

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

CENTRE FOR NEWFOUNDLAND STUDIES

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



by

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of the requirements for the Degree of
Master of Education

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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, knowledgeable 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 Coordinator 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. Shertzner 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. Target of the intervention. 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. Purpose of the intervention. 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. Method of intervention. 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)

Specific Objective 1: 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 knowledgeable 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.

Specific Objective 4: 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.

General Objective 11

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.

Rationale

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 studies which involve "employing persons with non-professional backgrounds to perform in therapeutic situations". Morrill, Oetting 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 its 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 scales 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 conscientiousness, concern for communication, self-respect [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 Peer Power Manual 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 counselor 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 Peer Power 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 been mentioned 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

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 opposite (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
Wechsler 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.

TABLE 2

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER I

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Pattern 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 skills).	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 so previously.
			Comfortable in helping people verbalize feelings. (very "nervous" prior to program).			
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 2 group for study periods - did not do so previously.	4. Gets to know new students. This has increased since doing program.

(table continues)

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. 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 problems.	8. Significant improvement in confidence, (still a little reticent). Talks up more in class and responds. Asks for help if has problems.	8. Understands the behavior of others better.

(table continues)

TABLE 2

Raising of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 1

145

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, rather than "yes", "no", as previously. P.H. would tell teacher about program and how enjoying same.	
<u>Effect of program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
Gave P.H. insight regarding others - became more aware and gregarious - takes others more seriously.	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.

Suggested changes

More time spent on "Communication Stoppers" exercise.

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 2

TABLE 3
Rating of Helping Skills

	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 cooperative")	1. No change in attitude toward school - relates well. ("lazy regarding attitude since beginning of school year")	1. No noted change in interaction with peers. (tends to have firm opinions, wants things done his/her way)
Empathy	0	3.3				
Questioning	2.0	3.6	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 refuse. Did volunteer for Sports Day activities.	2. No change noted in helping others - always helpful.
Summarizing	0	3.0				
Self-rating on Helping Competency Scale	2.5	7.4	1. Attending better - tries to understand and analyze how people think and behave.	3. No change noted in sensitivity toward family members. Mediating a few times with siblings in quarrels, same as before.	3. No noticeable change in interaction with new students. Teacher finds that P.H. now encourages class to take part, as a group, in things - this is a noticeable change.	3. No change noted regarding listening/understanding.
			5. 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)

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

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 2

148

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
<u>Suggested changes:</u>			
- more of a male/female balance			
- a special room (quiet) for training			

TABLE 4

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 3

149

	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				
Questioning	0	2.4	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.
Summarizing	0	0				
			3. Has an increased understanding of the behavior of others.	3. Increased sensitivity to needs of others (e.g., shoes, 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.
Self-rating on Helping Competency Scale	9.0	9.4	4. No real change in 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.
			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 arranger 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

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 3

150

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.	
<u>Effects of Program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
Happy regarding ability to help others.	Can take criticism better.	Positive change in relationship with other students.	Confident - determined (i.e. in attempting new things - more outgoing.
More confident in conversive abilities.	Interaction better.	Sends out signals (non-verbal) whereby other students come to P.H.	

(table continues)

TABLE 4

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 3

151

Peer Interview

Teacher Interview

Parent Interview

Peer Helper Interview

More open.

Meeting more people.

Suggested changes

More group interaction.

Group being able to demonstrate 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

152

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.	<u>NOT ACCESSIBLE</u>	1. No noticeable 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)

TABLE 5

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 4

153

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").	<u>NOT ACCESSIBLE</u>	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.	
<u>Effect of Program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
"more sure of myself"	None	None	Increased confidence, happier more outgoing.
Can understand his/her own feelings better, as well as those of others.			
<u>Suggested Changes</u>			

A longer period of training.

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 5

TABLE 6

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				
Questioning	2.2	2.3				
Summarizing	0	2.3	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.
Self-rating on Helping Competency Scale	7.5	8.9	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 shy/new students - no change noted.
			5. More aware of the needs of others (as if friend having school difficulties, P.H. will sense this and help them).	5. More tolerant of peer behaviors which are 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

155

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. (Was 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)

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
<u>Effects of program:</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
"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).
<u>Suggested changes:</u>			
Would make no changes.			

TABLE 7

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 6

157

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 in 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 in sharing things with P.H.)
(borrowed mean on post-test "Attending" skill as no video on tapes)						
Empathy	0	0				
Questioning	2.0	3.1		More outgoing than previous. Tended to stay alone or with parent - now getting out more - volunteering, making friends.		
Summarizing	0	1.3				
2. Understands problems of others and uses skills in helping. Feels good about this.						
				2. No change noted in working 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.
3. Has better understanding of the behavior of others, and feels confident in discussing same with them; whereas previously would keep comments to self.						
Self-rating on Helping Competency Scale	5.3	7.1		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 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
4. Studies harder, as understands self better, and the need to study.	4. Lower marks in certain subjects as work more difficult; but noting to be more interested in work (e.g., formed group of peers to work on Math problem which P.H. found difficult.	4. No change noted in helping other students.	4. Previously tended to extend self to new/sy 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, no sense of "making" 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 quiet and let other of "getting on the bad side of anyone".
	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. 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

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 6

159

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
<p><u>Effect of Program</u></p> <p>Improvement in understanding self (i.e. own behavior) and problems of others.</p> <p>Would participate more if had to do program over again.</p>	<p><u>Other changes noted</u></p> <p>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.</p>	<p>9. Noticable improvement in leadership qualities - has demonstrated confidence, forthrightness</p> <p>10. No noticable difference in teacher interaction.</p>	<p>Peer Interview</p> <p>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.</p>

TABLE 8

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 7

160

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 confident in dealing with others and of own needs.	1. No change in family interaction noted (does not disclose).	1. Marks have dropped over the past few months. P.H. interacting with an older group of students, and teacher feels certain she 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 problems (ex. concerning parents), 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)
Self-rating on Helping Competency Scale	5.9	7.4	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, and patient with younger sibling (im-patient 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.
			4. No real change in attitude toward, but more amiable toward poetry, etc., (i.e. subject requiring depth and depth of knowledge, 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 with other students (will get over and initiate conversation with them).

(table continues)

TABLE 8

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 7

161

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 interactions - no change noted.	7. No change noted in sensitivity towards other students. Teacher remarks: "Students are 'go out of his/her way' on own initiative."	7. Increase noted in friendliness toward new, or shy, peers.
	8. No change noted in relationship with parent. Interacts according to mood.	8. Increase in confidence causing association with older students, and disassociation 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 concerned it gets poor marks, as would be earlier.	

(table continues)

TABLE 8

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 7

162

Peer Helper Interview	Parent Interview	Teacher Interview	Peer Interview
<u>Effects of Program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
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 this. Teacher feels program has given P.H. a "superiority" attitude.	Personality is nicer and overall changes are good.
Enjoyed problem-solving and identifying feelings.			
Found it very interesting.			
<u>Suggested changes:</u>			
Found marathon session very good.			

TABLE 9

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 8

163

	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				
Questioning	2.1	2.0	2. Now feels he/she can help others, and feels more comfortable regarding 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.
Summarizing	0	3.3				
			3. More tolerant of the behaviors of others, and would try to help other people be likewise.	3. More sensitive regarding 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.
Self-rating on Helping Competency Scale	6.5	7.1	4. Regarding attitude toward school, P.H. is more cognizant 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 difficulties.	4. No noted change in interacting with new/shy people at school; still a little shy.
			5. More sensitive and aware of the needs of others and individual problems.	5. Always helpful and 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 asterisk notes that teacher has student for one period only.

(table continues)

TABLE 9

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 8

164

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.	
<u>Effect of Program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
Finds it easier to talk to people regarding problems.	Sees an overall improvement	None.	None.
Looks at life more positively.			
<u>Suggested Changes</u>			
That group members be more interactive and talkative.			

TABLE 10

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 9

165

	Pre	Post	Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
Attending	3.7	4.0	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, rather than thinking, "More knowledgeable now, can help better".
Empathy	0	0				
Questioning	0	2.9	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.
Summarizing	0	3.0	3. Understands the behavior of others better.	3. More sensitive regarding the needs of her/his family, (e.g. baby-sitting), and more cooperative.	3. No change noted of interaction outside own peer group.	3. Attending/listening better.
Self-rating on Helping Competency Scale	7.0	7.9	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

Sating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 9

166

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.	
<u>Effect of Program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
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

Rating of Helping Skills

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 9

167

Peer 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

168

Rating of Helping Skills			Peer Helper Interview			Parent Interview			Teacher Interview			Peer Interview		
	Pre	Post												
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 trustworthy 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 difficulty). 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.		

TABLE II

Rating of Helping Skills

EFFECTS OF EVALUATION EXPERIMENTS

169

Peer Helper Interaction

5. Feels increased awareness regarding the needs of others.

Friend Interaction

5. Always interacts well with peers - no change noted.

Teacher Interaction

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.

Peer Interview

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)

RESULTS OF EVALUATION INTERVIEWS - PEER HELPER 10

TABLE 11
Rating of Helping Skills

Peer Helper Interview	Parent Interview	**Teacher Interview	Peer Interview
<u>Effect of Program</u>	<u>Other changes noted</u>	<u>Other changes noted</u>	<u>Other changes noted</u>
Increased self-confidence in approaching, and inter- acting with others.	None	None	Friend feels P.H. has matured considerably since beginning program, whereas was previously, silly, immature.
<u>Suggested Changes</u>			
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	+		+	+	+	+	+	+
	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	+	**	**	**	**	**
	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	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	0
	Other changes noted	+	0	+	0	0	0	+	0	0	0
Best friend	Interaction with peers	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	+	+	+	+	+
	Flexibility of opinions	+	0	+	+	0	+	0	+	0	+
	Sensitivity towards others	+	+	+	+	0	+	0	+	+	+
	Educating others in sensitivity	+	+	+	+	0	+	+	+	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

<u>Skill</u>	<u>Pre-test</u>	<u>Post-test</u>	<u>t-value</u>	<u>Significance</u>
	<u>Mean</u>	<u>Mean</u>		
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

<u>Skill</u>	<u>Pre-test Mean</u>	<u>Post-test Mean</u>	<u>t-value</u>	<u>Significance</u>
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 than she/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 (insert description of behavior or label used)?"

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?"

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

- 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

<u>Date</u>	<u>Individual Helped</u>	<u>Type of Problem</u>	<u>Skill Used</u>	<u>Effectiveness</u>
	Ex. (Adult, peer)	(school, personal)	(Empathy, etc.)	Not Very Eff. 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 make 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....

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.

<u>ATTENDING</u>	<u>RATING</u>
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
<u>EMPATHETIC RESPONSE</u>	
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
<u>SUMMARIZING</u>	
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, conversation effectively. 5
- 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	Summarizing	Questioning	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.								



