE-TO-ONE RELATIONSHIPS

Dr. Leonard Britton
Associate Superintendent for Instruction
Dade County Public Schools

Joseph L. DeChurch, Director
Department of Staff Development

Mildred B. Augenstein, Coordinator, Staff Development
Audrey H. Jackson, School Volunteer Coordinator

Diane H. Baker   Nancy B. Cooper
Patricia O. Frost   Evelyn O. Looney

MODULES IN CLUSTER IX: Implementing A School Volunteer Program

General Skills and Knowledge

1. Administering A School Volunteer Program
2. Becoming A School Volunteer
3. Building One-To-One Relationships
4. Using The Services Of A School Volunteer

Specific Skills and Knowledge

5. Assisting In The Library
6. Assisting In The Classroom
7. Assisting With Clerical Tasks
8. Assisting With Physical Education Activities
9. Helping Students Develop Appropriate Behavior
10. Sponsoring A Special Interest Club
11. Volunteering In Special Education

INDIVIDUALIZED VOLUNTEER EDUCATION MATERIALS

A DESCRIPTION OF THE B-2 MODEL FOR PACKAGED VOLUNTEER TRAINING MODULES

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials. These materials were designed to be used in either pre-service or in-service teacher education. They were prepared in the form of a self-contained "packaged" module aimed at specific teaching skills or specific concepts fundamental to teaching. Each module was expected to include all of the information and directions needed to accomplish a set of observable goals.

An outgrowth of this effort has been the extension of this type of training presentation to the volunteer in the school setting. This 1971 project in material development for volunteer workers in education capitalizes on the most successful aspects of the original teacher training modules while adding additional features to further extend the concept of individualized training.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

Objectives

The objectives describe clearly what the user should be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

TERMINAL OBJECTIVES will describe competencies which the volunteer will be able to apply in carrying out his function.

ENABLING OBJECTIVES will describe the sample performances which represent simplified versions of the behavior described in the terminal objective. This tells the user what he must do to complete the prescribed evaluation requirements. Since specific objectives (enabling objectives) must be measurable through methods described in the evaluation (described on the following page), each terminal objective and enabling objective has three characteristics: (1) the performance verb is stated; (2) the conditions under which performance will take place are described; and (3) the criterion level (or the standard) of acceptable performance is specified.

Prospectus

The prospectus describes how the skills taught in the module can be applied to real situations, or how they are related to some

more important purpose. The prospectus also states and describes
any skills which are necessary for the learner to possess prior
to beginning the module if he is to achieve success with this
type of training.

Materials

All materials needed to complete suggested activities are
either included or described, and source references are given
if it will be necessary to order supplementary print or non-
print materials.

Procedures

Procedures are designed so that the user can follow them in
chronological sequence as he works to achieve each specific
objective. Wherever possible, alternate activities and materials
are specified. The sequence for each objective will be outlined
in a flow-chart (road map) preceding the enabling activities
and will normally include three types of activities:

E.POSURE to information in the form of suggested or
required reading (supplied in the materials or through
suggested references), observation of material or live
on-site activities, discussions, interviews, etc., to
give background information, definitions, directions,
models of performance or the like.

INFORMATION-PROCESSING for each of the ideas or performance
requirements presented in the exposure to information.
These may be in the form of response questions, observa-
tion check sheets, discussion responses, verbal or written
reports, or other activities which will help the learner
master the concepts to which he has previously been exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations
are designed to be similar to those which will be used in
the evaluation. The feedback provides the learner with
information about his behavior in terms of how well he is
achieving target performance. This lets the learner know
in what way, if any, he needs to further modify his version
of the terminal behavior.

Evaluation

The major purpose of the evaluation activities is to
determine the level of mastery of each of the enabling objectives
for the module as a basis for deciding whether further instructional
activities should be pursued. Two types of evaluation are
included:

PRE-ASSESSMENT (the pretest or preliminary evaluation) will take
place before the learner begins to carry out the suggested
procedures. The purpose of pre-assessment measures may be
to indicate whether a given objective has already been mastered,

to check readiness or to indicate a need for acquiring
prerequisite subskills, or simply to provide a baseline
for gauging progress, as compared with results of the
terminal activity.

TERMINAL ACTIVITY (the post-test, or final evaluation)
will take place after the enabling activities have
been completed, or after one has successfully completed
all of the pre-assessment. The terminal activity will
indicate either that the objective has been achieved,
or that further instructional activities should be
pursued.

TABLE OF CONTENTS

PROSPECTUS

This B-2 module, "Building One-to-One Relationships,"
provides the vehicle for instruction which goes beyond
acquisition of information about the concept of building
positive and rewarding interpersonal relationships. As
a performance-based module, it requires you to apply and
practice specific interpersonal skills in a real setting
until mastery can be demonstrated. This interplay of
knowing and doing provides for instructional input succeeded
by application and practice experiences in a continuous
cycle of input--concept formation--application--feedback--
and evaluation toward clearly defined obtainable performance
objectives.

This module specifically focuses on the verbal dimension
of building one-to-one relationships. This does not imply
that the non-verbal aspects of interaction are any more or
less significant in building positive human relationships,
for certainly "how you say it" is equally as meaningful as
"what you say". However, non-verbal dimensions of communi-
cation, behavior, vocal inflection, etc., are dealt with in
succeeding modules.

The purpose of this module is to aid you in simultaneously
experiencing and leading others to experience interpersonal
relationships which are positive and mutually rewarding. Speci-
fically, this module focuses on the following terminal objective
for the participant --

Using a set of guidelines for building positive one-to-one
relationships, the participant will demonstrate competencies
designed to improve interpersonal relations (a) by identifying
a specific interpersonal problem in his own setting, (b) by
applying a strategy of positive interaction to meet the problems
and, (c) by assessing the effectiveness of the strategy employed
according to a minimum specified criteria.

Four enabling objectives in this module develop skills which
are useful in building one-to-one relationships. These enabling
objectives include:

1. Given a filmstrip and/or excerpted statements from the
    filmstrip AND NOW WHAT?, explore some of the problems,
    needs, and questions which confront interpersonal rela-
    tionships in the educational setting today.

2. Using descriptive information on verbal response skills
    which build helping relationships, develop and justify

to a colleague or the Resource Person appropriate helping
relationships, for any three of the five given interpersonal
situations.

3. Using a self-made tape recording of a 10' discussion with
   a person of your own choice, demonstrate competencies in
   making appropriate helping responses by rating with a
   colleague or the Resource Person a minimum of twenty of
   your responses, and developing more appropriate alterna-
   tive helping responses for those evaluated by you on the
   rating sheet as non-helpful.

4. Using a set of guidelines for initiating, implementing and
   maintaining positive interpersonal relationships, and given
   a set of critical teaching situations, demonstrate compe-
   tencies in these guiding principles by (1) illustrating
   and justifying to the satisfaction of a colleague or the
   Resource Person positive verbal responses for five of the
   situations, each of which illustrates a different guideline,
   and (2) applying at least two of these guideline principles
   in your own verbal responses with colleagues or the Resource
   Person.

An individualized program for proceeding through the module
may be developed by using the pre-assessment as a diagnostic
instrument to help you determine which of the enabling objectives
to expand. One aspect of this individualized program is your option
of taking the pre-assessment. If you enter this module with the
subject completely unfamiliar to you, (for example, if in reading
this prospectus you recognize that you meet none of the enabling
objectives), to test this "lack of knowledge" would be ridiculous
as well as time consuming. On the other hand, because the pre-
assessment contains questions from each enabling objective, it
will identify specific enabling objectives which you need to
develop.

At each stage of development, you may check your perceptions
against pre-determined outcomes through the feedback process.
This feedback involves a selective process to provide you with
knowledge about your progress through the module.

Your participation in the feedback process of evaluating
the effectiveness of this module is needed in order that revisions
may be made which will benefit future users of this module. As
the last activity, therefore, you are asked to complete the B-2
Module Feedback Sheet and give it to the B-2 School Volunteer
Resource Person. Your comments received in this feedback sheet
will be recycled into the module so that it may insure this
module's relevance and continued development. No module is ever
completely developed; it is and must be in continued flux.

RATIONALE

As social human beings we all have basic needs, one of which
is the need for personally rewarding experiences -- a need for
positive experiences which foster feelings of self-worth. In our
everyday interpersonal relationships there are many opportunities
to develop such rewarding experiences and thereby add meaning-
fulness to our lives. Frequently, however, one-to-one relation-
ships begin on a mutually rewarding and helpful level, but for
reasons unknown to or unaware of by the persons involved, the
relationship disintegrates to a level of superficiality, unconcern
and non-understanding. Frustration, confusion, and blame on the
other person characterize these interpersonal relationships which
result, then, not from a deliberate, consequence-based plan, but
primarily from a lack of skills in the competencies which build
positive one-to-one relationships.

This module focuses on the development of some specific
verbal skills which significantly affect the interaction process.
Although an individual's verbal patterns are only one aspect of
developing and maintaining positive interpersonal relationships,
verbal response patterns nevertheless immediately and dramatically
affect a relationship between people. For example, certain kinds
of verbal patterns promote positive interpersonal relationships,
while others by-pass or even discourage the opportunity for build-
ing one-to-one relationships. The activities in this module will
help you identify these verbal skills, understand why they work,
practically apply the skills, and provide you with immediate
feedback in the use of your newly-practiced skills. Self-analysis
and self-change interplay the cycle of information input - practice-
application - feedback.

The assimilation of these specific skills and techniques into
your behavioral verbal response pattern enriches not only your
own need for rewarding experiences, but also this same need in
every person with whom you interact. In the field of education,
where the goal is the maximum development of each individual to
his fullest potential, your ability to help others have rewarding
experiences through positive interpersonal relationships with you
is one of the most enduring learnings you teach indirectly and
directly through your example and model.

As human beings mutually concerned for, needed by, and involved
with each other, your knowledge and skills in developing each
interaction and interpersonal relationship to its fullest both
extends and enriches an individual's need for rewarding experiences.

TITLE: BUILDING ONE-TO-ONE RELATIONSHIPS

TERMINAL OBJECTIVE:
Using a set of guiding prin-
ciples for building positive
one-to-one relationships,
the participant will demon-
strate competencies designed
to improve interpersonal
relations (a) by identifying
a specific interpersonal
problem in his own setting,
(b) by applying a strategy
of positive interaction to
meet the problems, and (c)
by assessing the effective-
ness of the strategy employed
according to minimum speci-
fied criteria.

POST ASSESSMENT:
Proceeding through specified
steps in problem solving,
the participant will (a) develop
several alternative strategies
for building positive inter-
personal relations in a problem
situation of his own choosing,
(b) participate in a group dis-
cussion to predict the conse-
quences of his plan and modify
it accordingly, (c) implement
a plan in which he applies skills
and techniques to improve inter-
personal relationships, (d) re-
port in written role-play or
discussion format his assessment
of the effectiveness of his
strategy in terms of the guiding
principles given for building
positive interpersonal relations.

ENABLING OBJECTIVES	PROCEDURES	EVALUATION
OBJ. 1 To explore some problems which confront interpersonal relation- ships in the educational setting today.	1 Read Study Sheet <u>A</u>. 2 View filmstrip-tape AND NOW WHAT? (opt). 3 Observe and parti- cipate simultaneous- ly in a group dis- cussion about di- verse values toward education expressed by students and adults. 4 Participant option.	Demonstrate ability in group discussion to draw generalities relating an aspect of own experience to human problems con- fronting the school today.
OBJ. 2 To develop and justify appropriate verbal helping res- ponses for any three of five given inter- personal situations.	1 Read Study Sheet <u>B</u>. and/or 2 View learning tape "How to Build a Helping Relation- ship -- It's What You Say That Counts!" 3 Do Worksheet #1 and accompanying Rating Sheet. 4 Identify, justify	Justify to a colleague or Resource Person in terms of the four categories of verbal helping responses your own responses to any three of five given interpersonal situations on Work- sheet #2.

ENABLING OBJECTIVES	PROCEDURES	EVALUATION

ENABLING OBJECTIVES	PROCEDURES	EVALUATION
	4 and modify in a group discussion appropriate alternative helping responses to problems 7 - 11 on Worksheet #1. 5 Learner option.	
OBJ. 3 To demonstrate competencies in making and justifying appropriate verbal helping responses by rating with a colleague or the Resource Person your responses in a self-made tape recording of a 10' discussion.	1 Make a 10' tape recording of a discussion in which you use helping responses. 2 Assess and critique your own performance by obtaining feedback from person with whom you held discussion. 3 Rate your responses with a colleague or Resource Person using Worksheet #3. Discuss and compare the rating of responses--develop alternative responses. 4 Learner option.	Rate, compare and evaluate with a colleague or Resource Person a second taped discussion in which verbal helping responses are demonstrated. Analyze progress in making helping responses by comparing the first and second rating sheets with worksheets #3 and #4 and suggest alternative helping responses for those evaluated as "non-helpful."
OBJ. 4 To demonstrate competencies in applying guiding principles by developing effective verbal responses for five critical situations and using at least two of these guiding principles in his own verbal responses with a colleague or Resource Person.	1 Read and circle the correct response in Worksheet #5. 2 Develop own positive verbal responses for critical situations in Worksheet #6. 3 Interact with colleagues or Resource Person.	Justify to a colleague or Resource Person that your proposed verbal responses for situations on Worksheet #7 illustrate the guiding principles for building positive interpersonal relations and demonstrate your own responses as you interact with colleagues or the Resource Person.

5

ENABLING OBJECTIVES	PROCEDURES	EVALUATION
	3 to test-out and justify responses for Worksheets #5 and #6. Compare alternative responses. 4 Learner option.	

FLOW CHART
BUILDING ONE-TO-ONE RELATIONSHIPS
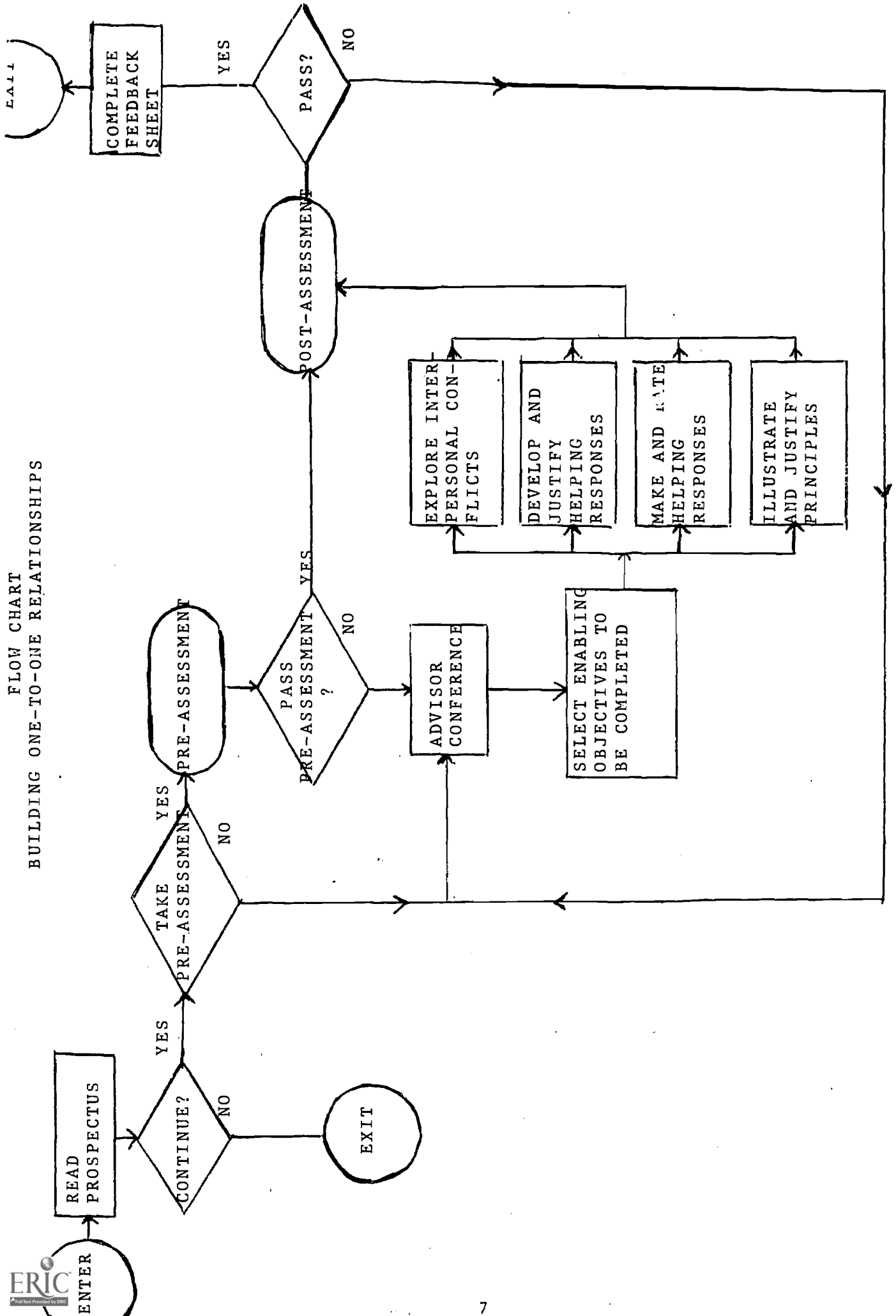
Directions: Complete the following questions according to the
              directions given for each item. Check your answers
              with those suggested in the Answer Key on page 11.
              Then see the Resource Person to assist you in
              determining how you will progress through the
              specific enabling objectives.

1. For each topic given, briefly distinguish between some
    values toward education held by many students in contrast
    to many adults --

Topic	Attitudes held by students	Attitudes held by adults
a. student unrest		
b. student's role in decision making		
c. relation-ship of school pro-gram to later life's work		
d. student's rights		
e. rewards and punish-ment		

2. On a separate sheet of paper, identify in writing four
    categories of responses which represent "social conversa-
    tion" rather than helping-type responses, and write an
    example of interaction for each category.

3. On the list below, identify with a check (✔) those responses
    which illustrate a principle of building positive inter-
    personal relationships.

    _____ a.   "Don't worry. I know many people who got through
                  the same problem you're having."

3. _____ b. "It sounds like you're really angry with him for treating you that way."

   _____ c. "Keep at it. Don't give up--you'll make it."

   _____ d. "Ho· did you get interested in sports?"

   _____ e. "Do you feel under pressure in all your classes, or only in some of your classes?"

   _____ f. "You and that teacher seem to argue all the time. What do other people think of that teacher?"

   _____ g. "In other words, you really want to be treated like you're equal in responsibility."

   _____ h. "Some people don't say nice things."

   _____ i. "What are some of the other alternatives you have open to you?"

   _____ j. "What was your favorite teacher's name?"

4. Describe three principles of implementing positive inter-personal relationships that were ignored in the interaction represented below.

   Student: "You're not being fair, Mr. Jones. I know I'm not very good at this, but I worked just as hard as Harry did, yet you gave him a better grade than me."

   Teacher: "That's right -- you're not my best student in this class and you shouldn't have missed so many days from my class. You didn't do as well as Harry on your test scores -- that's why you got the grade you did."

5. On a separate sheet of paper, review in four or five sentences a critical situation of your own choosing involving inter-personal relationships. Relate specifically three verbal interactions of who said what to whom --, i. e.

   Situation:

   He said: "....."
   I said: "....."

   Then he said: "....."
   Then I said: "....."

   Finally he said: "....."
   Finally I said: "....."

5. Categorize each of your responses using a classifying system
    of helpful, or positive-impact responces (actions) and
    non-helpful, or negative impact responses.

ANSWER KEY

Pre-Assessment

Directions: Since you chose the option of taking the pre-
assessment, check your own answers with those
suggested in this answer key to help you plan
your individualized path through the module.
Because the pre-assessment contains questions
from each enabling objective, it will identify
specific enabling objectives which you need
to develop.

1. Some values toward education held by many students in
contrast to those held by many adults might be those
described below. However, if you have identified values
other than those noted below, your answers are satisfactory
if you can justify them to the satisfaction of the Resource
Person or a colleague.

If you feel unsure with this question, or would like to
explore some of the problems, needs and questions which
confront interpersonal relationships in the educational
setting today, develop the activities in enabling obj. 1.

Topic	Attitudes held by students	Attitudes held by adults
student unrest	Students feel they are not being treated by school administrators as human beings but on the basis of most efficient operation of an institution.	Students have no valid or logical reasons for their unrest.
student's role in decision-making	Students feel they are urged to develop self-reliance and responsi-bility, but when they try to solve their own problems in their own way, adults cri-ticize and obstruct students' decision-making.	It's all right for students to learn about making deci-sions as long as they come up with decisions with which we agree.

Topic	Attitudes held by students	Attitudes held by adults
relationship of school program to later life's work	Students feel that what they learn in school isn't really related to or that helpful in succeeding in life after they're out of school.	Students want the good things in life immediately-- now. They don't want to study in school now for those things which have to wait for the future.
student's rights	Students feel they're treated as inferior, without recognition of their rights.	Students do things which only widen the generation gap between adults and the young, and cause us to be suspicious of their behavior.
rewards and punishment	Rewards come only to those students who unquestioningly accept and follow the established system.	Schools have a function to socialize the young--to transmit the standards of culture, and students have to learn these cultural patterns.

2. A system of categorizing helping responses in contrast to "social conversation" responses might be --

Verbal responses used in helping relationships.

a. Affective - e.g. "It makes me feel angry when I don't do as well as I think I should."
b. Understanding - "In other words, you really want to be treated in a manner that is equally fair to all."
c. Specific - "This vague feeling you have when you're with a group of peers - is it shyness or fear?"
d. Exploratory - "If that plan doesn't work, what else might you do that would perhaps lead to the same thing?"

Verbal responses which represent "social conversation"

a. Cognitive - e.g. "What was your grade on the last test?"
b. Non-understanding - "Some people don't say nice things."

2. c. Non-specific - "A lot of people have worked, and they
                      didn't get a very good grade either."
    d. Non-exploratory - "What was your favorite teacher's
                          name?"

If you missed two or more of these, develop the activities
in enabling objectives 2 and 3.

3. You should have checked the following as responses which
    illustrate a principle of building positive interpersonal
    relationships:

    b. "It sounds like you're really angry with him for
        treating you that way."
    e. "Do you feel under pressure in all your classes, or
        only in some classrooms?"
    g. "In other words, you really want to be treated like
        you're equal in responsibility for the work."
    i. "What are some of the alternatives open to you?"

If you missed any of these, develop the activities in
enabling objectives 2 and/or 3 and/or 4.

4. Principles of positive interpersonal relationships which
    were ignored in the given incident might include any three
    of the following:

    a. When another person complains to you, respond to his
        feeling tone - he is really seeking someone to understand
        how he feels.
    b. When a person makes a statement about himself, respond
        not with agreement or disagreement, but with details
        that convey that you understand his feelings.
    c. Statements of understanding should precede statements
        of advice or instructions.
    d. State criticism in a constructive manner, which confines
        itself to pointing out how to do what has to be done,
        entirely omitting negative remarks about the personality
        of the person.
    e. A person will come to think of himself according to the
        way he is treated by you. If he is repeatedly told he
        is a poor student, he comes to believe it and starts
        thinking of himself as such.

If you disagree with any of the principles given, or can
suggest on your own another principle(s) of positive inter-
personal relationships which was ignored in the given
incident, you may wish to discuss this with a colleague
or the Resource Person.

If you feel uncertain about any of the principles given
and their application, or if you wish to explore additional
guidelines for initiating and maintaining positive inter-

4. personal relationships, develop the activities in
    enabling objective 4.

5. The categories of helpful versus non-helpful verbal
    responses developed in this module are as follows:

Categories of Helpful Verbal Responses	Categories of Non-Helpful Verbal Responses
Affective	Cognitive
Specific	Unspecific
Understanding	Non-understanding
Exploratory	Non-exploratory

Activities in enabling objectives 2, 3, and 4 will give
you practice and application opportunities for developing
verbal response skills which are mutually rewarding,
helpful, and positive in building one-to-one relationships..

MATERIALS AND EQUIPMENT

ITEM	USE	SOURCE
Filmstrip-tape	Obj. 1	National Association of Secondary School Principals. (Also available from Dade County Dept. of Staff Development).
Tape recorder	Obj. 3	School library or resource center. (Ask your Resource Person).

Expendable copies of the Pre-assessment, Worksheets 1 through 7, and the Feedback Sheet should be obtained from the Resource Person.

Do not write in this module.

A learning tape, "How to Build a Helping Relationship--It's What You Say that Counts," is currently being produced. When it is available, the tape will be an optional choice for Objective 2.

TERMINAL OBJECTIVE

Using a set of guidelines for building positive one-to-one relationships, the participant will demonstrate competencies designed to improve interpersonal relations

(a) by identifying a specific interpersonal problem in his own setting,

(b) by applying a strategy of positive interaction to meet the problems, and

(c) by assessing the effectiveness of the strategy employed according to minimum specified criteria.

B

2

ENABLING OBJECTIVE   1

```
+-------------------------------------------------------------+
|                 ENABLING OBJECTIVE 1                        |
|                                                             |
|     Given the filmstrip and/or excerpted statements from    |
|     the filmstrip AND NOW WHAT?, explore some of the pro-    |
|     blems, needs, and questions which confront inter-       |
|     personal relationships in the educational setting       |
|     today.                                                  |
+-------------------------------------------------------------+
```

ACTIVITIES FOR OBJECTIVE 1

1. Preview excerpts of the dialogue in the filmstrip by reading
    Study Sheet A, p. 19. Identify in your own mind questions
    you have concerning the variety of values toward education
    expressed in the statements attributed to the adults and to
    students.

2. View the filmstrip-tape presentation AND NOW WHAT, by the
    National Association of Secondary School Principals. Listen
    for the different points of view given by students and adults
    in the educational setting regarding their value systems.

3. Select from the statements given on Study Sheet A one
    statement made by an adult. State your position or
    reaction to each and explain to others why you believe
    or feel as you do. Give an example of how you think
    this would or might apply in your own school setting.
    Go to 4.

4. Observe and participate simultaneously in a group discussion
    to develop three generalities about the diverse points of
    view or values toward education expressed by different
    individuals in the group. Go to Assessment.

    For example --

    a. How do people in the group view the importance of
        education today in respect to earning a living?

    b. How do people in the group view the importance of
        education today in terms of what the individual
        student himself is seeking out of life?

    c. How do people in the group view the changing role
        of the teacher or administrator in the school today?

    d. What varying points of view among the people in the
        group have been expressed about how to cope with
        student unrest?

5. Participant option. Do your own thing.

ASSESSMENT OF OBJECTIVE 1

You have successfully completed this objective when you have demonstrated the ability to --

    a.   relate an aspect of your own experience to the human problems which confront the school today, and

    b.   draw some generalities about the different points of view which are discussed in the group.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                ENABLING OBJECTIVE 1                     │
│                                                         │
│                 Study Sheet A                           │
│       AND NOW WHAT? - Excerpts from Students and Adults │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

Directions: Before viewing the filmstrip-tape AND NOW WHAT?
               read the excerpts of the dialogue between students
               and adults. Formulate questions concerning the
               variety of values expressed toward education.

               Select one statement made by a student, and one
               statement made by an adult. State your posi-
               tion or reaction to each, and explain to others
               why you believe or feel as you do. Give an
               example of how you think this would or might apply
               to the educational setting in your own school
               setting.

Statements by students

1. "Yeah, I think the main reason for student unrest is that students begin to realize what their role is in a school, and the fact that it's very apparent from the beginning that they aren't being treated like human beings at all, and that the administration obviously is handling students not on a basis of human beings dealing with other human beings, but on the basis of operating an institution efficiently."

2. "Well, the things that are important to them just aren't that important to me. My father, my mother, and their friends all grew up when they didn't have certain things like a steady job, or a car, or house, things like this. We live in a totally different age, you know, where we're jammed with all this news every day and you sit there and you go, 'Well, gee, my life's sort of ticking away. I've gotta do something.'"

Statements by adults

1. "Perhaps even more frustrating is the fact that many young people are often unable to express valid or logi- cal reasons for their un- rest. In many instances where school administrators have set up programs meet- ing specific student demands, they were dismayed to find the same students seemingly uninterested in their new- found rights."

2. "Tim, don't just follow blindly what other people say is right. Well, so Tim goes out--Tim, Gary and all his friends go out and they come up with answers that we think are wrong--that we just don't agree with, but they are their own answers, and we teach them these things. We teach them to use their heads, to be critical, to be self- reliant, and then when it happens and they come up with answers that we don't agree with, then we   (cont.)

3. "Maybe you have to look at
things for what they're
really worth, like educa-
tion, like going through
twenty, twenty-three years
of school, just to be able
to feed yourself, and not
be cold or hungry. It
seems like an awful lot of
trouble for something that
people have managed to do
ever since the beginning
of time."

4. "I think one of the problems
is that the administrators
and teachers seem to think
of students as inferior."

5. "This, the whole question of
rewards and punishments is
really the very key to the way
that a school system deals
with students, and it becomes
very clear to students very
early that if they act a
certain way then they can
reasonably expect to be
rewarded for it."

6. "You can continue to exist
going to school, which is
like a play world."

3. "There's almost no young
person today of the
middle class or upper
middle class who is
vocationally oriented.
You can't get them to
do anything on the basis
of this is what you have
to do to earn a living,
or how to get ahead in the
world, or any kind of
deferred reward like that."

4. "Perhaps none of us can
fully appreciate the gulf
which separates us from
our young, nor can we
understand its origins. As
unrest grows, however, we
can begin to measure its
distance. Across this
gap, faculty and administra-
tion on the one hand, and
students on the other, too
often face each other with
mutual suspicion. Teaching
from such a distance seems
futile to both sides and
perhaps rightly so."

5. "Young people? Students?
No, not students. I mean
they really don't study
unless you rub their noses
in it."

6. "Perhaps the most important
function schools have served
in twentieth century industrial
society is custodial. And the
school child has less freedom
of movement and action and
thought in the course of a day
than a prisoner in a peniten-
tiary. It's utterly inhumane;

I wouldn't do to
monkeys what we do
to children."

7.   "Take the word 'educa-
     tion' for example. If
     you just more or less
     say education equals
     life, that this isn't
     necessarily a special
     function to be dealt
     with by special people,
     but is the central
     concern of all human
     beings at whatever age
     his mental growth and
     development."

B
2

ENABLING OBJECTIVE   2

```
+---------------------------------------------------------------+
|                  ENABLING OBJECTIVE 2                         |
|                                                               |
|   Using descriptive information on verbal response            |
|   skills which build helping relationships, de-               |
|   velop and justify to a colleague or the Resource            |
|   Person appropriate verbal helping responses for             |
|   any three of the five given interpersonal sit-              |
|   uations.                                                    |
|                                                               |
+---------------------------------------------------------------+
```

ACTIVITIES FOR OBJECTIVE 2

1. Read "How to Build a Helping Relationship -- IT'S WHAT YOU
    SAY THAT COUNTS!" Study Sheet B, p. 23.

2. View the learning tape "How to Build a Helping Relationship--
    IT'S WHAT YOU SAY THAT COUNTS!"

3. Turn to worksheet #7, p. 34. Complete in writing problems
    1 - 6 as directed, using the accompanying Rating Sheet on
    page 37. Check your responses with the key for items 1 - 6
    which is given on p. 38. If you missed any of the first
    six problems, re-read Study Sheet B, "How to Build a
    Helping Relationship," until you can correctly rate the
    first 6 responses. Should you still disagree with the
    ratings on the Answer Key, you may wish to discuss this
    with a colleague or the Resource Person. Go to Activity
    4.

4. Now complete items 7 - 11 of worksheet #1. Participate in
    a discussion with colleagues or the Resource Person to
    identify and justify several alternative appropriate help-
    ing responses for problems 7 through 11 on Worksheet #1.
    Anticipate the consequences of each of the alternative help-
    ing responses suggested by the group members. For example,
    "If I say this...., the students may perhaps respond with
    this...." Modify accordingly the helping responses you
    developed. Go to the assessment.

5. Learner option. Do your own thing.

ASSESSMENT FOR OBJECTIVE 2

Develop in writing appropriate helping responses to any three
of the five given interpersonal situations on Worksheet #2, p. 41
and justify each of your responses to a colleague or the Re-
source Person in terms of the four categories of verbal re-
sponses given for building helping relationships.

ENABLING OBJECTIVE 2

STUDY SHEET B

How to Build a Helping Relationship - IT'S WHAT YOU SAY THAT COUNTS!

Have you ever talked with someone who asked you for help with a problem? You may have wanted to help, and even felt that you really could help. But then, somehow, the conversation ended up on another topic, and you perhaps felt somewhat uneasy, dissatisfied, or upset that you have not been able to help that person with his problem. "What happened?" you wonder. "Was it something I said that changed the nature of the conversation, or feeling between us?" In many cases, the answer would be "Yes." It's what you say that affects a difference in the relationships between people--that influences whether you really help them, or pass over their basic problems, leaving them to somehow unlock a solution by themselves.

Take this conversation, for example --

(Student):   "It sure is difficult to do this work the
               teacher wants--at least it's difficult for
               me! I don't see the point in it."

(Helping person): "Well, you should at least try to
               do the work. Keep at it--don't give up yet."

(Student):   "Yeah, I guess...but other students don't
               seem to have the trouble that I do."

(Helping person): "Don't worry. I know many people
               who have had the same problems as you in
               school, but they get through it somehow.
               I'll talk to your teacher for you--maybe that'll
               help."

Perhaps this serves as good social conversation -- it's lighthearted, tried to reassure, and attempts to take the student's mind off his worries and insecurity about his ability to do the work. But, as a good example of building helping relationships -- IT IS NOT!

In education, where our ultimate goal is to help each person develop his own unique abilities to his fullest potential, the dominant use of social conversation in human interaction

cannot be afforded. Each opportunity to build helping relationships between people should be recognized and acted upon--not wasted or ignored.

Referring to the illustrative conversation between the student and teacher-friend, if you were that student, would you feel that your teacher-friend had really understood you and your problem, or had tried to help you clarify the problem to yourself, or had helped you discover alternative ways to solve your problem?

While conversation such as that given may at first impression seem to be helpful to the student, closer examination reveals that it touches barely the surface of the student's real feelings, and in fact moves the discussion away from the basic problem expressed.

One can see that a different set of verbal responses is needed when building a helping relationship from the kinds of responses which might be appropriate to leading a social conversation. To learn the skills involved in building a helping relationship, one must learn to respond in a new way. Research has shown that people who are successful in helping others do respond consistently in certain ways which are almost opposite from the conversational style most frequently used in social studies.

There is no secret to it. The ability to build helping relationships through the appropriate use of verbal responses is a set of specific skills which, once identified, can be practiced immediately. The immediate feedback from the person with whom you practice these newly acquired responses will enable you to evaluate your own success in building a helping relationship.

This guide will enable you to identify and differentiate between those verbal responses which build helping relation-ships and those which are primarily social conversations. Basically, <u>the aim is to learn and practice listening for the core or basic underlying concerns in what others are saying, and then to respond to this core in a manner which indicates your understanding of the person's concerns, and his feelings about that problem.</u>

The types of verbal responses have been categorized into four dichotomous, or opposite, dimensions. There are four particular ways of verbally responding which research has shown to effectively distinguish the person who helps others from the person whose responses are non-helping. In other words, individuals who are successful in helping others tend to verbally respond in a different manner than those individuals who fail to help others. Thus, in all aspects of the educational program, it is vital to learn and practice these skills that have been shown to develop helping relationships.

Responses which lead toward developing social
conversations may be classified at one end, while
responses which build helping relationships are at
the opposite side of the scale.

Verbal Responses Used in Social Conversations	Verbal Responses Used in Helping Relationships
Cognitive	Affective
Non-specific	Specific
Non-understanding	Understanding
Non-exploratory	Exploratory

Directions: Read the explanation and examples of the
four different categories. Then turn to
Worksheet # 1 page 34, and complete the
problems to help you evaluate how well
you understand and can apply the princi-
ples in building helping relationships.

DESCRIPTION OF VERBAL RESPONSE CATEGORIES

Affective - Cognitive Dimension

This dimension indicates whether your response
refers to some affective or feeling aspect of a person's
communication (an affective response) or whether your
response omits any such reference to affect or feeling
in the person's verbal communication (a cognitive response).
These categories are more clearly defined as follows:

A. Affective Responses

Affect refers to emotions, feelings, fears, moods,
desires, urges, impulses, fantasy, dreams and any ideas,
attitudes, beliefs, convictions, etc. A good affective
response by you is one which refers to any of this type
of material on a feeling level. When you respond through
reflection, clarification, or interpretation to the under-
lying feelings of the other person, or to what he implies
are his feelings of the other person, or to what he implies
are his feelings as he reveals them in his discussion with
you, then you are making a good affective response which
will build a helping relationship. For example, affective
responses may:

(a) Refer directly to a stated or implied feeling
on the part of the other person.
Example: "It sounds like you were really
angry at him."

(b) Encourage an expression of feeling on the
part of the other person.
Example: "How does it make you feel when

25

you don't do as well as you'd like to do?"

   (c)   Approve of an expression of feeling on the
         part of the other person.
         Example: "It doesn't hurt to let your
         feelings out once in a while, does it?"

   (d)   Present a model for the use of inter-
         preting and clarifying feelings.
         Example: "If somebody treated me like that,
         I'd really be mad."

     Special care must be taken in using the word, "feel".
For example, in the statement "Do you feel that your
student experience is helping you get the idea of teaching?",
the phrase "Do you feel that...?" really means "Do you
think that...?" Similarly, the expression "How are you
feeling?" is often used in a matter-of-fact conversational
manner. Thus, although the verb "to feel" is used in both
these examples, these statements do not represent responses
which are really "affective."

B.   Cognitive Responses

     A cognitive response by you is one which is on
a non-feeling plane in that it is without any basic
concern, reference, or recognition of the other person's
feelings, emotions, moods, attitudes or any other
emotions which may be implied in the person's communi-
cation. Instead, your response is at an intellectual-
thinking level. Perhaps it asks a question or makes a
statement concerning content material. Such cognitive
responses are more formal, informative, matter of fact,
of a general discussion order, socially acceptable
oriented, and are altogether on a different plane from
responses which make emotional contact with the other
person through discussion of feelings, attitudes, etc.
Cognitive responses include answering factual questions,
"busy talk," discussing trivialities ("things"), re-
peating the other person's remarks verbatum, exclusive
talk about third parties, or any general educational,
intellectual, vocational, conversational, etc. type
discussions. Frequently, such responses seek information
of a factual nature. They generally maintain the interac-
tion on the cognitive level. They focus upon what the
person is thinking -- not what he is feeling. Such
responses may:

(a) Refer directly to the cognitive part of the other person's statement.
Example: "So then you're thinking about switching from this class to something else?"

(b) Seek further information of a factual nature from the other person.
Example: "What was your grade on the last test?"

(c) Encourage the other person to continue to respond at the intellectual level.
Example: "How did you get interested in cars?"

It has been stated earlier that the helping person tends to use more affective or feeling verbal responses than the social conversationalist. This is particularly true in discussing personal-social problems when the other person's concerns are of an affective nature. But the reader should not generalize that all cognitive responses are undesirable and any affective response is desirable. There are times when a cognitive response is clearly most appropriate; there are times when an affective response should be used, and there are situations when either an affective or cognitive verbal response would be acceptable. When and how to use cognitive verbal responses will become clear as the other three verbal response dimensions are discussed.

Specific - Non-Specific Dimension

These categories indicate whether you, the helping person, are dealing directly with the other person's basic problem by confining your response to a concrete (specific) one quite relevant to the presented problem (a care response), or whether you pass over dealing directly with the other person's basic problem and give a more general, non-specific response not too relevant to the presented problem (an "outside area" response). These categories (specific -- non-specific) are more clearly defined as follows:

A. Specific Responses

These are core type responses which indicate that you are handling directly and honestly the basic problem presented or implied by the other person. Your remarks should be keyed to the central aspects of the problem which the other person is feeling and communicating. You are thus responding to the underlying concern, feeling, or meaning - the primary message -- of the other person's remarks in such a way that you zero in on his specific feelings or concerns being expressed.

Specific responses are those which influence the other person to think specifically about his problem areas or emotional conflicts and concerns. They are relevant to these problem areas or emotional conflicts and concerns, and move the discussion in this direction or bring the other person's discussion back to these specific topics. Such responses:

(a) Pinpoint more closely the other person's basic concerns.
Example: "This vague feeling you have when you get in tense situations--is it anger or fear?"

(b) Encourage the other person to distinguish between the factors affecting him.
Example: "Do you feel_____in all your classes or only some classrooms?"

(c) Reward the other person for being specific.
Example: Other person: "I guess I feel this way most often with someone who I think isn't treating me fairly."
Helping person: "So as you put what others say in perspective, the whole world doesn't seem so bad. It's only when someone you respect, like your teacher, doesn't pay any attention that you feel hurt."

B. Non-Specific Responses

These are surface type responses which indicate that you are not dealing directly and honestly with the basic problem presented or implied by the other person. Rather, your responses stay away from the other person and his problem, or at least handle the problem at a superficial, surface level. These responses indicate that you have missed or ignored cues which reveal the other person's main problem areas. In such responses you concentrate on aspects of the other person's statements that are of less importance than the main message which the other person has attempted to communicate.

Non-specific responses are those in which you become abstract or intellectual rather than confining your remarks to the specifics of the other person's problem areas or emotional conflicts. Such responses are illustrated by all sorts of lecturing, sermonizing, and philosophizing to the other person. Thus such responses:

(a) Fail to pinpoint the other person's concern and cannot bring them into sharper focus.
Example: "It seems your problem isn't clear-- can you tell me more about it?"

28

(b) Completely miss the basic concerns being presented
     by the other person even though you may ask for
     specific details.
     Example: Student: "I've gotten all A's this
     year and I still feel lousy."
     Helping person: "What were your grades before
     then?"

(c) Discourage the other person from bringing his
     concerns into sharper focus.
     Example: "You and your sister argue all the
     time. What do other people think of your sister?"

(d) Lead to debate, or lecturing the other person.
     Example: "I'm sure your teacher will comment
     on your work in the future. And be so disappointed
     about your grade. A lot of people have worked as
     hard as you and they didn't even get a grade as
     high as yours."

Understanding -- Non-Understanding Dimension

     This category relates to how well your response
communicates to the other person the fact that you understand,
or are seeking to understand, the other person's basic
problem. These categories are more clearly defined as
follows:

A. Understanding Responses

     These are responses which imply that you understand
the basic underlying affective or cognitive concerns of what
the other person is talking about, or are trying to get
enough information from the other person (through appropriate
reference to what the other person is feeling and expressing,)
so that you understand.

Such responses:

(a) Directly communicate an understanding of the other
     person's communication.
     Example: "In other words, you really want to be
     treated like a man."

(b) Seek further information from the other person in
     such a way as to help both your and the other
     person's understanding of the basic problems.
     Example: "What does being a good student mean
     to you?"

(c) Reinforce or give approval of the other person's
     communications which demonstrates understanding.
     Example: Other person: "I guess when people
     criticize me, I'm afraid they'll influence people

(c)   I respect."
       Helping person: "I see you're beginning to
       make some connection between your behavior
       and your feelings."

B. <u>Non-Understanding Responses</u>

       These are responses which imply that you lack an
understanding of the basic underlying feelings or ideas
of what the other person is talking about. They often
are responses which indicate that you are making no
attempt to obtain appropriate information from the other
person from which you may come to understand the other
person's underlying concerns. Non-understanding responses
are those which make inappropriate reference to what the
other person is feeling or expressing, are inappropriately
timed to significant cues, or are responses which are made
after several significant cues have either been ignored or
entirely missed. In essence, non-understanding implies
misunderstanding. Such responses:

       (a)   Communicate misunderstanding of the other person's
              basic concern.
              <u>Example:</u> Other person: "When he said that, I just
              turned red and clenched my fists."
              Helping person: "Some people don't say nice things."

       (b)   Seek information which may be irrelevant to the
              other person's communication.
              <u>Example:</u> Other person: "I seem to have a hard
              time getting along with my teachers."
              Helping person: "Do all your teachers give
              you lots of homework?"

       (c)   Squelch understanding or move the focus to another
              irrelevant area.
              <u>Example:</u> Other person:"I guess I'm really afraid
              that other people will laugh at me."
              Helping person: "We're the butt of other people's
              jokes sometimes."

              <u>Example:</u> Other person: "Sometimes I really hate
              my teacher."
              Helping person: "Will things be better when you
              go into another grade?"

                  <u>Exploratory -- Non-Exploratory Dimension</u>

       This category concerns the extent to which your response
permits, encourages, or seeks further exploration on the part
of the other person of any aspect of his problem areas or
feeling concerns. These categories are most clearly defined
as follows:

Exploratory -- Non-Exploratory Dimension

This category concerns the extent to which your response permits, encourages, or seeks further exploration on the part of the other person of any aspect of his problem areas or feeling concerns. These categories are most clearly defined as follows:

A. Exploratory Responses

Exploratory responses first indicate that you have recognized some portion of the other person's basic problem, and second, have made some verbal reference of this back to the other person in such a way that he is free to respond to any degree and depth he may choose. In addition to the verbal response, your whole manner creates an atmosphere for further exploration. An exploratory response, then, is one which concerns some aspect of the other person's basic problem and at the same time permits and encourages flexibility and freedom in the other person's response. Such responses are often open-ended, in question form, with no right or wrong answer, and allow the other person to explore his own feelings and to expand upon them. Thus, such responses:

> (a) Encourage the other person to explore his own concerns.
> Example: Cognitive -- "You're not sure what you want to do -- is that it?"
> Affective: "Maybe some of these times you're getting mad at yourself; what do you think?"

> (b) Assist the other person to explore by providing him with possible alternatives designed to increase his range of responses.
> Example: Cognitive -- "What are some of the other alternatives you have to staying in this class?"

> (c) Reward the other person for exploratory behavior.
> Example: Cognitive -- "It seems that you've considered a number of alternatives -- that's good."
> Affective: "So you're beginning to wonder if you always wanted to continue with school."

B. Non-Exploratory Responses

Non-exploratory responses are responses which indicate no recognition of the other person's basic problem and thus no attempt to search them out further, or responses which structure or limit the other person's response. A "yes" or "no" answer or a "pat" answer is often implied by such responses. Non-exploratory responses are those which give the other person little opportunity to explore or expand, or to express himself freely. Examples:

(a) "What is your average so far this year?"
(b) "That's a nice place to study, isn't it?"
(c) "What was your favorite teacher's name?"

At this point the reader should understand the four verbal response dimensions. You should be able to identify verbal responses in the four categories. You will now have the opportunity to test your skill in building helping relationships by recognizing verbal responses which are affective, specific, understanding and exploratory. Turn to the Worksheet # 1 , page 34, and complete the questions. You may refer back to this guide as often as need be.

SUMMARY

You have been introduced to four verbal response categories. You have learned that newcomers to the helping role, like yourself, often use too many cognitive, intellectual and factual responses, and that these responses are often non-understanding, non-specific, and non-exploratory.

Thus, you may be saying to yourself: "The next time I talk with someone in a one-to-one relationship, I'll try to use more affective, understanding, specific, exploratory responses. But how do I do this, there's so much to remember, and isn't the art of helping someone supposed to be a natural thing? I'll sound phoney if I try to pick and choose and formulate my responses!"

In order to help you use your learnings about the four categories as your own helping style, here are a few suggestions:

1. Responding with good helping responses is more a function of attitude and listening skill rather than memorization of content of this guide.

2. Listen for the core of the other person's statements. Don't think ahead or from theories about his problem, just concentrate on listening to his basic concern.

3. Respond to the heart or core of the other person's statements. Don't be concerned with superficial facts and information.

4. Listen for affect or feelings and emotions in the other person's statements. Respond to his underlying feelings.

5. Convey to the other person that you understand the core of his concerns. Help the other person understand the core. Don't be afraid to admit that you are confused, or that you don't understand. In such cases - seek understanding.

6. Make exploratory responses - avoid "pat" answers,
    superficial encouragement, etc., which tend to
    cut off further exploration of the other person's
    concerns. Use questioning inflection and open-
    ended statements or questions.

Use these suggestions, and your learning from this
manual when you talk with others as a helping person.
Improve your one-to-one relationships - IT'S WHAT YOU
SAY THAT COUNTS!

```
┌─────────────────────────────────────────────────────────┐
│ ┌───┐  ┌──────────────────────────────────────────────┐ │
│ │ B │  │                                              │ │
│ │  2│  │              WORKSHEET #1                    │ │
│ │   │  │      EVALUATION OF RESPONSES WHICH BUILD     │ │
│ │   │  │           HELPING RELATIONSHIPS              │ │
│ └───┘  └──────────────────────────────────────────────┘ │
└─────────────────────────────────────────────────────────┘
```

Directions: Each of the following set of statement-response units involves a prob-
lem which the Teacher has brought to a Helping Person. Study each unit
and then use the Rating Sheet on Page 37 to evaluate the helping per-
son's response according to the four classifications presented in Study
Sheet A. Each response should be rated in all four categories as either:

> affective or cognitive
> specific or non-specific
> understanding or non-understanding
> exploratory or non-exploratory

After rating the responses, check your ratings with the Answer Key.
Should you disagree with any of the answers given, you may wish to dis-
cuss this with a colleague or the Resource Person. (The Answer Key
begins on p. 38.)

1. Teacher: "It sure is difficult to get any help in obtaining
the materials I need for my class...at least it's
difficult for me."

   Helping Person: "You're experiencing difficulty..but..it doesn't
seem that difficult for the other vocational teachers."

2. Teacher: "Yes..I..well, I'm never sure who I'm supposed to turn
to for help, or even what kinds of materials I'm sup-
posed to have. I don't want to ask for something un-
less I'm sure I'm supposed to use it."

   Helping Person: "So, because you're uncertain of who to turn to and
what materials you're supposed to have for your class,
you don't even bother to ask."

3. Teacher: "Yes..."

   Helping Person: "It sounds as if, perhaps, you're afraid of being
turned down if you ask for something - like this would
embarrass you."

4. Teacher: "It sure is difficult to get any help in obtaining
                              the materials I need for my class..at least it's
                              difficult for me."

    Helping Person: "This is a big problem some teachers in this depart-
                              ment have - tell me more about it."

5. Teacher: "Well, it's not a big problem, really, I guess --
                              it's just that I get nervous when I think I don't
                              have enough materials for the students to use --
                              and don't know who to ask."

    Helping Person: "Well, that's natural. Don't get uptight."

6. Teacher: "Yes, I guess..but, other teachers don't seem to
                              have the trouble that I do."

    Helping Person: "Don't worry; everyone has these butterfly feelings
                              sometimes."

Check your rating of the helping person's response with the Answer Key on page 38
and read the explanation of the rating for the six examples. Should you disagree
with any of the ratings given, re-read the description of the category in the
Study Sheet to clarify and fix in your mind the criteria for an effective response.

If you still disagree with the Answer Key's rating of the response, you may wish to
discuss this with a colleague or the Resource Person.

- -

Now that you've practiced rating both the given appropriate and inappropriate helping
responses to statements 1 through 6, the next step is to develop you own effective
helping responses which meet the criteria of being affective, specific, understanding
and exploratory. From the statements 7 through 11 given below, write an appropriate
helping response which satisfies the category indicated. Then share and justify your
helping response with a colleague or the Resource Person. You may wish to modify your
helping response as a result of your discussion.

7. Teacher: "Nothing's going right in my classes today -- there's
                              been so many interruptions, and I can't seem to keep
                              the students interested in doing anything."
                                (category: affective vs. cognitive)

    Teacher's
    Helping Response: _____

                            _____

                            _____

                            _____

35

8. Aide, volunteer   "It doesn't seem like you give me anything really
    or intern: important to do when I'm in your class -- just
                              'dirty work.' Other aides (volunteers, or interns)
                              that I talk to tell me that they really do a lot with
                              the students in the class."
                                   (category: specific vs. non-specific)
    Teacher's
    Helping Response: _____

                              _____

                              _____

                              _____

9. Administrator: "So you're wanting some help with your classes --
                              sounds like you need to develop some lesson plans
                              first so I can see what areas you need to work on."
                                   (category: exploratory vs. non-exploratory)
    Teacher's
    Helping Response: _____

                              _____

                              _____

                              _____

10. Student: "When I showed you my paper I'd worked on so hard you
                              didn't even look at it -- said you were too busy. So
                              I figured if you didn't care enough to look at my work,
                              I just wasn't going to do any more work in this class."
                                   (category: understanding vs. non-understanding)
    Teacher's
    Helping Response: _____

                              _____

                              _____

                              _____

Now for 11. Develop a response that meets the combined four categories of affective,
specific, understanding and exploratory.

11. New Teacher: "...the thing is, everytime I go up to a group of teach-
                              ers, in the lounge or in the lunchroom, nobody even
                              notices me or asks me how I'm doing..it's as though I
                              weren't even there."

    Experienced
    Teacher's
    Helping Response: _____

                              _____

                              _____

                              _____

B₂

RATING SHEET
FOR IDENTIFYING RESPONSES WHICH BUILD
HELPING RELATIONS

(Use with Worksheet #1)

Rate each set of statement-response units given on Worksheet
#1, page 34 in all four of the categories as either --

affective or cognitive
specific or non-specific
understanding or non-understanding
exploratory or non-exploratory

STATEMENT RESPONSE UNIT NUMBER	AFFECTIVE	COGNITIVE	SPECIFIC	NON-SPECIFIC	UNDER-STANDING	NON-UNDER-STANDING	EXPLORA-TORY	NON-EXPLORA-TORY
1								
2								
3								
4								
5								
6								

STATEMENT RESPONSE UNIT NUMBER	Affective	Cognitive	Specific	Non-Specific	Under-standing	Non-Under-standing	Explora-tory	Non-Explora-tory
1	X		X		X		X	
2	X		X		X		X	
3	X		X		X		X	
4		X		X	X		X	
5		X		X		X		X
6	X			X		X		X

Explanation of rating for the 6 examples

1. The first response is affective. Remember, the word "feel" or "feeling" is not necessary in order for the statement to be affective. Affect refers to emotions, feelings, fears, moods, desires, urges, impulses, fantasy, dreams and any ideas, attitudes, beliefs, convictions, etc., which are based upon such references.

This response is understanding -- it reflects and clarifies the vocational teacher's statement. The helping person is checking out his understanding of what the vocationalteacher said, and also reflecting the difficulty which the teacher indicated that he was experiencing.

This response is specific, it refers to the core issue - the difficulty which the vocational teacher is experiencing and his feelings that others don't have this difficulty.

38

This response is exploratory and is stated in the form of a question; the vocational teacher is thus encouraged to go on with either a correction of the helping person's perception, or further explanation and exploration.

2.   This second response is affective in referring to the teacher's feeling. The response is understanding; it interprets what the teacher has said but in a questioning manner, thus seeking more information if the interpretation is rejected by the teacher. The response is specific in dealing with the stated core issue of uncertainty, and also deals with the implied core issue of the uncertainty blocking the asking for materials. Thus the difficulty which was expressed earlier is seen by the helping person as stemming from uncertainty. This second response is also ex-ploratory; it gives the teacher freedom to go on with the topic and subtly encourages exploration.

3.   This third helping response is probably in response to all that the teacher has said thus far. It is interpretative.

    The response is affective - referring to fear and more implicitly the fear of being turned down (rejected) and hurt (feelings of rejection). The response is understanding of this underlying issue which the teacher has expressed (but not in a verbally outright manner). The response is specific to this underlying core -- the fear of failure. The response is exploratory; it takes the teacher a step closer to self understanding. It explores the underlying core which the teacher has not been able to state or perhaps realize.

4.   The helping person's response in example 4 is cognitive or intellectual. It refers to "problem," a factual concept. The response is understanding because it seeks to understand - it asks the teacher to "tell more about it". The response is non-specific. Instead of referring to the core issue of the teacher's personal difficulty, it generalizes the specific teacher's concern into the fact that many fellows have such a problem. The response is exploratory because it encourages the teacher to continue his explanation of the problem.

5.   This is a cognitive factual response. It avoids the affect which the teacher has expressed as "nervous". It is non-understanding; the helping person doesn't indicate that he understands the nervous feelings, nor does he try to gain understanding about it. The response is non-specific; it does not refer to the core - the nervous difficulty. It is non-exploratory by cutting off further exploration with a well intended but poor response of encouraging advice.

6.   This is an affective, (refers to feelings and emotions),
non-understanding, non-specific, non-exploratory response.
As social conversation it sounds good — as if the helping
person is being positive and encouraging.   But, the helping
person is not indicating to the teacher that he understands
the disturbing feeling about having unusual difficulty with
asking for materials.   The helping person does not focus on
the core of uncertainty, and he cuts off the teacher from
further explorations.

B₂

WORKSHEET #2

ASSESSMENT ACTIVITY FOR OBJECTIVE #2

Directions: Write appropriate helping responses to any
                three of the five interpersonal situations,
                and justify each of your responses to a
                colleague or the Resource Person in terms
                of the four categories of verbal responses
                given for building helping relationships.

Choose any three:

1. Teacher   "These kids today just don't want to work
                 in school. All they're interested in is
                 having fun. I can't seem to get them to
                 understand that school is important."

    Helping   _____
    Response   _____
                 _____
                 _____

2. Student   "That other teacher gives me so much work
                 to do that I don't have any time to do the
                 work for this class. So, I'm not doing any
                 more work, and that's all there is to it."

    Helping   _____
    Response   _____
                 _____
                 _____

3. Adminis-   "Several students have complained to me that
    trator   you're not being fair in your discipline.
                 They say that you're harsher on the black
                 students than on the white students."

    Helping   _____
    Response   _____
                 _____
                 _____

4. Teacher

"I just can't work anymore with teacher X.
He doesn't follow any of the policies of the
school, and he seems to get away with it.
Then all of the rest of us suffer the
consequences."

Helping
Response

_____
_____
_____
_____

5. Volunteer
   Aide, or
   Intern

"I don't think I want to work in this class
anymore. The kids really try to take
advantage of me. They're always laughing
at me."

Helping
Response

_____
_____
_____
_____

B₂

ENABLING OBJECTIVE   #3

```
┌─────────────────────────────────────────────────────┐
│                ENABLING OBJECTIVE 3                  │
│                                                      │
│     Using a self-made tape recording of a 10'       │
│     discussion with a person of your own choice,     │
│     demonstrate competencies in making appro-        │
│     priate verbal helping responses by rating        │
│     with a colleague or the Resource Person          │
│     a minimum of 20 of your responses, and           │
│     developing more appropriate alternative          │
│     helping responses for those evaluated by         │
│     you on the rating sheet as non-helpful.          │
└─────────────────────────────────────────────────────┘
```

ACTIVITIES FOR OBJECTIVE 3

1. Make a 10' tape recording of a discussion between you
and another person on a problem of your own choosing in
which you practice making helping responses. Go to
Activity 2.

2. Assess and critique your own performance in making
helping responses by obtaining feedback from the person
with whom you held the discussion. Analyze why the
discussion went well or how it might have been improved by
asking --

     a.   Do you 'eel that I understood or was I seeking
        to understand your problem? Why or why not?

     b.   Do you feel that I helped you clarify and
        understand your own specific problem? Why,
        or why not?

     c.   Did I help you become aware of possible alter-
        native courses of action which you may explore
        to help you solve your problem?

     d.   What did you think of the discussion in general?

3. Turn to Worksheet #3. "Rating Helping Responses on an
Original Tape." There are two copies of this worksheet:
page 45 for your use, and page 46 for the colleague or
Resource Person who will assist you.) Replay your taped
discussion, and separately rate each response for a total
of 20 responses.

Compare your ratings with those of your colleague or the
Resource Person. Interpret the differences, and identify
more appropriate alternative helping responses for those
rated in any of the "non-helping" categories. Go to
assessment.

4. Learner option. Do your own thing.

ASSESSMENT FOR OBJECTIVE 3

Make a second 10' tape recording of a discussion between
you and another person (other than the person in Activity
1) on a topic of your own choosing in which you demonstrate
competencies in making helping responses.

With a colleague or the Resource Person play back this
second taped discussion. Use Worksheet #4, page 47, to
together rate each response, one at a time, for a total
of 20 responses. Compare the rating of your helping
responses on this worksheet with the results of the
previous activity as recorded on worksheet #3. You have
successfully completed this objective when you can suggest
more appropriate alternative helping responses for those
evaluated as "non-helpful."

B₂

WORKSHEET #3
RATING HELPING RESPONSES
ON AN ORIGINAL TAPE

(For Participant)

Directions: Replay your taped discussion of Activity 1 and rate each response according to the categories below for a total of 20 responses. Ask a colleague or the Resource Person to rate the tape separately using another copy of this worksheet. Compare your ratings and interpret the differences. Save this worksheet to compare results with the assessment activity on Worksheet #4.

RESPONSE	AFFECTIVE	COGNITIVE	UNDER-STANDING	NON-UNDER-STANDING	SPECIFIC	NON-SPECIFIC	EXPLORATORY	NON-EXPLORATORY
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

B₂

WORKSHEET #3
RATING HELPING RESPONSES
ON AN ORIGINAL TAPE

(For Colleague or Resource Person)

Directions: Listen to the taped discussion prepared by the participant. Rate each response the participant has made according to the categories below for a total of 20 responses. Compare your ratings with those of the participant and interpret the differences. Note responses where "more helpful" contributions could have been made.

RESPONSE	AFFECTIVE	COGNITIVE	UNDER-STANDING	NON-UNDER-STANDING	SPECIFIC	NON-SPECIFIC	EXPLORATORY	NON-EXPLORATORY
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

B₂

WORKSHEET #4

ASSESSMENT FOR OBJECTIVE 3

Directions: With a colleague or the Resource Person replay your
second taped discussion and together rate each re-
sponse, one at a time, for a total of 20 responses.
Compare the rating of your helping responses on this
worksheet with those on Worksheet #3, to determine
your progress in making helpful responses. Suggest
more appropriate alternative helping responses for
those evaluated as "non-helpful."

RESPONSE	AFFECTIVE	COGNITIVE	UNDER-STANDING	NON-UNDER-STANDING	SPECIFIC	NON-SPECIFIC	EXPLORATORY	NON-EXPLORATORY
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

B
2

ENABLING

OBJECTIVE 4

```
┌─────────────────────────────────────────────────────────┐
│                  ENABLING OBJECTIVE 4                    │
│                                                         │
│   Using a set of guidelines for initiating, implementing │
│   and maintaining positive interpersonal relationships,  │
│   and given a set of critical teaching situations, demon-│
│   strate competencies in these guiding principles by (1) │
│   illustrating and justifying to the satisfaction of a   │
│   colleague or the Resource Person positive verbal respon-│
│   ses for five of the situations, each of which illustrates│
│   a different guideline, and (2) applying at least two of │
│   these guiding principles in your own verbal responses  │
│   with colleagues or the Resource Person.                │
└─────────────────────────────────────────────────────────┘
```

ACTIVITIES FOR OBJECTIVE 4.

1. Read and complete Worksheet #5, p. 50, "Some Guiding Principles for Building
    Interpersonal Relations in an Educational Setting." After studying the exam-
    ples given with each principle, circle the correct responses in the accompany-
    ing practice exercises. Should you disagree with any of the answers given,
    you may wish to discuss this with a colleague or the Resource Person.

2. Do Worksheet #6, p. 56, "Responses which Illustrate Guiding Principles for
    Building Interpersonal Relations."

3. Interact in a small discussion group with your colleagues or the Resource Per-
    son to test out and justify your own proposed responses to the situations on
    Worksheets #5 and #6. Discuss and compare alternative helping responses devel-
    oped by you and your colleagues.

4. Learner option. Do your own thing.

ASSESSMENT FOR OBJECTIVE 4.

The assessment for this objective involves critical teaching incidents contained
on Worksheet #7. There are four different versions of Worksheet #7:

            Pages 60 and 61 -- For Administrators
            Pages 60 and 61 -- For Teachers with Volunteers
            Pages 60 and 61 -- For Teachers (in general situations)
            Pages 60 and 61 -- For Volunteers

Turn to the set of Worksheet #7 most appropriate to your situation, and proceed
with the following steps:

    Step 1.   Select any five of the given critical teaching situations given
               on Worksheet #7, p. 60, and develop a proposed positive verbal
               response for each situation which illustrates any one(s) of the
               guidelines for initiating, implementing and maintaining positive
               interpersonal relationships.

Step 2. Identify to yourself at least two of the guiding principles for making effective verbal responses which you feel you can apply in a discussion with your colleagues or the Resource Person to explain and justify your responses on Worksheet #7.

Step 3. Apply these principles in your verbal responses as you interact in your group discussion.

You have successfully completed this objective when you have (1) justified to the satisfaction of a colleague or a Resource Person that each of your proposed responses on Worksheet #7 illustrates positively one of the guiding principles, and (2) applied at least two of these guiding principles in your own verbal responses with colleagues or the Resource Person.

```
┌─────────────────────────────────────────────────────────────┐
│  ┌──────┐   ┌───────────────────────────────────────────┐   │
│  │      │   │            WORKSHEET #5                    │   │
│  │ B    │   │                                           │   │
│  │  2   │   │ GUIDING PRINCIPLES FOR INITIATING, IMPLEMENTING AND │
│  │      │   │   MAINTAINING INTERPERSONAL RELATIONSHIPS IN AN │
│  │      │   │           EDUCATIONAL SETTING              │   │
│  └──────┘   └───────────────────────────────────────────┘   │
└─────────────────────────────────────────────────────────────┘
```

Once you have developed some basic skills in making verbal responses which build helping relationships, you can apply them more effectively by keeping in mind some guiding principles which help you become even more effective in initiating and maintaining positive interpersonal relations.

Directions: Read these principles to guide you in building helping relationships on a one-to-one basis. Then complete the practice opportunities in which you apply these principles. Should you disagree with any of answers given, you may wish to discuss this with a colleague or the Resource Person. Upon individual completion of this Worksheet, form a small discussion group with your colleagues or the Resource Person to test-out and justify your own proposed responses of the situations and to discuss and compare alternative helping responses developed by your colleagues.

Principle: When another person, whether administrator, teacher, aide or student, complains to you, he is most often seeking someone to understand how he feels, and it is best to respond to his feeling tone, instead of trying to find out the facts or to verify who did what to whom. For example, Harold complains to the teacher that his friend called him a "so and so." It is best to respond to his feelings, such as "I understand how you feel, it must have made you angry and embarrassed to be called that in front of your friends."

Now let's practice applying this principle. For the situation given below, circle the response which you feel responds to the student's feeling tone.

Situation:

Student: "I don't think you gave me the right grade. I
                            deserve a higher mark than that for all my work."

Teacher: a. "No, you don't. My grade book shows that,
                            based on your test scores, you got the grade
                            you deserved."

                        b. "Let's discuss it after school and see how
                            you feel about it then."

                        c. "You feel that you've really worked hard in
                            this course and should be recognized for it."

If you circled c, you are correct. In c the teacher responded not to the student's complaint about the assignment, but to the student's feeling tone.

Principle: When a person makes a statement about himself, it is often desirable to respond, not with agreement or disagreement, but with details that convey to him that you understand his feelings. For example, when a person says "I am not good at this," it is of little help to tell him, "Yes, you are pretty lousy at it," or to dispute him, "Don't say that--you're really good at it," or offer your advice, such as "If you tried harder, you would be better." Such comments only hurt the other person's self-respect and decrease his confidence. It is best to meet such a statement with your understanding, such as "Some of the problems are hard to figure out. There is not an easy answer."

In this second situation, circle the response which conveys that you understand the other person's feelings.

Situation:

New Teacher: "I'm having a really hard time with this teaching business. Sometimes I think I want to quit, but I guess I'll go on."

Experienced Teacher:

a. "If you spent more time in planning your lessons and activities, you would soon be a better teacher."

b. "Somedays you don't think you're making headway with teaching. Your first year of teaching is not an easy job--sometimes it takes time to figure things out."

c. "You don't want to quit! Think of all the benefits you get by being a teacher!"

You should have circled response b. Remember, when a person makes a statement about himself, respond not with agreement or disagreement, but details to convey that you understand his feelings.

Principle: People naturally have mixed feelings toward persons who have authority over them. Administrators, teachers, and students may have feelings of liking and resentment at the same time. All people need to know that such feelings are normal and natural, and they will be spared much guilt by a calm, noncritical acknowledgement and voicing of his feelings: "You seem to feel two ways about him; you like him and dislike him," rather than "You are so mixed up. One minute you like somebody, then you say you hate him. Make up your mind!"

Let's practice some more. Circle the appropriate helping response.

WORKSHEET #5, continued

Situation:

   Student: "Boy, that teacher in my other class really
                                           makes me mad. He's so unfair. Sometimes I
                                           wish I could really tell him what I think of
                                         him!"

                               a. "You're really angry at that teacher today,
   Teacher: but last week you seemed to get along with
                                           him O.K. You seem to feel two ways about
                                           him."

                               b. "Being mad at him isn't going to do any
                                           good. The teacher knows best, and you
                                         should try to do what he says."

                               c. "What happened that made you mad at him?
                                           Tell me facts."

Did you select response a? Noncritical acknowledgment of the mixed feelings
that a person may have toward someone with authority is best demonstrated by
verbal response a.

Principle: Praise of a person should deal only with his efforts and accomplishments,
            not with his character and personality. For example, instead of saying:
            "You are such a good teacher (or student, or boy)," it is better to
            praise the accomplishment itself by saying, "The students are so in-
            volved in the activities you have planned for them. You worked very hard
            to develop ideas for each student, and it seems to have paid off," there-
            by letting the other person draw his own positive ideas about his person-
            ality.

                    Example: Helpful praise - "Your students are involved in many
                                          interesting activities."

                         Possible inference - "I have good ideas."

                    (Unhelpful praise) - "You are good in the classroom. Of course, you
            still have a lot to learn."

Which of these responses below best demonstrates helpful praise? Circle your selec-
tion.

Situation:

   Aide: "That's not my responsibility. All you've given
                                         me to do is "dirty work." When I took this job I
                                       thought I would be assisting you in some way that
                                       is more meaningful."

Teacher: a. "I expect you to help me in whatever job
                          I ask you to do. After all, I'm the teacher,
                          and when you do the cleaning up that gives me
                          more professional time to spend teaching the
                          students."

                      b. "Don't feel that way. You're a good aide,
                          and there's a lot to learn first before mov-
                          ing on to more important jobs."

                      c. "By helping them clean up, you really helped
                          the students learn to take good care of their
                          materials. You served as a good model for
                          them to follow."

C praises the person's efforts and accomplishments, thereby letting the person
draw his own positive ideas about his personality.

Principle: State criticism in a constructive manner, which confines itself to
            pointing out how to do what has to be done, entirely omitting negative
            remarks about the personality of the person. Criticize only the event,
            not the person. For example, when the materials students are working
            with are not put back in the appropriate place, one might comment, "I
            see the work area is not cleaned up. We do not want our work area to
            be messy. Here is the waste basket and the special drawer to put your
            materials in when you're finished using them," instead of saying "You
            ought to know better! How many times have I told you to clean up after
            you have finished? You are always leaving things a mess."

Practice applying the principle again in the following situation. Circle appropriate
response.

Situation:

    Student: "I wasn't really cheating on the test. I was just
                          asking him a question because I didn't understand
                          the problem you gave us to do."

    Teacher: a. "Now, class, what do you think about someone
                          who is cheating? You know who I mean."

                      b. "Exam time is not the time for students to
                          ask questions of each other. This is the time
                          for each of you to do your own work to help me
                          find out how well you have understood what we've
                          been doing the past few weeks. If you have a
                          question during a test, ask me and I'll be glad
                          to help you."

Response b is an example of criticism made of the event, not the personality.
Remember too that criticism should be stated in a constructive manner.

Principle: Threats are an invitation for a person to repeat a forbidden act. A warning such as "if you do it once more, then..." is useless--it serves only as a challenge to do it again. It is better to say, "Let's take good care of our materials so we can use them for a long time and not have them broken right away. You may <u>not</u> throw or drop these materials," instead of saying "Don't you know better than to tear up your materials? If you try to break that once more, once more, you hear, you'll never be allowed to use it again!"

Practice applying this principle by circling the appropriate response in the situation given.

<u>Situation</u>:

<u>Administrator</u>: "School hours for teachers begin promptly at 8:15 a.m. I've told you before that you will have to be here on time as the students depend on you. If you come in late one more time, just one more time, you hear, I shall take more forceful action."

<u>Teacher</u>:

a. "I don't see that being a few minutes late makes that much difference, and you can't do anything to me, anyway. I have friends, you know."

b. "I'll make every effort to be prompt, and on time to meet the students. I hope I won't be late again."

c. "Well, I'm not the only one. There were at least three other persons who walked in late with me."

If you circled <u>b</u>, you are on the right track. You recognized that threats and warnings are useless and serve only as a challenge to repeat the act again.

Principle: Discipline problems consist of two parts: angry feelings and angry acts--each part has to be handled differently. Feelings have to be identified and expressed; acts may have to be limited and redirected.

<u>Identifying and expressing feelings</u>:

"It looks as if you are angry today. You feel kind of mean inside. You are angry at someone. Tell me about it."

<u>Limiting acts</u>:

"I know you want to see how quickly you can finish your work. But the materials have to be shared by several students. Let's see if we can find something else that you can work with while you are waiting your turn."

Limiting acts, continued

OR

"If you can, help someone else understand as much about this project as you do."

OR

"No, walls are not for drawing. Paper is. Here are some sheets of paper."

Remember:

As a person, he is always good--just his specific act is criticized or limited.

Select the response in the situation below which illustrates this principle.

Situation:

Administrator: "Are you aware of the noise level in your class-
                            room? I can hear the commotion all the way down
                            the hall. I can't have this in my school. You
                            will have to have a better control of your class."

Teacher: a. "I guess you're angry that we're disturbing
                            other teachers and students. But the purpose
                            of this activity was to have each person in
                            the class demonstrate to the other students a
                            skill he had learned best. We'll talk about
                            doing this activity another time when we're
                            outside and won't disturb others with our talk-
                            ing."

                        b. "You shouldn't criticize my teaching abilities
                            when you don't even know why or what our class
                            is doing. We have a good activity planned that
                            the students are all interested in, and want to
                            continue with it."

                        c. "Gosh, I'm sorry. O.K. students, stop what
                            you're doing. Take out your textbook and let's
                            begin the lesson for tomorrow."

Did you select a? Remember the two parts of problem solving: identifying feelings and redirecting acts.

If you disagree with any of the answers given in these seven problem situations, you may wish to discuss this with a colleague or the Resource Person.

Directions: You are ready for the next step. For each of the potentially criti-
cal situations given belo·, develop your own response which illustrates
the specific principle indicated. In the last two items on this
worksheet you will apply these principles to your own educational
setting as you develop helping responses to illustrate effectively
a guiding principle of your own choice.

Principle: Accept the fact that other people will sometimes make us angry.
All people are entitled to express their angry feelings provided
they do not attack the personality or character of another person.
For example, one might say "I feel very angry when I see you hurt
another person." This approach allows one to give vent to his
anger without causing damage, and also illustrates an important
lesson in how to express anger safely.

Now practice applying this principle by writing an appropriate
response for the situation given.

Volunteer,
aide, or
intern: "These students won't pay attention to me. They aren't the least
bit interested in doing anything, and it's your fault. You just
let me come in here and fumble around without giving me any direction
as to what I'm supposed to do."

Teacher: (Develop your own helping response which illustrates the principles
that you are entitled to express your own angry feelings, but should
not attack the character or personality of the volunteer).

Your response as a teacher:_____

_____

_____

_____

Here is another important principle in building positive one-to-one relationships:

Principle: A person will come to think and feel about himself according to the
way he is treated by you. If a person is repeatedly told that he is
"clumsy," "selfish," "stupid," "mean," "lazy," etc., he comes to
believe it and starts thinking of himself as such.

Practice applying this guiding principle by writing a response for the situation given.

Teacher: "Look, I've told you all along that your "book knowledge" and theory learned in your education courses won't work. Stop trying to show off to the class what a smart guy you are. Can't you possibly under- stand that all that "theory" is going to get you into trouble?"

Volunteer,
aide, or
intern: (Develop your own helping response which illustrates the principle that a person will come to think and feel about himself according to the way he is treated by you. Therefore, in building helping rela- tionships, you want to avoid sarcastic and embarrassing responses, and also avoid remarks which intimate that a person is stupid, inef- fective, or wrong.)

Your response as an intern or aide:_____

_____

_____

_____

Principle: In setting a limit on behavior, it should be so stated that it tells the other person clearly--

a. What constitutes unacceptable conduct;
b. What substitute will be accepted.

For example, "You may not disturb people while they are working with the tools. Wait until he's finished, then ask him to let you use it next."

Limits are heeded better when stated impersonally and in a language that does not challenge the other person's self-respect. For example, it is better to say "No shouting at each other," instead of "You bet- ter stop shouting at him!" In addition, limits are accepted more willingly when they point out the function of an object. For example, "The chair is for sitting, not for standing," is better than "Don't stand on the chair!"

Try a response for this situation.

Student: "But I couldn't help it that I've been late to class three times this week. Gee whiz, there's only three minutes between classes, and you know my English teacher; he keeps us there working right up to the dismissal bell."

57

Teacher: (Develop your own helping response which illustrates the principle
            of setting a limit on this student's behavior so that it clearly
            identifies two points: a. what constitutes unacceptable conduct,
            and b. what substitute will be accepted.

            Your response as a teacher:_____

            _____

            _____

            _____

            _____

From these principles for building positive interpersonal relationships, select
one that you feel you can apply immediately in your own setting. Use the space
provided below to (a) develop a lead-in statement which could become an inter-
personal problem situation, (b) identify the principle you wish to illustrate,
and (c) propose an appropriate helping response which illustrates this principle.

11. a._____: "Write your own lead-in statement".
       (your choice)   _____

                       _____

                       _____

                       _____

    b._____: "Identify principle you wish to illustrate."
       (your choice)

                       _____

                       _____

                       _____

    c.   Your response as a

                       _____: _____
                       (your choice)

                       _____

                       _____

                       _____

12. Can you think of some other principles for guiding verbal communication in interpersonal relations which have not been covered in Work Sheets #5 and #6? (Sarcasm, for example, is a serious barrier to effective relationships).

    a. State the principle here: _____

    _____

    _____

    b. Give an example from your own exper ence of an interaction in which this principle was effectively or ineffectively ...plied.

    _____

    _____

    _____

    _____

Justify your responses on Work Sheets #5 and #6 in a discussion with colleagues, as indicated in Activity 3 of this objective.

B₂

WORKSHEET #7

CRITICAL TEACHING SITUATIONS FOR ADMINISTRATORS
OF A SCHOOL VOLUNTEER PROGRAM

Directions: Select any five of the given critical interpersonal situations
and develop a proposed positive action-plan for each situation
which illustrates any one(s) of the guidelines for initiating,
implementing and maintaining positive interpersonal relationships.

Justify to the satisfaction of a colleague or the Resource Person
that your proposed action illustrates positively one of the guiding
principles.

1. Student: "But I don't want to go back to that class and work with that
person (volunteer). He's not my real teacher, and I don't like
him--he makes me do too hard work."

Adminis- _____
trator's _____
Action: _____
_____

2. School "Well, here I am to volunteer my services to your school. I forgot
Volunteer: to call you and tell you I was coming, but I bet you can think of
something for me to do anyway."

Adminis- _____
trator's _____
Action: _____
_____

3. School "I don't want to work in Mr. X's class anymore. He's not my idea
Volunteer: of a very good teacher--yells at the kids all day long."

Adminis- _____
trator's _____
Action: _____
_____

4. Parent: "I don't want my son John to work with that school volunteer any-
more. I send John to school to be taught by professional teachers,
and that volunteer person is just not qualified to work with my son!"

Adminis- _____
trator _____
Action: _____
_____

60

5. Teacher: "How come you never give _me_ any help by sending one of those
    school volunteers to my classroom? I sure could use one--and
    I notice that Mr. Jones got one and I didn't."

    Adminis-
    trator's
    Action:
    _____
    _____
    _____
    _____

6. Supervi- "I've noticed that my school volunteer seems to be harder on the
    sing   black kids than on the others, and as a result there's a small
    Teacher: group of black kids in my room that seem to have it in for the
              volunteer--they're really giving him a hard time."

    Adminis-
    trator's
    Action:
    _____
    _____
    _____
    _____

7. School   "I'm going to talk with some of the parents and other people in
    Volunteer: this community about what happened in this school today with those
               students fighting in the lunch room. I don't think they know you
               allow such undisciplined behavior in this school, and I bet they
               wouldn't want their children to come here if they only knew half
               of what goes on here."

    Adminis-
    trator's
    Action:
    _____
    _____
    _____
    _____

8. _____ : (Write your own lead-in statement)._____
    (Your choice)
    _____
    _____

    Adminis-
    trator's
    Action:
    _____
    _____
    _____
    _____

Directions: Select any five of the given critical interpersonal situations and develop a proposed positive action-plan for each situation which illustrates any one(s) of the guidelines for initiating, implementing and maintaining positive interpersonal relationships.

Justify to the satisfaction of a colleague or the Resource Person that your proposed action illustrates positively one of the guiding principles.

1. **Student:** "But I don't want to do this silly old work with him. He's not my real teacher, and I don't have to listen to him."

Supervising
Teacher's
Action: _____
_____
_____
_____

2. **School Volunteer:** "Well, here I am. I forgot to tell you I was planning to come to your class today, but I'm sure you can think of something for me to do."

Supervising
Teacher's
Action: _____
_____
_____
_____

3. **School Volunteer:** "I can't stand working next to that Mr. X. He's not my idea of a good teacher--all he does is yell at the kids all day long. No sir, I don't see how you stand him either."

Supervising
Teacher's
Action: _____
_____
_____
_____

4. **Administrator:** "I want to be sure that your school volunteers don't go telling everyone in the community about what happened in the school today with the students' fighting. It would spread all out of proportion, and the rumors would give this school a bad name."

Supervising
Teacher's
Action: _____
_____
_____
_____

5. Parent: "1 don't want my son John to work with that school volunteer anymore. I send John to school to be taught by professional teachers, and I don't think that volunteer is qualified to be working with my son."

Supervising \
Teacher's \
Action: \
_____

6. School \
    Volunteer: "You know, I think I'd like to work in someone else's class for a while. I'd like to get around the school more and see more of what's going on--like in Mr. Jones' class down the hall. He seems to have such a good teaching style, and the kids are so interested in his class."

Supervising \
Teacher's \
Action: \
_____

7. School \
    Volunteer: "Aw, so things didn't go so well between me and my students today. I really got mad at Tom when he laughed at me. I told him he was rude and he'd better not ever do that again!"

Supervising \
Teacher's \
Action: \
_____

8. _____: (Write your own lead-in statement)._____ \
    (Your choice) \
    _____

Supervising \
Teacher's \
Action: \
_____

Directions: Select any five of the given critical interpersonal situations and develop a proposed positive action-plan for each situation which illustrates any one(s) of the guidelines for initiating, implementing and maintaining positive interpersonal relationships.

Justify to the satisfaction of a colleague or the Resource Person that your proposed action illustrates positively one of the guiding principles.

1. Student: "But I don't want to read this silly old book. I already know what it's all about. I want to do what John's doing instead. That's more fun."

Volunteer's
Action: _____
_____
_____
_____
_____

2. Teacher: "Oh, I forgot you were coming today and I don't have anything special planned for you to do. You'll have to pretend to look busy today though--one of the other teachers is coming in to observe my class."

Volunteer's
Action: _____
_____
_____
_____
_____

3. Volunteer A: "How can you stand working with that teacher? He's so mean and hard on the kids--never gives them a chance--just yelling at them all the time."

Volunteer
B's Action: _____
_____
_____
_____
_____

4. Administra-
   tor:
   "I don't want you to go talking to the people who live around
   here about all this fighting that happened at the school today.
   They wouldn't understand. It would get blown all out of pro-
   portion--just rumors, you know."

   Volunteer's
   Action: _____
   _____
   _____
   _____
   _____

5. Parent:
   "I don't want that volunteer working with my son John. I send
   John to school to be taught by the teacher, who's a professional
   person. Then to my surprise I walk into the school and find him
   working with a volunteer neighbor!"

   Volunteer's
   Action: _____
   _____
   _____
   _____
   _____

6. Teacher:
   "You have to really watch what goes on among students in the
   classroom so you can be fair to all the students. You seem to
   play favorites with a few of the girls--and the other students
   notice it. That'll have to stop!"

   Volunteer's
   Action: _____
   _____
   _____
   _____
   _____

7. Student:
   "Aw, so I failed that test. So what--who needs to know all that
   stuff anyway? I'll find a way to get back at that teacher--you
   just wait and see!"

   Volunteer's
   Action: _____
   _____
   _____
   _____

8. _____ : (Write your own lead-in statement)._____
   (your choice) _____
   _____
   _____
   _____

   Volunteer's
   Action: _____
   _____
   _____

Directions: Select any five of the given critical interpersonal situations and develop a proposed positive action-plan for each situation which illustrates any one(s) of the guidelines for initiating, implementing and maintaining positive interpersonal relationships.

Justify to the satisfaction of a colleague or the Resource Person that your proposed action illustrates positively one of the guiding principles.

1. Student: "But I don't want to do this silly old work first. I already know how to do it. I want to go do what John's doing instead. That's more fun."

    Teacher's
    Action: _____
    _____
    _____
    _____

2. Aide,   "Well, here I am...I forgot to tell you I was planning to come
    Intern, or   to your class today, but I'm sure you can think of something
    Volunteer: for me to do."

    Teacher's
    Action: _____
    _____
    _____
    _____

3. Teacher A: "How can you stand working next to that Mr. X? He just yells at the kids all day--seems so mean. It would give me a headache--no sir, I couldn't teach where you are!"

    Teacher B's
    Action: _____
    _____
    _____
    _____

Worksheet #7 for Teachers (continued)

4. Administra-   "I don't want you to tell anybody outside of the school what
    tor: happened here today about the fighting in the school. They
                  wouldn't understand. It would get blown all out of proportion
                  and the rumors would give our school a bad name in the community."

    Teacher's   _____
    Action: _____
                  _____
                  _____

5. Parent: "I don't want my son John to work with that aide (volunteer,
                  intern) anymore! I sent John to school to be taught by the
                  regular teachers, not some aide (volunteer, intern)!

    Teacher's   _____
    Action: _____
                  _____
                  _____

6. Teacher A: "You know, that's not fair that you get so much help from the
                  office. Everytime an aide or a volunteer or even a student is
                  available to help a teacher, you get him. And I work just as
                  hard as you do. We know who the favorites are in this school!"

    Teacher B's   _____
    Action: _____
                  _____
                  _____

7. Student: "Aw, so I failed that test. So what--who needs to know all .
                  that stuff anyway? I'll get back at you--you just wait and
                  see!"

    Teacher's   _____
    Action: _____
                  _____
                  _____

8. _____: (Write your own lead-in statement)._____
    (Your choice) _____
                  _____

    Teacher's   _____
    Action: _____
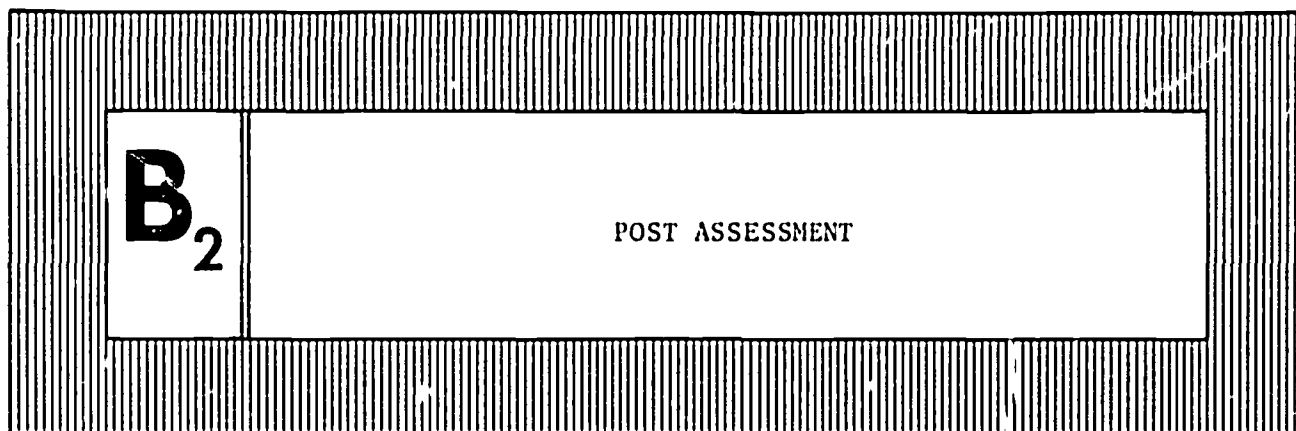   _____
                  _____

B
2

POST

ASSESSMENT

B₂ | POST ASSESSMENT

ACTIVITIES FOR POST ASSESSMENT

Proceed through these series of steps to develop a process and product measure of your skills in building positive interpersonal relationships in your own setting--

1. Develop in written outline form:

    a. Identify a problem involving specific interpersonal relations in your school setting.

    b. Define the individuals or parties involved: teacher-student, student-student, teacher-staff, teacher-community, etc.

    c. Gather data and make observations related to the problem. Generate alternate interpretations of the problem from the point of view of the parties involved.

    d. Identify a strategy to develop positive human interaction which illustrates one or more of the principles of building positive interpersonal relationships.

    e. Specify alternative strategies to solve the problem.

    f. Predict the consequences of each strategy in terms of the various principles of building positive interpersonal relationships.

2. Meet with three or four colleagues in small groups, or with the Resource Person, to "talk through" your proposed plan, alternative strategies, and anticipated consequences. Challenge, justify, support with examples, or otherwise obtain feedback from the group on the appropriateness of your actions to the principles of building one-to-one relationships. Modify your plan accordingly, if needed.

3. Carry out your specific strategy in which you apply skills and techniques proposed in the plan to improve interpersonal relationships.

4. Report on your assessment of the effectiveness of the strategy employed, either in written outline form, in a role-play dramatization, or in an evaluation-discussion session with colleagues or the Resource Person in terms of meeting the criteria given for making positive and helping verbal responses to improve interpersonal relationships. Critique and analyze--

    a. your plan of solution
    b. the skills and procedures used
    c. outcomes
    d. need for further action

B

2

FEEDBACK

SHEET

B-2 MODULE FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that modifications can be made.

Title of Module:_____ No._____

Name of reviewer (optional):_____ Date:_____

1. Do you feel that this module had improved your professional skills?

    _____   _____
       Yes   No

2. Would you suggest modifications to improve the module?

    _____   _____
       Yes   No

3. If yes, indicate section where modification is needed.

    _____   _____   _____   _____   _____
    Objectives   Materials   Activities or Procedures   Evaluation   Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omissions, typos, incorrect page references, etc.)
                        Page   Item

5. Please list any terms or expressions that you think might be changed (not clear, too technical, jargon, "educationese," too abstract, etc.)
                        Page   Item

6. Are there any explanations or directions that you feel are not clear enough, too long, or too short?
                        Page   Item

7. Are there any activities or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures)?
                        Page   Item

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, work sheets, checklists, rating scales, etc.)?
                        Page   Item

9. Do you know of any resource material (readings, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where available.

B

2

CONSUMABLE PAGES

FOR

BUILDING ONE-TO-ONE

RELATIONSHIPS