A REPORT OF A COUNSELLING INTERNSHIP WITH A
REPORT OF THE IMPLEMENTATION AND EVALUATION
OF A PEER HELPER PROGRAM

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Ⓒ   by

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ABSTRACT

This report describes a twelve-week internship
program carried out at Holy Spirit School, Manuels,
Conception Bay. The purpose of the program was to
attain familiarity with the school system, while
incorporating knowledge of counselling skills and
concepts with the prescribed educational programming.

The research component of this internship was the
implementation and evaluation of a high school peer
counselling program. Ten high school students
participated in a twelve-week peer counselling training
program. Assessments included a pre/post audiovisual
taping of role-played helping situations, structured
interviews of parents, teachers, friends, and peer
helpers; as well as trainees' assessments of their
helping abilities. Ratings of the audiovisual tapes by
school counsellors showed that, after a four month
period, students obtained statistically significant
improvement at the .05 level in counselling skills.

Self-perception of helping competencies was
completed on an instrument designed by the trainer.

Parents, teachers, and friends reported improvements in most interactions, and the trainees expressed many positive comments regarding the benefits they had experienced from the training program.

CHAPTER ONE

RATIONALE FOR THE INTERNSHIP

Introduction

An internship program is designed to help the graduate student become a well qualified, knowledgable individual capable of assuming the responsibilities required of a guidance counsellor. The apex of many professional preparation programs is the internship period, during which the student can apply the knowledge and techniques learned during the training process in a supervised setting. While the internship program in guidance and counselling at Memorial University was optional, I felt it to be the most appropriate choice for the achievement of my objectives.

In completing a counselling internship, it was my intention to take advantage of opportunities to improve, expand and utilize the skills acquired during my graduate program, and to further develop a personal

philosophy regarding school counselling and the
provision of other school-based guidance services.
However, the development and implementation of skills
comprise only a small part of the function of today's
guidance counsellors. Counsellors must be familiar
with, and motivated to use, the myriad of agencies
which combine to provide an overall service to the
student and his/her family. By becoming acquainted
with the individuals and agencies dispensing these
services, they are in a position to provide an holistic
service to the students and their families who are
often unaware of or have minimal information regarding
such sources of help.

Familiarity with administrative procedures and
policy is essential so that there will be minimal
conflict to impede implementation of programs and in
order that good rapport may be maintained on a personal
basis. This rapport will also extend to teaching
personnel whose support is vital to the implementation
and maintenance of a comprehensive set of guidance
services.

The most important aspect of a counsellor's role
is the services provided to students. While

counsellors have always been cognizant of this, current
financial restraints place emphasis on demonstrating
accountability for monies provided. It is necessary
that the counsellors keep detailed records, provide
needs assessments, and carry out other evaluative
procedures. Shertzer and Stone (1981) emphasize the
importance of maintaining appropriate, usable records
that reflect a body of information about each pupil,
enabling teachers and counsellors to understand and
help students. They state:

> these records are useful not only for a
> demographic study of the student population
> but also to 1) help students gain self-
> understanding that enables them to make
> appropriate decisions and 2) facilitate
> understanding of students by counsellors,
> teachers and parents so that educational
> programs can be adapted to meet student's
> individual needs and enhance their
> development. (p. 459)

By demonstrating program effectiveness and highlighting student needs, the counsellor is more likely to receive additional funds when they become available.

The literature reveals a multitude of counselling philosophies and techniques, each demonstrating varying degrees of effectiveness. However, in order to be truly effective, each counsellor must develop a personal philosophy of counselling, selectively incorporating certain methods proved successful by others. I feel that a counsellor must be humanistically, but pragmatically oriented, so that, while viewing the intrinsic worth of each human being, he/she may also help individuals establish realistic goals to enable them to function at their greatest capacity and achieve satisfaction in life.

My decision to choose an internship stems from a keen desire to work in the public school system; coupled with my having very limited experience in this area. Having worked for several years as a registered nurse in the field of mental health, I felt that the variety of counselling experiences gained during my practicum period, while very helpful, were insufficient in terms of the amount of overall school experience I

desired. In order to become fully functional in the school system and to provide services affecting students of varying age groups, it was necessary to ensure greater awareness of, and experiences in all aspects of the school environment. Another important factor influencing my decision was a lifelong interest in the area of mental health and a desire to help set up some preventative measures, part of which is a research project designed to teach students helping skills. I felt that these goals might best be accomplished through an internship in an all-grade, integrated school. This would provide the opportunity to detect academic and/or emotional difficulties from an early age, and implement the necessary therapeutic measures, as well as ensuring a wide variety of age-related counselling opportunities.

Holy Spirit School is located in Manuels, Newfoundland, and has an enrollment of approximately nine hundred students. It contains Grades Kindergarten to Grade 12 and has a staff who interact well and are supportive of programs designed for student improvement. During my graduate training, I was situated at this school and found the counselling

services to be thorough and effective, and very active. It was felt that in such an environment, I could gain much experience in all areas of counselling.

Goals and Objectives

In attempting to accomplish my goal of integrating myself within the school system, a number of general objectives were developed, and these were sub-divided into specific objectives, involving activities which would assist in accomplishing the stated objectives. These are as follows:

General Objective 1

To become familiar with the process involved in eliciting and guiding students' interests, and in enabling them to develop career plans which will incorporate these interests. This entails facilitating the career development process by encouraging career exploration, increasing career awareness and promoting self-awareness and understanding of the process of decision-making.

Specific Objective: A) To help students increase their options in planning a career, and to be more effective in the process of decision-making; B) To

expand student knowledge of non-traditional occupations and reduce stereotyping through exposure to same. These objectives were accomplished through the following activities:

1. Interview of the Youth Career Development Co-ordinator at the Department of Employment and Immigration. The various aspects of programs through the Canada Employment Centers were discussed. Informational materials were obtained and made available to students; and close contact was maintained to elicit information regarding the updating of present programs and new programs in process.

2. Familiarity was developed with the various career inventories available, and their perceived effectiveness (as per articles written regarding same). Career inventories available at the school were the Safran Student Interest Inventory and Holland's Self-Directed Search. These were frequently administered and students were assisted in completing and scoring them. Students were also encouraged to take advantage of the C.H.O.I.C.E.S. computerized career inventory,

located at the Canada Employment Centers in the
Viking Building and at Pleasantville. However,
computer time schedules and distance from the
community of Manuels were inhibiting factors in
terms of accessibility.

Budgetary constraints must be considered in
the selection of career materials, as well as the
administration time and methods of scoring.
Certain inventories could only be scored by a
computer which was located outside the Province.
Some other inventories, while very comprehensive,
are very expensive to purchase and well outside
the budget of a school counsellor.

3. Mr. Len Hynes, the Guidance Counsellor at Holy
Spirit, and I developed a career seminar program
which I conducted with interested students during
their lunch periods. This included the use of
various strategies and programs designed to
promote self-awareness and career exploration.
These career sessions were taped and critiqued;
and they were effective in helping me develop
considerable insight into career counselling. We
also set up a career center in my office, wherein

I provided career counselling and encouraged
students to peruse various career materials.

4. Students must be aware of costs involved in post-
secondary education. I conducted a session with
high school students covering this topic, and was
very surprised regarding their lack of knowledge
on this matter. Mr. Hynes explained the Student
Aid program while I observed, and I later attended
a seminar on this topic at the Seal Cove
Vocational School.

5. Speakers on a variety of career topics were made
available to students, as were career films.
Emphasis was placed particularly on the need to
discourage stereotyping in careers. Literature on
women in various non-traditional careers was
provided and films such as "Too Dirty For a Woman"
and "Women Can" were shown. (Attempts to arrange,
for the students doing Career Education 3101, to
attend a seminar on Non-Traditional Occupations
were not successful due to school time already
lost because of furnace problems). Students
responded well to the career presentations and

indicated an increased awareness and sensitivity
to their own aspirations.

In attempting to assist students in making
career-related decisions, I discovered that there
are many factors to be considered, including each
students' intellectual abilities, their facility
or difficulty with certain subjects, their long
and short-term goals, and particularly their
overall motivation. At times there may be certain
psychological factors (e.g. low self-esteem) which
must be overcome before they are ready to make a
choice. Scheduling of class and school activities
must also be considered prior to organizing
career-related activities, since instruction in
the core school subjects seems to take priority.

General Objective 2

To gain knowledge of the mental health needs
within the school and promote the concept of good
mental health through education and, where necessary,
the provision of appropriate services. Shertzer and
Stone (1981) describe the developmental-preventive
school guidance program as follows:

1. The intent of guidance is to assist students
   with their developmental concerns.

2. The assistance given students by school
   counsellors is primarily that of helping them
   to improve their personal relationships and
   to engage in personal planning and decision
   making.

3. The counsellors' clientele is composed of all
   students rather than a limited proportion who
   exhibit some deficit condition or personal
   adjustment problems.

4. Prevention of problems by counsellors
   intervention with significant others in the
   student's environment will benefit students
   indirectly because of its impact on improving
   the environment. (p. 87)

They further state that:

Only within the past decade, and probably
assisted by massive social unrest and
discontent with society's institutions, has
the emphasis on preventive action come of

age. In such a climate, criticisms that
existed for years are taken seriously, and
the motivation and means for changing
outmoded institutional practices that were
inimical to human development are emerging.
It is important to note that these processes
are still evolving at the present time.
(p. 88)

Cowen (1984) suggested a general structural model
for developing primary prevention programs in mental
health. He states that "the essence of primary
prevention in mental health is to conduct programs or
interventions designed to enhance the adjustment of
those exposed to them (Cowen, 1980)". He felt that to
be considered primary prevention the interventions must
be:

(a) targeted to groups of well people (including
    those at psychological risk by virtue of
    their life circumstances or stressful events
    they have experienced)

(b) before the fact of maladjustment

(c) intentional in the sense of resting on a
knowledge base that supports the program's
adjustment-enhancing rationale (Cowen, 1982b)
(p. 485)

He felt that primary prevention's overarching goal
(i.e. to enhance adjustment) can be pursued along two
complementary pathways:

(a) providing people with skills, competencies,
conditions that facilitate effective
adaptation and ward off psychological
problems before they occur.

(b) developing interventions designed to short-
circuit negative psychological sequelae for
those who have experienced risk-augmenting
life situations or stressful life events.
(p. 485)

A meta-analysis of primary prevention studies by
Baker, Swisher, Nadenichek and Popowicz (1984) list
several programs by various authors which could be
helpful in any counsellor's program. These are as
follows:

- Cognitive self-instruction coping skills training (Baker & Butler, 1984)
- Systematic Human Relations Training (interpersonal communication skills). (Berenson, 1971)
- Decision-making skills training and awareness of occupational stereotypes enhancement (Brenner & Gazda-Grace 1979)
- Raising awareness to the world of work (Edington, 1976)
- Structured empathy training (communications skills) (Guzetta, 1976)
- Enhancement of career maturity (Swails & Herr, 1976)
- Enhancing healthy attitudes toward drug use and abuse (Swisher, Warner, & Herr, 1972)
- Raising awareness of nontraditional career roles (Weeks, Thornburg, & Little, 1977)

(cited by Baker et al, 1984, p. 461-462)

Morrill, Oetting, and Hurst (1979) depict the dimensions of counselling in the form of a cube. "As they presented counselling, it is a system of

intervention in which each subsystem is related to the others and to the whole. Primary in their conception is that counselling interventions are '... designed to produce changes in clients, groups or institutions'" (cited by Shertzer & Stone (1981), p. 183). Shertzer & Stone (1981) draw the following comments from the discussions of Morrill (and others) regarding these topics.

1. <u>Target of the intervention</u>. The target of the counsellor's intervention can be either (a) an individual, (b) the primary group (family, couple, close friends) that affects the individual, (c) the associational group (classes, clubs, dormitory floor residents) to which the individual belongs or (d) the institution or community (school, neighborhood, church).

2. <u>Purpose of the intervention</u>. The purpose of the counsellor's intervention may be (a) remediation (lack of social and interpersonal skills, failure to make vocational decision); (b) prevention (identifying skills needed now or in the future and providing the means to

acquire such skills); or (c) development
(enhancing the functioning and development
potential of healthy individuals).

3. <u>Method of intervention</u>. Various methods of
    counsellor intervention can be employed,
    depending on the intent or stage of the
    program. These include (a) direct service
    (face-to-face); (b) consultation and training
    (select and train paraprofessionals), and (c)
    media (such as computer assisted counselling,
    programmed human relations training
    materials, television, and other means of
    reaching and influencing people).

>   (cited by Shertzer & Stone, 1981,
>   p. 183)

<u>Specific Objective 1</u>: To determine the counsellor's
and administration's view regarding which service needs
they saw within the school.

    Meetings were held with Mr. Joseph Downey
(Principal) and Mr. Len Hynes (Guidance Counsellor),
wherein we discussed student needs, ascertained by them
through needs assessments and close interaction with

their students. Methods by which these needs could most effectively be met, as well as the various agencies and services available were examined and evaluated.

Specific Objective 2: To attempt to determine existing attitudes held by students and staff which might inhibit them from availing of present services.

Discussions were held with teachers to elicit student needs, as perceived by them. They freely discussed their preferred methods in addressing these, indicating sensitivity to, and their concern for, the students, particularly those students with problems requiring more professional intervention. They appeared to feel that, while outside mental health resources were often at a premium in terms of availability, the school counselling services were very highly visible, and there was much interaction between the counsellor and teachers.

Classroom visits proved to be illuminating in ascertaining students' perceptions of counselling services. While certain students seemed to view the counsellor as a "shrink", and felt that only students "with problems" went to see the counsellor, many viewed

counselling services from a broader perspective. They
saw the counsellor as not only addressing a variety of
specific concerns (e.g., learning difficulties,
emotional problems), but as an aide to them in their
career decisions and overall school progression.

Specific Objective 3: To investigate the need for an
in-service seminar on emotional problems in children
and, if feasible, to arrange for a person with the
appropriate expertise to speak with the staff. This
objective was seen to achieve a two-fold goal: 1) to
make teachers more acutely perceptive of, and sensitive
toward student problems/problem students and 2) to
initiate early referrals when need is indicated.

Following discussions with Mr. Hynes, Mr. Downey,
and many of the teachers, it was felt that the proposed
seminar would be very beneficial. A seminar was
scheduled after school, wherein Dr. Alan Kenworthy,
Psychologist at the Adolescent Health Center, outlined
various problems experienced by children and
adolescents. He described the types of behaviors which
teachers might note and their significance. During the
discussion which followed he suggested various ways in
which teachers might be most helpful to students, and

when it would be appropriate to refer a student for
further assistance.

Teachers who attended the seminar displayed a keen
interest, and stated afterward that they found it very
informative and beneficial. However, it would probably
have reached a greater number of teachers if it had
been held during the day, as several teachers had other
commitments after school. I found that seminars such
as these are necessary to acquaint individuals working
with children with the various facets of specific
mental health problems affecting children of which they
might not be aware, and to promote early intervention
and assistance.

Specific Objective 4: To consult with the providers of
present mental health services for adolescents to
determine the most prevalent concerns they see; and to
elicit suggestions as to how these might be prevented,
or overcome, within our school.

This intern organized a meeting with the staff of
The Adolescent Health Center in St. John's. The
purpose of this half-day meeting was to establish
liaison and ascertain their perceptions of student
mental health needs. We discussed in detail some

effective methods used in assisting students, and in
helping them make use of resources available to them.
I found the Center's staff to be very caring,
perceptive, and knowledgeable.

Consultation with social workers, the Public
Health nurse, a general medical practitioner in the
community, and a member of the Royal Newfoundland
Constabulary working in this area enlarged my
perspective regarding the community needs, as well as
many family situations which must be considered when
attempting to reach and assist students.

In attempting to obtain information concerning the
multiple community services available, the booklet
published by the Community Services Council proved to
be very enlightening. Current booklets and pamphlets
on a variety of topics and services were obtained from
the Newfoundland Mental Health Association and the
Alcohol and Drug Dependency Commission and made
available to students and staff. Films concerning
mental health, as well as drug-alcohol situations were
shown by this intern and followed by lively
discussions. While some students' comments and
questions indicated that they tend to stereotype

individuals with such problems, most of the students were very perceptive of these problems in their environment and eager to have more information. I learned that students at this age have a social consciousness which is open to new information and ideas. These were mainly shown to Elementary/Junior High school students, it being more difficult for periods to be allocated in the Senior High School program. However, some lunchtime periods were utilized for showing, but were often only sparsely attended. At that time there were often many other meetings scheduled (e.g. sports, student council, graduation committee).

Specific Objective 5: To help promote a positive self-image for students, and decrease the effects of images projected by the media, such as the "ideal" body, looks, and so forth. The struggle for the attainment of these often only succeed in lowering a person's self-esteem.

Developmental guidance activities were conducted with students in the Work Study Program. Group discussions and exercises included the development of a positive self-image, appropriate methods of reacting to

various situations in their school, work, and personal
environment. Because I felt that the school's public
address system could be an effective means of reaching
most students, messages emphasizing different aspects
of mental health, and encouraging communication between
students were written up and broadcast at the beginning
of each school day.

General Objective 3

To expand the counselling network within the
school through a research project to facilitate student
communication skills.

Specific Objective: To set up, conduct, and evaluate a
program designed to provide students with
communication/helping skills.

Over a period of approximately twelve weeks, this
intern trained ten high school students in the skills
of peer counselling. Training sessions were held twice
weekly, at which time students were taught the
counselling skills of attending, empathy, summarizing,
genuineness, confrontation, problem-solving and
questioning. Evaluation skills in attending, empathy,
summarizing and questioning was done on a pre and post

basis by means of videotaping and evaluating role-play counselling situations, a self-evaluation scale developed by this intern, and individual interviews with trainees, their peers, parents, and teachers. (See Chapter 2 for detailed description of program).

General Objective 4

To become familiar with the role of the counsellor within the school, the freedom and limitations of this role and views held by administration and teachers of these services.

Specific Objective: To familiarize myself with the specific processes and procedures of Holy Spirit School and to integrate with school personnel.

Through frequent consultation with my school supervisor and the principal, as well as reading the various policy and procedure manuals, I became familiar with the many administrative aspects of the school and the School Board, and the counsellor's role within this structure. I found a close interaction between the counsellor and principal at Holy Spirit, in terms of assistance provided for any new or existing programs. There were also times when meetings with parents would

include the Principal. Besides assuring the parent of
the school's concern for their child, administration
objectivity was appreciated in certain decisions made
about students.

If a school counsellor is to truly become
integrated into the life of the school, participation
in school activities is very important. This was
accomplished through attendance at staff meetings,
school socials, concerts, participation in the
International Student Leadership Institute conference,
and school supervisory activities.

General Objective 5

To become competent and knowledgable in the
administration and assessment of psychological and
educational tests in order to facilitate maximum
development of the student's capacity. Purcell (1987)
defines the function of psychoeducational assessment as
"using standardized and nonstandardized methods for
assessing a wide range of students' traits, abilities
and acquired academic, personal, and social skills."
Two counselling competencies he sees as being necessary
to the function of a counsellor are:

1) Select, critically evaluate, and administer
    appropriate psychoeducational assessment
    instruments and procedures in individual and
    group settings.

2) Knowledge of ethical and confidential
    guidelines regarding administration,
    maintenance and use of pupil
    psychoeducational data. (p. 140)

In our graduate program, we had been introduced to
various testing materials, and had gained experience in
administering certain assessments. I found, however,
that it was very helpful to consult with various other
persons to determine which assessment instruments they
found most beneficial. Mrs. Barbara Hopkins, Director
of the Diagnostic and Remedial Unit at Memorial
University, and her staff, educational psychologists at
the Roman Catholic School Board and elsewhere, and Mr.
Hynes, were frequently consulted regarding the specific
advantages and disadvantages of various assessments.
While it is important to read a variety of materials
published on individual instruments concerning their
validity and effectiveness, it is also very helpful to

seek concrete advice from those with expertise in
administering them. They acquainted me with their
particular usefulness in specific situations (For a
list of assessments completed see Table 1-A, Appendix
A-1).

Budgetary deficits often decrease the availability
of certain materials used for assessments, as they are
rather expensive to purchase. Because of this,
counsellors may sometimes have to wait in order to
borrow these from another source until, over a period
of time, they can accumulate a variety of instruments.

Many sessions were spent with my Field Supervisor,
Mr. Hynes, discussing the results of various
assessments which I had administered (see Appendix A)
and their implications for the student in terms of
assistance required. Results were then discussed in
meetings with parents. Detailed reports were then
written up and submitted to the Special Services
Committee at the Board. Upon their recommendations,
the appropriate measures for assistance were
implemented. Recommendations were mostly in the form
of remedial assistance at the school or referral to the
Diagnostic and Remedial Unit, or both. The Summer

Reading Institute was another source where a certain number of referred students might receive assistance during the summer months.

Individual teachers were an extremely important part of the remediation/improvement process in students' progress. They were very interested in the results of assessments done and eager for suggestions to help the students. However, sometimes specific suggestions obtained from the remedial literature may be difficult to implement in a large class because of the individualization required. Strategies must therefore be attuned to the specific situations existing within each child's classroom.

General Objective 6

To improve and refine my counselling skills (incorporating an eclectic modality within a holistic framework) and determining their effectiveness within the school.

In discussing the counsellor's "personal" theory Lister stated:

Each beginning counsellor has already spent years formulating hypotheses about himself

and others and the nature of the world in
which he lives. In the broadest sense, the
counsellor's personal theory refers to the
hypotheses he has come to view as reliable
guides to satisfying human relations.

> (cited by Passons, 1975, p. 5)

Specific Objective 1: To improve my personal
counselling methods. In endeavouring to accomplish
this objective, I was given considerable assistance by
my University Supervisor, Dr. Glen Sheppard, and by Mr.
Len Hynes, my Field Supervisor. However, I also found
that the counsellor competencies suggested by Purcell
(1987) were an excellent guide. They are as follows:

1. Carefully giving advice when appropriate in
    individual counselling.

2. Estimate a new client's expected progress
    during individual counselling sessions.

3. Teach interpersonal and coping skills to a
    client.

4. Conduct ongoing and outcome evaluation of
    client progress.

5. Use various stress-reducing procedures (e.g. desensitization, relaxation approaches, biofeedback, etc.) with a client.

6. Selectively self-disclose to the client so as to aid in his/her exploration and growth.

7. Possess a thorough knowledge of various counselling theories (i.e. Freudian, Rational-emotive, Client-Centered, Behavioral, Trait-Factor, Existential, Gestalt).

8. Knowledge of counselling approaches for young children (i.e. play therapy).

9. Urge/cajole or otherwise motivate a client to commit himself to take action(s) to resolve problems or concerns.

10. Awareness of personal and professional limitations in individual counselling.

11. Select from a wide range of counselling techniques and behavioral strategies appropriate to the needs of a given client.

12. Use a facilitative tone and pace of speech appropriate to the individual counselling situation.

13. Structure individual counselling: set
     counselling priorities and goals, clarify
     client and counsellor role expectations, set
     time limits, and terminate counselling
     relationship at an optimal time.

14. Assist the client in coping with a crisis
     situation and bring about personal control.

15. Offer support and reassurances to the client
     where it is appropriate and facilitative.
     (pp. 139-141)

Specific Objective 2: To seek feedback on a regular
basis in order to improve my counselling skills and
methods.

Certain counselling sessions were taped (with
permission) and critiques of these were completed and
submitted to my university supervisor. These were
reviewed, and then discussed in my meetings with him in
terms of helping me define the goals and objectives of
my counselling in the specific situations. The
objectivity of the critiques enabled me not only to
evaluate my counselling techniques and their
effectiveness, but were constructive in my initiating

some new techniques in my counselling sessions. I
frequently consulted the pertinent counselling
literature in order to be aware of, and make use of,
more effective methods in assisting students.

Specific Objective 3: To obtain ongoing evaluation of
my counselling internship.

While my Field Supervisor, Mr. Len Hynes, and I
consulted on a regular basis, we scheduled specific
periods at least once weekly wherein we discussed
specific students and situations encountered. While
being very kind when he helped me integrate into the
school system, he was also very thorough and fair in
his assessments of my progress. He gave constructive
criticism while at the same time ensuring that I was
provided with many new experiences, both in terms of
assessments and counselling situations.

My Internship Committee consisted of Dr. Glen
Sheppard, Mr. Len Hynes and Dr. Lee Klas. The purpose
of our meetings was to provide an overall assessment of
the attainment of the objectives I had set and the
quality of my work. I found this process of
considerable assistance in helping me to focus in terms
of accomplishing my goals.

<u>Specific Objective 4</u>: To become familiar with the
problems (school and personal) experienced by students
of varying age groups, and the counselling techniques
most effective with each group.

It was felt that this could best be achieved by
counselling at least two students from each academic
level. Because Holy Spirit is an all-grade school, I
was able to assess academically, and personally counsel
students from the primary, elementary, junior and
senior high school levels. In doing this, I became
acutely aware of the necessity for detection of, and
intervention in, both academic and personal problems at
the earliest possible time in order to avoid a
continuum of difficulties. These often result in
frustration, unhappiness, loss of self-esteem and
"dropping out", whether of a physical or psychological
nature. In working with students from Kindergarten to
Grade 12 I found it necessary to adjust my techniques
in counselling interactions and in completing
assessments, according to age groups. While younger
children were initially a little shy, they usually
responded well when given the opportunity to talk about
themselves to an interested adult and demonstrate

their talents (e.g., in drawing). Adolescents,
however, were often reticent about seeing a counsellor
(especially if not self-referred) if personal problems
were involved, possibly because of negative comments
from their peers. They appeared more relaxed and open
when discussing career interests. Students referred
for assessment would sometimes be somewhat tense until
they were assured that the assessments being done were
not academic tests, which often connote failure for
them, but a means of providing assistance, and success,
for them.

General Objective 7

To involve persons in the students' environment in
the counselling process in order to facilitate the
holistic approach. This was done on a selective basis
and with student permission.

Over the course of my internship, I was involved
in several interviews with parents. While most of
these took place in the school, some of them were home
visits. This is very convenient for parents with small
children or those who have difficulty with
transportation, and provides a more personal aspect to

the interview. It also gives the counsellor the opportunity to observe the home setting of the student, albeit not the total environment. I found that people tended to be more relaxed in their own setting. Whether this was because they felt more in control in their own home, and less threatened than in the school office is a factor worth considering.

Over the course of numerous meetings of varying durations held with teachers, I found them to be caring and observant, as well as being amenable to suggestions which they felt able to implement. Students' difficulties and progress were discussed in detail and this intern assisted them in attempting to understand various behaviors in the context of the personal difficulties. Behavioral strategies were suggested as well as exercises promoting classroom involvement, as many times students with academic/behavioral problems become further alienated through lack of sensitivity on the part of their peers.

General Objective 8

To increase my understanding of the policies and
practices with regard to programs designed to assist
students with special needs.

Specific Objective: Develop familiarity with special
services programs available, the terminology used and
the procedures to be followed in determining students'
qualifications for such programs.

Special services for students experiencing
academic deficiencies have advanced considerably in
recent years and the literature on this is voluminous.
I arranged meetings with the teachers in the Primary
Special Education class, the Elementary/Junior High
Special Education, and the Work Study program in order
to thoroughly orient myself. They discussed the aims
and objectives of each program, their teaching methods
done according to Individualized Education Plans, and
demonstrated the success of the individual programs in
assisting their students to achieve their educational
goals and develop plans for the future.

A workshop on Special Services held at St. Bride's
College proved to be very informative and provided an
opportunity to see the Special Services divisions from

various aspects, as well as meeting many other
professionals involved in the field. A meeting of the
Work Study teachers, the Guidance Counsellor, and the
Principal of Holy Spirit, as well as the Board
representative for Special Services (Mr. Granville
Belbin) and this intern, was held to discuss students'
needs for the following year. These experiences were
very helpful in my observing these programs from an
overall perspective.

As a result of these various activities, and my
own interaction with the students in these programs, I
feel I have gained a new perspective in terms of the
overall effectiveness of such programs. It is
essential that a close relationship be maintained
between the guidance counsellor, the teachers, and the
students in order that they may develop and maintain a
positive attitude, which will accentuate their
abilities and diminish their academic difficulties.
This relationship, as well as a thorough, ongoing
assessment of the students' overall competencies and
deficits, contribute greatly to development of the
aforementioned Individualized Educational Planning and
a more personalized approach.

General Objective 9

The purpose of this objective was to develop competence in dissemination of information regarding the Re-organized High School Program. It was necessary to acquire knowledge regarding the program requirements in order to assist students in determining the most appropriate program for them, based on their academic abilities and future aspirations. My Field Supervisor was very helpful in orienting me to this program. I attended and taped a meeting he held to explain the program to teachers and parents, and I observed him when he assisted students with their choices of courses. Under his supervision, I explained the program to a student and helped him complete the necessary subject option sheet for the courses he would take the following school year.

General Objective 10

Develop good organizational abilities, time management skills, and record-keeping abilities.

Because of a counsellor's heavy schedule, it is necessary that to be well organized in terms of

scheduling, record keeping, and time-management. In order to be effective in terms of specific interventions and follow-up, detailed records of all assessments and counselling transactions should be kept. In attempting to achieve this objective, I set up an appointment calendar and each day's activities were planned as far as possible. Anecdotal records were kept of counselling transactions; and assessment procedures were reviewed and followed up. Suggestions for methods of improving these recording techniques were solicited from my supervisors and freely given. Because of the multitude of requests for assessments, career and personal counselling, organization of many meetings, and other activities that come through a counsellor's office, including teaching and supervision duties, the need for organization is paramount to effectiveness. My skills in this area were greatly improved through my experience as an intern in the school system.

<u>General Objective 11</u>

To maintain a high ethical standard in all counselling activities and relationships.

A vital factor in the promotion and endurance of any counselling relationships is the maintenance of strict ethical standards. The Canadian Guidance and Counselling Association's "Guidelines for Ethical Behavior" (Kelly, 1988) is a very helpful aid in pursuing these standards. These guidelines were strictly adhered to by this counsellor-intern and are as follows:

1. The maintenance of high standards of professional competence is a responsibility which is shared by all association members.

2. A member exerts appropriate influence to foster the development and improvement of the profession and continues professional growth through the member's career.

3. A member expects ethical behavior of all professional associates who are members of CGCA, at all times. The member is obligated, in situations where information is possessed raising serious doubts as to the ethical behavior of other members, to take action that is conducive to rectifying these conditions.

4. A member is obligated to be concerned with the degree to which guidance activities of non-members represent competent and ethical behavior. It is a member's responsibility to take appropriate action that is conducive in rectifying unsatisfactory conditions.

5. A member must not seek self-enhancement by expressing evaluations or comparisons damaging to other professional workers.

6. A member should not claim or imply professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of qualifications by others.

7. A member providing services for personal remuneration shall, in establishing fees, ensure that fees are consonant with the profession and that they are in accord with charges made for comparable services by other professional persons.

8. Members, in providing information to the public or to subordinates, peers or superiors, have a clear responsibility to see

that the information is accurate, unbiased
and consists of factual, objective data. The
manner of presentation should be conducted
ethically and professionally as well.

9. A member has an obligation to ensure that
evaluative information about clients will be
communicated only to other professionals who
are also assisting the client and only upon
the express consent of the client.

10. A member shall offer professional services
only within the context of a professional
relationship. These services may be provided
only in a reciprocal or face-to-face
relationship. Information services may be
offered through the media.

11. Members, in seeking employment, are expected
to accept only positions that they are
qualified to assume. They should be aware of
the established procedure of the employment
setting and be prepared to comply with these
practices or not accept employment if they
are in disagreement. (pp. 11-12)

Conclusion

In making the decision to do an internship program
in an all-grade school, my goals and objectives were
designed to provide the most varied experiences
possible in the allocated time. The setting at Holy
Spirit proved to be most beneficial in providing these
experiences. It also gave this intern the opportunity
to experience the warmth, solicitousness and dedication
of staff, which is so necessary in enabling the
guidance counsellor to reach, and be effective with the
greatest number of students.

My experiences in the school environment resulted
in the development of considerable insight and
sensitivity toward the complexities of problems
inherent in an all-grade school and the challenges
provided therein (see Table 1, Appendix A-2). While
these experiences enabled me to develop a comprehensive
and diversified arsenal of skills, it also engendered
an holistic insight in terms of the special needs of
individual students. Individualization, while
philosophically promoted, is often overlooked in our
society's overall homogeneity of ideals and values, and

its emphasis on "success". The promotion of individualization must be one of the school's major priorities. While achieving the specific goals and objectives set during the internship, I felt that the challenges provided within the school system are limitless, and felt competent in meeting that challenge.

CHAPTER TWO

RESEARCH PROJECT - PEER HELPER PROGRAM

Introduction

Recent media technology enables us to see dimensions of world events unknown to our predecessors. While informing us of many positive events occurring around the world, it also acquaints us graphically and on a daily basis with increasing problems for our youth, such as alienation, drug abuse, violence, suicide, unplanned pregnancies, and so forth. School personnel are finding themselves at the center of these problems, and are expected to assume certain responsibilities which were formerly taken by the family, but with which many families are now unable to cope. As a consequence, schools are expected to take on additional responsibility for socialization.

Hamburg & Varenhorst (1972) argue that schools are now becoming a powerful influence in the socialization of the child. They state that while the role of

teachers and counsellors as parent-surrogates is
implicit, "the role of students as surrogates, models,
bridging persons, and sources of useful information for
each other has been somewhat overlooked". They feel
that young people today are looking for relevance and
commitment to "humanistic rather than materialistic
goals" (p. 567). It is this motivation which can
stimulate them to become helpers.

In a study of social interest in a peer
counselling program, Barkley (1982) states that social
interest "is one of Adler's (1956) theoretical
cornerstones. He defined social interest as 'an
interest in the interest of others' (Ansbacher, 1968,
p. 140) and contended that it is 'the barometer of
normality, and the difference between a useful life and
a useless life' (Adler, 1956)". Carr (1981) cites:

> a number of large-scale evaluations of school
> counselling have taken place across Canada
> (Carr, 1978, Guerette, 1981, Haughey and
> Bowman (1980) ... some of their conclusions
> are remarkably similar: only a minority of
> students ever go to see counsellors and that

most students, when they are experiencing
some kind of personal concern rely primarily
on their friends as sources of help" (p. 5).

The school counsellor can take advantage of this trend
by training students to use helping skills, thus
expanding the helping network.

Statement of Purpose

The purpose of this study was to implement and
evaluate a specific twelve-week peer helper program
delivered to a small group of Grade 9 and 10 students
at an all-grade suburban school in Manuels,
Newfoundland. This is a large school of approximately
nine hundred students, served by one guidance
counsellor. The effects on students of a peer helping
program taught to them over this period was evaluated
both subjectively and objectively. It was hoped that
these students, already identified by their peers and
teachers as caring individuals, would benefit from this
program in a manner which would be observed by others,
and which would enable them to feel more positive

regarding their helping skills, thereby enabling them to function in a more proficient manner when assisting others.

<div align="center">Rationale</div>

Adolescence is considered by many to be a turbulent period during which the physio-socio-psychological changes often impact to produce traumas of varying degrees. The Peer Helper program implemented in this study was seen as a means of enabling a group of adolescent students to utilize certain skills to facilitate necessary helping communication among their peers. This was done with a view to expanding the counselling network at this school, as well as observing changes taking place within the trainees themselves.

According to Cowan (1984), "only a small fraction of people's psychological problems reach the formal mental health establishment. For many reasons informal sources of help are important in society's de facto help-seeking framework and are likely to remain so" (p. 385). These factors have given rise to the development of the "new professional"

(paraprofessional), who can be utilized in larger
numbers at less cost, having first acquired the basic
communication skills. Carkhuff (1973) feels these
skills can be learned by lay persons, and are no longer
the private domain of the professional. This does not
suggest that professionals be supplanted by lay
persons, nor does it equate professional skills with
those of the paraprofessionals. It does, however,
intend to show a potential source of help which is only
now being tapped. Carr (1981) cites the 1981 report of
the Joint Commission on Mental Illness as clearly
specifying the need to improve community resources in
an effort to provide more cost-effective mental health
services.

Recent years have seen a proliferation of groups
capitalizing on the concept of peers helping one
another through difficult situations (e.g. Alcoholics
Anonymous, Candelighters, Friends of Schizophrenics).
These types of support programs have been successfully
adapted for use in public schools (Roberts, 1982;
Hamburg and Varenhorst, 1972; Ryan and Varenhorst,
1973); senior citizens homes, mental health settings
(Nicoletti and Flater Benz, 1974) and other agencies.

Our present educational system addresses the educational process from a psychological-developmental frame of reference, placing emphasis on the humanistic aspects of education. Within our system of education, we have the people necessary to implement this form of education -- our teachers, whose present training is more holistically oriented, and our students, whose potential for helping remains virtually untapped.

The helping potential of adolescents is apparent when observing their bonding with their peers, their coming together in times of trouble, and their tendency to reject those they feel to be "intruders". They are eager to offer support and advice, sometimes unsolicited, to those they feel in need of it, and will solicit similar advice when they are troubled themselves. However, this motivation to help is often frustrated when "advice-giving" does not help those for whom they care, or when their method of communication alienates those they want to help. If students can be supported and trained to provide this help through the use of effective communication/helping skills, they may be effective in extending the helping network

throughout the school and throughout their peer network
in school and outside.

    Carr (1981) defines peer counselling as:

    a deliberate and systematic form of

    psychological education. It enables students

    to have the skills to implement their

    powerfully experienced value of autonomy and

    control. By focusing on the process of

    thinking, feeling and deciding, rather than

    evaluating specifically the content, it

    contributes to the most powerfully

    experienced need of adolescents: respect.

    The peer counsellor is trained to provide a

    nonjudgmental listening posture which

    encourages others to express and explore

    their concerns, worries or frustrations.

    This exploration often prevents self-

    destructive or acting-out behavior by

    encouraging a student to talk with someone

    who listens or "has been there" or can

    empathize (p. 4).

Peer helping programs are tied to the philosophy and practice of the mental health movement. Dumont (1976) notes:

> The essence of the community mental health
> movement seemed to be that the gap between
> the people providing help and the people
> receiving help should not be so vast as more
> traditional mental health professionals
> thought necessary. The order and direction
> of that movement found a common path with the
> cultural and historical forces that led to
> the emergence of the self-help movement.
> Self-help programs offered an alternative to
> the theoreticians of mental health care who
> took seriously the implications of social and
> community psychiatry. (cited by Gidden and
> Austin, 1982, p. 4)

Gidden and Austin (1982) trace the services of paraprofessionals as mental health resources back to the late 18th century when the philosophy of moral treatment was developed by "Pinel (France), Tuke (England), Benjamin Rush and Dorothy Lind Dix

(America)" (p. 4). Hobbs (1964) identified the moral treatment philosophy as the first of the three mental health revolutions. The second was that of Freud, when the preoccupation was with man's intrapsychic life. We are now in the third mental health revolution which, according to Sobey (1970) embraces a community approach to illness and mental health (cited by Gidden and Austin, 1982).

The peer counselling training program developed by Gray and Tindall (1978) was implemented and evaluated in this study. They state that "the trainer must be aware of the concept of affective education or deliberate psychological education" (p. 5), and sum up the essence of a peer counselling program in the following manner:

> The term "affective education" and
> "deliberate psychological education" (DPE)
> essentially are interchangeable, and both
> refer to educational concerns that deal with
> feelings. References to DPE strategies
> relate to procedures or programs that teach
> or train people in the concepts and skills
> involved in improving interpersonal affective

psychological behaviors and attitudes.
Feelings become the central focus of DPE
programs and peer counselling training is one
of the major delivery systems to that goal.
In other words, DPE strategies attempt to aid
in developing skills and attitudes or, more
specifically, to teach helping skills to lay
persons (Gray and Tindall, 1974, p. 5).

Gray and Tindall (1974) define peer counselling as
"a variety of inter-personal helping behaviors assumed
by non-professionals who undertake a helping role with
others" (p. 5).

Gray and Tindall's peer counselling training
program was derived from micro-teaching and micro-
counselling concepts (Ivey, 1971) and research in
training helpers by Charles Truax and Robert Carkhuff
(Traux and Carkhuff, 1967; Carkhuff, 1969). They state
that the use of a training structure based on these two
models provides a framework for relatively precise
professional skills and allows for the intensive
practice required to learn the skills thoroughly.
Training procedures deal with small isolated segments

of skills which are taught specifically and practised until mastered (cited by Gray and Tindall, 1978).

This particular training program was used in this study because the concepts of deliberate psychological education underlying its basis was seen as a potentially successful method of drawing out and utilizing the student's inherent humanitarian/helping skills. The training methods are comprehensive, and easily adaptable to the school situation, and to the time allocated for training. The manuals available for trainer and trainees provided thorough introductions and step-by-step approach in teaching each skill. It is verbally attuned to the language of youth and provides interest, challenge and opportunities to give and receive feedback within the group.

The research questions which this study attempted to answer are as follows:

1. Will trainees demonstrate acquisition of the communication skills taught in the peer helping program as determined by judges' ratings of pre and post videotapes of the trainees in role-played helping situations?

2. Will the trainee's parents, teacher, and
    selected peer identify specific changes in
    the trainee's behavior since commencement of
    the program?

3. Will students be able to identify specific
    changes in their own attitudes and behaviors,
    and will they perceive themselves as better
    helpers as a result of the program?

4. Will training students as peer helpers result
    in increased referrals to the school
    counsellor as a result of their intervention
    within their peer network?

Review of the Literature

A review of the literature reveals that peer
counselling skills are taught and evaluated using a
wide variety of methods, depending on the amount of
time available, the number of trainees, the age of
trainees, and other factors. Regardless of these
variations, however, the skills taught are of the same
genre, with the purpose of enhancing communication
between individuals. This review will look at various

methods used, with a view to providing a more
comprehensive look at certain programs.

Peer counselling programs are seen in a variety of
settings and age groups. Peer counsellors have served
in colleges in academic advising services (Bonar,
1982); in Drop-in and Outreach centers (Gidden, Sanz
and Prince, 1982); and even as student counsellors for
overseas programs (Tyler and Sanz 1982) (programs cited
by Gidden and Austin. 1982). Dyer, Vriend, and Murphy
(1975) trained high school students as peer group
counsellors; Gumaer (1976) trained elementary school
students as peer counsellors. Successful peer
counselling programs have been implemented by
Varenhorst (1974) and Gray and Tindall (1974) with
junior high school students. Gordon (1981) found peer
counsellors to be successful in working with runaways,
while Lonnborg, et al (1981) developed a program for
peer counsellors and other youth care workers to help
them work with abused adolescents.

Supportive peer groups can be seen functioning
throughout different countries of the world. Gidden
and Austin (1982) note that peer counsellor programs
are becoming important services on university campuses

where they serve as hall aides, mann crisis centers;
and form study groups.

Cooker and Cherchia (1976) cite several ⁻tudies
which involve "employing persons with non-professional
backgrounds to perform in therapeutic situations".
Morrill, Oeoting and Hurst (1974) strongly advise the
use of paraprofessionals in school and community
settings to extend the range of the professional.
Cooker and Cherchia (1976) found that:

> ... training group leaders is more desirable
> and productive than not training them. Thus,
> the assumptions that existing leadership
> skills or qualities are sufficient for
> adequate peer group facilitation may not be
> valid. More important, perhaps, is that
> these skills can be enhanced and further
> developed through training, thereby producing
> leaders who can be facilitative within such a
> setting (p. 467)

Gray and Tindall (1974) received reports of peer
counsellors being used successfully as rap leaders in
leading discussion groups in problem-solving with

students, assisting teachers when students were
experiencing difficulty in scheduling their courses for
the following year, training telephone crisis
counsellors, interviewing in student disruption of
school services, and as leader in a career awareness
unit in citizenship classes.

In studying the profiles of New Zealand students
who joined a Youthliner program, Drummond (1980) found
that while all respondents exhibited interest in human
relationships, the males, on the whole, had some
tendency to be more concerned with their own personal
growth and improvement. She draws attention to
findings by other researchers:

> Conger (1973) quotes research evidence which
> demonstrates that beginning early in life,
> girls show a greater sensitivity to others, a
> more inner orientation and a greater emphasis
> on inter-personal relations and nurturance.
> In contrast, boys exhibit a somewhat simpler
> and more direct and aggressive task
> orientation. These findings are reinforced
> by research done in New Zealand by Keeling

and Nuthall (1969) who administered a questionnaire on the values of New Zealand adolescents to 351 girls and 331 boys. The boys "appear to show a stronger preference than girls to being intelligent and clever", whereas girls show a marked preference for getting on well with teachers and older people, with the emphasis on interpersonal relationships rather than school work (p. 168).

Katz and Bender (1976) characterize peer-helping groups as generally voluntary, involved with face-to-face interaction, spontaneously arising in an attempt to meet some need, solve a problem, or achieve mutual benefits. Durman (1976) found that both self-help groups and peer counselling, and support programs seek to promote the ability of ordinary individuals to work together and resolve many of life's difficulties without professional intervention (cited by Gidden and Austin, 1982).

Two needs seen by Gray and Tindall (1974) as being
relative to the process of helping children and adults
live better in a complex interpersonal world are:

The first need can be stated in an if-then
context. If counsellors and other helpers
are to have any real impact on improving the
interrelating behavior of people, then they
must competently train others in the
effective human relations skills of
listening, communicating values
clarification, and problem solving; they must
teach the concepts of adolescent development,
mental health, and the like to as many as
quickly as they can.

The second need relates to the inability
to meet the first need adequately. Until
recently the process of teaching large groups
of people the skills and concepts of
facilitative, effective interpersonal
behaviors has been less than satisfactory.
However, with the training technology
developed by Carkhuff (1969), the delivery

system of training many effective helpers has been greatly advanced.

Peer counselling is one area that holds promise for partially meeting the two needs. To meet the first need, peer counselling enables a counsellor to train significant numbers of students in effective human relations skills and knowledge. The Carkhuff model provides an effective process to meet the second need (cited by Gray and Tindall, 1974, p. 108).

The overall purpose of the introduction of the peer helping program is it's application as an intervention assistance measure within a specific peer group.

In implementing a peer helping program, assumptions for such a program must be examined. This is done in order to capitalize on these factors in attempting to achieve our purposes, and to understand the needs of those who participate in the program.

Zaccaria (1981), having researched many peer counselling programs, lists specific assumptions regarding the use of peer counselling: (p. 213)

1. Peers model each other's behavior and establish norms and standards that can have positive effects among peers.

2. Students can provide more effective models than adults.

3. Peers may have a greater capacity for empathy toward one another than professionals do.

4. Peers are closer to each other than they are to counsellors.

5. Peers can bridge the gap between professionals and students by minimizing the stigma attached to seeing a counsellor.

6. Students provide informal counselling to other students, and they can become more effective through proper training.

7. Peers can be trained to use a number of basic guidance/counselling skills.

8. There are not sufficient numbers of trained professionals to deal with the individual problems of all students.

9. Professionals can expand their counselling
   influence and effectiveness by using peers.

10. Some students are interested in their own
    personal development and can benefit through
    training as peer counsellors.

11. Peer counselling can enhance the personal
    growth of both peer helpers and peer helpees.

   (Adapted from Koch, 1973; and Schweisheimer and
   Walberg, 1976)

Zaccaria (1981) states that "the criteria and
methods employed in selecting peer helpers encompass a
broad spectrum ranging from no criteria at all (any
interested student who volunteers) to very specific
requirements" (p. 226) Following his review of the
literature, he gives the following "representative list
of characteristics used as criteria for selecting
children and adolescents as peer counsellors".

   Primary Characteristics

1. Leadership qualities.

2. Ability to communicate with peers.

3. Positive self-concept, sense of
   responsibility.

4. Predisposition toward self-development.

5. Concern for the needs and problems of others.

6. Willingness to reach out to others.

7. Positive attitude toward peers, school and authority figures.

8. Ability to empathize with others.

9. Flexibility in approach and response to a variety of situations.

10. Social maturity and a sense of responsibility. (p. 226)

Carr (1979, 1980A, 1980B, 1981A, 1981B, 1984B, 1986) has done considerable work in developing, researching, and evaluating peer counselling programs, as well as developing a program wherein peer counsellors were trained, with considerable success, to be career counsellors (Carr, 1986). In citing the foundation areas of peer counselling, Carr (1981) found that:

1. Studies across Canada and the United States show that friends remain the number one in-school resource for students considering

personal decisions, job plans, and how far to go with formal education (p. 5).

2. ... research on the helping relationship itself (Carkhuff, 1969, Egan, 1975, and Ivey, 1971) show that the skills associated with effective helping can be learned by a variety of lay persons, including paraprofessionals, (Carkhuff, 1969), high school students (Carr and Saunders, 1979), junior high students (Carr, McDowell and McKee, 1981), and elementary age students (Bowman and Myrick, 1980). The training itself can also be seen as a form of treatment and helps the peer counsellor enhance their own development and psychological growth (p. 6).

3. Results of surveys (Carr, 1980) done in high schools across North America to assess the major problems confronting youth today "consistently reveal that loneliness or making and keeping friends are either the highest or among the top five concerns of young people. These self-reported rankings often differ remarkably from adult rankings

of what adults perceive as the major problems
confronting youth. This difference is an
example of potential "generation gap" which
may prevent students from seeking help from
adults (p. 6).

As well as ameliorating personal and social
problems, the acquisition of social skills may also
function in a preventive manner. Haynes and Avery
(1979) trained adolescents in self-disclosure and
empathy skills, taking the developmental view that
adolescence is an important period for developing
significant relationships. Their work focused on
developing communication skills of a group of
adolescents, outlining the benefits to be obtained as
follows: "a) increase their involvement and
satisfaction in present relationships; b) maximize the
potential rewards received in future relationships;
and c) decrease the possibility that they will develop
dysfunctional communication patterns that may require
counselling or other remedial intervention in the
future" (p. 526). Their results showed that self-
disclosure and empathy skills in trained students were

significantly higher than in untrained students. It also showed increased support given to the efficacy of communication skills training programs for adolescents. They suggested that "the earlier the skills could be taught, the more likely they would be to become part of a person's communication pattern and be more facilitative in aiding the person in the development of satisfying the relationship" (p. 529). A five-month follow-up study by Avery, Rider and Haynes-Clements (1981) showed retention of these skills, indicating that maintenance can be achieved with only a short-term training program.

Social skills appear to have various definitions, but the prevailing attributes appear to be those which equip the individual to function in such a manner wherein benefits accrue not only to the individual, but to those with whom they come in contact. While most social skills programs are aimed at enabling the individual to function more effectively within his/her environment, the major focus of a peer helping program is that of providing assistance to others through the use of effective communication/helping skills.

Some intrinsic benefits derived from a peer helping program, as seen by Carr (1984), are that "students experience improved self-concept, self-understanding, decision-making and goal setting; students feel more comfortable and confident with other people; positive changes occur in family relationships, school attitudes and attendance improve" (p. 21). Berkowitz (1987) found that trainees scored significantly different on the Tennessee Self-Concept Scale at the 0.1 level of significance.

In looking at the benefits of peer counsellors to clients and the school, Carr (1984) noted some consistent findings through anecdotal information, informal assessment, thesis research and professional publications, which are as follows:

> peer counsellors have been rated as effective
> providers of information; students view
> trained peer counsellors as helpful and do
> not regard them as "sucks" or "elites", in
> fact, students view them as trustworthy and
> understanding; decisiveness has improved
> academic achievement has improved, counsellor
> aides extended and enhanced school counsellor

services; peer counsellors acted as a bridge to increase referrals of serious problems for special help; peer counsellors helped younger peers develop a sense of belonging and adjustment to school routine as well as enabled younger students to feel the school cared about them; and low performing students developed better classroom skills, acquired higher levels of vocational and educational aspirations and expectations through the use of peer counsellors (p. 21).

Carr (1988) found that, in a city-wide peer counselling program, counsellors reported that the number of referrals of students with significant difficulties increased, and that the number of referrals to professionals external to the school was increased. He states:

peer counsellors created a climate of caring within the school. School counsellors described individual cases where peer counsellors played an integral role in preventing suicide, enabling treatment in

physical abuse and provided motivation for
student academic success (p. 228).

Selection Methods and Criteria

Various methods and criteria have been used in
selecting trainees for peer counselling programs.
France (1984) recruited individuals from the schools'
different social networks through self-selection, staff
nominations, student nominations and school sociograms.
Hamburg & Varenhorst (1972) admitted those showing
extra motivation, while Varenhorst (1974) invited all
secondary students who wanted to join without any
screening. Gray and Tindall (1978) believe that the
final selection is the responsibility of the trainer.
McCann (1975) successfully used a peer sociogram
method, Raiche (1979) thinks that this method would be
seen as an honor and form of recognition, and that the
prestige attached to this method will keep students in
the program and increase the likelihood of the students
making use of the trained peer. Leibowitz and Rhoads
(1974) asked other teachers to recommend students on
the basis of maturity, emotional status, dependability
and generally effective relationships with peers. They

then conducted interviews to explain the program and subjectively assessed the suitability of each student on the basis of these personal dimensions.

An overview of the selection processes suggest that individual trainers choose methods most applicable to their specific circumstances. This may vary according to the age of participants, the individual needs of the group, and the goals of the program.

Review of Peer Counsellor Training Programs

Programs developed to train peer counsellors incorporate a variety of skills and a multitude of methods wherein these skills may be taught and evaluated. In the program instituted at Holy Spirit School the format for training was that of Gray and Tindall (1978) which, they state "follows patterns introduced by Carkhuff (1969), Ivey (1973), Gordon (1970) and others, which are modified to teach interpersonal skills to non-professionals. The program is designed to teach basic interpersonal skills that have been identified by seven areas: Attending, Empathy, Summarizing, Questioning, Genuineness, Confrontation, and Problem-Solving" (p. 8).

Leibowitz and Rhoads (1974) trained a class of
high school students (over a nine-week period) in what
they saw as "two basic counselling skills: 1)
effective listening and responding and 2) decision
making" (p. 280). They taught the substance of the
materials to be acquired during the training sessions
in a formally organized sequence, and state "but the
group process employed the nonchalant, interactive
style characteristic of adolescent groups" (p. 281).
Role-playing was the primary mode of learning, but
instructional techniques and supervisory practicum
activities were explicitly scheduled as well. Empathic
understanding, as per the Standardized Student
Statements (Carkhuff, 1969) were measured on the
Empathic Understanding scale. Results were analyzed
and were statistically significant in terms of increase
in their ability to "differentiate high levels of
empathic understanding after short term training" (p.
283). Tapes of recorded peer counselling sessions done
during practicum supervision were positively reviewed;
and counsellors were seen by their supervisors to be
sensitive and skilled in helping the client move toward
their desired goals.

Carkhuff and Truax (1965) trained five lay hospital personnel in empathy skills by engaging them in didactic teaching about "effective therapeutic dimensions in the context of a relationship" and providing the trainees the experiential basis in these dimensions. They used research scales which had successfully measured the levels of therapeutic conditions of tape-recorded therapy in teaching trainees to discriminate levels of the four conditions involved in effective therapy. The trainees then received empathy training in which they listened to patient statements and were asked to formulate responses in terms of the feeling and content of the communication. Trainees role-played and finally had initial clinical interviews with hospitalized patients. Emphasis was placed on research scale¬ which assessed process variables and were predictive of positive patient outcome. Significant improvement was noted, at the end of a three month period, in the ward behavior of the treatment group when compared to the control group.

In Phase 1 of Kaplan's study (1978), he had one group of ten high school peer counsellor trainees meet

daily for one period to focus upon developing a climate
of caring, trust, empathy, honesty and respect in which
personal growth may occur. They learned how to become
sensitive to non-verbal communication, as well as to
identify and reflect verbal content and feeling. After
9-12 weeks of training, the peers submitted audio tapes
which they and the adult facilitators agreed
demonstrated their individual effectiveness in
listening, responding, and problem-solving. Phase 2
included composing the RAP groups, planning and leading
the evaluation activities. Informal findings appear to
have been positive and, according to the author,
supported the effectiveness of Menchville's Phase 1 and
2 groups.

Mosher and Sprinthall (1971), as part of their
program in psychological education, trained peer
counsellors using three phases; 1) role-play
counselling, wherein students developed roles and tape-
recorded their trial counselling; 2) trainees discuss
personal issues; 3) students are given the opportunity
to counsel other students. When evaluating the effects
of their Peer Counselling program, they included pre
and post tests of the Kohlberg Moral Development Scale

and the Loevinger Scale of Ego Development, which were
given to the class in counseling (N. 23) and a regular
high school class in Psychology (N. 23) (p. 27). In
discussing their use of the Kohlberg Scale, the authors
stated that "Kohlberg and Kramer (1968) have produced
longitudinal data that seem to indicate that
adolescence may be a 'critical' period in developing a
moral orientation" (p. 28). They also noted the
unobtrusive and clinical effects of the program, class
attendance, behavior during unexpected events, student
comments, supplementary information through phone calls
and letters, and follow-up on student-initiated
programs after the course was completed. They used
three Carkhuff (1969) scales: Empathy, Genuineness,
and Immediacy to measure the counselling skills of the
pupils in the Counselling course. The average amount
of change on the Kohlberg Moral Judgment Interview
represented a one-third stage increase by the
experimental group. The score of the experimental
group on the Loevinger Sentence Completion Form
indicated "... in Loevinger's terms, that most of the
class has moved away from a wary, self-protective,
opportunistic conformism [italics added], characterized

by superficial niceness and conceptual simplicity to a stage which is more characterized by <u>conscientiousness, concern for communication, self-respect</u> [italics added] and conceptual complexity" (p. 29).

Varenhorst (1974) sees a specific curriculum which is simple and unsophisticated. Each session starts with a learning activity followed by a group discussion to examine the purpose of the activity and determine what students learned from it. Her twelve-week curriculum includes Communication Skills (4 weeks); Decision-Making Applied to Working on Common Problems (4 weeks); and Ethics and Strategies of Counselling (4 weeks). She states that while peer counsellors are "serving as helping agents of professionals", they are also benefiting themselves. However, she cites the difficulties in getting specific evaluations:

> Such data, however, are very difficult to
> collect systematically. Small behavior
> changes may be overlooked. Elementary
> children may not be able to say accurately
> what they learned from a peer counsellor.
> Although dramatic examples of students
> clearly having been helped by a peer

counsellor do exist, specific data on all
formal assignments are hard to obtain, not to
mention the informal contacts students have
had with their peers (p. 275).

She evaluated the results of her program through
self-reports of the peer counsellors, reports of others
in their environment, and observed follow-through of
the peer counsellors. While this method introduces a
subjectivity bias, and no control group was used to
determine whether these things would have occurred
without the program, she received much positive
feedback.

Cooker and Cherchia (1976) trained high school
students in communication skills through a three phase
training program consisting of a) orientation utilizing
didactic techniques; b) experimental role-playing; c)
modelling by the trainer. In evaluating the effects on
high school students' ability to function as peer group
facilitators, they assessed ability to facilitate
communication by using Carkhuff's A Description of
Helper Stimulus Experience: An Index of Communication.
Responses were rated by experienced judges on a nine-

point scale administered before and after training. A
fifteen-minute taped interview with a coached client in
a helping situation was also rated. The mean pre and
post-test ratings were significant for both these
measures in that the trained group showed significant
gains.

A program consisting of twelve two-hour sessions
twice a week was conducted by Saunders (1977). Each
session dealt with a new skill or concept and would
build upon information/skills/concepts covered in the
previous sessions. The objectives were 1) increase
students level of skill development, more specifically,
empathic listening ability; 2) to increase student's
awareness of self and others and 3) increase the
student's conceptual knowledge of communication skills.
He assessed peer counsellor trainer empathy and had
videotaped segments of pre-post counselling interviews
of the trainees and the control group assessed by three
graduate students in counselling psychology, using the
rating scale Empathic Understanding in Interpersonal
Processes (Carkhuff, 1969). An Ebel correlation was
done to determine the level of agreement of his raters
and his results were "well within the range of

reliability found in studies summarized by Truax and
Mitchell (1971)". Results on the means of the Carkhuff
scale for empathy showed significant differences for
the trained versus the non-trained group.

In the evaluation of peer helping programs, a
review of the peer counselling and social skills
literature appears to indicate that, while many of the
training measures (e.g., methods, skills) are similar,
a number of other factors must be viewed in assessing
the program's overall effectiveness.

Kazdin (1977) emphasizes an important factor in
the evaluation of social skills:

> Applied behavior analyses has emphasized that
> the effects of treatment intervention should
> be evaluated in part on the basis of whether
> changes of clinical, social, or applied
> importance have been achieved. Recently,
> social validation has been proposed as a
> means of evaluating whether behavior changes
> achieved during treatment are clinically
> important (p. 427).

Social validation refers to assessing the social acceptability of intervention programs. The importance of behavior change achieved with the program can be evaluated by individuals in everyday contact with the client.

Kazdin (1977) states that subjective evaluation has been used quite frequently to validate program effects. He further states:

It consists of judgments about qualitative aspects of behavior. The behavior that has been altered is observed by individuals who interact with the client or who are in a special position (e.g. through expertise) to judge that behavior. Global evaluations assess how well the person is functioning and provide an overall appraisal of performance (p. 435).

Arkowitz (1981) reviewed "... some of the major issues in the assessment of social skills". He states that:

At a theoretical level we need to progress toward a more precise conceptualization of

social skill which takes into account a
number of parameters. Some suggested
parameters include: content vs. consequences
of social responses; situational specificity;
overt behaviors vs. social sensitivity and
perception; analyses of behavioral sequences;
determination of skills deficits vs.
performance inhibition; and the role of
physical appearance (p. 323).

In assessing the efficacy of social skills
training through role-playing, serious questions which
have arisen concerning the external validity must be
considered. Arkowitz (1981) suggests that the
difference in role-playing and naturalistic situations
is that the responses would not have as much of an
effect on the individual in a role-play situation as in
a real situation, and the consequences of an inadequate
response would be less. He states "It is likely that
the closer we can come to replicating the naturalistic
situations in the role-play tests, the greater their
external validity will be" (p. 319). A subject may
also respond when required in a role-play situation,

whereas they may avoid doing so in a natural setting if
they feel that they lack the necessary skills, or if
they feel anxious.

Kazdin (1977) feels that subjective evaluation may
be biased in terms of the rater, because perceptions of
the individual may differ depending on the rater's
relationship to the person being evaluated. He
suggests that global evaluation is likely to be more
susceptible to the artifacts and biases than are
discrete behavioral measures. He points out that
social validation determines the efficacy of treatment
in resolving clinical and social problems more directly
than do specific behavioral measures alone.

Arkowitz, (1981), in discussing self-monitoring
procedures, states that "while there are serious
questions about the adequacy of self-monitoring
procedures, there are data available which supports the
use of these procedures for social activity" (p. 313).
He illustrates further by quoting the following study:

>   Royce and Arkowitz (1976) found that self-
>   monitoring scores of social interactions
>   correlated significantly with subjects'
>   scores on the Social Avoidance and Distress

Scale and with peer-ratings of the subject's social activity. This latter correlation was reasonably large (r =.65), and is particularly interesting since the peers have the opportunity to observe the subjects' social activities in the natural environment and may be considered to some extent accuracy checks (p. 314).

Self-monitoring procedures, according to Arkowitz (1981) are "... open to criticism based on their reactivity and because of difficulties in firmly establishing their accuracy or reliability" (see Ciminero, Nelson, & Lipinski, 1977, p. 313). However, he feels they have certain advantages in that "... they provide access to certain _classes of behavior_ [italics added] which cannot be directly measured in the office" (p. 313).

Haynes and Avery (1979) feel that behavioral measures need to be developed "to evaluate communication skill levels with various significant others" (p. 529). They state:

Ideally, this would involve an unobtrusive
measure of skill level to determine actual
use of the skills in real-life situations,
such as having teachers and/or peers observe
the students and record changes in behavior.
The absence of such a measure may be viewed
as a deficiency both in the evaluation of
skill level attainment and in the
determination of the effectiveness of
communication skills training programs (p.
529).

Measures like those suggested by Haynes and Avery
(1979) were felt by this trainer to be important in
assessing a peer helper program. Objective measures
such as these were incorporated, to a degree, in this
study.

An essential factor to the success of any peer
counselling program is the way in which adolescents
perceive the counsellor effectiveness of the peer
helpers. In attempting to evaluate this factor,
McDowell (1983) studied student's perceptions of
simulated videotaped interviews. The subjects were

grade eleven students, and McDowell tested "the effects
of training (trained versus untrained) and role label
(friend versus peer counsellor)" (p. 21). Significant
results for the effects of training were found on the
variables of understanding, attractiveness, reassuring,
gathering information and guiding; and the data
indicated that adolescents perceived trained peer
helpers as more facilitative than untrained helpers.
She felt that these findings supported the training and
use of adolescent peer counsellors.

This review has outlined the many factors involved
in the selection methods, training and the evaluation
of peer counselling programs. While these criteria
vary, the purposes remain the same; that of providing
assistance to others. The studies emphasize the fact
that many students are willing to engage in this type
of training in order to help their peers in difficult
situations. At the same time it has been shown that
they obtain many intrinsic benefits in their own lives.

CHAPTER THREE

METHODOLOGY

Implementation

Holy Spirit School is a multigrade, co-educational Roman Catholic School situated in Manuels, Newfoundland. The Peer Helper program was directed toward the adolescent population because it was felt that social and emotional difficulties are more evident at this time of life and, when present, inhibit psychological and educational growth, unless appropriate intervention is made. It was felt that in training members of the adolescent population at the school, their peers would benefit through interaction with these students.

Joint co-operation of parents, school administration, teaching staff and students is essential in setting up and obtaining support for a peer helper program. The program implemented in this study was organized by first discussing with the

principal, vice-principal and guidance counsellor the
concepts of the program, the space required, and the
commitments expected of the trainees. Following
administrative approval, a meeting was held with the
high school teachers to explain the program. They were
then asked to become involved in the selection process,
and to permit their students a short period of class
time to select their choices of students for the
program. Following this, the ten selected students
were individually interviewed, and those who wanted to
commit themselves to the program obtained parental
consent for participation.

Parents were seen as an integral part of the
student's environment, and it is felt that they are an
important factor in the development and implementation
of a peer helping program. Skepticism is often
displayed when it is suggested that their child become
a peer counsellor, as they may feel that their child is
being expected to take on a role as therapist to other
children. Fears such as these were dispelled, and
acceptance promoted, when the program was presented as
a program in communication and problem-solving skills.
Emphasis on the development of the adolescent's own

personality was stressed, as well as awareness of, and
sensitivity toward others, and an increase in self-
esteem. The term peer helper was chosen for this
program.

The Selection of Peer Helpers

The selection process was a combination of student
and teacher nomination. This process was chosen
because both these methods have been used successfully
in selecting students who are seen by teachers and
students as possessing the qualities desired for
helpers who can serve as models for others. It was
felt that students chosen through these methods would
make good candidates for the program, and have more
access to the peer network within the school. Carr
(1981) also found these methods effective in a number
of peer helping programs.

Selection bias must be considered when using a
teacher-student method of selection. Teachers may tend
to choose a student with whom they have good rapport
and who is highly visible, while students may choose
their best friends. It was felt that the cross-

selection method chosen would reduce this selection bias, if present.

Factors which must be considered when selecting trainees for a peer helper program are the motivation and attitude of the students to be trained, and the degree to which they are accepted by their peers. Students may accept help from those whom they respect, but will reject help offered by those they do not respect, or whose motives they question. Gray and Tindall (1978) state that "the humanistic qualities are as important for the trainees to possess as are the skills they will be learning in training" (p. 58).

The selection process was initiated by a meeting held with the Grades 9 and 10 teachers, at which time the program was explained. The teachers were asked to nominate five students each, either male or female, who in their judgement, met the following criteria:

1. Interacts well with other students.

2. Displays a caring attitude towards others.

3. Helpful towards others.

4. Respects differences of others.

A handout was distributed, which outlined these desirable characteristics, so that each teacher was

aware of the criteria, and to facilitate their choices
(see Appendix D). The lists were collected when
teachers had made their selections. The program
director obtained permission to take a short period of
class-time to enlist the students' help in the
selection process. The students in Grades 9 and 10
were asked to complete a form (see Appendix E) on which
they named one classmate whom they would feel
comfortable confiding in if they needed to talk about a
personal problem. It was understood that this request
might be considered a rather unusual one by the
students. While requesting their co-operation, they
were told that this was part of a project being
conducted by the intern in the school, and that it
would be explained to them at a later date. It was
felt that this explanation would help reduce personal
bias in their selection.

The list of names given by the teacher was
compared to the list of names chosen by the students.
Ten students who were teacher-nominated and also
received the greater number of student nominations were
asked to consent to an interview. They were first told
that they had been seen as helping, caring individuals,

and were considered good candidates for a peer helper
program being set up in their school. The purpose of
the interview was to fully explain the program to each
student and to determine their level of enthusiasm and
commitment for being involved. They were each briefed
on the expectations for their participation, including
the exercises, commitment of time, and other
requirements. A few of the initial group of students
chosen decided they could not, or did not want to,
become part of the program. (Reasons given were
workload, shyness, or outside commitments). The list
of student-teacher nominees was again consulted, and
students with the next highest number of nominations
were interviewed. This process was continued until ten
students were chosen. Only students who were nominated
by their teachers and peers were included. It is felt
that this method of selection identified students with
the best chance of possessing the necessary qualities
for peer helping, and who were seen as accessible by
their peers.

As an adjunct to the selection process, parents of
the participants were sent a letter describing the
program and its benefits, teacher support, and student

commitments. They were asked to give permission for their child's involvement. The purpose of this letter was to allay apprehension and encourage their support. They were asked to contact the program director if they wished further information (see Appendix F).

Program and Delivery

As previously described in the Rationale, the Peer Counselling training program developed by Gray and Tindall (1978) was used in implementing the peer helper program at Holy Spirit. The program was very informative and well organized and appeared to the trainer to be very suitable for adolescents. The exercises contained in the Peer Power Manual served to further enhance the skills learned in the training sessions.

There are twelve modules in the Gray and Tindall (1978) peer counselling program. The first three modules are introductory, and are designed to inform students about peer helping, and to enhance interest. Students took part in an exercise which enabled them to get to know one another, and another which helps them look at their own helping behaviors and the behaviors

which they see as helpful to others. Modules 4-11
contain exercises designed to enable trainees to
acquire the skills necessary to become peer helpers.
These skills are Attending, Empathy, Summarizing,
Questioning, Genuineness, Confrontation and Problem-
Solving (Appendix G).

Gray and Tindall (1978) describe the six essential
behaviors to be followed with each training module.
These are:

1. Explanation of, and need for the skill.

2. Modelling of skills to be taught.

3. Practice of the skill.

4. Feedback to trainees from raters.

5. Homework and discussion of experiences of
doing and rating.

6. Prepare for next behavior (p. 63)

During the twelve weeks, peer helper trainees met
in a classroom for two forty-minute sessions per week
one during regular class time (which had been approved
by the administration), and one during lunch hour. An
attempt was made to hold sessions after school when
other school lunchtimes activities began to intervene,

but this conflicted with students' outside commitments and were discontinued. An attempt was also made to cover one module of the training program at each session, but it was found that, for full comprehension and proficiency of the skills, more time was required.

The twenty-three sessions involved in conducting training sessions for the peer helper program included approximately sixteen 35 minute sessions, five 50 minute sessions (during lunch hour and classroom-free periods). Overall, approximately 155 minutes of these sessions were spent on each of the two skills -- Attending and Empathy. This was needed in order to perfect these skills, before proceeding to the others. The longest session, 3 1/2 hours, was spent in an all-day session held outside the school, in a lounge-style room at the university. Students appeared much more relaxed and felt that the session had been very productive, saying that they preferred this type of training environment to that of the school.

The <u>Peer Power Manual</u> designed by Gray and Tindall (1978) thoroughly explains each aspect of the program, and provides exercises which makes each concept more easily understood. Training modules were provided to

the trainees in preparation for each session. They
were asked to complete exercises pertaining to each
module, which were then reviewed by the program
director and given back to them as additional feedback.
While, early in the program, students were very prompt
in completing these exercises, it was noted that, as
the program progressed, some students would "forget" to
do this, despite reminders.

Anecdotal records of each session were kept by the
trainer, noting the attendance, level of participation,
individual and group progress with each skill.
Following each training session, trainees were asked to
complete a short form, giving their own evaluation of
the skill taught, their participation in the session,
and suggestions for improvement of sessions (see
Appendix H). As in the completion of the exercises, a
waxing and waning occurred in terms of completion of
these. This appeared to depend on what else was going
on at the time. For example, if they were about to
have a test, they would appear pre-occupied with this.
They did, however, rate the sessions as "good", for the
most part.

Evaluation

Formative evaluation consisted of 1) skills exercises; which the student completed following the teaching of each skill 2) self-evaluation of their participation in the sessions and 3) their perception of their acquisition of each skill. Summative evaluation was done through rater assessment of specific skills observed in the pre and four-month post video--taped, role-played helping situations. Post-training interviews with the parents, teachers, and a close peer of the trainee was done to determine changes. Each peer helper was interviewed regarding perception of changes in themselves.

Goldman (1978) states that "for most purposes, I would rather have 25 or 50 well-done interviews than 1000 questionnaires" (p. 19). He feels there is much greater participation from persons asked for an interview than those surveyed by questionnaires. An Interviewers Manual published by the Michigan University Survey Research Center (1969) states that the interviewer plays two roles in the interview:

--   that of a "technician" who applies standard
      techniques and uses the same instrument (the
      questionnaire) for each interview; and

--   that of a human being who builds up a
      permissive and warm relationship with each
      respondent (p. 4-1).

Dean and Whyte (1970), in looking at the truthfulness
obtained from interviews, notes that no matter how
objective an informant seems to be, the research point
of view is: "the informant's statement represents
merely the perception of the informant, filtered and
modified by his cognitive and emotional reactions and
reported through his personal verbal usages" (cited by
Dexter, 1970, p. 120).

        Another method of evaluation involved trainees
completing a Helping Competency Scale developed by this
intern (Appendix C). This was given to enable the peer
helpers to do a self-assessment (pre and post) of their
helping competencies.

        While Gray and Tindall (1978) suggest longer time
periods be spent in the teaching and practising of the
specific skills and homework, this was not feasible

with the time constraints resulting from class changes, teacher interaction, absenteeism, and the homework load of the students at that time of the year. Year-end reviews, final exams, and so forth might also have been giving some concern to the trainees at this time.

The skills taught in this program were Attending, Empathy, Summarizing, Questioning, Genuineness, Confrontation and Problem Solving. In teaching each skill, the program director first modelled the skill; students would spend a period of time practising this skill. Trainees would then rate one another, as per the specific criteria provided by Gray and Tindall (1978). They would also do homework in the form of exercises which were related to the skill learned. Trainees were rather inconsistent in their completion of the homework exercises, but this was understandable in terms of their other workload. However, they did appear, in the role-playing sessions, to be genuinely interested, and to have a good grasp of the skills. If a student missed a session, he/she was taught the skill in a separate session with the trainer, and was encouraged to practice this with friends and family.

Students were asked to keep a log of their helping interactions with their peers, in terms of the type of problem they had assisted with, and the skills they had used (Appendix I). Despite reminders to complete this, they were reticent to do so, even though they were not to include names. None of the trainees completed these logs, even though they might have benefited from feedback received. It is felt that they might have seen this as somehow causing a conflict with their sense of confidentiality.

CHAPTER FOUR

RESULTS

In this study, three different methods were used in assessing the efficacy of the Peer Helper program, in order to view the overall effects on peer helpers as seen from different sources. The following methods were evaluated:

1. Video-taping of a role-played "problem" situation was carried out prior to commencement, and four months following completion of the program; due to technical difficulties experienced with the tapes;

2. Following completion of the program, structured interviews were conducted with the trainees' parent, teacher and a close friend nominated by each trainee. Each of the trainees was also interviewed.

3. A "Helping Competency" scale was completed by each trainees prior to, and on completion of the program.

Research Questions

While the Peer Helper program was implemented in order to provide an extension of the helping network in the school, it was envisioned that the benefits accruing to the trainees would be positive, and observable, not only in the home and school environment, but to the trainees themselves. For this reason, it was decided to interview the peer helpers, their teachers, parents, and a close friend in order to determine whether specific changes had been observed since the peer helpers began the program. In evaluating the effects of this program, an attempt was made to answer the following research questions:

1. Will trainees demonstrate acquisition of the communication skills taught in the peer helping program as determined by judges' ratings of pre and post videotapes of the trainees in role-played helping situations?

2. Will the trainee's parents, teacher, and selected peer identify specific changes in the trainee's behavior since commencement of the program?

3.   Will students be able to identify specific changes
       in their own attitudes and behaviors, and will
       they perceive themselves as better helpers as a
       result of the program?

4.   Will training students as peer helpers result in
       increased referrals to the school counsellor as a
       result of their intervention within their peer
       network?

Research Question No. 1 - Videotape of Roleplay Helping Situation

       In attempting to determine the acquisition and
retention of specific counselling skills taught,
trainees were asked to participate in video-taping of a
role-play "problem" situation wherein one trainee would
take the role of helper and the other the helpee.
Trainees were given the option of generating their own
problem situation or having one (relevant to
adolescents) provided. In the pre-program taping, they
choose to have a situation given them, whereas they
chose to generate their own situations in the post-
program taping. Due to technical problems experienced
with videotapes in two separate post-program tapings

(May) the final post-tapings were done four months later (September). This delay was because of school summer vacation intervening following the technical difficulties experienced at the end of the program. As it turns out, this unintentional delay results in a more robust test of the retention of skills taught in the program.

Interviews from the pre and post tapings were mixed and transferred to one tape so that the raters encountered the tapes in a random order. Ratings were done by three school counsellors, who were previously trained by the intern. They were given a taxonomy which provided the categories of skills deemed adequate to accommodate all the responses expected of the helpers in the role-play situations, and were asked to rate the quality of selected skills on a scale of 1-5. Skills rated were Attending, Empathy, Summarizing and Questioning. The rating scales were a modified version of those used by Gray and Tindall (1978) in their <u>Peer Power</u> manual. The raters were shown tapes of counselling sessions conducted by a highly experienced counsellor and asked to rate the specific skills aforementioned, using the criteria with which they

would be rating the peer helpers. These evaluations were then discussed and re-played until there was thorough understanding regarding the specifics of the skills which they were being asked to observe (see Appendix J).

Skills displayed in each interaction were rated on a scale of 1-5, with a midpoint of 2.5 being acceptable. Mean skill scores were then obtained for each student, and a t-test for dependent samples was calculated on the overall mean for each skill. Observed skill improvement was statistically significant at the .05 level for Attending, Summarizing, and Questioning; while Empathy was significant at the .01 level. While the pre-test mean for Empathy and Summarizing was zero, the post-test means on these skills were notably increased (see Table 13 in Appendix A).

Research Question No. 2 - Structured Interviews

Upon completion of the Peer Helper training program, permission was obtained from trainees for the intern to conduct a structured interview with each peer helper, their parents, their best friend, and their

homeroom teacher. This interview had not beenmentioned nor sought previously in order to reduce expectancy bias.

Questions for each interview were designed to elicit specific changes noted since the student had begun the Peer Helper program, and covered specific areas with which they would be familiar (Appendix B). This form of interview is subjective and does not lend itself to statistical analysis. However, an overall perusal of the statements elicited do indicate varying degrees of improvement in personal and social interest, as well as in interaction within many areas of their environment. Statements made by interviewees which suggest positive change included: "increased confidence"; "more tolerant"; "better listener"; and "developed ability to look beyond the words spoken into deeper meaning and to help the person verbalize this". All the respondents appeared relaxed during the interview and it was felt that statements made (even negative ones), were concise and freely given (see Tables 2-12; Appendix A).

A parent of each peer helper (excepting one) was interviewed. While some of the parents noted an

increase in the parental relationship and family participation, others noted an increased sensitivity toward others (especially younger siblings) as well as increased maturity. Socialization was noted to have improved in certain peer helpers, especially those who had previously tended to be somewhat shy, resulting, it was felt, from the increased self-confidence noted by most of the parents interviewed.

Teacher interviews took place with the peer helper's homeroom teacher. However, with the exception of the five Grade 9 peer helpers, whose teachers spent a considerable amount of time with them, the other five (Grade 10) students changed teachers frequently during the day. They did, however, see their homeroom teacher for the first period each day, and sometimes, possibly, for another period during the day. Most of these teachers did not observe much change, except one, who noticed significant social and academic improvement in a certain student who had previously been rather shy, while another two observed increased leadership qualities not formerly seen in their students. Changes noted by the Grade 9 teachers were more significant, in that they noted, for the most part, increases in

attentiveness, socialization, and academic improvement in their students. They cited an increased maturity and social awareness (e.g. volunteering) which they felt resulted from the increased self-confidence of the students. Because these teachers spent more time with the students, they were probably more sensitive to changes in student behavior.

Friends of the peer helpers appeared more observant of changes which had taken place, and most of them were eager to discuss these. Some were understandably a little uncomfortable with the idea of being interviewed while others were very enthusiastic. For the most part they noted in their friend an increase in self-confidence, with a greater awareness and sensitivity toward the needs of others, as well as an understanding of different behaviors. They found them using problem-solving strategies in helping others, and felt them to be more trustworthy.

The subjects of this program, the peer helpers, were very enthusiastic regarding the results which they had experienced. While reiterating those factors noted by others, such as the increase in self-confidence and the awareness of the needs of others, they saw

themselves as having gained a greater self-
understanding. This made them more cognizant of their
abilities and of their future. They also found it
easier to interact with people outside their immediate
group, thus increasing their overall socialization.
They indicated that they would have liked the program
to go on longer.

In perusing the individual replies of
interviewees, while it is seen that some of the
trainees already possessed certain of the
characteristics noted, (e.g. self-confidence,
sociability, etc.) and that there was considerable
variability in terms of noted changes, depending on the
individual being interviewed; the consensus appears to
be that there has been a noticeable improvement in the
overall interpersonal behaviors of the peer helpers.
This view is shared by the trainees themselves. When
completing the parent interview, no specific parent was
requested. However, in all cases, the mother chose to
be the parent interviewed. It is conceivable that the
father may have made different observations.

The "structured" format type of interview was
chosen to standardize the questions and because the

writer felt that this in-depth format would give the persons closest to the trainee the opportunity to express their observations of any changes which may have occurred in the behavior of the trainee. It provided the opportunity for face-to-face interaction with the individual who was asked to assess the peer helper and thus provide a more humanistic approach. It also provided for a better response than might have been obtained through a questionnaire, and provided an opportunity for clarification of any queries, as well as more open discussion.

Neither the teachers, parents, friend, nor the trainee were informed of the proposed interview until the end of the program in order to reduce expectancy bias. An effort was made to structure the questions in order to cover the specific areas where it was felt changes might be observable. General information was elicited at first and, depending on the answer, more specific elaboration was sought. Each interview contained a general open question at the end, and the person being interviewed was asked to give his/her view of overall changes that he/she might have observed, if any, in the trainee. An attempt was made to elicit

information concerning the trainee's interaction with others, behavior changes that might have taken place since the onset of the program, attitudes toward others and toward school, and their perceived self-confidence.

While the trainees completed a scale designed to assess their feelings of competency in a helping situation prior to and following the program, a structured interview was seen as a means of eliciting more in-depth information regarding changes they perceived in themselves, in terms of attitudes and behaviors. While others may observe some changes in the trainees, they must perceive the changes themselves, if they are to act upon the newly acquired skills and incorporate them into their value system.

Research Question No. 3 - "Helping Competency" Scale

A set of self-statements, compatible with the goals of the program, were generated in order to determine whether students experienced any change in their perceptions of their helping ability as a result of the program. In these self-statements trainees assessed how they perceived their ability in relation to different helping situations, on a scale of 1-10

(see Appendix C). The list was first given to a small
group of students in order to determine whether the
statements were clearly written so that the student
could understand them. Although the initial sample was
small, the results were examined to determine whether
there were any atypical responses and, based on this
process, the final draft was constructed.

In order to determine the scale's reliability, it
was administered to a class of grade Eleven students
twice over a two-week period, and this test-retest data
was statistically analyzed, indicating a reliability
coefficient of .92. This instrument was then
administered to the Peer Helper group prior to
commencement and again at the end of the training
program.

A t-test for dependent samples was calculated on
the pre and post-test mean scores of trainees. There
was no statistically significant difference in these
scores (see Table 14 in Appendix A).

In perusing the student's individual mean scores,
it is noted that two of the students scored less (.4
and .1) on the post-test mean than on the pre-test

mean, whereas the remaining students gained on the post-test mean scores, ranging from .4 to 3.7 points. It is conceivable that as trainees learned specific counselling skills, received feedback, and practised same, they became more aware of their previous deficits and the need to improve. They might, therefore, have been more critical of their competencies than they were prior to training.

Research Question No. 4 - Increase in Counselling Referrals

It was generally felt by the peer helpers that it would be more beneficial if they maintained their former status as "regular" students (i.e., integrated with the student body), rather than being designated as "peer counsellors". For this reason, there are no specific tabulations available pertaining to the number of students seeing the counsellor as a result of peer helper-student interaction. However, the school counsellor did feel that such interventions had resulted in students seeking his services.

While reasons for the peer helpers' choice to retain a low profile in the school were not specified,

it is speculated that students 1) may have concerns re
alienation from certain peers who might feel their
association with the peer helpers would indicate they
had "problems"; 2) they might be seen as elitist, or
"knowing all the answers", which could be threatening
to them. A number of the peer helpers did indicate
their desire to work with younger children (i.e.,
tutoring, and other helping behaviors).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Observations

During the twelve-week training period of the Peer
Helper program, sessions were held in a school
classroom. Trainees took a little time before they
were able to relax and interact well, to give one
another feedback, and to practice the specific skills
taught. Some trainees felt uncomfortable, at first,
with the "Attending" skill, stating that they had
received some negative comments on this from their
peers (i.e. direct eye contact causing discomfort) and
felt it might inhibit their spontaneity. As time
progressed, they felt more comfortable with this, and
even received positive feedback from friends. This
served to encourage practice of the skills. While this
is an important factor in learning such skills,
trainees should be cautioned to consider the
individuality of each person they encounter and not to

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make assumptions regarding the causes of a person's difficulties. According to Rittenhouse et al (1984):

> peer counsellors should also be made aware of
> how their attributions may limit the range of
> options they consider when giving advice to
> failing students. Male peer counsellors
> should probably be sensitized to the fact
> that they may be particularly prone to
> overlooking uncontrollable factors that may
> cause failure. Members of both sexes should
> be made aware of the complexity of the
> factors affecting the outcomes of students
> from the oppostie (_sic_) sex. Finally, during
> training it may be valuable to help peer
> counsellors learn how to aid clients in
> choosing among the potential action plans
> that follow from their attributions for
> failure (p. 396).

The time factor was also important in that it was not always possible to spend the suggested amount of time in teaching/practising a skill, because of delays in coming from class, meeting with their teachers, and

other tasks which tended to result in some delays. As
well as the assigned exercises which they were given to
complete, trainees were encouraged to practice the
skills as much as possible in their home and social
environment. They stated that they experienced
positive results, as well as complimentary comments.

Absenteeism caused some concern at times, but the
reasons given appeared legitimate, and the students
appeared motivated. Certain comments from their peers,
some of whom thought the trainees were receiving
counselling, might have dampened their initial
enthusiasm somewhat. As there were only two male
students in the program, the spontaneity of one may
have been inhibited to a certain degree when the other
was absent from the group. Overall, the students were
noted to interact well after initial shyness.

Trainees completed a questionnaire following each
session, evaluating their perception of its usefulness
to them (see Appendix H). This method of participant
observation is seen by Balaban (1978) as "a valuable
research method for attaining an intimate close-up of
individuals, groups and settings" (cited by Goldman,
1978). They rated their perceptions of the session on

a scale of 1-5, 1 being "Poor", and 5 being "Very Good". Trainees were also asked to provide suggestions for future sessions, and these sessions were modified accordingly. For example, one suggestion was that there be an increase in participation by certain members. This problem was discussed by the group and resolved.

Trainees were asked to keep a record of their helping experiences in the form of a log, wherein they would record the type of individual helped (e.g., student, adult, etc.); type of problem (e.g., school or personal); skill/s used by the helper (e.g., empathy, open questioning, etc.); and a scale on which they rate their perceived effectiveness (see Appendix I). They appeared rather reticent at this suggestion and, despite repeated reminders, did not complete their logs. Possible factors which might be responsible for their lack of compliance in this might be lack of time due to academic workload, or they may have possibly viewed this as either an evaluation of themselves, or a threat to confidentiality.

During the role-play situations, students chose to create their own "helping" situation following

training, as opposed to the beginning of training. At
that time, they appeared inhibited and were unable to
generate "helping" situations. Following frequent
interaction, and having the opportunity to practice
these skills with family and friends, they appeared
more relaxed and willing to incorporate real life
situations into their role-playing. This may have
occurred as a result of their gradual perception of
themselves as helpers and the belief that they could
achieve success in helping. It was observed, however,
that during the videotaped role-play situations,
students appeared unable to sustain their "helping"
interaction longer than approximately seven to ten
minutes, whereupon they appeared to become
uncomfortably conscious of the camera. It might be
concluded that the artificiality of the videotaped
"helping" situation caused discomfort, while they were
more comfortable with the real-life helping situations.

The internal validity of results obtained from a
program such as this might be threatened by factors
such as history and testing: 1) history, in that
certain events occurring in the lives of these students
over the four-month period between pre and post-testing

might have affected their results; 2) testing; in that
repeated post audiovisual taping (because of technical
problems) may have caused them to be less relaxed in
the final taping than in the first one when they had
just completed the program. Factors threatening
external validity could be the reactive effect of
testing, interaction effect of select bias and the
experimental variable, as well as the "Hawthorne"
effect (Campbell and Stanley, 1963). However, it is
felt that certain elements of these factors are
unavoidable in a school setting and with the type of
population selected. While in a controlled setting,
certain of these threats to validity may be decreased,
or even eliminated, a school setting and population
such as the one chosen were subject to many changes
during the life of the program.

de Rosenroll (1989) looked at various research
methodologies in peer counselling, and suggested the
development of a research source book for peer
counselling research. He cited Tindall and Gray
(1985), who, in a warning to potential researchers,
state: "Experience frequently shows ... that time and
working conditions do not allow for highly

sophisticated research designs" (p. 262). Peer
counselling researchers may be caught "between a rock
and a hard place" (p. 86).

Another important factor to consider in evaluating
this program is the individual differences of the
trainees chosen, in terms of their encompassing the
skills/concepts taught, and their age differences.
Individual differences and environmental factors will
affect the results of the training. For example, the
continued practice of these skills was encouraged, and
is essential for skilled application. Whether or not
this occurred depended on the amount of practice the
trainee exerted, and the feedback received when these
skills were applied. Thus, while motivation may have
been present, the necessary positive feedback might
not, or there may have been negative feedback to such
an extent as to lead to eventual extinction of the
skills. While a certain amount of deterioration could
be expected when training has ceased and students are
occupied in other activities, the results indicate
maintenance of the skills to be residual.

Conclusions/Recommendations

In completing a retrospect of this program, with a
view to providing recommendations for such a school
program, it would appear that the provision of full
information concerning it should be a priority. This
would help prevent misinterpretation of the purposes of
the program and of the activities of those taking part
in it. Finding a suitable place for training which is
spacious but yet quiet, comfortable, and private is
difficult, but necessary. A cozy, learning atmosphere
must be established in order to promote the necessary
interaction and role-playing on the part of the
trainees. Classrooms, connotating the academic
atmosphere, tend to distract, as well as being too
large, and are situated in the noisy areas of the
school. If it were possible, the staff lounge might be
used at periods when it is vacant. Students also
appreciate the opportunity to be free of the school,
and might benefit from the opportunity to go to a place
like the university, if a free lounge could be made
available. This appeared to give the peer helpers in

this program a sense of freedom and responsibility which resulted in a very productive "marathon" session.

Timing of the program is very important to its overall success. As the year progressed, especially in the second term, the students in this program were experiencing increased pressure due to such things as various meetings, class tests, preparation for their final exams, as well as an overall sense of winding down of the school year. A program such as the peer helper program might be more successful if implemented earlier in the school year when students are fresh and eager to attempt new challenges.

The program developed by Gray and Tindall (1978) is a very interactive, interesting program designed with young people in mind. The program, bearing in mind the many demands that are made on the individual student, might achieve even greater success if a longer period of training time could be scheduled in order to incorporate all the exercises. As students tend to be naturally reticent to complete extra "homework", time might be arranged at the end of the training sessions to complete the skill exercises.

The individualization of each participant must be of paramount importance in evaluating the success of any peer helper program. Students come to the program with their own background experiences and personal objectives. These must be considered an essential component in any program, and will determine not only the effectiveness of the program of the students, but the degree to which they meet the objectives of helping others.

The trainer, being a key factor to the implementation of a peer helper program, must be keenly aware of his/her own capabilities and objectives, as well as being realistic in terms of expected results. Because this particular form of helping has proved successful in a variety of settings, for example, peer tutoring and career counselling, as well as personal counselling, a counsellor may be tempted to extend herself/himself to an even greater degree in order to expand the school counselling services. Frisz (1986), in demonstrating the use of peer counsellors in areas other than the "traditional counselling and advisement roles" (p. 457) notes:

A disadvantage for members of the
professional staff who supervise the program
is that they must make a significant time
commitment, which may interfere with their
own job responsibilities. There is a need
for constant communication and networking
with faculty and administrators to foster a
positive public relations image for the peer
counselling program (p. 457).

While the Peer Helper program instituted in this
study experienced certain minor difficulties, it is
felt that it achieved its main goals, that of expanding
the mental health services in the school. By providing
socially interactive, caring individuals with more
effective communication skills, other students did
benefit. However, these skills should be made
available to all students as one means of improving
interpersonal relationships. This could then help
provide an important factor in the core of our
humanness, a sense of self-worth.

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APPENDIX A-1

Table 1-A

Psychoeducational Assessments Completed

Wechsler Intelligence Scale for Children-Revised (WISC-R)	11
Weshsler Preschool and Primary Scale of Intelligence	1
Canadian Achievement Test	2
Test of Written Language	2
Brigance Diagnostic Inventory of Basic Skills	2
Peabody Individual Achievement Test	1
Motor-Free Visual Perception Test	1
The Bender Visual Motor Gestalt Test	1

APPENDIX A-2

TABLE 1-B

Internship Experiences

Type of Meeting	No. of Sessions
University Supervisor	8
Field Supervisor	33
Parents	21
Teacher	36
Individual Counselling	81
Career Education Class	
Supervisor/Participation	8
Career Counselling	5
Career Education Session	13
Social Workers	8
Workshops	2
Public Health Nurse	7
Field Supervisor/Parent	4
Consultation/meeting with doctors	7
Adolescent Health Counselling Center	1
Peer Helper Program	
Parent Interview	9
Teacher Interview	10
Peer Interview	10
Peer Helper	10

APPENDIX A-3

Tables 2 through 12

The pre and post skill ratings and the results of evaluation interviews for each of the ten peer helpers.

Pairing of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Attending	2	2	1. Feels more competent in helping others. (Peers outside own group found questioning behavior unusual, but P.H. felt comfortable with this.)	1. No change - joined in family discussions/ activities prior to program.	1. Improved relations with other students. More students talk and look up to P.H. now.	1. No change noted - interacted well previously.
Empathy	0	0				
Questioning	2,3	2,1				
Summarizing	0	2	2. More involvement with questions asked by peers - "always there". Uses problem-solving skills. Friends and family seek P.H.'s advice.	2. No change in attitude towards request to do something P.H. does not like.	2. Increase in volunteering.	2. No change noted helping others.
			3. Comfortable with helping others. Found that friends became interested in skills. (P.H. showed them skill.) Comfortable in helping people verbalize feelings. (very "nervous" prior to program)	3. No increased sensitivity noted towards family members - previously sensitive.	3. No noticeable change in initiating conversation outside own peer group.	3. No change noted in listening/understanding - did as previously.
Self-rating on Helping Competency Scale	5,6	8.1	4. Taking work more seriously, study skills improved. Attaining higher marks.	4. Academic improvement - better relationship with teachers - more confident.	4. Will now ask to work with a group for study periods - did not do so previously.	4. Gets to know new students. This has increased since doing program.

(table continues)

TABLE 2

144

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 1

Rating of Helping Skills

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
5. Increased awareness and understanding to others' feelings (previously thought only of own) - now considers both.	5. No change noted re social interaction/ activities.	5. Now does all schoolwork, getting it in on time. (previously would miss this occasionally).	5. Feels better about self, as gets along better with others. Talks a lot more than used to - more interaction with friends.
6. Feels helping ability is "great" - notes increased respect from younger sibling.	6. Noticeable improvement in self-confidence, maturity, more responsible; improved attitude toward school, more positive and confident, more responsible re school-work.	6. More attentive when answering questions - more assertive (would previously get mixed up and give up).	6. If, P.H. disagrees with another's viewpoint, will now look at the other viewpoint and talk it out - previously would just drop the subject.
	7. Noticeable difference in listening when another family member speaks.	7. Very understanding, good sense of humor, pays more attention to peers. Teacher feels P.H. uses his/her good qualities more since program.	7. If P.H. sees someone feeling down, will now encourage them to talk about it and help them. Prior to program, would dismiss it's importance (e.g. "never mind, you'll be alright".).
		8. Significant improvement in confidence, (still a little reticent). Talks up more in class and responds. Asks for help if has problem.	8. Understands the behavior of others better.

(table continues)

TABLE 2

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 1

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
		9. Leadership qualities demonstrated (i.e. church, class) -- teacher feels P.H. would make good leader. Very receptive to others -- this change has occurred since program.	
		10. Improved interaction with teacher - can talk more freely, (e.g. will make "no" as previously. P.H. would tell teacher about program and how enjoying same.	
	Other changes noted	**Other changes noted**	**Other changes noted**
Effect of program	Much more open, confident in behavior and conversation, (e.g. will make witty comment in public, whereas formerly would do so only in the presence of family).	Program brought out all the good points P.H. has, and improved confidence.	Is no longer argumentative.
Gave P.H. insight regarding others -- become more aware and gregarious -- takes others more seriously.			
Suggested changes			
More time spent on "Communication Stoppers" exercise.			

TABLE 1

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 2

	Pre	Post	Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Attending	1.7	3.7	1. In helping others, puts more thought into what others say - (more sensitivity regarding their point of view), finding deeper meaning.	1. No change seen with participation in family activities ("not as co-operative")	1. No change in attitude toward school - relates well. ("Easy regarding attitude since beginning of school year")	1. No noted change in inter-action with peers. (Tends to have firm opinions, wants things done his/her way)
Empathy	0	3.3				
Questioning	2.0	3.6				
Summarizing	0	3.0	2. Tries to help others with problems, understanding them. (as opposed to formerly overlooking same)	2. No change in attitude toward responsibilities at home. (e.g. resists chores)	2. No change in terms of volunteering. Other students will volunteer P.H., but usually refuses. Did volunteer for Sports Day activities. Teacher finds that P.H. now encourages class to take part, as a group, in things - this is a noticeable change.	2. No change noted in helping others - always helpful.
			1. Attending better - tries to understand and analyze how people think and behave.	3. No change noted in sen-sitivity toward family members. Mediating a few times with siblings in quarrels, same as before.	3. No noticeable change in interaction with new students.	3. No change noted regarding listening/understanding.
Self-rating on Helping Competency Scale	2.5	7.4	2. No change in feelings toward school, except gets along better with others.	4. No change in academics - always a good student.	4. Noted to help other students with their work since P.H. program began. (e.g. Math., Science)	4. No specific change in approaching new or shy students. Usually friendly.

(Table continues)

TABLE 1

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 2

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
5. More aware of the needs of others, more open.	5. No noticeable change in interaction with friends.	5. Not doing well - "lazy" towards schoolwork. P.H. told teacher it's because of the last of term, and is a regular occurrence.	5. No change noted in P.H.'s feelings toward self.
6. Feels more capable in helping ability.	6. No noticeable change in self-confidence.	6. Less attentive - teacher does not feel this is related to program.	6. No change noted - still "opinionated" if peers share a different opinion.
	7. No noticeable change in listening to family members.	7. Sensitivity towards others is good - no change since program.	7. Slightly more sensitive to feelings of others.
	8. Regarding any noted change in relationship with P.H., parent more critical of this.	8. Confident, speaks up, participates in debates. No change noted since program.	8. Will sometimes try to help friends understand the feelings of others.
		9. A slight difference noted regarding interaction with teacher. Appears more mature since program.	

(table continues)

TABLE 3

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 2

Rating of Helping Skills

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Effects of Program:	**Other changes noted:**	**Other changes noted:**	**Other changes noted:**
"Made me more aware of what I'm saying - more sensitive".	More interactive - showing interest in, and concern for younger siblings.	None	None
Suggested changes:			
- more of a male/female balance			
- a special room (quiet) for training			

TABLE 4

Rating of Helping Skills	Pre	Post	Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Attending	2.5	3.0	1. More confident in getting along with others.	1. Increased interaction with siblings since program.	1. Noticeable difference noted in that there is more interaction with other students than before.	1. A noticeable maturity in interaction with peers.
Empathy	0	0	2. Feels better able to help others - feels "wanted" and "good" towards helping others.	2. Has always assisted at home - no change noted.	2. Always volunteers - no change noted.	2. Significant difference noted. Previously shy, now more open and helpful.
Questioning	0	2.4	3. Has an increased understanding of the behavior of others.	3. Increased sensitivity to needs of others (e.g. loans clothing to sibling), and of family members.	3. Change noted in confidence in relating to classmates. Interacts now, whereas was shy prior to program. (Friends were in other classes and did not know classmates).	3. Better listener.
Summarizing	0	0	4. No real change to feelings toward school, but more comfortable conversing in a group.	4. No academic changes - a good student.	4. More helpful with other students.	4. Noticeable difference since program began in terms of extending self to new/shy people.
Self-rating on Helping Competency Scale	9.0	9.4	5. More sensitive to the needs of others - helps self in helping others.	5. Improvement noted in interaction with friends, and in sensitivity towards others. (e.g. inviting stranger too to join them at a sports banquet)	5. No academic change noted - very good student, hard worker.	5. Will now compromise, rather than insisting that things be done his/her way, but will still ask that this be tried, after having done it the other way.

(table continues)

TABLE 4

RESULTS OF EVALUATION INTERVIEWS -- PEER HELPER 3

Rating of Helping Skills

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
6. Feels an increased ability to talk with people and to help with problems.	6. Significant positive change noted in self-perception. More accepting of self, and less self-conscious.	6. Always attentive in class - no change noted.	6. Confidence increased markedly.
	7. More mature at conversation due to improved listening.	7. Always sensitive and considerate towards others - no change noted.	7. Significant improvement noted in sensitivity to a peer who is feeling down.
	8. Improvement in relationship with mother, more accessible, not as stubborn, listens and assesses situation better.	8. Slightly improved in self-confidence, but still somewhat shy. Feels comfortable re self.	8. Significant improvement at understanding the feelings of others; and will try to help peers accept one another and understand differences in behavior.
		9. Leadership qualities good - no noted change.	
		10. Good interaction with teacher - no change noted.	
Effects of Program	**Other changes noted**	**Other changes noted**	**Other changes noted**
Happy regarding ability to help others.	Can take criticism better.		Confident - determined (i.e. in accepting new things - more outgoing.
More confident in conversive abilities.	Interaction better.		
Positive change in relationship with other students. Sends out signals (non-verbal) whereby other students come to P.H.			

(table continues)

TABLE 4

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 3

Rating of Helping Skills

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
More open.			
Meeting more people.			

Suggested changes

More group interaction.

Group being able to demon-
strate skills outside
class (i.e. as in being
designated as a peer helper
in the school)

TABLE 5

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 4

Rating of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
Attending	3.5	4.2	1. Finds it easier to talk to others and to understand their feelings.	NOT ACCESSIBLE	1. No noticable change in interaction with other students - always outgoing.	1. More understanding of problems of others.
Empathy	0	3.5	2. Now likes helping others, more so than before doing program.		2. Volunteers a little more than before program.	2. More helpful towards others.
Questioning	1.9	2.5	3. When viewing the behavior of others, feels more confident in knowing what to say when helping them.		3. No change noted in interaction with other students.	3. Listens more to problems of others and "understands better".
Summarizing	0	0	4. No change in feelings toward school.		4. No change assisting other students.	4. Will approach and interact with/new/shy people more frequently now; making them laugh and feel good about themselves.
Self-rating on Helping Competency Scale	8.1	7.7	5. More aware, and understanding of the needs of others.		5. No noted changes in schoolwork - good student.	5. "Seems a better person - appears more confident re self. Sees own problems as a challenge to work out; understands self more".

Note: Double asterisk notes that teacher has student for one period only.

(table continues)

Rating of Helping Skills

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
6. Can view matters concerning others more seriously than before – previously would just give own view (i.e. "what I'd do").	NOT ACCESSIBLE	6. No change noted in attentiveness.	6. Has always given opinion, but will now do it in a way which will be better understood, and will not offend others. (i.e. more sensitive).
		7. No increase/decrease in sensitivity noted. (i.e. sensitive prior to program to needs of others)	7. Has always attempted to find a way to make peers feel better, cheer them up; but does so more frequently since program.
		8. Always confident – no change noted.	8. More confident in speaking up for others and accepting their behaviors.
		9. Slightly more leadership noted.	
		10. No change noted re interaction with teacher.	

Effect of Program	Other changes noted	Other changed noted	Other changes noted
"more sure of myself"	None	None	Increased confidence, happier more outgoing.

Suggested Changes

Can understand his/her own feelings better, as well as those of others.

A longer period of training.

TABLE 6

RESULTS OF EVALUATION INTERVIEWS – PEER HELPER 5

Rating of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Attending	3.5	3.0	1. Finds it easier to talk with people, even strangers, since program.	1. Significant increase in family participation. Converses much more, especially father, which had not previously occurred.	1. While always had been seen as an outstanding student; a significant increase in self-confidence has been noted.	1. No change noted in peer interaction – always got along well with them.
Empathy	0	0	2. Has developed the ability to look beyond the words spoken into deeper meaning, and to help the person verbalize this.	2. No noted change in doing chores, etc. (mother admits preferring to do them her/himself)	2. No increase noted in volunteering; but as Class President, is involved anyway.	2. Always helpful with others, but seems slightly more understanding and able to help since program.
Questioning	2.2	2.3				
Summarizing	0	2.3	3. More perceptive regarding the behaviors and feelings of others; more confident in approaching peers he/she doesn't know if senses a problem.	3. Slight improvement re sensitivity towards family's needs.	3. More sociable, and will spend more time in a group, as opposed to earlier.	3. Always listens well, and no change noted with same.
			4. No change in attitude toward school – always motivated.	4. Always a good student – no change noted.	4. Always helpful with other students – no change noted.	4. Always solicitous toward why/new students – no change noted.
Self-rating on Helping Competency Scale	7.5	8.9	5. More aware of the needs of others. (e.g. if friend having school difficulties, P.H. will sense this and help them).	5. More tolerant of peer behavior which is seen by adults as unacceptable, but mature in attitude.	5. Schoolwork always good – no change noted.	5. Previously self-confident self – no change noted.

(table continues)

TABLE 6

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 5

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
6. More confident in ability	6. More positive in self-image.	6. Always attentive - no change noted.	6. No change noted as listens to both sides - retains own beliefs if feels they're right.
	7. Considerable improvement in listening and attending in an overt manner. (Not present before program).	7. Always sensitive - no change noted.	7. Always helpful - no change noted.
	8. More "loving" (i.e. demonstrative) toward mother, even in public.	8. Increased confidence in formal setting, less so in informal groups. (possibly self-conscious re appearance).	8. Significant change regarding being able to help people understand the behavior of others; and to understand how their behavior is affecting others.
		9. Good leadership qualities previously present - no change noted.	
		10. More interactive with teacher (i.e. joking) since program.	

(table continues)

TABLE b

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 5

Rating of Helping Skills

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Effects of program:	**Other changes noted**	**Other changes noted**	**Other changes noted**
" I get along better with others" can be more honest with people, and attending has improved.	"A dramatic change in P.H. - it's all positive - I'm very happy with it, and I would recommend it for any other child".	None	"Has become stronger in (her/his) ways", more confident, diplomatic, (ex. refusing to take sides if there is conflict between groups, and will try to bring them together).
Suggested changes:			
Would make no changes.			

TABLE 7

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 6

Rating of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	*Teacher Interview	Peer Interview
Attending	2.2	3.5	1. Has a better understanding of others.	1. More interaction (e.g. family activities (e.g. younger sibling having problems with school-work - P.H. volunteered to help, which is a change from usual behavior.	1. No noted difference - interacts well.	1. Closer, more open with people (e.g. friend now feels more confident re sharing things with P.H.)
(borrowed mean on post-test "Attending" skill as no video on tapes)						
Empathy	0	0		More outgoing than previous. Tended to stay alone or with parent - now getting out more - volunteering, making friends.		
Questioning	2.0	3.1	2. Understands problems of others and uses skills in helping. Feels good about this.	2. No change noted in work-ing around home. More outgoing, mixes more.	2. No change noted in volunteering.	2. Previously would stay away from problems of others; will now attempt to help people resolve them.
Summarizing	0	1.3				
Self-rating on Helping Competency Scale	5.3	7.1	3. Has better understanding of the behavior of others, and feels confident in discussing same with them; whereas previously would keep comments to self.	3. More sensitive to family members' needs; working to help mother.	3. No change noted in interaction with peers.	3. While P.H. previously was a good listener, and was understanding, since program P.H. is noted to sense the feelings of others, without being told.

Note: Double asterick notes that teacher has student for one period only.

(table continues)

TABLE 7

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Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 6

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
4. Studies harder, as understands self better, and the need to study.	4. Lower marks in certain subjects as work more difficult; but noted to be more persevering in work. (e.g. formed group of peers to work on their problem which P.H. found difficult.	4. No change noted in helping other students.	4. Previously tended to extend self to new/shy students, but noted to be more outgoing towards others since program.
5. Increased ability to detect problems in others, more sensitive.	5. More outgoing than before; talks freely, mixes with all people P.H. meets.	5. A good student - no change noted in school-work.	5. More self-confidence (ex, carries self better, more proud of self). Wants to be friends with everyone (ex, if they are in the wrong, P.H. will go out of way to right matters).
6. Confident re helping, but not re "solving" problems. Will try to help others in any way possible.	6. Behaving more maturely.	6. No change noted regarding attentiveness.	6. Has confidence in expressing self and opinions, whereas prior to program would keep option to self for fear of "getting on the bad side of anyone".
7.	7. Stresses the importance of listening to family, and attends very well.	7. No change noted in sensitivity towards needs of others.	7. Will now make every effort to cheer people up, if they are feeling down; whereas would previously ignore them.
8.	8. Pays full attention to mother, and when mother unwell, will do everything for her.	8. No change noted in self-confidence.	8. Very verbal now in helping people to understand another's behavior, whereas previously would say nothing.

(table continues)

TABLE 7

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 6

Rating of Helping Skills

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
		9. Noticable improvement in leadership qualities – has demonstrated confidence,forthright-ness	
		10. No noticable difference in teacher interaction.	

Effect of Program

Improvement in understanding self (i.e. own behavior) and problems of others.

Would participate more if had to do program over again.

Other changes noted

If P.H. is babysitting, mother now more confident of his/her responsibility in an emergency. Feels program developed P.H.'s insight and gave greater sense of confidence re abilities.

Other changes noted

Friend has noted a significant improvement in relationship with P.H. and sees many "positive" changes (e.g. good listener, talker, getting more involved; much more outgoing.

TABLE 8

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 7

Rating of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Attending	2.8	4.7	1. Significant increase in ability to help, talk with others about their problems, use problem-solving skills. More sensitive of needs of others and of own needs.	1. No change in family interaction noted (ideas not disclosed).	1. Marks have dropped over the past few months. P.H. interacting with an older group of students, and teacher feels this has had a negative effect.	1. Always helpful - no significant change noted.
Empathy	0	4.0				
Questioning	1.9	3.3				
Summarizing	0	0	2. Previously felt uneasy re helping peers with problem (ex. concerning parent), especially in a group. P.H. now more comfortable re dealing with this. Feels "definitely more positive".	2. Has always verbalized feelings - no change noted.	2. No opportunity for volunteering, as class executive is nominated for this.	2. More outgoing (e.g. asking larger number of peers to share problems.
			3. P.H. notes a slight change re feelings regarding the behavior of others; but feels he/she was previously sensitive to this.	3. More sensitive, interactive, interested and patient with younger sibling (impatient before) and also other younger children.	3. Does interact with students, but teacher feels P.H. has developed negative characteristics.	3. Uses problem-solving strategies - noticeably more mature and understanding.
Self-rating on Helping Competency Scale	5.9	7.4	4. No real change in attitude toward school, but still sensitive toward subjects requiring depth of thought (for example, poetry, etc.; i.e. Milton On his blindness).	4. Always good at school - no change noted.	4. No change noted in helping other students with difficulties.	4. Increased confidence in interaction w/ sex/shy students (e.g. will go over and initiate conversation with them).

(table continues)

TABLE 8

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 7

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
5. More aware of the needs of others (ex. friends), what they'll like or expect. Would approach a stranger now, as opposed to before.	5. Previously interactive and social - no change noted.	5. Homeroom teacher has noted a drop in school-work.	5. Increased maturity in actions and conversation with others, more self-understanding.
6. Increased confidence in ability to help others.	6. No change noted in confidence in self.	6. Attentiveness is same in class - no change.	6. Always confident in giving opinion.
	7. Always listens and gives comments in family inter-actions - no change noted.	7. No change noted in sensitivity towards other students. Teacher feels P.H. would not "go out of his/her way" on own initiative.	7. Increase noted in friend-liness toward new, or shy, peers.
	8. No change noted in re-lationship with parent. Interacts according to mood.	8. Increase in confidence causing association with older students, and dissociation from peers.	8. Will now try to help peers view their behaviors, and those of others, in a new, more understanding way.
		9. No leadership qualities noted.	
		10. More relaxed with teacher, (i.e. to talk informally). Not con-cerned it gets poor marks, as would be earlier.	

(table continues)

TABLE 8

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 7

Rating of Helping Skills

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Effects of Program	Other changes noted	Other changes noted	Other changes noted
Enjoyed program - found it helpful.	None	Has found the confidence to associate with older students (teacher feels for security). Attitude of older sibling may influence child. Teacher feels program has given r.h. a "superiority" attitude.	Personality is nicer and overall changes are good.
Enjoyed problem-solving and identifying feelings.			
Found it very interesting.			
Suggested changes:			
Found duration session very good.			

TABLE 9   163

Rating of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
Attending	2.8	3.0	1. Find it easier now to talk with people and help them with problems. Formerly a shy individual.	1. More outspoken of opinions, whereas formerly very shy.	1. No noted change toward interaction with other students.	1. Noted improvement — helps people with problems and enjoys same.
Empathy	0	0	2. Now feels he/she can help others, and feels more comfortable re- garding this.	2. No change noted in doing a task he/she does not want to do.	2. No noted change in volunteering.	2. More helpful, gives more advice, and uses problem- solving.
Questioning	2.1	2.0	3. More tolerant of the behaviors of others, and would try to help other people be likewise.	3. More sensitive re- garding smaller children (ex. spends time with siblings in recent months). Interacts better with sibling (lending things, etc.). More sensitive re keeping the house tidy, and helping mother.	3. No noted change in initiating interaction with someone outside own peer group.	3. No change noted, as previously listened and understood peers.
Summarizing	0	3.3	4. Regarding attitude to- ward school, P.H. is more congnizant of future and the need to study harder.	4. Positive change noted in schoolwork over the past school year, not just since the program.	4. No noted change in helping another student if he/she has difficul- ties.	4. No noted change in inter- acting with new/why people at school; still a little shy.
Self-rating on Helping Competency Scale	6.5	7.1	5. More sensitive and aware of the needs of others and individual problems.	5. Always helpful and inter- active with friends — no change noted.	5. No change noted in schoolwork - is a good student.	5. Peer feels that P.H. feels good about self as he/she is now able to help others with problems.

Note. Double asterick notes that teacher has student for one period only.

(table continues)

TABLE 9

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 8

Peer Helper Interview	Parent Interview	*Teacher Interview	Peer Interview
6. Confidence increased regarding ability to help others.	6. More confident regarding the future, and in abilities, since the program.	6. No change in attentiveness, as has always been a good student.	6. More confident in expressing own opinion, and in helping the group come to a consensus of opinion, (i.e. looking at the opinions of others).
	7. Listening has improved, as has socialization with family. Now assertive in making plans.	7. Always sensitive to the needs of others and willing to help. No change noted.	7. While always perceptive of others problems, and helping them, a slight increase is noted.
	8. Improvement in parental relationship, (e.g. includes parent in shopping plans).	8. No change noted in self-confidence.	8. Increase in helping peers to understand the feelings of others.
		9. Was nominated by teacher because of leadership qualities – no change noted in same.	
Effect of Program	Other changes noted	Other changes noted	Other changes noted
Finds it easier to talk to people regarding problems. Looks at life more positively.	Sees an overall improvement	None.	None.
Suggested Changes			
That group members be more interactive and talkative.			

TABLE 10

Rating of Helping Skills

165

	Pre	Post
Attending	3.7	4.0
Empathy	0	0
Questioning	0	2.9
Summarizing	0	3.0
Self-rating on Helping Competency Scale	7.0	7.9

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 9

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
1. Finds it easier to talk to, and interact with, new people.	1. No change noted re family interaction - always expressive.	1. Interacts well with other students - no change noted since program began.	1. Significant change noted, when peer has a problem, P.H. will now ask questions, which gets them thinking. "More knowledgable now, can help better".
2. More aware of the feelings of others, more empathic. "I can identify with the feelings of others".	2. No change noted - will still do chores.	2. No change noted in volunteering.	2. More confident and outgoing regarding helping others.
3. Understands the behavior of others better.	3. More sensitive regarding the needs of her/his family, (e.g. baby-sitting), and more co-operative.	3. No change noted of inter-action outside own peer group.	3. Attending/listening better.
4. No change in feelings toward school.	4. Is a good student - no change noted.	4. No change noted in helping students with difficulties.	4. Has always been interactive with new/shy students. No change noted.
5. Increased sensitivity to the needs of others.	5. Always easy going and accepting of others.	5. Good student - no change.	5. More confident (ex. will ask more questions, go deeper into someone's problem, or go help someone he/she would not have helped before (i.e. outside immediate peer group).

Note. Double asterisk notes that teacher has student for one period only.

(table continues)

TABLE 10

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 9

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
6. Usually gets along well with others; but since doing program, has increased confidence in interacting and helping.	6. Always appears confident - no change noted.	6. No change noted re attentiveness.	6. "Opinionated anyway" - no change noted.
	7. No observable improvement noted in listening skills at home.	7. No noted change regarding sensitivity to other students.	7. More perceptive and "caring" regarding the feelings of others.
	8. More interaction with mother; appears happier, as social life has improved considerably since the program began. Less moody.	8. Very self-confident - no change noted.	8. No change noted in helping peers understand the feelings of others.
		9. No change noted in leadership skills - not as much leadership as others.	
		10. No change noted in interaction with teacher.	
Effect of Program	**Other changes noted**	**Other changes noted**	**Other changes noted**
Developed assertiveness, (i.e. ability to say "no" and give genuine feelings).	More outgoing since program.	None.	More confident - will go and help rather than leave a person and say "they'll work it out on their own", or get best friend to do it. More aware of her/his knowledge, more assured.

(table continues)

TABLE 10

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 9

Rating of Helping Skills

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
Suggested Changes			
More marathon sessions, (e.g. at university). Found that forgetting occurred between sessions, and difficulty tying things together.			

TABLE 11   RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 10

Rating of Helping Skills

	Pre	Post	Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
Attending	2	3.5	1. Feels she/he is more understanding, but does not feel any noticeable personality change.	1. Interacts well with family - no noted change.	1. Slight change noted - more active, outspoken with peers; not all of class, but more than previous to program.	1. More relaxed, gets along better with others.
Empathy	0	3.6				
Questioning	3.0	2.8				
Summarizing	0	2.5	2. Increased ability in listening to the problems of others.	2. No change noted in attitude toward household chores - "usual adolescent".	2. No noted change re volunteering in class activities.	2. Noted difference - friend feels P.H. is more trust-worthy than before program.
(borrowed means in post-test skill rating as student unavailable for videotaping.			3. An increased sensitivity toward the behavior of others, but still hesitant in approaching them.	3. While previously sensitive to needs of mother and siblings, there has been a noted increase.	3. Has enlarged circle of friends through increased interaction. (e.g. formerly had 2-3 friends, now has 7-8), will now ask for help more freely than before program (had some academic difficulties). Less shy than previously.	3. More serious toward listening and good attending (eye-to-eye contact); responding with answer that indicates P.H. has been listening.
Self-rating on helping Competency Scale	4.0	7.7	4. No change in feelings toward school.	4. Academic improvement - studies more. Also more motivated.	4. No change noted in helping other students with difficulties.	4. Always interacted well with new/shy students - no change noted.

Note: Double asterisk notes that teacher has student for one period only.

TABLE II

Rating of Helping Skills

PRINCIPLE EVALUATION INTERVIEWS PRE-MID/POST

Peer Helper Interview	Parent Interview	*Teacher Trustee	Post Interview
5. Feels increased awareness regarding the needs of others.	5. Always interacts well with peers - no change noted.	5. Noticeable improvement in academic work, trying harder. Visible signs of work. Will now tell teacher he/she has been studying, whereas not so previously.	5. Noticeable increase in self-confidence (would previously put self down).
6. Increased confidence in ability to help others.	6. No noted change regarding view of self.	6. No change noted in attentiveness.	6. More assertive regarding own opinion, rather than go along with the group, as before.
	7. No noted change in attending in family interaction.	7. Very good interaction with his/her enlarged group, but has not gone outside same.	7. More solicitous toward others - will try to help.
	8. No noted change in parental relationship - always good.	8. Not as shy, more confident and not as inhibited regarding "bad" style of dressing, as was before program.	8. While always sensitive towards needs of others, an increase is noted.
		9. No change regarding leadership skills.	
		10. Interacts well with teacher - no change noted.	

(table continues)

TABLE 11

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 10

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
Effect of Program	Other changes noted	Other changes noted	Other changes noted
Increased self-confidence in approaching, and interacting with others.	None	None	Friend feels P.H. has matured considerably since beginning program, whereas was previously, giggly, immature.

Suggested Changes

More activities

More meetings during class periods.

TABLE 12 Peer Helper Program

Overview of Evaluation Interviews

Interviewee	Category	1	2	3	4	5	6	7	8	9	10
Peer Helper	Interaction with others	+	+	+	+	+	+	+	+	+	+
	Helpfulness towards others	+	+	+	+	+	+	+	+	+	+
	Objectivity/attentiveness	+	+	+	+	+	+	0	+	+	+
	School improvement/attitude	+	0	0	0	0	+	+	+	0	0
	Sensitive towards problems/ needs of others	+	+	+	+	+	+	+	+	+	+
	Helping abilities	+	+	+	+	+	+	+	+	+	+
	Attitude of program effectiveness	+	+	+	+	+	+	+	+	+	+
Parent	Family interaction	0	0	+	unavailable	+	+	0	+	0	0
	Attitude re chores	0	0	0		0	0	0	0	0	0
	Sensitivity towards family	0	0	+		+	+	0	+	0	+
	Schoolwork	+	0	0		0	+	0	+	0	+
	Interaction with peers	0	0	+		+	+	0	0	0	0
	Perception of self	+	0	+		+	+	0	+	0	0
	Attentiveness	+	0	+		+	+	0	+	0	0
	Change in relationship with family	+	0	+		+	+	0	+	+	0
	Other changes noted	+	+	+		+	+	0	+	0	+
Teacher (** teacher had student for one period)							**	**	**	**	**
	Interaction with other students	+	0	+	0	+	0	*	0	0	+
	Volunteering	+	+	0	+	0	0	0	0	0	0
	Initiating behavior (e.g. toward new students)	0	0	+	0	+	0	0	0	0	+
	Helping others with problems	+	+	+	0	0	0	0	0	0	+
	Schoolwork	+	0	0	0	0	0	*	0	0	+
	Attentiveness	+	0	0	0	0	0	0	0	0	0
	Sensitivity to others	+	0	0	0	0	0	0	0	0	+
	Self-confidence	+	0	+	0	+	0	+	0	0	+
	Leadership Qualities	+	0	0	+	0	+	0	0	0	0
	Interaction with teacher	+	+	0	+	0	+	0	+	0	0
	Other changes noted	+	0	+	0	0	0	+	0	0	0
Best friend	Interaction with peers	0	0	+	+	0	+	0	+	0	+
	Helpfulness towards others	0	0	+	+	+	+	+	+	+	+
	Attentive	0	0	+	+	0	+	+	0	+	+
	Interaction with new/shy students	+	0	+	+	0	+	+	0	0	0
	Perception of self	+	0	+	+	+	0	+	+	0	+
	Flexibility of opinions	+	0	+	+	0	+	0	+	0	+
	Sensitivity towards others	+	+	+	+	0	0	0	+	+	+
	Educating others in sensitivity	+	+	+	+	+	+	+	+	0	+
	Other changes noted	+	0	+	+	+	+	+	0	+	+

+ Noticeable improvement
0 No change noted
* "Overly" assertive

APPENDIX A-4

TABLE 13

T-Test For Pre and Post-test Ratings of
Four Helping Skills

Skill	Pre-test Mean	Post-test Mean	t-value	Significance
Empathy	0	3.6	-2.4	**
Summarizing	0	2.5	-2.44	*
Questioning	2.2	2.8	-3.14	*
Attending	3	3.5	-2.96	*

** p < .01
* p < .05

APPENDIX A-5

TABLE 14

T-test for Pre and Post-test Ratings on

Helping Competency Scale

Skill	Pre-test Mean	Post-test Mean	t-value	Significance
Helping Competency	6.64	7.81	-1.28	NS

NS - Not Significant

APPENDIX B

INTERVIEW FORMATS

Format of Peer Helper Interview

"I would like you to tell me about any changes you have noticed in the way you think and behave since you entered the Peer Helper program. I'm going to ask you some questions which I would like you to think carefully about before answering. If you have any questions or comments, please tell me".

1. "Do you think you have changed in the way you get along with others?"

    If "yes", "Is this change a good one or not? Please tell me about it?"

2. "Do you see any changes in your feelings about helping others since you joined the program?"

    If "yes": "Could you describe these feelings to me?" If "no", "What are your feelings towards this?"

3. "Do you feel any differently towards the way other people think and behave?"

If "yes", "Could you give me an example?"
"Is this any different than you felt before the
program?"

4. "Have your feelings toward school changed over the
past few months?"

If answer is "yes", ask: "In what way have
they changed?" If "no", "How do you feel about
it?"

5. "Do you think that you are more aware of the needs
of others?"

If "yes": "In what way do you see this?" If
"no", "Is this any different than you felt before?
In what way?"

6. "What do you think of your ability to help other
people?"

7. "What are your overall feelings concerning the
effects of this program on you? If you could make
changes in the program, what would you like them
to be?"

Format of Teacher Interview

"I would like to discuss with you some of the
behaviors you may have noticed in R. over the past few
months since starting the Peer Helper program. I want
you to think carefully about each question I will ask
and indicate whether you think his/her behavior is
about the same, gotten better or gotten worse".

1. "Have you noticed any difference in the way R.
   relates to other students over the past few
   months. Does she/he seem to have improved, gotten
   worse, or remained the same?"

   If the teacher states that they had gotten
   better or worse, the question would then be asked
   "In what way has she/he become better/worse?

2. "When you look for volunteers for class activities
   (duties or projects), does R. volunteer his/her
   services any more than before, less, or about the
   same.

   Depending on the answer, the teacher would be
   asked to elaborate.

3. "Does R. initiate conversations with students that
   she/he didn't talk to previously? For example,

does she/he try to help a student who is not part
of the group to interact more.

     Depending on whether the answer is "yes" or
"no", the teacher would be asked "In what way is
this different than his/her previous behavior?"

4. "If another student appears to be having
difficulties, does R. try to help them?"

     If the answer is "yes", ask "Does this occur
more often or less often than before? Would you
please elaborate?"

5. "Have you noticed any changes in R.'s school work
over the past few months?"

     If the teacher has noted a change: "Could
you tell me what this change has been?"

6. "In terms of his/her attentiveness in class, would
you say that she/he is more attentive, less
attentive, or that there has been no change.

     If the teacher has noticed a change: "Would
you please tell me about it?"

7. "How do you see R. in terms of being sensitive to
the needs of others, and in his/her receptiveness
to his/her peers?"

8. "What is your impression about R.'s confidence in
    her/himself?"

    If the teacher answers positively ask:
    "Could you tell me how she/he shows this?"; or if
    negative: "What does she/he do to indicate this?"

9. "Do you feel that R. demonstrates leadership
    qualities in the class?"

    If "yes", ask: "In what ways does she/he
    demonstrate this?"

10. "Does R. interact any differently with you now
    thanshe/he did a few months ago?"

    Depending on the answer, ask "Would you
    please give me an example?"

Open Question:

    "Have you noticed any changes in R.'s behavior in
    areas or ways which I have not mentioned? If
    "yes", "Can you give me an example of this
    change?"

Format of Parent Interview

"I want to speak with you to find out how you've felt about R. being in the Peer Helper program and whether you have noticed any changes in him/her over the past couple of months." We are looking at the behaviors she/he shows in different situations around the home and in his/her social life. I want you to feel free to point out any difficulties you have with the questions or possible other things which you feel might have influenced R."

1.   "Have you noticed that R. joins in family activities and discussions any more over the past few months than she/he did before?"

      If "no", "Is it any less than she/he used to?" If "yes", "Can you give me an example of ways in which she/he has changed?"

2.   "How does R. react when asked to do something she/he does not want to do? Is this any different than before?"

      If answer is "yes", "How is it different?" If the answer is "no", ask "Could you tell me more about it?"

3.   "Does R. seem to be more sensitive to the needs of
     others in the family in terms of getting along
     better with them?" If "yes", "In what ways have
     you noticed this?" If "no", "How is his/her
     behavior toward the other family members?"

4.   "Have you noticed any change in R.'s school work
     in the past few months. If "yes", "In what ways
     has it been different?"

5.   "Is there any difference in the wayshe/he acts
     with friends or in activities with them. If
     "yes", could you give me an example?"

6.   "Do you think that R. has changed in the way
     she/he views himself?"

          If "yes", "What have you observed to make you
     think this?" If "no", "Could you tell me what you
     think in terms of how she/he sees her/himself?"

7.   "Has there been any change in the way R. listens
     when you or someone in the family talks to
     her/him?"

          If "yes", ask "Could you describe the
     change?"

8.   "Do you feel there is a difference in your
     relationship with R. over the past few months?"

If answer is "yes", "Would you please explain the difference?"

Open Question

"Have you noticed any change in R.'s behavior in any areas which I have not mentioned?" If "yes", "Could you give me an example of (<u>insert description of behavior or label used</u>)?"

Format of Peer Interview

"Because you are a close friend of R., I would like you to tell me whether you have noticed any differences in her/him over the past few months. I will ask you some questions which I would like you to really think about before you answer. If you have any problems with the questions, please tell me."

1. "How does R. get along with you and his/her other friends?"

    Depending on answer: "Is this any different than it was in the past?"

2. "Have you noticed whether R. is any different towards helping others over the last few months?"

    If "yes", "In what ways have you noticed this?" If "no", "How does she/he behave when someone needs help?"

3. "When you talk with her/him about something, do you think she/he really listens and understands?" If "yes", "What does she/he do to make you feel this way?" "Is this different in any way than she/he was before?" If "yes", "Could you give me an example?"

4. "How does she/he react toward someone who is shy
   or is new to the school?"

   Depending on answer: "Is this something
   she/he has always done or has it only happened in
   the past few months?"

5. "Do you think that R. feels any differently about
   himself now than she/he did before the Peer Helper
   program?" If "yes", "In what way is she/he
   different than before?"

6. "How does R. act when his/her opinion is a
   different one from the rest of his/her group?"
   "Is this any different than she/he was a few
   months ago?" "In what ways?"

7. "What does R. do if she/he notices that a friend
   (or someone else) is feeling down?" "Is this
   different than the way she/he used to behave?"
   "In what way?"

8. "Does R. try to help people understand how someone
   else might be feeling?" If "yes", "How is this
   different than the way she/he was?"

Open Question

   "Have you noticed any changes in R.'s behavior in
   any area which I have not covered?" If "yes",
   "Could you give me an example of this change?"

APPENDIX C

HELPING COMPETENCY SCALE

The following statements are various ways in which we
see ourselves relating to others. Everyone has
different feelings regarding his/her ability to do
certain things. I would like you to carefully consider
each of the following items and score them on a scale
of 1-10, as shown in the example, according to how you
see yourself. Please complete these by yourself and do
not discuss your answers with anyone. <u>Your answers
will be kept confidential</u>. Put a number in the space
provided after each statement. Thank you.

<u>Scale:</u>   1 --------------------------- 10
         Rarely Able   Always Able

Example: Ability to organize a meeting   __5__

---

1. Tell a person my real feelings concerning
    them.   _____

2. Help someone who is having a problem.   _____

3. Listen closely enough to what another person
    is saying so that I can repeat what they
    said.   _____

4. Show interest when people are boring.   _____

5. Be able to use a word which describes the
    feelings of the person I am talking to.   _____

6. Understand the real meaning behind what
    another student might be saying.   _____

7. Feel comfortable in striking up a
    conversation with a student I do not know.   _____

8. Try to understand the reasons why another
    student causes trouble.   _____

9. Understand what another person is trying to communicate.   _____

10. Feel confident in my ability to help others.   _____

11. Feel able to lead a class discussion.   _____

12. Seen by people as really accepting them.   _____

13. Ability to show another student ways they might solve their problems.   _____

14. Feel comfortable when students of my own age share deeply personal feelings with me. _____

15. Accept another student whose behavior and way of thinking is totally different from my own. _____

16. Help a student who isolated him/herself from others to become more sociable.   _____

17. Find it easy to talk with people.   _____

18. Make another person feel better by talking to me.   _____

19. To respond in a way that encourages others to continue talking.   _____

20. To communicate to another person that I really understand them.   _____

APPENDIX D

TEACHER SELECTION INSTRUCTION FORM

Peer Helping Program

A peer helping program is designed to teach students specific communication skills. It will enable them to look more closely at their own feelings and those of others; as well as improve their methods of communicating. In being more aware of the feelings of others, they are in a position of understanding and helping someone in need, especially someone within their own peer group.

As part of my Internship program in counselling at Holy Spirit School, I plan to train a small group of students (Grade 9 and Grade 10) in helping/communication skills. Your support would be sincerely appreciated as it is vital to the success of the project, as well as necessary in the selection of students for the program.

As part of the selection process, I would like you to list _five_ students from your class whom you feel would meet the following criteria:

1.   Interacts well with other students

2.   Displays a caring attitude towards others

3.   Helpful towards others

4.   Respects differences of others

My purpose is to select students who would be motivated toward participating in the program and using the skills learned.

Thanking you in anticipation.

Noreen Brien

APPENDIX E

STUDENT SELECTION FORM

PLEASE DON'T SIGN YOUR NAME

Of all your classmates, which one would you choose if
you wanted to talk about something which was troubling
you; someone you feel would really understand and
accept you?

Name: _____

Your choice will not be revealed to anyone. Please
fold this paper after you have written your choice, and
I would collect them.

Thank you for your help.

APPENDIX F

PARENT PERMISSION FORM

Dear Parent:

As part of my graduate work as a school
counsellor, I plan to start a program which will teach
good listening and communication skills to a small
group of students, so that they will be able to assist
other students. The program is called a Peer Helper
Program, and the emphasis is on making the student more
aware of their own feelings and those of others, as
well as the development of skills. Your child has
shown an interest in participating in this program and
is seen by others as a caring individual. Your support
in this program would be greatly appreciated.

The program will take approximately ten weeks and
will be organized so that your son/daughter will be
absent from one class period per week. The schedule
will be rotated so that a different subject will be
involved each training session. The teachers feel
positively toward this program and feel that the
student will not be negatively affected as a result of
missing these classes. Another training period will be

scheduled either during dinner time or after school.
If it is after school, we will provide transportation
home for your son/daughter.

I will be at Holy Spirit School on a continuous
basis for the next three months. If you would like
more information on this program, please feel free to
contact me at 834-2696 or 368-5118.

Your sincerely,

(Mrs.) Noreen Brien

I hereby give consent for my son/daughter to
participate in the Peer Helper training program.

_____

Name of student

_____

Name of parent/guardian

APPENDIX G

PEER HELPER MODULES

The times apportioned for each module by Gray and Tindall (1978) are considered an approximation of time needed to effectively teach and practice each skill for proper acquisition. It may be necessary to make adaptations to these times in view of the school schedules and time permitted. While it is desirable to have all group members present at specific times and for specific periods of time, the limitations imposed by academic schedules and other school activities, as well as personal factors must all be taken into consideration when implementing such a program in a school setting.

The number of sessions planned for this program was twenty-three, which took place over a twelve-week period. The modules and approximate times recommended by Gray and Tindall (1978) are as follows:

Module 1: What Is Peer Counselling? (90-135 mins.)

Purpose: To inform interested persons of the Peer Counselling program, solicit their

interest and gain a commitment to
participate as trainees.

Exercises:　1)　Pre-testing Yourself -
Communication Exercise.

2)　"Your Reason for Training"

Module 2:　Introduction To The Program (45-60 mins.)

Exercise:　Knowing Others

Module 3:　Let's Look At Helping (90-120 mins.)

Exercises:　1)　Exploring Helping Behaviors

2)　"How Do I Help?"

Module 4:　Attending Skill (90-120 mins.)

Exercises:　1)　Examples of Non-Verbal
Communication Behaviors

2)　Rating The Helper

Module 5:　Communication Stoppers (90-120 mins.)

Exercises:　1)　Communication Stoppers

2)　Identifying Communication
Stoppers In Certain Responses

Module 6:　Empathy Skill

Exercises:　1)　Discriminating and Responding
By Paraphrasing (30-60 mins.)

2)　Responding to Feelings (30-60
mins.)

3) Feelings and Emotions (30-60 mins.)

4) Describing Feelings (30-60 mins.)

5) Paraphrasing Feelings: Rating the Helper (30-60 mins.)

6) Attending and Empathy: Rating The Helper on Attending and Empathy (30-60 mins.)

7) Empathy Skill: Facilitative And Non-Facilitative Dialogue (30-60 mins.)

8) Empathy Skill: Choose The Best Empathy Response (30-60 mins.)

Module 7: Summarizing Skill (90-140 mins.)

    Exercises: 1) Summarizing: Rating the Helper Responses (60-90 mins.)

2) Using Your New Skill Your Diary (30-60 mins.)

Module 8: Questioning Skill (60-90 mins.)

    Exercises: 1) Questioning Skill: Open Invitation To Talk (30-45 mins.)

2) Questioning Skills: Rating the Helper (30-45 mins.)

3) Questioning Skill: Diary (Optional 15-60 mins.)

Module 9: Genuineness Skill:

Exercises: 1) A Comparison of Non-Responsive, Non-Genuine, and Genuine Responses (30-60 mins.)

2) How Open Am I? (10-20 mins.)

3) Openness Circle (10-29 mins.)

4) "Putting Together a Genuine Message" (30-40 mins.)

5) "When To Use A Genuine Message" (15-30 mins.)

6) "Practice Sending Genuine Responses" (10-15 mins.)

7) "Understanding How Genuineness Is Used" (30-45 mins.)

8) "Integrating Communication Skills" (30-45 mins.)

9) "Using Genuine Responses" ("trainees are asked to record

the genuine responses between
the two training sessions"
Gray and Tindall, 1978).

Module 10: Confrontation Skill

    Exercise: 1)   "Conditions of Confrontation"
    (20-30 mins.)

    2)   "Perceiving Confrontation
    Skill" (10-20 mins.)

    3)   "Role Playing for
    Confrontation Skill and Rating
    the Helper" (45-60 mins.)

Module 11: Problem-Solving Skill

    Exercises: 1)   "Problem-Solving Procedures"
    (30-60 mins.)

    2)   "Problem-Solving Dialogue"
    (30-60 mins.)

    3)   "Plan of Action to Assist
    Helpee in Problem-Solving (30-
    60 mins.)

Module 12: Putting Peer Counselling Into Action

    Exercises: 1)   "Putting Peer Counselling into
    Action" (30-60 mins.)

2) "Post-test Communication
   Exercise (30-60 mins.)

3) "Peer Counselling Feedback
   Flow Sheet" (Time depends upon
   plans developed for
   supervision and consultation
   with trainees selected for
   peer counselling)

(Time stated for each exercise do not include homework
times)

APPENDIX H

DAILY QUESTIONNAIRE

Please help me to evaluate this session so that future
sessions can be modified where needed.

Date:

Skill Learned:

Please rate this session in the following way.

1. As a helpful experience.

         1 ----------------------- 5

    Not helpful   Very Helpful   _____

2. Usefulness of the skill presented.

         1 ----------------------- 5

    Not useful   Very Useful   _____

3. My participation in the group

         1 ----------------------- 5

    Little   Very Much   _____

4. My ability to use this skill.

         1 ----------------------- 5

    Poor   Very Good   _____

5. Suggestions to improve our meetings

APPENDIX I

STUDENT LOG

Date	Individual Helped	Type of Problem	Skill Used	Effectiveness
	Ex. (Adult, peer)	(school, personal)	(Empathy, etc.)	Not Eff. Very Eff. 1 -------- 5

APPENDIX J

RATER'S INSTRUCTIONS

The research component of my internship at Holy
Spirit School consisted of a Peer Helper program;
wherein I taught a number of high school students
certain counselling skills. Prior to and following the
training period, these students were asked to role-play
a helping situation, wherein one student played the
part of the helper, while the other student played the
part of the helpee. I am now attempting to evaluate
the results of this program and really appreciate your
agreeing to act as my raters.

The purpose of this training session is to have
you view a tape containing role-play situations of a
helper and helpee. I will first review with you the
definitions of Attending, Empathy, Questioning, and
Summarizing as given by Gray and Tindall (1978) in Peer
Counselling, which you will find in the evaluation
booklet I've provided you. On the following page are
suggested criteria for rating each of these skills.
These criteria have been adapted from those suggested
by Gray and Tindall (1978) in Peer Power. Following

each interchange between the helper and helpee, I will stop the tape. At this time I would like you to determine and evaluate the interaction taking place. Each designated skill used by the helper in that specific interaction will be identified by you, the raters, and noted on the form provided. This skill will then be rated, using a scale of 1-5, according to the criteria specified.

If you should observe a skill other than those designated, you may note it in the column marked "Other" and, if you wish, you can made a comment in the space provided.

Gray and Tindall (1978) define the peer counselling skills as follows:

a) Attending:

   Attending behavior relates most directly to the concept of respect which is demonstrated when a helper gives the helpee undivided attention and, by means of verbal and non-verbal behavior, expresses a commitment to focus completely on the helpee....

b) Empathy:

   Empathy is congruent with Carkhuff's minimally facilitative level of empathic response. Empathy responses must communicate an accurate awareness of the feeling and meaning of the helpee's statements and of the conditions which generated those feelings....

c) Summarizing:

   Summarizing is any helpee behavior which organizes several separate helpee statements into a concise statement. Initiative responding is listening so as to be able to respond in a manner which sheds new light and adds additional dimensions of awareness toward the solution of a problem.

d) Questioning

   Questioning is the process of inquiring so as to prompt a reply. The process is questioning on a subject under discussion and often times in a problem area of concern to the individuals present....

                                        (p. 8-10)

SKILL RATING SCALE

Raters are asked to read carefully the criteria for each of the following peer helper skills, and to rate them on a scale of 1-5 on the form provided.

ATTENDING	RATING
Helper looked at helpee, looked interested, was generally facing client, had eye contact; each of which were present all the time.	5
Helper exhibited high attending behaviors at least part of the time.	3
Helper did not exhibit high attending behavior and seldom, if ever, looked at the helpee.	1

EMPATHETIC RESPONSE

Helper identified feelings using accurate feeling words, and paraphrased accurately what was spoken.	5
Helper identified feelings but not too accurately; and paraphrased but without the full meaning coming through.	3
Helper did not identify feelings, and did not paraphrase.	1

SUMMARIZING

Helper accurately summarizes the feelings and meanings of the helpee's prior statements.	5
Helper summarizes part, but not all, of what the helpee has said.	3
The summary detracts the helper from the problem.	1

QUESTIONING   (The rater must first determine whether
                    the helper has asked a question before
                    rating the quality of the question.)

--   the helper started, or continued,   5
     conversation effectively.
--   the helpee was able to elaborate a point.
--   the question helped the helpee understand
     a point.
--   the question helped the helpee focus a
     feeling.

--   the helpee was able to elaborate on content.   3
--   the helpee explained more by giving
     information.
--   the question helped the helpee to understand
     problem to a limited extent.

--   the helpee asked closed questions.   1
--   the helper wanted just information.
--   the questions stopped the interchange.

SKILL RATING FORM

Helper Stmt.	Empathy	Summariz-ing	Question-ing	Attending	Advice	Other	Skill Rating 1 - 5	Comments
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								