A COUNSELLING INTERNSHIP UNDERTAKEN IN HARLOW, ENGLAND INCLUDING A RESEARCH COMPONENT ON THE EFFECTIVENESS OF A RELATIONSHIP SKILLS TRAINING PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

TOTAL OF 10 PAGES ONLY
MAY BE XEROXED

(Without Author's Permission)

RONALD LEHR

000151

MEMORIAL UNIVERSITY
LIBRARY
AUG 17 1982
OF NEWFOUNDLAND

A COUNSELLING INTERNSHIP UNDERTAKEN IN HARLOW, ENGLAND INCLUDING A RESEARCH COMPONENT ON THE EFFECTIVENESS OF A RELATIONSHIP SKILLS TRAINING PROGRAM

Presented to

The Faculty of Graduate Studies

Memorial University of Newfoundland

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

Department of Educational Psychology

by

Ronald Lehr

©

March, 1981

ARSTRACT

This report outlines an internship undertaken in Harlow, England from April 27, 1980 to July 17, 1980. The purpose of this internship was to provide, under supervised conditions, an opportunity for the intern to practice and refine counselling skills already acquired and to expose him to a different culture so as to gain a more global understanding of the role of the school counsellor.

During the internship, the intern was provided with opportunities to: compare guidance services in the Harlow area with those available in Newfoundland; examine community services available in Harlow, in the area of counselling, education, and social welfare; improve on skills as a group leader and facilitator; perform individual counselling with children from different cultural backgrounds; study the services and facilities available for the mentally handicapped; broaden knowledge in the area of Special Education; develop the ability to collect, analyze and interpret data; and, to report the results of a research study.

The purpose of the research component of the internship was to see if teacher interns' ability to relate interpersonally would improve after exposure to the Relationship Skills Training Program (Weissberg et al., 1978). At the end of the program, responses on the Social Avoidance and Distress Scale (Watson and Friend, 1969) showed no significant

reduction in anxiety associated with interpersonal anxiety. On the Fear of Negative Evaluation Scale (Watson and Friend, 1969) and the Interpersonal Relationship Rating Scale (Hipple, 1972), subjects showed significant decreases in fear of negative evaluation by others and a significant increase in personal growth.

A series of recommendations for improvement of the internship experience and for applying the results of the research study are also presented.

ACKNOWLEDGEMENTS

It was by the hard work and dedication of Dr. Norm Garlie that the internship setting in Harlow became available. Without him laying the groundwork and preparing the interns for Harlow, this internship would not have been possible. For this, but most importantly, for his continous support and encouragement, I would sincerely like to say, "Thanks Norm." Special thanks also go out to Mr. James Bond and Mr. Sean Clark, field supervisors in Harlow. Their devotion to their profession and their respect of children, made the internship a truly valuable experience.

In addition, I would like to thank Dr. Les Karagainis whose support and friendship in Harlow contributed greatly to the success of the internship experience. Also, I would like to thank the following for their help in contributing to the success of this internship, as well as for their kind hospitality: Mr. Malcolm Fidgeon, Headmaster at Brays Grove Comprehensive School; Anne Bannister, teacher at Brays Grove Comprehensive School; Robin Harcourt and David Briggs, heads of middle and lower school at Brays Grove Comprehensive School.

Finally, I would like to thank my wife for her understanding, encouragement, and tolerance during the whole experience, and my two sons for tolerating my long absences.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	OBJECTIVES OF THE INTERNSHIP	1
	STRUCTURE AND ADMINISTRATION OF THE INTERNSHIP PROGRAM	6
	Setting	6
	Selection	10
	Supervision and Evaluation	10
	OUTLINE OF FINAL REPORT OF THE INTERNSHIP	11
II	ANALYSIS OF THE OBJECTIVES	13
	INTRODUCTION	13
	COMPARISON OF COUNSELLING SERVICES IN ENGLAND AND NEWFOUNDLAND	13
	COMMUNITY SERVICES IN HARLOW	19
	GROUP COUNSELLING	24
	SELECTED READINGS	27
	INDIVIDUAL COUNSELLING	28
	SPECIAL EDUCATION PROGRAM	30
	SPECIAL TOPICS COURSE	35
	APPLIED RESEARCH STUDY	37
	SUMMARY	38
III	THE RESEARCH COMPONENT: A RELATIONSHIP SKILLS TRAINING PROGRAM	39
	THE PROBLEM	39
	REVIEW OF RELATED LITERATURE	40
	Group Approach *Versus* Individual Approach	41
	Social Skills Deficit	43
	Social Skills Training plus Cognitive Restructuring	46
	Practice Dating *Versus* Social Skills Training	49
	Systematic Homework	52
	Summary	53
	METHODOLOGY	54
	Instrumentation	54
	Sample	62
	Procedure	62
	LIMITATIONS OF THE STUDY	65
	ANALYSIS OF RESULTS	66
	DISCUSSION	70
	SUMMARY	74
IV	SUMMARY AND CONCLUSIONS	75
	SUMMARY OF THE INTERNSHIP	75
	A PERSONAL COMMENT	77

Page

BIBLIOGRAPHY 80

APPENDICES 85

APPENDIX A (SOCIAL STUDIES SYLLABUS) 86
APPENDIX B (DIRECTORY OF WELFARE ORGANIZATIONS IN HARLOW) 101
APPENDIX C (EXERCISES OBTAINED FROM BROOKLANDS) 104
APPENDIX D (POST EXAM COURSE) 119
APPENDIX E (RESEARCH INSTRUMENTS) 127
APPENDIX F (CORRESPONDENCE) 135
APPENDIX G (AN INTRODUCTION TO BRAYS GROVE) 139
APPENDIX H (MATERIALS USED IN THE RELATIONSHIP SKILLS TRAINING PROGRAM) 161

CHAPTER I

INTRODUCTION

"The rationale underlying any internship is that academic training is best utilized if it can be applied to practical situations under supervised conditions" (Warren, 1977). Therefore, it is the contention of this intern that the prospective counsellor should have an opportunity to evaluate and apply concepts as well as gain understanding and skills in circumstances that will enable him to gain a more global understanding of the role of the school counsellor. As the intern learns, through working with people from different walks of life, the true meaning of guidance and counselling comes to life.

I. OBJECTIVES OF THE INTERNSHIP

To further acquaint the intern with recent developments in guidance and counselling, and to help develop his potential as a guidance counsellor, the following objectives and activities have been formulated:

1. <u>General Objective</u>

   To develop a more comprehensive overview of counselling by becoming aware of any differences which exist between the counselling and educational

programs in Newfoundland schools and those in England.

Activities

1. A minimum of two field trips to different counselling programs in the schools and the communities in the Harlow area.
2. A minimum of five observation sessions with the field supervisor in the school placement setting.
3. Formal and informal discussions with the counsellor in the region on the role of counsellors in Harlow schools.
4. A minimum of four observations of teachers in various classroom settings.

2. General Objective

To develop an awareness of community services in the area of counselling, education, and social welfare in England, with Harlow, Essex as the major focal point for these experiences.

Activities

1. To hold a minimum of one consultation with at least three different community referral people (for example, social workers and health officers) as to how they function in relation to the school.
2. To become familiar with the literature on community services in Harlow.

3. To visit and observe a minimum of two community service centers (such as Social Services, Careers Office, and the Youth Center).

3. General Objective

To become aware of and to gain experience in counselling and guidance programs in Harlow not previously experienced by the intern.

Activities

1. To co-lead and/or observe any groups that the field supervisor may have underway.
2. To develop and institute in the school placement setting, a program suggested by the field supervisor.

4. General Objective

To become aware of the more current theories and techniques of counselling by reading selectively in this area.

Activities

1. To read a minimum of one current book in the counselling field.
2. To read a minimum of five current articles on counselling theory and counselling techniques.

5. General Objective

To become involved in and gain expertise in group and individual counselling with an emphasis on

improving professional skills already acquired by the intern and shaping a personal approach for counselling students.

Activities

1. Counsel a minimum of three students for a minimum of five sessions each.
2. Counsel a minimum of eight different students on a short term basis.
3. Counsel a group of students for a minimum of five sessions.
4. Read a minimum of two articles on group counselling.

6. General Objective

To participate in as many activities as possible in the Harlow Special Education program as a way of broadening knowledge and skills in that area.

Activities

1. Discuss with the Special Education interns the differences in the program in Harlow from that in Newfoundland.
2. Visit a minimum of two special schools or special classes to observe and/or take part in the ongoing activities.
3. To participate in as many field trips offered to the Special Education interns as possible.

7. General Objective

To take a special topics course in Special Education while in Harlow, as part of the intern's course requirements for the degree of Master of Education.

Activities

1. To develop and conduct a two-hour seminar, on the topic of sexuality and the mentally handicapped, for the Special Education interns in Harlow.
2. Read a minimum of three articles dealing with Special Education.
3. Attend lectures and meet the requirements of the course.

8. General Objective

To conduct an applied research study as part of the internship, thus developing the ability to collect, analyze, and interpret data, and to report results.

Activities

1. Conduct a Relationship Skills Training group with teacher interns for a minimum of eight sessions.
2. Collect data from the interns on three scales: The Social Avoidance and Distress Scale (Watson and Friend, 1969); Fear of Negative Evaluation

Scale (Watson and Friend, 1969); Interpersonal Relationship Rating Scale (Hipple, 1972).

3. Review the literature on social skills training.
4. Analyze and report the results of the study.

II. STRUCTURE AND ADMINISTRATION OF THE INTERNSHIP PROGRAM

Setting

In the statement of "The Internship Program" distributed by the Department of Educational Psychology (1976), the following factors were outlined as being important in the selection of the internship setting:

1) The quality of professional supervision.
2) The quality of learning opportunity and experience.
3) The relevancy to, and usefulness of, such experience in the actual setting in which the trainee expects to work.
4) The availability of time for full-time involvement of the intern for a minimum of thirteen consecutive weeks.
5) The availability of a qualified field supervisor on site.
6) Ready access to the university supervisor.

(p. 3)

The intern, in consultation with appropriate university personnel and based upon the recommendation of the Department of Educational Psychology, concluded that the Harlow, England setting would most benefit the intern in terms of the objectives listed above. Since the intern's long range goals centered on working with adolescents of high school age, it was agreed that two days per week would

be spent at Brays Grove Comprehensive School (The equivalent in Newfoundland would be a school which would accomodate grade six to grade 12 and would generally have a population of more than one thousand). Another two days per week would be spent at The West Essex Secondary Tutorial Unit. A description of the community and the two placement settings follows.

> Harlow, set on the western border of Essex, 23 miles north east of London, was designated as a new town in 1947. At that time, the population was about 4,500. It has now grown to a population of greater than 80,000.
>
> Harlow is a planned town, based on the neighbourhood concept. At the heart of each group of neighbourhoods is a shopping centre - The Stow, Bush Fair, Staple Tye, with The High, the principal shopping area for the town, also serving the nearby neighbourhoods of Little Pardon and Hare Street. Within the neighbourhoods are small groups of 'round-the-corner' shops, easily reached from each dwelling, usually associated with a primary school, a public house, a church and a residents' common room (a meeting room used for a wide variety of social purposes).
>
> There are two main industrial estates in Harlow, Temple Fields on the north side of the town flanking the railway, and Pinnacles on the west side. Smaller industrial estates are associated with the main shopping areas, while The High also contains offices, large and small, providing all the usual services required for a town of this size, and accomodating major commercial firms.
>
> The bulk of Harlow's health service is provided from eight Group Practice and Clinic Centres, housing doctors, dentists, and County Council welfare clinics. Child guidance and other specialized health services are available from Chadwick House and Galen House, Fourth Avenue. The modern Princess Alexandra Hospital with 430 beds is situated near The High on Hamstel Road. Industrial health needs are covered by the Harlow Industrial Health Service.
>
> In Harlow, there are eight modern, well-equipped comprehensive schools, strategically situated to serve all parts of the town, while the large number of infant and junior schools ensure that every child is within easy walking distance of school. The Technical

> College in The High provides further and adult education with a wide-ranging curriculum, and adult classes are held in four of the comprehensive schools and at the Adult Education Centre at Rivermill.
>
> (Harlow Handbook, 1980)

Brays Grove School, located on Tracyes Road in Harlow was used as a half time placement for the intern. The school was opened in 1957. At present it is able to accomodate eight forms (grades) of entry with total provision for 1290 pupils. The school is well equipped and has excellent facilities and accomodation including extensive playing fields; gymnasium; sports hall; swimming pool; two libraries; four arts and crafts rooms; six science laboratories and a lecture room; engineering and handicraft shops; two geography rooms; two history rooms; two music rooms; a sixth form (equivalent of grade 11 and 12) area including common room and coffee bar; senior and junior assembly halls and dining halls; three well equipped domestic science rooms; and, a remedial unit.

The counselling and discipline in the school is based on a form tutorial system. Basically, this means classroom teachers are attached to the same class for as long as possible. If a teacher is teaching grade six (first form), the school tries to keep this teacher with this group of pupils until they graduate from high school. These teachers are expected to act as tutor, mentor and friend and to provide the central point for the small group within the larger unit of the school.

Form teachers liaise with and are guided by the

three senior teachers who are each responsible for the counselling and discipline of two 'years'. The Head of Lower School is responsible for years one and two, the equivalent of grade six and seven. The Head of Middle School is responsible for years three and four, the equivalent of grades eight and nine. The Head of Upper School is responsible for years 5 and 6, the equivalent of grades ten, eleven, and twelve, since sixth formers can attend for two years.

Since there is no school guidance counsellor at Brays Grove, the intern was placed under the guidance of Mr. James Bond, Head of Upper School. Mr. Bond is responsible for discipline, organization, and counselling of students in fifth and sixth forms; fifth and sixth form parents' meetings; and, organization of sixth form social evenings and society meetings. All parental interviews regarding fifth and sixth form students, references for school leavers, and maintaining close liaison with careers officers on careers advice, are also the responsibility of Mr. Bond.

The intern's second placement was at the West Essex Secondary Tutorial Unit with Mr. Sean Clark. The Secondary Tutorial Unit is established in West Essex, which includes Loughton, Chigwell, Ongar, Waltham Abbey, and Harlow within its boundaries. The unit caters for up to twenty pupils (ages 12-15) who are displaying symptoms of emotional disturbance and/or behavioural problems such that they may be

expected, by the time they are in the fourth and/or fifth years, to be of significant concern. The unit, which has only been in existence for the last two years, is intended to be a therapeutic unit to help to prevent and to alleviate behavior which could be disruptive for the individual and for the institution. The unit is remediation oriented and is not regarded or used for punishment of misconduct which occurred in the normal school situation.

Two major terms of reference of the unit are socialization leading to behavioral modification and the maintenance of academic standards. Since successful reintegration is a major objective, the unit tries to resemble a large school. Behaviour modification is attempted through the school curriculum within the classroom.

Selection

Based on the requirements of the Department of Educational Psychology, this internship extended over a twelve week period, beginning April 27, 1980 and ending July 17, 1980. These dates coincide with the duration of the school term in Harlow.

Supervision and Evaluation

Supervision of the internship was accomplished by scheduling conferences and observations at regular intervals. During the conferences, problem areas were discussed, progress assessed and evaluated, and, in general, ideas shared. The

following schedule of supervisory conferences was followed:

1) Weekly pre-planning meetings, prior to leaving Newfoundland, to prepare the intern for his setting.
2) Daily meetings with the field supervisors in the school settings.
3) Intense meetings during the first three weeks of the internship with the University supervisor and bi-weekly meetings with the secondary University supervisor for the remainder of the term in Harlow.
4) Two evaluation meetings with both the University supervisor and the field supervisor.
5) A follow-up meeting in Newfoundland, following the internship.
6) Midterm and final reports were compiled by the supervisors and put on file with the Department of Educational Psychology.

III. OUTLINE OF FINAL REPORT OF THE INTERNSHIP

The final report of the internship is organized into four chapters. Chapter I outlined the objectives of the internship and its structure and administration. Chapter II contains a description of the activities carried out by the intern in Harlow during the internship, in accordance with the objectives and goals. Chapter III includes a statement of the problem, a review of the related literature, the

methodology used, limitations of the study, and results of the research. Chapter IV includes a summary, the conclusions, and the recommendations.

CHAPTER II

ANALYSIS OF THE OBJECTIVES

INTRODUCTION

Before commencing the internship in Harlow, the intern outlined, tentatively, a list of objectives which he had hoped to accomplish while at Brays Grove Comprehensive School and The West Essex Secondary Tutorial Unit. Once the nature of the internship setting was fully understood, slight revisions were made in some of the original objectives. During the course of the internship, all of the objectives, as revised, were achieved. This chapter contains a description of how each objective was achieved.

Below, each general objective is restated and information is presented as to how that objective was met.

General Objective I

To develop a more comprehensive overview of counselling by becoming aware of any differences which exist between the counselling and educational programs in Newfoundland schools and those in England.

1. Activity

To take part in a minimum of two field trips to different counselling programs in the schools and communities

in the Harlow area.

One counselling program the intern had the opportunity to visit was the Harlow Careers Office. While there, the intern met with the senior counsellor, Mr. Pruden, who provided background information concerning the careers office and the services they provide.

The main functions of the Careers Office are:

(a) To work with careers and guidance teachers in schools and colleges. They in turn help provide young people and their parents with information on educational, employment, and training opportunities.

(b) To give continuing vocational guidance to pupils and students in their later years at school or college, and to help them reach informed and realistic decisions about their careers.

(c) To offer help and advice to young people on problems connected with adjustment to their employment.

Pupils have individual interviews with careers officers to discuss areas such as vocational training, higher education and future careers. Parents are invited to be present. Pupils are generally asked to complete a questionnaire covering their interests and ambitions and parents may be consulted.

A second counselling program visited was at the

King Harold Comprehensive School. The intern met with two house heads who were responsible for counselling services at the school. One of the teachers was a trained counsellor who was still working as a teacher because of financial restraints which have limited the hiring of a full-time counsellor.

There are 1,300 pupils attending King Harold Comprehensive School. The two heads and the interns compared Newfoundland and Britain's school counsellor training and common problem areas such as professional jealousies, confidentiality, and role definition. Many similarities existed especially in terms of problems faced by school counsellors. This was apparent in areas such as the amount of time made available for counselling as related to the number of students; time allocated to personal counselling; and, dependency on the Child Psychologist to obtain psychological services. They felt, to date, little had been accomplished compared to what really needed to be done.

2. Activity

To observe a minimum of five counselling sessions conducted by the counsellor in the school placement.

In the twelve week period, the intern observed his field supervisors counselling students many times. Although neither was a school counsellor per se, both were in positions requiring the expertise of a guidance counsellor. Both Mr. Bond and Mr. Clark had that expertise, despite their

obviously different approaches.

At Brays Grove Comprehensive, Mr. Bond is Head of Upper School. He is responsible for counselling and disciplinary problems. Mr. Robin Harcourt, Head of Middle School, is also in a similar position. Because of Mr. Harcourt's firm approach, he handled most disciplinary cases. Mr. Bond's approach seemed to more closely follow a non-directive counselling model and, therefore, he dealt with most potential counsellees.

Mr. Sean Clark's approach to counselling was very different from that of Mr. Bond's. His approach was a combination of behavior modification and reality therapy. He also taught social skills to students in the unit and felt children had to learn how to cope in the "real" world and be responsible for their own actions.

Although the intern's approach to counselling falls more in line with that of Mr. Bond's, he duly respects Mr. Clark's approach. The intern felt that the nature of the job and the nature of the child required Mr. Clark to be firm and to employ this approach. Students leaving the tutorial unit and returning to their larger schools appeared to be much better equipped to cope with conflicts that arose in their schools. The success rate, usually measured by the number of students who are able to continue on at the comprehensive schools, was high.

3. Activity

To hold formal discussions with the counsellor on the role of the counsellors in Harlow schools.

Because there were no school guidance counsellors in the Harlow schools, it was important to gain an overall picture of how counselling was provided. Some schools, Brays Grove for example, release a member of staff from some of his teaching duties in order to career counsel. Most of the career work, however, is done by outside agencies that periodically come into the schools to see students who are planning to leave. Pastoral care (the general well being of the student) is done by form teachers. If there are problems, the form teachers refer the pupils to the appropriate Head of school for counselling.

From a guidance perspective, the following is a list of duties that form teachers perform as outlined in a report by the Essex Education Committee for Brays Grove Comprehensive School, 1978.

1. To look after the pupils as whole persons and know about all aspects of his/her life, in school, at home, and in the community.
2. Moniter the progress of each pupil and take initiative when progress is abnormal.
3. Give educational and vocational guidance in close consultation with professional help and expertise that might be available.
4. Record attendance of members of their group and act where absence or punctuality give cause for concern.
5. Take a leading part in interpreting school policy and philosophy to pupils and feed back ideas from them.
6. Be sensitive to stresses and strains of individuals.
7. Be an important link (first line relationship)

between parents and school.

8. Aim to transmit the highest personal and group standards of appearance, behavior, and attitudes emphasizing strongly the need for "concern for others."

(p. 8)

Unlike teachers in England, teachers in Newfoundland do not stay with the same class as they progress from one year to the next. As a consequence, Newfoundland teachers usually do not offer the same personal services to their students as do teachers in England. In Newfoundland, guidance counsellors are in a position to do educational, vocational and personal guidance with students. In England, form teachers fulfill this role to some extent. It is the opinion of the intern that a guidance counsellor, combined with the form teacher concept, would be an ideal to seek in Newfoundland.

4. Activity

To observe teachers in various classroom settings.

The intern observed five classes while in Harlow. Two of these were in Social Studies, two were in Mathematics, and one was an English class. The two Social Studies classes were observed at Brays Grove Comprehensive School while the other three were observed at the Secondary Tutorial Unit. The intern found, basically, no differences between the instructional approaches of teachers in Harlow and those in Newfoundland. The curriculum, however, was different. For example, in Social Studies, the fourth

formers (approximately grade 9) spent a great deal of time learning about their own country. The syllabus for the Social Studies program (Appendix A) was different from the one in Newfoundland. While there is a great deal of flexibility in terms of the subject matter of the curriculum, within British schools, there are, however, Regional Examination Boards which maintain standards.

General Objective II

To develop an awareness of community services in the area of counselling; education; and, social welfare in England, with Harlow, Essex as the major focal point.

1. Activity

To hold a minimum of one consultation with at least three different community referral people as to how they function in relation to the school.

Periodically, throughout the course of the internship, Mr. Bond arranged for the intern to meet with different resource people and agencies. On June 3, 1980, the intern and Mr. Bond met with June Jeffreys, a Probation Officer. The meeting was set up to discuss the case of a boy who was in Mr. Bond's form and who was on probation for possession of drugs. In addition to discussing this one particular case, the general problem of drugs in Harlow was talked about.

According to June Jeffreys, drug abuse is very much of a problem in the Harlow area, especially glue sniffing. Her job is to make preliminary reports to the magistrates before people go on trial. These reports are not used by solicitors as evidence against a client but may be used in the client's defense. Client reports are compiled by client interview, school teacher interview, parent interview and home visits. It is the job of the probation officers to keep juveniles from going to prison, especially if their crimes were related to destruction of property. If the crimes were assault related, then usually few recommendations for leniency were given.

On June 17, Mr. Bond and the intern met with a police officer from the Community Services Branch (CSB). On this particular occasion the officer was consulting with different staff members about a particular pupil who was being considered for court appearance. Part of their job is to gather information on juveniles from the school, the home, and the community. With the information gathered, a decision would be made as to whether the juvenile would appear in court or appear in front of the police for a warning. Because of the similarities in roles of the CSB officers and the probation officers, close contact is maintained to ensure clients are treated fairly.

On the prevention side, CSB officers go into all schools in the Harlow area, on a regular basis. They show films and filmstrips and lead discussions on topics of

interest to the students. These topics range from shop lifting and street safety to illegal use of drugs and armed robbery. The CSB are also called in by the schools to give lectures and lead discussions in particular areas of concern expressed by the school.

A third resource used by the comprehensive schools, in the Harlow area, was the Harlow Careers Office. This visit was described above. The visit to the Careers office was very valuable. This resource is vital to the comprehensive schools since most large schools do not have the full time services of a guidance counsellor.

2. Activity

To become familiar with the literature on community services in Harlow.

One piece of literature which the intern acquired was the Directory of Welfare Organizations in Harlow, published by the Harlow Council, Community Services Department, Harlow, Essex, April, 1980 (Appendix B). This directory is intended for use by staff, in welfare organizations in Harlow, as a checklist and a guide to other organizations in the town. In particular, it aims to identity the kinds of people which each agency can help, and the nature of the help available; to give information about how and where each agency can be contacted; and, to list this information in such a way as to enable staff to find the service they require quickly as the need arises.

The organizations listed all have a welfare function - this means facilities which are purely educational or recreational are not included. Agencies with very obvious functions (e.g. doctors, hospitals) are also omitted, though specialized sections may be mentioned separately.

Another piece of literature on community services read by the intern was: Harlow Handbook, published by The Harlow Development Corporation, Harlow, 1976.

Following is a list of the topics covered in the Harlow Handbook:

1. The Arts
2. Bingo
3. Cinema
4. Community Associations
5. Dancing
6. Education
7. Emergency Services
8. Golf
9. Harlow Development Corporation
10. Harlow Council
11. Health
12. Libraries
13. Men's Organizations
14. Old People's Clubs
15. Political Organizations
16. Religious Organizations
17. Shopping Facilities
18. Sport and Recreation
19. Sport Centre
20. Statutory Organizations
21. Swimming Pool
22. Trade and Professional Organizations
23. Transport
24. Voluntary Organizations (General)
25. Welfare Organizations
26. Women's Organizations
27. Youth Organizations

(pp. 1-2)

It is obvious from the above list, the Harlow Handbook

covers a very wide range of topics, one of which is welfare organizations. The intern found the Directory of Welfare Organizations in Harlow to have much greater detail than the Harlow Handbook but both are excellent sources of information about community services in Harlow.

3. Activity

To visit and observe a minimum of two community service centers.

One community service center visited by the intern was the probation office. While there, the intern talked with Mrs. June Jeffreys. The function of the probation office was discussed in a previous section.

Another community based service visited was Bentham House. The intern talked with Mr. Tony Allison, Educational Psychologist for the Harlow and Loughton area. Mr. Allison works with children who are referred to him from this geographical area. He does psychological assessments of all children referred, recommends therapy and appropriate placement, and works individually with a lot of the children. Mr. Allison's energy is spread over a very large area and the intern feels a much more complete job could be done if more Educational Psychologists were hired.

Also located in Bentham House was the Harlow Council for Voluntary Services. The intern met with the director, Kay Lambert, and discussed the different types of services provided. Some of the twenty different types of services

included:

(a) Voluntary Warden Scheme for the elderly;

(b) Day centers for the elderly and housebound;

(c) Working with battered wives;

(d) Swimming for the disabled;

(e) Adult literary project;

(f) Shopping for the disabled;

(g) Minibus;

(h) Family Guidance Unit;

(i) Charity shop.

The services are totally voluntary with the exception of the directors and the skeleton staff required to provide co-ordination and transportation.

General Objective III

To become aware of and to gain experience in counselling and guidance programs in Harlow, not previously experienced by the intern.

1. Activity

To co-lead and/or observe any groups that the field supervisor may have underway.

Upon arrival at Brays Grove Comprehensive, the intern learned he could attend a special program with his field supervisor. One week was spent with a fourth form class attending a residential institution which offered different programs to several age groups.

The residential setting is called Brooklands. It is a large Georgian country house standing in sixteen acres of grounds. It is used for school courses in human relationships for pupils age thirteen to eighteen. They try to provide opportunities for young people to come together to explore relationships and find what helps or hinders personal development. The programme consists of simulations, projects and group discussions in an informal atmosphere.

One of the projects carried out by Mr. Bond's group at Brooklands was a slide-tape presentation. The larger group was subdivided into five groups. Each group met and discussed the topic they would like to cover. They outlined a story and, with the aid of a camera, took pictures to portray the story. The film was developed and the group met again to arrange music and voice to accompany the slide presentation. Once completed, the smaller groups presented their creation to the larger group. In Appendix C are copies of several other activities the intern observed and took active part in while at Brooklands.

Another group the intern observed and was involved with was called the Post Exam Course. This course was offered by Brays Grove Comprehensive to students who had finished their fifth form courses and who were now going on to sixth form or further education such as college. This course was designed to make the best use of the last three weeks in the term. It included personal, general, community, and leisure activities. The first two weeks of the course

consisted mainly of: talks by outside speakers; films; discussions; and, simulation games. During the last week, a variety of visits to local and distant places of interest were arranged.

The intern found this course to be very worthwhile. It prepared the fifth formers for sixth form and provided an opportunity for them to see themselves, their classmates, and their teachers in a different perspective. Overall, this was a very positive experience for the intern. (Appendix D includes some of the activities of the Post Exam Course.)

2. Activity

To develop and institute, in the school placement setting, a program suggested by the field supervisor.

Initially, the intern had intended to lead a group of high school students in a relationship skills program as the applied research component part of his internship. The intern decided the student teacher population better suited the particular program being offered. The field supervisor still felt, however, that the intern should offer a relationship skills program to a group of fourth form pupils. These pupils had been previously identified as being socially shy and withdrawn. The intern agreed and offered basically the same program given to the student teacher sample except for deletion of several parts which were deemed unsuitable for the pupils.

A full description of this program will be given under general objective VIII.

General Objective IV

To become more aware of current theories and techniques of counselling by reading selectively in this field.

Activities

The intern felt that in order for any internship placement to be beneficial, it was necessary to become more aware of the different theories and techniques of counselling available. To learn more about one currently known theorist, the intern read the following book:

Ellis, A. and Harper, R. A New Guide to Rational Living. North Hollywood, California. Wilshire Book Co., 1976.

In addition to the above book, the intern read the following books and articles:

Books

Benjamin, A. The Helping Interview. Boston, Houghton Mifflin Co., 1969.

Bettelheim, B. The Informed Heart. New York, N.Y., Avon Books, 1960.

Maslow, A.H. The Further Reaches of Human Nature. New York, N.Y., Penguin Books, 1971.

Articles

Bednar, R.L., Melnick, J. and Kaul, T.F. Risk, responsibility, and structure; ingredients for a conceptual framework for initiating group therapy. Journal of Counselling Psychology, 1974, 21, 31-37.

Dinkmeyer, D. Consulting: A strategy for change. The School Counsellor. 1973, 23, 52-55.

Francis, M. Disruptive units - labelling a new generation. Where to find out more about Education. May 1980, No. 158, 12-19.

Gilbert, U.K. Counselling in British Comprehensive Schools. School Guidance Worker. 1975, 30(6), 29-33.

McGovern, T.V.; Timsley, D.J.; Liss-Levenson, N.; Laventure, R.O. and Britton, G. Assertion training for job interviews. The Counseling Psychologist. 1975, 5(4), 65-67.

General Objective V

To become involved in and gain further expertise in group and individual counselling with an emphasis on improving professional skills already acquired by the intern as well as shaping a personal approach to counselling.

Activities

While at Brays Grove the intern led a group of high school students in a relationship skills program. (This program was described earlier and will be expanded upon in Chapter 3). The intern read two journal articles which helped him a great deal in understanding the dynamics of leading this type of group. The articles read were:

Lindsay, W.R. and Symons, T.S. A programme for teaching social skills to socially inept adolescents: description and evaluation. Journal of Adolescence. 2(3), September 1979, 215-229.

Pease, J.J. Social skills training group for early adolescents. Journal of Adolescence. 2(3), September 1979, 229-239.

The intern felt, by leading this particular group, his skills as a group facilitator were greatly enhanced.

While at Brays Grove, the intern did not do as much individual counselling as planned. In discussing this with the field supervisor, the intern understood his position. The most important reason for lower involvement was that the intern was there for only two days a week. Therefore, he could not really do justice to any required long term counselling. Secondly, even with short term counselling, clients were not always available on the days the intern was present and it was not possible to postpone their concerns until the intern's arrival. It should be remembered the field supervisor was Head of Upper School, not school counsellor; therefore, there was not a steady stream of clients coming to the office.

There was opportunity for much more experience in individual counselling at the West Essex Secondary Tutorial Unit. A detailed case description of each client is unnecessary. However, a general comment about the clients counselled would be beneficial. At the Secondary Tutorial Unit, all pupils were there because they would not conform to the rules of the bigger comprehensive schools. They

were, in fact, behavior problems. Temper tantrums, swearing, and fighting were not uncommon behaviors for these children. The purpose of the Unit, and the counselling, was to find out "why" the children did not conform to school rules, and to try and teach them how to "cope" in the bigger school. The intern felt these clients were challenges to him professionally. It became evident at this setting that past experience and training played a very important part in dealing with these "disruptive" children. A great deal was learned at this setting with respect to improving professional skills. Furthermore, this setting had a major impact on shaping a personal approach to counselling.

General Objective VI

To participate in as many activities as possible in the Harlow Special Education program as a way of broadening knowledge and skills.

1. Activity

Discuss with the Special Education interns the differences in the program in Harlow with that in Newfoundland.

The intern was fortunate to have had the opportunity to be involved in a formal class discussion on the differences in the Special Education program in Harlow with that in Newfoundland. The participants included Dr. Les Karagianis, Lawrence Ryan, a fellow graduate intern, the writer, and

eleven Special Education interns. In addition to this, the intern had a formal meeting with Pam Mollins, a Special Education intern, who gave her impressions of the differences which existed in the two programs. The following paragraphs are a summary of some of the things discussed.

It seemed to be the general concensus that the British school system was more established than the Newfoundland school system. There are many more schools and facilities available for children who have difficulty coping in the regular school. There are schools for the mildly handicapped, seriously handicapped, blind, deaf, and children with behavioral problems. Newfoundland and even Canada have not yet developed such a network of special schools, although they do have a few residential schools, as well as schools for the blind and the deaf.

In Britain, the over-riding viewpoint seems to be that education in social skills is more important than education in the academics. In addition to social skills, a great deal of emphasis is placed upon games, physical education, swimming, horse-back riding, sailing, house craft, and pottery.

The classroom also promotes interaction and socialization among the children. Pupils are not assigned any particular seat but are encouraged to sit next to different people. Camping is another means whereby children develop closer relationships with their classmates. All of these activities are supported by school funds. Money is spent

liberally for all sorts of planned excursions.

In comparison, Newfoundland schools do not seem to put as strong an emphasis on socialization, especially for the mildly handicapped. Academics seems to be very much more of a priority than social skills. The Special Education interns were divided on the issue of which was better for the Special Education child, academics or social skills. Many felt, on a continuum, a happy medium should be the goal.

In most British Special Schools, the staff consists of welfare assistants, a headmaster, a deputy head, teachers, and a visiting speech therapist. The schools, also, have access to educational psychologists, social workers and doctors or nurses. Teachers, therefore, are provided with a considerable amount of knowledge concerning their students. In Newfoundland, such professionals are not as numerous, however, in recent years there seems to be a trend toward hiring more people to work with the handicapped. This is seen in the current hiring of more learning centre teachers, speech therapists, and educational therapists.

A couple of interns felt the teacher-pupil ratio in British schools was too large and, as a result, when time became available for academics, the children were unable to get as much out of a class as they would if the group was smaller. The interns felt the range of abilities in the groups or classrooms was so great that it was impossible to expect the teacher to be able to facilitate the development of all the children. In Newfoundland,

however, where more stress is placed on academics, groups are smaller and teachers are more able to help the individual work to his potential.

2. Activity

To visit a minimum of two special schools or special classes to observe and/or take part in ongoing activities.

One special school that the intern visited was the Leywood Adult Training Center, Braintree, Essex. The Leywood Center accomodates mentally handicapped persons from sixteen to fifty years of age. Entrance into the Center is by referral of a social worker. The schools make suggestions to the social worker but it is she who ultimately refers.

The Leywood Center is not residential. Most trainees come by bus each day and return home in the evening. The trainees live in group-homes, hostels, or home situations. There are three group-homes in the area, two of which are independently operated and function as family units with little support from the social worker.

The intern felt the program offered at Leywood was maximally suited to the trainees at the school. Academically, there was only one classroom serving the whole center. Here the trainees were taught basic concepts related to time, pre-reading skills, money and writing. In all, there were approximately forty people involved in pre-reading skills and thirty people involved in writing skills.

In addition to the academic side, the trainees were involved in craft-work, pottery, woodworking, and industrial work. Most items made were saleable. Of special importance was the industrial area. Here specific industrial work, contracted from local firms, was carried out. At the time of the intern's visit, the trainees were involved in assembling car jacks for a local firm.

The intern found the trip to the Leywood Center to be a very worthwhile experience. In addition, the intern found the trip to be very informative and enlightening with respect to how another country deals with the mentally handicapped.

The intern also visited St. Luke's School for the Educable Sub-normal, which was located in Loughton. The Head Mistress of the school discussed with Dr. Garlie and the four interns, the history and purpose of the school. According to her, there are 100 slow learners from ages seven to sixteen (IQ range 25-80). There are 30 severely mentally handicapped students and 10 in a special reception class (behavior problem children). Children attended because parents could not cope with the child's hysterical, irrational, or disruptive behavior. The intern toured the school spending time in each classroom.

In addition to the above mentioned visits, the intern, along with Dr. Garlie, fellow graduate interns, and Mr. Tony Allison, the Educational Psychologist, visited the Hereward Infant School in Loughton. This school catered to children

from pre-school age up to about age 8 or 9. Children who attended the school did so because they had been previously diagnosed as having emotional and/or adjustment problems. In talking with the Head Mistress the intern was given a very clear picture of situations that caused the "problems" encountered. The most obvious and recurring reason was the home environment. Most children came from one-parent families where the mother probably had a boyfriend living at home. The Head Mistress was not very pleased with some of these "unnecessary" home conditions.

All of the visits described gave the intern an opportunity to expand his knowledge of the educational system in and around Harlow. In addition, the intern was pleased to have been exposed to an educational program where positive steps were being made to help the "disadvantaged" child.

General Objective VII

To take a special topics course in Special Education while in Harlow, as part of the intern's course requirements for the degree of Master of Education.

1. Activity

To develop a two-hour seminar on the topic of sexuality and the handicapped to present to the undergraduate Special Education interns while in Harlow.

In fulfilling this objective, the intern became

increasingly aware of the many problems faced by educators when they try to begin a program of sex education for the mentally handicapped. They meet with resistance from the community, who generally feel that "what they don't know, won't hurt them." Many teachers feel incompetent to teach this topic and also feel the subject should not be taught. However, people like Sol Gordon, are avid advocates of sex education for all children, especially the mentally handicapped. It is because of work by people like him that this topic is beginning to get the coverage that it deserves as well as the converts that it so desperately needs.

2. Activity

To read a minimum of three articles dealing with Special Education.

Since the intern was taking a course in Special Education while in Harlow and because he had previously taught Special Education classes for a period of three years, the whole area of Special Education was of special concern. To gain a further understanding of this area, the intern read the following articles.

Larsen, S.C. The influence of teacher expectations on the school performance of handicapped children. Focus on Exceptional Children. 1975, 6 (8), 1-13.

Nesbit, W.C. and Karagianis, L.D. With the help of our friends: Training teachers of Exceptional Children. Essex Education. Spring 1980, 33 (3), 59.

Taylor, C.W. Who are the exceptionally creative? Exceptional Children, 1962, 28, 421-31.

General Objective VIII

To conduct an applied research study as part of the internship, thus developing the ability to collect, analyze and interpret data, and to report results.

The intern's description of this objective will be much more thorough in Chapter III. A brief description, of the program offered, will presently suffice.

In Harlow, the intern, with the help of Lawrence Ryan and David Cooper, offered a relationship skills program to a group of teacher interns. The program was developed for people who want to improve their social and relationship skills. It is a remedial program designed for people who are shy, who have difficulty in meeting others and establishing close personal relationships, who lack confidence in themselves, and/or are deficient in basic relationship skills.

The general goals of the program are: to teach basic relationship and social skills; to help participants feel more comfortable with people and with groups of people; and, to improve self-confidence.

The specific skills taught during the program include attending behavior, restating, giving feedback, initiating and ending conversations, continuing conversations, cues of approach and non-approach, cues of interest and disinterest in continuing conversations, handling silences, initiating social contacts, making requests, and giving and accepting compliments. The process used to teach these skills includes discussions, written handouts, role-playing, feedback, and

homework assignments.

In addition to the specific skills listed above, the program also emphasizes becoming aware of anxiety producing and self-defeating thoughts and worries, and subsequently developing more rational coping thoughts as substitutes.

SUMMARY

This chapter described how each of the activities under each general objective was achieved. The intern reached each objective by reading, observing, and performing various guidance functions. The experience gained by the intern cannot be summarized in one chapter of an internship report. As a result, this chapter touched only on specific experiences, whereas the value of the internship comes from the total experience of the three months in Harlow. At the end of this report, further comments concerning the value and effectiveness of the internship experience will be provided. The next chapter contains the findings of the research component, and includes a statement of the problem, a review of related literature, the methodology used, and limitations of the study.

CHAPTER III

THE RESEARCH COMPONENT:
A RELATIONSHIP SKILLS TRAINING PROGRAM

A growing trend at college and university counselling centers has been the development and implementation of innovative structured groups to meet the developmental needs of students (Drum and Knott, 1977). Since dating anxiety is a common complaint among college students (Martinson and Zerface, 1970), a number of programs have been developed in this area. A frequent problem among college students, related to dating anxiety, is a difficulty in meeting others and establishing close personal relationships (Zimbardo, 1977). People with such "relationship problems" are often also shy, anxious in interpersonal situations, and lacking in self confidence. The present Relationship Skills Training Program (Weissberg, et al., 1978) was designed to provide a structured alternative to traditional counselling services for individuals with these "relationship problems."

I. THE PROBLEM

The major purpose of this study was to determine whether or not the self confidence of teacher interns increased in social situations after they had taken the

Relationship Skills Training Program.

A review of the literature led to the following hypotheses:

1. Participation in the Relationship Skills Training program (Weissberg et al., 1978) would result in reduced anxiety associated with interpersonal situations.
2. Participation in the Relationship Skills Training program (Weissberg et al., 1978) would result in a reduced fear of negative evaluations.
3. Participation in the Relationship Skills Training program (Weissberg, et al., 1978) would result in increased personal growth as measured by the Interpersonal Relationship Rating Scale (Hipple, 1972).

II. REVIEW OF RELATED LITERATURE

Many university students express dissatisfaction with both the quantity and the quality of their social interactions (Martinson and Zerface, 1970). Despite the plight many students face, surprisingly little research or programming has been done in this important area. Furthermore, past investigation has suffered from a pronounced lack of agreement as to how social inhibition should be conceptualized. For example, Hokanson (1971) has argued

minimal daters are anxious individuals who avoid social interactions in order to avert social anxiety. Others (Hequist and Weinhold, 1970; MacDonald et al., 1975) have maintained minimal daters are primarily skill deficient during social encounters. Rehm and Marston (1968) have charged that social inhibition is produced by thoughts that take the form of negative self-evaluations. Still others (Pendleton, et al., 1976; Weissberg et al., 1978) view social inhibition as having all three components: anxiety, skill deficiency, and negative self-thoughts. The present study is based on a Relationship Skills Training Program (Weissberg et al., 1978) which incorporates all three components. The following review of the literature concentrates heavily on dating anxiety since most research on people with relationship problems has been done with minimal daters.

Group Approach Versus Individual Approach

Martinson and Zerface (1970) were the first investigators to examine the therapeutic effect of practice dating on subsequent dating behavior and comfort. They randomly assigned 24 male subjects to either a 5-week individual counselling program, a delayed treatment control, or a practice dating program. The practice dating program consisted of semistructured arranged interactions with female volunteers. All subjects included in this study had not dated in the previous month and had identified themselves

as fearful of dating situations. The practice dating program was reported as significantly more effective than either the counselling program or the control group in reducing a specific dating fear and significantly more effective than the delayed control in increasing dating frequency. No significant differences were found on a test of general manifest anxiety.

In support of treating socially anxious individuals in groups, Argyle et al. (1974) studied the technique of social skills training as it had been developed (a) with individuals, and (b) with small groups. The emphasis of this study was on the practical aspects of social skills training rather than on a systematic evaluation of its effects. They found advantages to group training as compared with individual training. Firstly, the group is a ready-made social situation in which participants undergoing training can practice on each other. It had the advantage of being 'real' rather than simulated, as individual sessions tend to be, and the chances of new social behavior generalizing to other social situations increased. Secondly, group training makes more economical use of the therapist's time. Thirdly, people tend to feel less intimidated in a group of people in a similar position to themselves. That is an important consideration in social skills training which is necessarily directive and personal in nature.

Social Skills Deficit

MacDonald et al. (1975) formulated minimal dating was the result of a social skills deficit. In accord with this formulation, two direct skill-training programs involving behavior rehearsal with and without extra session tasks were evaluated against attention placebo and waiting list controls. Subjects in this study were forty-eight college males.

The behavior rehearsal group practiced sequences covering a variety of situations ranging from smiling at a woman in class to discussing personal concerns with a woman while alone. Other issues were also discussed. For example, when to initiate a conversation; how to communicate interest to another person; how to judge a person's receptivity; where to go on dates; and, when to initiate physical contact. Most of these issues were also a part of the present study given in Harlow, England. Not included were some issues relating to dating such as when to initiate physical contact. The behavior rehearsal with assignments group had an identical condition but were given weekly extra-session task assignments involving progressively more demanding approaches to women.

The results of this study indicated direct skill training in a group can be an effective intervention technique for the modification of social dating skills. This provides support for the conceptualization of dating problems resulting from skills deficits.

Twentyman and McFall (1975) studied two hypotheses. They were: (1) shy subjects would report more subjective difficulty, perform less competently, and show greater autonomic arousal in test situations than a control group of confident, frequent dating subjects; and, (2) shy subjects given behavioral training in dating skills would show greater improvement in all three response systems than shy subjects receiving an assessment-only control treatment. Subjects were thirty-one undergraduate students who were identified as being shy. Results indicated that, for only three brief sessions of behavioral training, there was a significant improvement in the heterosexual performance of shy subjects. These results suggest behavioral training may be a potentially effective treatment approach to use with this target problem and population.

Curran and Gilbert (1975) compared the effectiveness of two behavioral techniques, (systematic desensitization and a skills training program), in reducing dating anxiety and in improving interpersonal skills. Subjects for the study were fifty undergraduate students who expressed an interest in the experiment and also indicated a of interpersonal anxiety.

The skills training program included: instructional presentation; discussion of skills; modeling via video-tape; behavioral rehearsal; group and videotape feedback; homework assignments; and, social reinforcements. Skills presented as segments of the program included: the giving and receiving

of compliments; feeling talk; listening skills; assertion; non-verbal methods of communication; techniques to handle periods of silence; training in planning and asking for dates; ways of enhancing physical attractiveness; and, approaches to physical intimacy problems. This group received skills training very similar to the skills training taught to the group in the present study. The other treatment group, however, consisted of a systematic desensitization program in which subject's responses to the items on the Situation Questionnaire were used to construct the hierarchy items presented during the counterconditioning phase of desensitization.

Both treatment groups demonstrated significant decreases on the anxiety indicators over testing occasions and did not differ from each other significantly. At follow-up, however, the skills training group was significantly lower on the anxiety indicators than was the systematic desensitization group.

In one study (Carstens, 1976), a comparison was made between two treatments for social anxiety and shyness. Ss were seventy-one undergraduate males who reported they had difficulty in social situations with women. In one group, a Gestalt therapy group, Ss participated in exercises designed to accentuate the polarity between approaching and avoiding women and improving awareness of the contact functions. In the behavior rehearsal group Ss participated in role plays of various dating behaviors

with the female participants and received structured feedback from them which focused primarily on non-verbal components of their performance.

The behavior rehearsal group was, generally, most effective in reducing self-report anxiety and produced significantly greater change than the control group. No significant difference was found between the behavior rehearsal group and the Gestalt therapy group.

Social Skills Training Plus Cognitive Restructuring

In addition to teaching Ss social skills, the present study also includes cognitive restructuring. Cognitive restructuring (Ellis and Harper, 1976; Meichenbaum, 1976; Weissberg et al., 1978) helps participants become aware of their anxiety producing, exaggerated, and self-defeating thoughts; how their thoughts result in avoidance, anxiety and ineffective behavior; and subsequently how to develop rational coping thoughts as substitutes. The following studies lend support to using both social skills training and cognitive restructuring in the treatment of socially anxious college students.

Novince (1977) studied the effectiveness of behavior rehearsal alone as compared to the effectiveness of combining cognitive restructuring with behavior rehearsal. He focused on modifying social inhibitions and anxiety which shy women experience when initiating heterosexual interactions. Ss were thirty-three undergraduate women who volunteered for

the study in order to overcome their feelings of anxiety and inhibition when initiating conversation with males. The training for the cognitive restructuring plus behavior rehearsal group differed from the behavior rehearsal group. Both groups practiced initiating conversations under simulated conditions. In addition, the cognitive restructuring group was given training in restructuring internal verbalizations and ideas that were self-defeating and anxiety engendering. Results indicated Ss in both experimental treatments were superior to the control Ss on a number of the self-report and behavioral measures. Although the combined treatment resulted in the largest absolute magnitude of improvement, when compared to the control group, there was minimal evidence of its superiority over the behavior rehearsal treatment.

Glass, Gottman, and Shumurak (1976) compared the effectiveness of a response acquisition approach, a cognitive self-statement modification approach, and a program combining both approaches in the treatment of girl-shy males. Because the combined treatment program was longer than the individual program, two control groups were added and labeled enhanced response acquisition and enhanced cognitive self-statement modification. The enhanced programs were extended versions of the individual programs and were equivalent in length to the combined program. The response acquisition program consisted of presentation, rehearsal, coaching and modeling. The cognitive self-statement modification program was based

on the Meichenbaum (1972) training model, which consists of learning to verbalize self talk, learning to recognize it as negative and leading to a self-fulfilling prophecy, and going ahead to produce positive adaptive behavior and self talk. The Glass et al. program consisted of the presentation of a coping model in a situation in which the model began with negative self-talk and switched to positive self-statements followed by self-reinforcement. All treatment programs were semiautomated and consisted of either three or four 60-minute individual sessions. Results of this study indicated subjects trained in cognitive self-statement modification showed significantly better performance in role-play situations for which they were not trained ($p < .05$), made significantly more phone-calls, and made a significantly better impression on the women than subjects in other groups. Glass et al. (1976), interestingly, reported the effects of the cognitive self-statements and response acquisition programs were not independent of the subjects' initial level of skill or experience in dating. Each program was maximally effective with those subjects who were less skilled and more anxious. The data also suggested men who never dated or almost never dated benefitted most from the combined approach, whereas more frequent daters benefitted most from the cognitive approach. This may suggest very low frequency daters possess both a negative cognitive-evaluative system and an inadequate social-behavioral repertoire and consequently need a combined cognitive restructuring and

response acquisition treatment program, whereas more frequent daters require only a cognitive restructuring program.

Hill (1977) compared two types of group programs for the treatment of social anxiety and dating. Subjects were volunteer college men and women who characterized themselves as socially anxious and wanting to date more frequently. Subjects were randomly assigned to (a) a waiting list control group, (b) Friendship Initiation and Development, a program which utilized modeling, coaching, and behavior rehearsal techniques to teach specific interpersonal skills, including initiating relationships, appropriate self-disclosure, and managing conflict and, (c) Anxiety Management Training, a program designed to teach a number of basic skills for coping with stress and anxiety including relaxation training exercises and the modification of irrational beliefs and negative self-talk. Results of this study indicated both treatment approaches were more effective than the no-treatment for decreasing social anxiety and increasing self-esteem. Both treatment groups improved to an equivalent degree on most of the dependent measures.

Practice Dating Versus Social Skills Training

Some authors (Royce, 1976; Arkowitz, 1975) have proposed that practiced dating interactions, as a treatment procedure for dating anxieties and inhibitions, is superior

to such behavioral treatment approaches as behavioral rehearsal for social skill training or systematic desensitization for anxiety reduction. This is due to poor generalization of treatment effects from the treatment situation to the target situations in the client's natural environment. Although the present study did not use practice dating, the following studies are presented to compare social skills training with an alternate approach to the treatment of social anxiety.

In one study, (Royce and Arkowitz, 1978), the problem of social anxiety and isolation in same-sex friendship interactions was studied. Their approach was based on real-life practice and involved repeated exposures to moderately anxiety-arousing social situations in the natural environment. Subjects for the study were twenty-eight male and twenty-six female college students who were identified out of a sample of 1,000 as being the most socially distressed. The different groups were: (1) Practice only - subjects had to practice interactions with a partner. There were twelve practice interactions, two per week. (2) Practice plus skill training - subjects participated in the practice interaction session plus social skills training for six weeks. (3) Minimal treatment control - subjects participated in six weekly group counselling sessions similar in format to the group attended by the practice plus skills training subjects. (4) Delayed treatment control - subjects' participation was delayed by telling them that they could participate during the following academic quarter.

The two treatment groups showed significant improvements in contrast to each control group on measures of social anxiety and social activity. A surprising finding was that the addition of social skills training did not lead to any improvements on measures of social skill. The authors suggested these subjects may not have initially been deficient in social skills.

In a similar study, Royce (1976) found no significant difference between one treatment group that received practice only and another that had practice plus social skills training. Both groups were, however, significantly different from the two control groups. The addition of social skills training did not yield increased efficacy.

Kramer (1975) found similar results to those of Royce (1976) and Royce and Arkowitz (1978). In this study, the author compared practice dating, practice dating with cognitive restructuring, behavior rehearsal, and a waiting list control group. The practice dating received five practice dates. In the practice dating with cognitive restructuring group subjects also received five practice dates with other group members. However, they also met for five sessions as a group with a therapist. The group treatment was aimed at changing irrational beliefs (Ellis, 1963) and self-verbalizations (Meichenbaum, 1973) relating to dating. The behavior rehearsal group also had five group treatment sessions, primarily involving behavior rehearsal and feedback around problematic situations relating to

dating. The behavior rehearsal group did not receive any practice dating. With a few exceptions, the results indicated the three treatment groups all improved significantly compared to the control group and were not significantly different from one another. One exception involved dating frequency. On this measure only the practice dating group showed significant improvement.

Systematic Homework

According to Shelton and Ackerman (1974) and Arkowitz (1975), systematic homework assignments have the advantage of generalizing practice effects and involving clients in tasks that increase self management skills. Pendleton, Shelton, and Wilson (1976) were one of the first investigators to use systematic homework in a social interaction training program for highly anxious male and female university undergraduates. Their sessions consisted of relaxation, skill training, cognitive control, and a homework assignment. Both SAD and FNE scores showed a significant change from pretreatment to posttreatment (for SAD data, $t_{10} = 4.48$, $P < .005$; for FNE data, $t_{10} = 3.19$, $p < .005$). These measures showed participants experienced a considerable decrease over the course of treatment in both social anxiety and fear of receiving negative evaluations from others. These preliminary data argue strongly in favor of this approach to the treatment of social inhibition. The authors believed the effectiveness of their program was

twofold. First, the program matched actual experience of clients, incorporating anxiety, skill deficiency, and negative self-referent cognitions. Second, the program's emphasis on homework assignments and on practice with opposite sex partners in the sessions themselves provides for maximum generalization of behavior change.

Weissberg et al. (1978) have developed a relationship skills training program for college students based on the work of Pendleton et al. (1976). In this program, relationship problems are seen as a combination of an avoidance of anxiety in interpersonal situations, a deficit in basic relationship and social skills, and negative self-defeating and irrational thoughts and worries in social situations. Consistent with this conceptualization, the treatment focus is on teaching interpersonal skills, minimizing anxiety through graded behavior rehearsal procedures, encouragement and, a safe group environment for practice, as well as cognitive restructuring procedures. A preliminary investigation of this program, by the authors, supported the contention that a relationship skills program may be an effective treatment for persons who have difficulty in meeting others and establishing close personal relationships.

Summary

Most research on social inhibition has been done with college students who express dissatisfaction with their

social interactions. Dating frequency has been used as an indicator of whether or not a person is deemed to have relationship problems. A frequent problem among college students related to dating anxiety, is a difficulty in meeting others and establishing close personal relationships (Zimbardo, 1977). The literature review gave an overall view of research carried out in the area of minimal dating. People who have such "relationship problems" are often, also, shy, anxious in interpersonal situations, and lacking in self-confidence (Weissberg et al., 1978). The present relationship skills program was designed to provide a structured alternative to traditional counselling services for individuals with these relationship problems.

III METHODOLOGY

This section describes the instruments, the sample, the procedures and, the limitations of the present study.

Instrumentation

Three instruments were used in this study. (1) The Social Avoidance and Distress Scale (SAD), (Watson and Friend, 1969); (2) Fear of Negative Evaluation Scale (FNE), (Watson and Friend, 1969); and, (3) The Interpersonal Relationship Rating Scale (IRRS), (Hipple, 1972; Appendix E).

Social Avoidance and Distress Scale and Fear of Negative Evaluation Scale

The SAD and FNE were constructed at the same time by Watson and Friend (1969). For the FNE scale, fear of negative evaluation was defined as apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. The presence of high fear of negative evaluation does not necessarily imply an individual evaluates himself negatively, or that he is concerned about revealing his inferiority. Fear of loss of social approval would be identical to fear of negative evaluation, but the opposite instance of fear of negative evaluation is simply lack of anxiety about others' evaluations, not inevitably a desire for positive evaluation (Watson and Friend, 1969).

Social Avoidance was defined by Watson and Friend (1969) as avoiding being with, talking to, or escaping from others for any reason. Both actual avoidance and the desire for avoidance were included. The opposite instance was simply lack of an avoidance motive, not desire to affiliate. Social distress was defined as the reported experience of a negative emotion, such as being upset, distressed, tense, or anxious, in social interactions, or the reported lack of negative emotion, such as being relaxed, calm, at ease, or comfortable. The opposite instance of distress was lack of unhappiness, not the presence of some positive emotion.

Validity and Reliability

In validational studies of the SAD and FNE, Watson and Friend (1969) found differences between the sexes in scores on the two scales. The main scores on the SAD were: males (N = 60) 11.20; females (N = 145) 8.24. This difference is significant. Males reported more social avoidance and distress than females. The mean scores on the FNE were: males 13.97; females 16.10. This difference approached significance. In this case, the direction was reversed, women reporting more fear of negative evaluation than men.

Data for test-retest reliability were gathered on a sample of 154 Ss in the summer school at the University of Toronto. The SAD and FNE scales were administered alone, during class time. One month passed between administrations. The product-moment, test-retest correlation of the FNE was .78 and that of the SAD was .68. A second sample of 29 gave the figures of .94 for FNE and .79 for SAD, but the larger size of the first sample makes it a better estimate. These figures indicated sufficient reliability (Watson and Friend, 1969).

Persons high on SAD would be expected to be uncomfortable in social situations, and would prefer to be alone. In the first experimental study, Watson and Friend (1969) told Ss they would later be required to write an essay alone or participate in a group discussion, and the effect of this expectation on their performance, anxiety, and other attitudes

was observed. From the 82 Ss scoring zero or one on the SAD, 46 were randomly selected as the low anxious group and from the 85 scoring 12 or above, 52 were selected as the high anxious group. During the first experiment all Ss indicated how interested they were in returning at a later date by checking a 5-point scale labeled "Not at all" at one end, and "very much" at the other. People who scored highly on the SAD scale were less likely to be interested in returning and more likely to choose to be alone, both indexes of social avoidance. High anxious Ss were more worried and uneasy about the second experiment, as well as less calm and confident - all indexes of distress. Two other studies by Watson and Friend (1969) provided modest, additional validation for the two scales.

To check on certain discriminant relationships, the SAD and FNE scales were correlated with other measures. Correlations were made between the FNE and SAD and Taylor's (1953) Manifest Anxiety (MA) Scale, Rotter's (1966) Locus of Control Scale (LC), and, Alpert and Haber's (1960) Achievement Anxiety scale. This was divided into debilitating and facilitating anxiety subscales (AH- and AH+). Correlations were also made with the social and evaluative parts of the Endler-Hunt (1966) S-R Inventory of Anxiousness (E-H), Paivo's (1965) Audience Sensitivity Index (ASI), and 11 of the subscales of Jackson's (1966a, 1966b) Personality Research Form. These subscales were: Social approval, Affiliation, Desirability, Autonomy, Defedence, Achievement, Aggression,

Dominance, Abasement, Exhibitionism, and Impulsivity. The following table from Watson and Friend's (1969) study present the significant or borderline correlations:

TABLE 4

CORRELATION OF FNE AND SAD WITH OTHER SCALES

Original Sample

	N = 171 MA	N = 172 LC	N = 173 AH-	N = 35 E-H
FNE	.60	.18	.28	.47
SAD	.54	ns	.18	.45

Second Sample

	ASI	Social Approval	Affil-iation	Desir-ability	Autonomy	Defed-ence	Achiev-ment
FNE	.39	.77	ns	-.58	-.32	.42	ns
SAD	.76	ns	-.76	-.42	ns	ns	-.33

Third Sample

	Aggression	Dominance	Abase-ment	Exhibitionism	Impulsivity
FNE	ns	-.50	.29	-.39	ns
SAD	ns	ns	ns	ns	ns

Both the FNE and SAD had a moderate relationship to the Manifest Anxiety scales which are measures of general anxiety. The low correlation of both the social anxiety scales with AH- indicates a clear difference between social anxiety as measured by the FNE and SAD and test anxiety as measured by AH-. A scale measuring social avoidance would have to be negatively correlated with affiliation, and the SAD met this criterion.

The Endler-Hunt items asked subjects to report how they would respond in social-evaluative situations such as going to meet a new date, going on an interview for a very important job; and, going into a psychological experiment. The moderate correlation of the FNE and SAD scales with reported reactions in these situations support the validity of the two scales.

The high correlation of FNE and social approval suggests people high in fear of negative evaluation are very concerned with gaining other's approval. People who fear other's negative evaluations want their approval as a signal that the feared outcome has been avoided (Watson and Friend, 1969.)

All of the significant correlations gave validational support to the FNE and SAD scales. People high on FNE tend to be defensive, not autonomous, not dominant, and perhaps self-effacing. The negative correlation of SAD and achievement emphasizes the social nature of the competitive achievement motive. People high on SAD tend to avoid social situations, and are anxious in social interactions.

Individuals high on FNE become nervous in evaluative conditions, and try to seek social approval. Both scales show correlations with other relevant measures. The results add validity to the two scales.

A great deal of research has gone into the development and validation of the SAD and FNE. In addition, both scales have been used extensively in measuring social distress in individuals labeled as being "shy." Because of these factors, the scales were deemed to be very well suited, as self-report measures of social distress and fear of negative evaluation, in the present study.

The Interpersonal Relationship Rating Scale

The IRRS was designed specifically to test for outcomes in personal growth experiences. The items were written to measure attitudes and/or behaviors in the individual's relationships with others and in his self-perception. The instrument consists of 24 7-point numerical rating scales and is best analyzed in terms of average group ratings on the individual scales.

Validity and Reliability

The original form of the IRRS was tested on 34 participants in three-day human relations training laboratory (Hipple, 1972). These individuals responded to the IRRS on a pre, post, and seven-week follow-up schedule. Participants described themselves more "positively" after the laboratory

experiences, and this "positive" description persisted through the follow-up period. The pre to post average self-rating increased from 4.61 to 5.16, a significant difference.

The present form of the IRRS was used to evaluate behavioral and attitudinal outcomes for seventy-eight participants and identified significant others in two three-day human relations training laboratories (Hipple, 1972). The stability of the IRRS was studied by means of a test-retest after a one-week interval and a six-week interval. After one week the average of the twenty-four coefficients was .59 with a range from .29 to .78. The six-week estimate of stability had an average of .51, with a range of .14 to .70. Stability of the IRRS was also studied by computing Spearman rank-order correlations between average profiles. For one control group, the average profile for a test-retest after a one-week interval was a coefficient of .83, while the six-week interval coefficient was .85. A second control group had an average profile test-retest rank order coefficient of .85 at one-week and .82 at six-weeks. "Identified significant others" for the second control group had a coefficient of .82 for a six-week test-retest interval. These estimates indicate a high degree of stability for mean profiles for both self-reports and reports of observers. The stability data for the individual scales of the IRRS, however, indicate use should be restricted to research and should be employed for use with groups rather than for individuals.

Sample

The Relationship Skills Training program was given to nine Memorial University of Newfoundland teacher interns who were in Harlow, England during the spring semester, 1980. Ss ranged in age from nineteen to twenty-five years and all were in their final undergraduate year at university. They were chosen from a total of twenty interns who were doing their teaching internship in Harlow. Two professors, Dr. Harry Cuff and Dr. Les Karagianis, were instructed to rank their teacher interns in terms of their: being shy; being anxious in interpersonal situations; and, degree of self-confidence. From this list and from scores of all eighteen individuals on the SAD scale, the intern chose the nine subjects (two male and seven females) who were most socially inhibited. Scores on the SAD matched perfectly with the professors rankings of shy interns. Subjects were asked to participate in a relationship skills training program and all nine agreed. One female subject attended only one session and was not included in the tabulation of the results of the study. The nine remaining subjects served as a control group. However, one female subject had to be excluded from the final analysis because she left Harlow before the end of the semester and could not complete the posttreatment battery.

Procedure

The Relationship Skills Training Program (Weissberg,

et al., 1978) was administered to the Ss over a one-month period by two graduate students from the Department of Educational Psychology. Both graduate students were instructed, beforehand, by the intern, regarding the nature of the program. Prior to meeting as a group, each S was first seen by one of the group leaders for a fifteen-minute interview to clarify the program's goals and the methods of accomplishing those goals. All participants also took a pretreatment test battery consisting of the "Social Avoidance and Distress Scale," a twenty-eight-item true-false measure of distress, fear, and anxiety in social situations (Watson and Friend, 1969); The "Fear of Negative Evaluation Scale," a thirty-item true-false test designed to measure a person's fear of receiving negative evaluations from others (Watson and Friend, 1969); and, the "Interpersonal Relationship Rating Scale," a series of twenty-four bipolar rating scales designed to rate oneself on various attitudes, feelings, and behavior in relationships (Hipple, 1972). This battery of tests was also administered to the nine remaining teacher interns who served as a control group for the study.

There were four common components to each session of the relationship skills program. They were: an introduction; a cognitive section; skill training; and closure. Following is a description of the procedure used by Weissberg et al. (1978) during the piloting of this program.

> Each session began with a review of the previous week's homework assignments. Members discussed what

they had done, how it had turned out, their reactions and feelings, and any problems they encountered. An emphasis was placed on sharing positive, successful experiences, and giving appropriate reinforcement. Typically these introductory activities lasted for about thirty minutes.

A major focus of each session was on helping participants become aware of their anxiety-producing, exaggerated, and self-defeating thoughts; how their thoughts result in avoidance, anxiety, and ineffective behavior; and, subsequently, how to develop rational coping thoughts as substitutes. A number of procedures were used to help participants in the cognitive restructuring process. In the early sessions, the cognitive restructuring process was carefully modeled and structured in order to help participants learn the correct steps. In later sessions, participants were given more and more responsibility for identifying irrational thoughts and learning appropriate coping thoughts as substitutes.

The specific skills taught during the program included attending behavior, restating, giving feedback, initiating and ending conversations, continuing conversations, cues of approach and non-approach, cues of interest and disinterest in continuing conversations, handling silences, initiating social contacts, making requests, and giving and accepting compliments. The process used to teach each skill began with a group discussion on why the skill is important, what the important components are, and guidelines for its use. A handout on the skill was then distributed and discussed in detail. The group was then divided into dyads (or triads) and went through a behavior-rehearsal exercise that allowed participants to take turns practicing the skill and receiving feedback from the dyad partner or one of the group leaders. A four-part feedback model was used throughout the program. This involved positive feedback, constructive feedback, suggestions for improvement, and getting receiver's reactions.

The last portion of each session (ten minutes or so) was spent discussing what had occurred during the session and going over the next homework assignment. Each week's homework was designed both to help participants refine the skills they had learned during the sessions just completed and to bridge the gap between the safe, structured environment of the group and the 'outside world'. Hence, homework assignments typically involved a meeting with another person in the group to further practice the skills, as well as an assignment to initiate some social behavior or practice some skill with other persons.

(pp. 221-222)

An identical procedure to the one quoted above was used in the present study.

IV LIMITATIONS OF THE STUDY

This study was limited by the following factors:

1. The lack of several random groups. The present research consisted of only one group of eight Ss. This limits the interpretation that could be made using a correlated t analysis. Ideally, since the program was designed for small groups, several groups, randomly chosen from a larger population, should have been studied and analyzed. Due to time restrictions and lack of available subjects, this was not done.
2. The nature of the setting. The program was designed to increase the confidence of those who participated. Participants were teacher interns in Harlow, England. The intern felt the very nature of the internship setting for these teachers would have a positive effect upon them. This effect may have been confounded with the effects of the program and, therefore, interpretation of the results was much more difficult.
3. Elimination of video-tape from the study. The original version of the Relationship Skills Training Program contained a video-tape which was used to

demonstrate the skills being taught. Typically, the videotaped sequence would involve both ineffective and effective models, irrational and rational covert thoughts, and feedback. The intern wrote to the authors requesting the tape. They replied (Appendix F) that they were not pleased with the quality of the tapes. On this basis the intern eliminated the use of the video-tape and role-playing was substituted. The intern was uncertain if the elimination of the video-tape would hinder the effectiveness of the program.

V ANALYSIS OF RESULTS

This section contains the results and discussion of the present study. Change on the three self-report measures was obtained by a comparison of pretreatment and posttreatment means, using a t-test for correlated samples.

Results

Table 1 presents a comparison of means on the SAD, FNE, and IRRS between the pretreatment and posttreatment scores for the experimental group and for the control group. The purpose of this comparison was to see if any change occurred in the experimental group after being exposed to the Relationship Skills Training Program.

TABLE 1

PRETREATMENT AND POSTTREATMENT MEAN DIFFERENCES ON THE SAD, FNE, AND IRRS FOR EXPERIMENTAL AND CONTROL GROUPS

Measure	Experimental N = 8	t (df = 7)	Control N = 8	t (df = 7)
SAD	2.25	1.18	0.25	0.39
FNE	2.38	2.38*	0.63	0.55
IRRS	-10.13	-2.92	-1.13	-0.69

NOTE: * = significant at the .05 level of confidence.

Between pretreatment and posttreatment on the SAD scale, the experimental group obtained a mean difference of 2.25 (Table 1). This difference, although in the desired direction, was not significant. For the experimental group, this may indicate a slight reduction in anxiety associated with interpersonal situations, after receiving the program. The control group obtained a pretreatment to posttreatment mean difference of 0.25 on the SAD scale. This shows relatively little change in anxiety associated with interpersonal situations for the control group.

On the FNE scale, the experimental group obtained a pretreatment to posttreatment mean difference of 2.38 (Table 1). This difference is significant at the .05 level of confidence. After receiving the program, the experimental group appeared to have less fear of evaluative social

situations, less apprehension about evaluation by others and less distress over negative feedback; all measures of fear of negative evaluation as measured by the FNE scale. The control group scores did not change significantly.

On the IRRS, the experimental group obtained a pretreatment to posttreatment mean difference of -10.13. This difference is significant at the .05 level of confidence (Table 1). It indicated the experimental group experienced a significant increase in personal growth after participating in the program. Personal growth, as measured by the IRRS, is a measure of attitudes and/or behaviors in the individual's relationship with others and in his self-perception. On the IRRS, the control group obtained a pretreatment to posttreatment mean difference of -1.13. This difference was not significant indicating relatively little personal growth over the training period.

Individual Scales of IRRS

Table 2 presents pretreatment and posttreatment means for the experimental and control groups on the IRRS. Each item on the IRRS is, in itself, a scale designed to measure some aspect of personal growth. Therefore, unlike the SAD and FNE, each item on the IRRS must be reported and analyzed. The following significant t-ratios indicate areas of personal growth for the experimental group at posttreatment ($p < .05$).

TABLE 2

PRETREATMENT AND POSTTREATMENT MEANS FOR EXPERIMENTAL AND CONTROL GROUPS ON THE IRRS

Scale	N = 8 Experimental		t	N = 8 Control		t
	Pre-treatment	Post-treatment	(df=7)	Pre-treatment	Post-treatment	(df=7)
1	5.625	6	- .39	5.875	5.875	0.00
2	5.5	5.875	-2.08*	5.625	5.875	-1.00
3	5.625	6	-1.42	5.25	5.25	0.00
4	4.5	5.125	-1.93*	4.75	4.5	0.80
5	4.5	5.125	-1.49	4.875	5.00	- .24
6	4.375	3.75	1.67	3.75	4.375	-1.87
7	3.25	4.125	-2.33*	4.625	5.25	-3.47*
8	5.25	5.625	-2.05*	5.5	5.875	-1.40
9	5.5	5	2.17*	4.5	4.875	-2.04*
10	4.5	4.75	- .80	4.375	4.75	- .82
11	5	5	0.00	4.875	4.625	1.99*
12	4.125	5.125	-2.36*	4.75	5.25	-1.53
13	5.5	5.75	- .80	5.75	5.875	- .42
14	4.25	5	-3.00*	5.5	5.625	- .55
15	4.875	5.5	-1.49	5.625	6.25	- .74
16	4.75	4.875	-0.24	4.75	5.00	- .68
17	4.875	5.5	-1.36	5.75	5.75	0.00
18	5.625	5.5	0.86	6.00	6.00	0.00
19	4.75	5.375	-2.38*	5.375	5.625	- .66
20	5.00	5.625	-3.40*	5.25	4.875	1.28
21	5.5	5.75	-1.52	5.25	5.375	- .45
22	2.625	3.625	-1.76	4.375	3.625	2.20*
23	4.25	5.25	-5.29*	5.5	5.375	.55
24	5.625	6.00	-1.16	5.875	5.625	.78

Note: A negative mean difference indicates improvement
* = significant at .05 level of confidence.

Scale 2 - Awareness of the feelings of others.

Scale 4 - Tendency to trust others.

Scale 7 - Ability to influence others.

Scale 8 - Reaction to expression of affection and warmth from others.

Scale 12 - Willingness to discuss feelings and emotions with others.

Scale 14 - Level of self-esteem.

Scale 19 - Degree of versatility.

Scale 20 - Degree of innovativeness.

Scale 23 - Clarity in expressing thought.

On Scale 9, reaction to the opposing opinions of others, there was a significant difference for the experimental group but this difference was not in the desired direction. For the same scale, the control group showed a significant improvement. The control group also showed significant improvement on Scale 7, ability to influence others.

VI DISCUSSION

The following section will discuss each of the hypotheses presented in Chapter Three.

Hypothesis One

It was hypothesized, participation in the program

would result in reduced anxiety associated with interpersonal situations. As can be seen by the scores on the SAD scale (Table 1), the results do not support this hypothesis. On the SAD scale, at pretesting, the experimental group was significantly more anxious in interpersonal situations than the control group. At posttesting, the experimental group had a reduction in social anxiety as measured by the SAD scale, however, this reduction was not significantly greater than that of the control group. The SAD scores (Table 1) also showed a reduction in social anxiety for the experimental group, from pretest to posttest, but again this difference was not significant.

Hypothesis Two

It was hypothesized, participation in the program would result in a reduced fear of negative evaluation. The results, as measured by the FNE scale, support this hypothesis. At pretesting (Table 1), the experimental group reported (on the FNE scale) significantly greater fear of negative evaluation than the control group. At posttest, the experimental group showed a significant reduction in fear of negative evaluation.

Hypothesis Three

The third hypothesis tested was that participation

in the program would result in increased personal growth. The results of the study fully support this hypothesis. After the Relationship Skills Training Program (Weissberg, et al., 1978) was given, scores on the IRRS (table 2) indicated the experimental group had greater awareness of the feelings of others, more trust of others, increased ability to influence others, greater tolerance of receiving warmth and affection, increased willingness to discuss their feelings and emotions with others, a higher level of self esteem, a higher degree of versatility and innovativeness, and greater clarity in expressing their thoughts. Furthermore, scores on the IRRS (Table 2) indicated an overall increase in personal growth for the experimental group. However, the reader should keep in mind the possibility that differences in the Control group could be due to random errors. In turn, this could have caused some of the significant difference in the Experimental group.

The results of this investigation provide moderate support for the contention that a relationship skills program is effective treatment for persons who have difficulty in meeting others and establishing close personal relationships. Because of the variability of results obtained, full support for the program could not be given. This variability may have resulted from the fact that participants were teacher interns, in England, an experience that may have had a positive effect on personal growth but an adverse effect on anxiety level associated with interpersonal situations. The

selection of subjects may also account for some of the observed variation in results. Since subjects were selected from a very small group of teacher interns, it was difficult to ensure they would be socially inhibited. In the Weissberg, et al. (1978) study, the mean pretest scores for the experimental group were 17.63 on the SAD and 24.88 on the FNE. In the present study, the mean pretest scores for the experimental group were 10.75 on the SAD and 18.88 on the FNE. On the IRRS, both Weissberg's and the present experimental group obtained similar scores. Overall, these are large differences and may account for the lack of significant findings on the SAD scale. The findings on the SAD scale contradict findings by investigators named in the literature review. The general concensus in the literature review is that social skills training is a very effective method in reducing self-report anxiety (Carstens, 1976; Curran and Gilbert, 1975; Novince, 1977). Because of this variability, caution should be taken in the interpretation of these results.

The results of the present study lend moderate support to the contention that the Relationship Skills Training Program (Weissberg, et al., 1978) may be an effective treatment for persons with relationship problems. Caution in the interpretation of the results is recommended due to the variability in the results and because of the low SAD and FNE scores obtained by the experimental group at pretest. Because of this, the results may simply reflect an

increase in personal growth rather than a reduction in anxiety associated with interpersonal situations.

SUMMARY

This chapter reported on the research component contained in the internship. The research component consisted of a Relationship Skills Training Program (Weissberg, et al., 1978) given to teacher interns in Harlow, England during the summer, 1980. In this chapter: the problem was identified; a review of the literature given; the methodology was described; limitations of the study were explained; and, results were analyzed and discussed. The final chapter will give a summary of the internship, some personal comments and recommendation.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains an overall summary of the internship, concluding with a personal reaction and recommendations. Included is a brief review of the setting and objectives, a re-statement of the research component, and a brief discussion on the implications of such a study for school counsellors and persons in the helping professions.

SUMMARY OF THE INTERNSHIP

This internship took place in Harlow, England from April 27 to July 17, 1980. The intern was placed at Brays Grove Comprehensive School under the supervision of Mr. James Bond, Head of Upper School. In addition, the intern also spent two days a week at the West Essex Secondary Tutorial Unit under the supervision of Mr. Sean Clark, head teacher.

Before going to England, the intern outlined and submitted to the Department of Educational Psychology, eight objectives which he hoped to achieve. Two of these objectives were later revised when the nature of the setting was fully understood. All objectives were fulfilled.

Some of the visits that proved worthwhile to the intern during the internship were: a visit to Brooklands; a visit to Leywood Adult Training Centre; and, visits to

St. Luke's School for the Educable Sub-Normal, The Hereward Infant School, King Harold Comprehensive School and Potter Street Junior School.

Aside from visits, all of the activities helped the intern acquire a very good understanding of the educational system as it exists in Essex county. Most importantly, the intern was able to strengthen and put into practice many of the counselling skills learned previously. Other skills and techniques were also acquired from Mr. Bond and Mr. Clark.

Chapter three of this internship report presented the research component, a Relationship Skills Training Program (Weissberg, et al., 1978) given to a group of teacher interns in Harlow. In the program, relationship problems are seen as a combination of avoidance of anxiety in interpersonal situations, a deficit in basic relationship and social skills, and negative, self-defeating, and irrational thoughts and worries in social situations. The treatment focus was on teaching interpersonal skills; minimizing anxiety through graded behavior rehearsal procedures; encouragement; a safe group environment for practice; and, cognitive restructuring procedures (Weissberg, et al., 1978).

The instruments used in the study were the Social Avoidance and Distress Scale (Watson and Friend, 1969); the Fear of Negative Evaluation Scale (Watson and Friend, 1969); and, The Interpersonal Relationship Rating Scale (Hipple, 1972). A review of the literature led to three hypotheses: (1) There would be reduced anxiety associated with inter-

personal situations, (2) There would be a reduced fear of negative evaluations, and, (3) There would be increased personal growth, after exposure to the training program.

Significant results on the FNE scale and the IRRS supported the second and third hypothesis listed above. Failure to obtain significant results of the SAD scale led to a rejection of the first hypothesis. A comparison of the present experimental group with the experimental group in the original study (Weissberg, et al., 1978) showed the present group to be much less socially anxious. (A difference of 6.88 points on the SAD scale). One recommendation for future research called for further investigation using groups of subjects with varying levels of social anxiety to test the hypothesis that the greater the degree of social anxiety, the more effective will be the Relationship Skills Program. A second recommendation suggested subjects be selected from a larger sample of the population. This would help ensure subjects are socially inhibited and lacking in social skills.

A PERSONAL COMMENT

In total, the intern felt the internship undertaken in Harlow, England was a very worthwhile and enriching experience. The major benefits, of the internship, were its contribution to the overall personal and professional growth of the intern as well as its contribution to his greater understanding of people, regardless of culture. Other benefits

of this internship include: a more global outlook on the field of counselling; a greater understanding of adolescents and their problems; an opportunity to have worked with an excellent group of people; and, an increased appreciation of a different culture with a different way of life.

From a personal point of view, this internship was highly successful. From a professional point of view, the internship was moderately successful and needs improvement. Harlow and the surrounding area has excellent counselling services that can be taken advantage of by the graduate students in Educational Psychology. In order that maximum professional benefits be attained by these students, the intern's experience and observations has led to the following recommendations.

(1) Full time supervision by the Department of Educational Psychology. It is only by continuous evaluation and feedback that an intern can truly develop his skills effectively. To this end, it is essential a university supervisor, specially in charge of counselling students, be in Harlow for the full internship period.

(2) Placement in only one setting as opposed to splitting time between two settings. Having been placed in two settings, the intern could not maximize the benefits offered by either. Exposure to two settings was very worthwhile but moving from one setting to another eliminated the continuity

necessary for maximum professional growth.

In addition to these two recommendations, the intern would like to propose a third recommendation relating to social skills training for inept adolescents:

(3) The intern recommends, as guidance counsellors, we should be striving to implement social skills training programs into our high schools. Many adolescents go through life labeled "shy" because they do not have the skills necessary to interact with their peers. They go through life as social failures. In the opinion of the intern, the Relationship Skills program is not suitable for school age children but it can be adapted for use in the high school. Pease (1979) gives an excellent up-to-date list of references that would be valuable for any counsellor interested in teaching social skills in their school.

BIBLIOGRAPHY

Alpert, R. and Haber, R.N. Anxiety in academic achievement situations. Journal of Abnormal and Social Psychology. 1960, 61, 207-215.

Argyle, M., Trower, P. and Bryant, B. Explorations in the treatment of personality disorders and neuroses by social skills training. British Journal of Medical Psychology. 1974, 47, 63-72.

Arkowitz, H. Treatment strategies for social inhibition based on real life practice. Paper presented at the meeting of the Association for the Advancement of Behavior Therapy. (San Francisco, California, December, 1975).

Bednar, R.L., Melnick, J. and Kaul, T.F. Risk, responsibility, and structure; ingredients for a conceptual framework for initiating group therapy. Journal of Counselling Psychology, 1974, 21, 31-37.

Benjamin, A. The Helping Interview. Boston: Houghton Mifflin Co., 1969.

Bettelheim, B. The Informed Heart. New York, N.Y.: Avon Books, 1960.

Carstens, C.G. A comparison of Gestalt and behavioral treatments for social anxiety and shyness. Dissertation Abstracts International. 1976, 36(B), 5249-50.

Curran, J.P. and Gilbert, F.S. A test of the relative effectiveness of a systematic desensitization program and an interpersonal skills training program with date anxious subjects. Behavior Therapy, 1975 6, 510-521.

Department of Educational Psychology. Internship Requirements. Mimeographed statement distributed by the Department. 1975.

Dinkmeyer, D. Consulting: A strategy for change. The School Counsellor. 1976, 23, 52-55.

Directory of Welfare Organizations in Harlow; published by the Harlow Council, Community Services Department, Harlow, Essex. April, 1980.

Drum, D.J. and Knott, J.E. Structured Groups For Facilitating Development: Acquiring Life Skills, Resolving Life Themes, and Making Life Transitions. New York: Human Services Press, 1977.

Ellis, A. Reason and Emotion in Psychotherapy. New York: Lyle-Stuart, 1963.

Ellis, A. and Harper, R. A New Guide to Rational Living. North Hollywood, Calif.: Wilshire Book Co., 1976.

Endler, N.S. and Hunt, J. McV. Sources of behavioral variance as measured by the S-R Inventory of Anxiousness. Psychological Bulletin, 1966, 65, 336-346.

Francis, M. Disruptive units - labeling a new generation. Where to Find Out More About Education. 1980, 158, 12-19.

Gilbert, U.K. Counselling in British Comprehensive Schools. School Guidance Worker. 1975, 30 (6), 29-33.

Glass, C.R., Gottman, J.M. and Shmurak, S.H. Response-acquisition and cognitive self-statement modification approaches to dating-skills training. Journal of Counselling Psychology. 1976, 23 (6), 520-526.

Hedquist, F. and Weinhold, B. Behavioral group counseling with socially anxious and unassertive college students. Journal of Counseling Psychology, 1970, 17, 237-242.

Hill, E.H. A comparison of anxiety management training and interpersonal skills training for socially anxious college students. Dissertation Abstracts International, 1977, 37(A), 4985.

Hipple, J.L. Interpersonal relationship rating scale. In J.W. Pfeiffer and J.E. Jones (Eds.), The 1972 Annual Handbook for Group Facilitators. Iowa City: University Associates, 1972.

Hokanson, D. Systematic Desensitization and Positive Cognitive Rehearsal Treatment of Social Anxiety. Unpublished doctoral dissertation, University of Texas, 1971.

Jackson, D.N. A modern strategy for personality assessment: The Personality Research Form. Research Bulletin No. 30, 1966, Psychology Department, University of Western Ontario (a).

Jackson, D.N. Personality Research Form. Goshen, N.Y.: Research Psychologists Press, 1966 (b).

Kramer, S.R. Effectiveness of Behavior rehearsal and practice dating to increase heterosexual social interaction. Dissertation Abstracts International. 1975, 36 (B), 913-914.

Larsen, S.C. The influence of teacher expectations on the school performance of handicapped children. Focus on Exceptional Children. 1975, 6 (8), 1-13.

Lindsay, W.R. and Symons, T.S. A programme for teaching social skills to socially inept adolescents: Description and evaluation. Journal of Adolescence. 1979, 2 (3), 215-229.

MacDonald, M.L., Kramer, J.A., Lindquist, L.U., McGrath, R.A. and Rhyne, L.D. Social skills training: Behavior rehearsal in groups and dating skills. Journal of Counselling Psychology. 1975, 22 (3), 224-230.

Martinson, W.D. and Zerface, J.P. Comparison of individual counseling and a social program with non-daters. Journal of Counseling Psychology. 1970, 17(1), 36-40.

Maslow, A.H. The Further Reaches of Human Nature. New York, N.Y.: Penguin Books, 1971.

McGovern, T.V., Timsley, D.J., Liss-Levenson, N., Laventure, R.O. and Britton, G. Assertion training for job interviews. The Counseling Psychologist. 1975, 5 (4), 65-67.

Meichenbaum, D. Cognitive modification of test anxious college students. Journal of Consulting and Clinical Psychology. 1972, 38, 410-427.

Nesbit, W.C. and Karagianis, L.D. With the help of our friends: Training teachers of exceptional children. Essex Education. 1980, 33 (3), 421-431.

Novince, L.C. The contribution of cognitive restructuring to the effectiveness of behavior rehearsal in modifying social inhibition in females. Dissertation Abstracts International. 1977, 38 (6-B), 2837.

Paivio, A. Personality and audience influence. In B. Maher (ed.), Progress in Experimental Personality Research. Vol. 2, New York: Academic Press, 1965.

Pease, J.J. Social skills training group for early adolescence. Journal of Adolescence. 1979, 2 (3), 229-239.

Pendleton, L.R., Shelton, J.L. and Wilson, S.E. Social interaction training using systematic homework. Personnel and Guidance Journal. 1976, 54, 484-487.

Rehm, L.P. and Marston, A.R. Reduction of social anxiety through modification of social reinforcement: An insight therapy technique. Journal of Consulting and Clinical Psychology. 1968, 32, 565-574.

Rotter, J.B. Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs. 1966, 80 (1; whole No. 609).

Royce, W.S. Practice interactions, feedback and social skills training in the treatment of social inhibition in friendship interactions. Dissertation Abstracts International. 1976, 37 (B), 3094.

Royce, W.S. and Arkowitz, H. Multimodal evaluation of practice interactions as treatment for social isolation. Journal of Consulting and Clinical Psychology. 1978, 46 (2), 239-245.

Shelton, J.L. and Ackerman, J.M. Homework in Counseling and Psychotherapy: Examples of Systematic Assignments for Therapeutic Use by Mental Health Professionals. Springfield, Ill.: Charles C. Thomas, 1974.

Taylor, C.W. Who are the exceptionally creative? Exceptional Children, 1962, 28, 421-431.

Taylor, J. A personality scale of manifest anxiety. Journal of Abnormal and Social Psychology. 1953, 48, 285-290.

Twentyman, C.T. and McFall, R.M. Behavioral training of social skills in shy males. Journal of Consulting and Clinical Psychology. 1975, 43 (3), 384-395.

Warren, M. Internship in Guidance and Counselling Undertaken at Foxtrap Junior High School Including a Research Component Studying Student and Teacher Perceptions of Student Problems as Identified by the Mooney Problem Check List. Department of Educational Psychology. Memorial University of Newfoundland. March, 1977.

Watson, D. and Friend, R. Measurement of social-evaluative anxiety. Journal of Consulting and Clinical Psychology. 1969, 33, 448-457.

Weissberg, M., Sofair-Fisch, T. and Fisher-McCanne, L. A relationship skills training program for college students. Personnel and Guidance Journal. 1978, 57, 220-223.

Zimbardo, P.G. Shyness: What It is; What to Do About It. Menlo Park, Calif.: Addison-Wesley, 1977.

APPENDICES

APPENDIX A

BRAYS GROVE SCHOOL

Tracyes Road, Harlow, Essex.

C.S.E. MODE 3 SYLLABUS

SOCIAL STUDIES

Course commenced September 1974
First assessment June 1976
Amended July 1979

Contents:

Aims
Syllabus
Assessment
Presentation of course
Sample Long Essay Questions
Sample Examination Paper
Sample Oral Examination Questions

AIMS OF THE COURSE

The purpose of the course is to give the pupil a framework of information, informed opinion, and understanding concerned with the life he lives as a British citizen and as a member of a greater world citizenship, so that the pupils' behavior and attitudes both now and in the future, may be considered and formed.

By increasing understanding and awareness, of first their local and later their wider environment, it is hoped that the course will lead pupils to an increased sense of involvement in and responsibility to society, and an increased ability to assess contemporary situations in the light of reason and knowledge.

Syllabus The course is divided into six sections:-

a) The Individual and His Environment.

1) The Family. The development of a childs' awareness of people and life around him.
The place of a person in the family.
The role played.
The influence of family attitudes.
Freedom and limitations.

2) Social Groupings.
The individuals growth and the groups to which he belongs.
Class groups. How you categorize people.

b) Groups in Society.

1) The Welfare Society.
Statutory provisions, Local and National.
National Health Services, Pensions,
National assistance.
Employment. Housing. Child care.
Voluntary provisions.
Church organisations. N.S.P.C.C.
Shelter. Simon
Community. R.N.L.I.
Release Samaritans.

2) Protecting Groups.
Trade Unions. Residents' Associations. Consumer groups.

c) Structure of Society.

1) Law and Order.
The making of a law. Law enforcement. Law Courts.
The Police. Rights of the individual. Protest.

2) Politics.
Local politics and elections. Local government and organisation.
National politics and elections. Major political parties. Organisation of national government.

3) Industrialisation of Society.
Urbanisation and causes. Industrial revolution. Past and present conditions. Population comparisons. Technology. Mechanisation. Automation. Cybernetics. Leisure.

d) Influences in Society.

1) Mass Media. Advertising. Television. Radio. Press and magazines. Comparisons, methods and aims of these.

2) Prejudices. Race. Colour. Religion. Sex. Area. Accent. Economic.

3) Individual Pressures.
Drugs and their misuse.
Alcoholism. Methds drinkers.

4) Social Pressures.
Commerce. Trade. Fashion.

5) Privacy. The storing of personal information, and access to same.

6) Leisure. Provisions for leisure, needs and availability.

e) Influences in the World.

1. Great powers and emergent nations.
To be considered in relation to their action on each other, and to world politics, along thematic lines such as:-
Political systems. Colonialism.
Resources. Military and economic

alliances, (e.g. Europe and the Common Market), countries from which examples can be studied.
Americas. Canada. U.S.A. South America. West Indies. Africa. India. Pakistan. Bangladesh.
Kashmir.
Russia.
China.
Eastern Europe.

2. Religious groups and Human Rights.
Outlines of major world religions, and influences on present day countries and national attitudes.

3. United Nations.
History. Structure.
U.N. Agencies and their work.

f. Problems of the World

1. Rich and poor nations.
What makes a country rich or poor.
Problems of increasing a poor country's income.
How a rich country can help a poor country.
Should the rich help the poor?

2. Religions of the World.
Race and religious prejudices
Caste systems
Attitudes to world problems such as population pressures and certain foods. Fatalism.

3. Problems of the Environment.
Resources, their use and misuse.
Pollution and waste
Population explosion
Conservation.

4. Conflict.
World disagreements and how resolved
Discussion and meetings, through intermediaries.
Diplomatic relations. Embassies.
The nuclear deterrent strategy.
Cold War and international pressure
Economic and prestige pressures
The arms race. Warfare. Geneva convention.

ASSESSMENT

The assessment of the course is to be carried out in FOUR sections.

A. Two hour written paper to carry 40% of the total assessment.

B. A series of FIVE long essays to carry 20% of the total assessment.

C. Two pieces of work presented in a folder based on items in the syllabus to carry 20% of the total assessment.

D. An oral examination to carry 20% of the total assessment.

A. Two Hour Written Paper.

The paper will be divided into the six sections of the course. The candidate will answer four questions, one of which will be compulsory. Each of the candidates answers will be from a different section, each of which include a choice of questions.

B. Five Long Essays.

Each essay will be based on one of the five sections of the course other than the section from which the compulsory question in the written paper is taken. Each essay will be a summary of the work done in that section and will include individual research by the candidate.

Each essay will be

- written upon completion of each section of the course
- written under examination conditions
- written with course notes available for reference
- marked as soon as it is written
- collectively assessed at the end of the course.

C. Two Pieces of Work

Two pieces of work presented in a form that will demonstrate that the candidate has collected relevant or up to date information, collated it and has come to a reasoned conclusion. The two pieces of work to be based on items in the syllabus:-

(i) in the first four sections of the work (British Society)
(ii) in the last two sections of the work (The World Society).

D. Oral Examination

The Oral Examination will be held in the Spring Term of the candidate's final year.

Each candidate will be given a choice of six topics related to the syllabus in advance for selection and preparation, any one of which will be selected by the examiner in the Oral Examination.

The duration of the Oral Examination will be fifteen minutes.

The Examiner will discuss the candidate's case with them using opening, prodding, probing, exploring or leading type questions.

Marks will be awarded for the candidate's use of evidence, consideration of controversial issues, depth of argument and planning, as well as involvement in and response to questions.

All Oral Examinations will be tape recorded for assessment purposes.

PRESENTATION OF THE COURSE

Because of the diverse nature of the contents of the course, it is felt that an interdisciplinary approach to the course is needed. This is best served by being presented by a team of teachers whose differing skills, interests, and knowledge can be then used to best advantage.

With use of outside speakers, debates, discussions, films, reports, visits, and other media will be used.

Sample questions for Long Essays.

Section a. As a child gets older it belongs to more and more groups.

i. Write a list of the sort of groups that a boy or girl might belong to as they get older, from their first birthday to their seventeenth birthday AND

ii. Describe the sort of influences that four of these groups might have on the boy or girls behaviour.

Points to remember. The person at home, at school or work, and at leisure.

Section b. There are many ways in which a person can be helped by various organisations throughout their lives. Describe in some detail the sort of services that the following might use:

i. A baby. ii. A married couple. iii. An old man.

Points to remember. Some helping groups are voluntary, and some are provided by the government.

Section c. Technology, mechanisation, and automation are said to help mankind. Describe in some detail how this is true for a man and his family, and also describe ways in which these things may be unhelpful to them.

Points to remember. Work and time saved, unemployment.

Section d. When a person advertises something they are trying to get you to buy the product. Describe the ways in which an advertiser may try and persuade you to buy their product.

Points to remember. How does he make the product attractive? Does he suggest that you are special in any way if you buy?

Section e. Russia and the U.S.A. are two very powerful countries.

Write an account of why you think that they are so powerful when:-

i. other countries such as Brazil are bigger than the U.S.A.
ii. other countries such as China have more people than Russia.
iii. other countries such as Britain and France have atomic weapons.

Points to remember. Is power a combination of many things not only one? How do the powerful countries influence other countries?

Section f. In Britain we have a high standard of living compared with most of the world.

i. Giving reasons do you think that we should be prepared to help others less fortunate than ourselves.
ii. If YES describe some of the ways in which this could best be done.

OR

If NO, describe ways in which a poor country could help itself to a better standard of living.

Points to remember. How Britain has become wealthy. How well educated the people in a country are.

Sample Questions for Written Examination.

ORIGINAL SUBMISSION Time: 2 hours

Answer fully FOUR questions - each one to be chosen from a DIFFERENT Section. ONE question must be chosen from EITHER section E or Section F. The last part of each question carries most marks.

SECTION A.

1. (i) In what ways do you think that the teenage years are important.
   (ii) Is it inevitable that the teenage years should be a time of conflict? - with other people - within oneself. Suggest some ways and attitudes that might at least soften, if not remove the conflict.

2. (i) Do you think that teenagers are any different today from those fifteen or fifty years ago? Say in what ways they are different?
   (ii) Give some ways in which you will help your children through the teenage years.

3. "At one time class divisions were much more rigid in Britain. Now it seems that we are nearing a classless society."
   (i) What classes are there in Britain? Give examples.
   (ii) In what ways do you think it is possible to move from one class to another?
   (iii) With reference to the quotation, how far do you think that Britain has progressed towards a classless society? Is it possible that classes can be completely abandoned? Make some comments which would apply to Great Britain and other countries.

SECTION B.

4. (i) Name six groups that you think are beneficial to society and six that are not.
   (ii) Describe at some length, with reasons, why you think that it is important for people to belong to groups.

5. (i) How would you set about finding somewhere to live?
   (ii) For each method you have mentioned give some of the main advantages and disadvantages which are connected with them.
   (iii) Why is there a housing problem in Britain at the present time? What steps would you take to solve it?

6. (i) Name three organised groups concerned with other people's welfare and protection.

(ii) Give a detailed account of the activities of TWO of these groups.

(iii) How far should: a) the State
b) voluntary bodies
c) the individual
be responsible for the welfare of people? Give your reasons.

SECTION C.

7. Answer EITHER
(i) Name four departments of local government.
(ii) Describe the workings of one of these and say how it is financed.
(iii) In what ways do you think Harlow is responsible for its own affairs in Local Government? Do you think this will be made better or worse by the proposed Local Government changes?

OR (i) After it has been decided to hold a General Election, describe the main events which take place in a local constituency up until the time a Member of Parliament is elected.
(ii) Following the election a) what determines who becomes Prime Minister, and b) who chooses the Cabinet?
(iii) How can ordinary Members of Parliament (Back Benchers) make their opinions known in Parliament, and to what extent can ordinary citizens make their views known?

8. (i) What are the main duties (functions) of the police in this country?
(ii) What in your opinion are the reasons for the increase in crime in recent years in Britain and elsewhere?
(iii) Describe the part that can be played in combating crime by a) the police
b) Parliament
c) the ordinary citizen

9. (i) The organisation of society has changed very much in recent years. Give ways in which
a) urbanisation
b) industrialisation
c) automation
have contributed to this.
(ii) Give your views on the advantages and disadvantages of such changes.

SECTION D.

10. (i) What do you understand by the term "mass media"? Give at least three examples to illustrate your answer.

(ii) Using two of the examples you have written, describe how the mass media works.
(iii) If you had the opportunity to run one kind of mass media what would you include in it? Give your reasons.

11. (i) What is meant by the race problem?
(ii) Name three countries where this problem exists, and say how two of them are affected by racial difficulties.
(iii) What are likely to be the results if differences between races are not given adequate attention?

12. (i) There is likely to be much more leisure time in the future. Explain what you think is meant by leisure, and why leisure time has increased recently.
(ii) Compare leisure opportunities of the recent past with what they are likely to be in the future.
(iii) What problems are likely to arise as leisure time increases?

SECTION E

13. (i) For various reasons, large States have interested themselves in the affairs of smaller ones. Give some of the background to:-
a) Russian invasion and interest in Czechoslavakia
b) American involvement in Vietnam
(ii) a) How far was the U.S.S.R. (Russia) successful in achieving its aims in Czechoslavakia?
b) What recent changes in American policy have there been in Vietnam, and what are its likely results?

14. (i) Give some account of the differences between the country and people of China and Britain.
(ii) Outline some of the achivements made by the Communists in China.
(iii) How have these achievements been made? How would you feel if this type of change were made in this country?

15. (i) Name four attempts which have been made to promote unity in recent years.
(ii) Give some details of what has been done in recent years to achieve international unity.
(iii) Is unity an ideal worth striving for, and to what extent is it practical?

SECTION F

16. "Eighty five per cent of the population of the world live in developing countries." From 'Rich World - Poor World'.

(i) What is a developing country? Name some examples.
(ii) What are some of the more important problems which face developing countries? Include some details.
(iii) In what ways are the affluent and under-developed countries co-operating in order to lessen things like hunger and poverty? Include what responsibilities you think richer countries have to poorer ones. What do you think responsibility is in this matter?

17. We hear a lot these days about 'pollution' and 'conservation'.
(i) What do these terms mean?
(ii) Why has a lot more attention been given to them recently? Include some examples in your answer.
(iii) Write an account showing how pollution could be controlled and conservation achieved. Mention why it is essential that these aims must be attained and what the role or organisations, like Governments, and of the individual should be.

18. (i) Name some main reasons for conflicts and wars.
(ii) Give some idea of the effects of a nuclear war upon Britain, including any steps which could be taken to lessen loss of life.
(iii) What part has disarmament played in the past and what is its future role in helping the nations of the world to live together peacefully?

AMENDED PAPER - FIRST EXAMINED 1979

EAST ANGLIAN EXAMINATIONS BOARD
for the
CERTIFICATE OF SECONDARY EDUCATION

SOCIAL STUDIES

Syllabus Ref: S/18/3F

Time: 9.30 a.m. to 11.30 a.m.
2 hours.

ANSWER ONE QUESTION FROM SECTION A.

ANSWER ANY THREE QUESTIONS FROM SECTIONS B, C, D, E, F, TAKING ONE QUESTION FROM EACH SECTION.

Section A.1. A group of countries is often called the 'Third World', which suggests that there is also a 'First' and a 'Second' World. Describe what makes the First and Second Worlds distinctive.

A.2. How effective has the United Nations been in defending human rights and preventing conflict in the world?

Section B.3. From your study of family life in the past, what changes might reasonably happen to it in the next thirty years?

B.4. Describe one theory that you have studied that accounts for the social and economic differences between groups in British society.

Section C.5. The Welfare State was born in 1948. What difference has the Welfare State made to people's lives in the last thirty years?

C.6. The Police only protect some of our rights. Explain the work of an organisation or group that protects our rights where the Police are not involved.

Section D.7. The Police actually carry out the law, but how are Laws made and interpreted?

D.8. What are the differences between electing a government using the Direct Vote system and the Proportional Representation System?

Section E.9. Outline the racial differences between people living in Britain and show how these differences lead to prejudice.

E.10. Mass Media gives intensive coverage to violence. What are the points for and against the view that this encourages, or, even causes young people to commit acts seen in the Mass Media?

Section F.11. Outline the main problems and successes in dealing with the World's Population Explosion.

F.12. As a 'rich' country helping 'poor' countries in the world, does our action really help or does it make the problems in the poor countries worse?

SAMPLE QUESTIONS FOR ORAL EXAMINATIONS

FIRST EXAMINATION 1980

Instructions to Candidates

- You will prepare each of the six topics for the Oral Examination.
- The Examiner will select one topic from the six you have prepared for you to present in the Oral Examination.
- The Oral Examination will last for 15 minutes.
- You will be expected to discuss the topic chosen by the Examiner with him.
- Marks will be awarded for your use of evidence, consideration of controversial issues, depth of argument and planning, as well as your involvement in and response to questions.
- The Oral Examination will be Tape Recorded.

SECTION A

1. In what ways is the idea of Social Class useful?

OR What is the importance of Socialisation within the Family for the individual?

SECTION B

2. How far is ours a 'caring' society?

OR Explain the role of Trade Unions in our society.

SECTION C

3. What role do the Police play in keeping law and order?

OR How democratic is Britain?

SECTION D

4. How does prejudice appear in British Society?

OR Describe the pressures that individuals live under in modern society?

SECTION E

5. The great powers have different views of the world, what are they?

OR How successful is the United Nations?

SECTION F.

6. How might we combat the Energy Crisis?

OR

Why are some nations rich and others poor?

Appendix B

DIRECTORY OF WELFARE ORGANIZATIONS IN HARLOW

Chapters

1. ADVICE AND ASSISTANCE

1a) General advice services
1b) Special advice services
1c) Assistance for individuals
1d) Assistance for groups

2. COMMUNITY HEALTH SERVICES

2a) General community health services
2b) Health services for special groups

3. HOUSING AND HOSTELS

3a) General housing services
3b) Childrens' homes
3c) Housing for the elderly
3d) Hostels and special provisions

4. SERVICES FOR THE ELDERLY

4a) General services for the elderly
4b) Clubs for the elderly
4c) Day Centres for the elderly

5. FAMILY SERVICES

5a) General community activities
5b) Mother and toddler groups
5c) Nurseries and nursery classes
5d) Playgroups
5e) Services for single parents
5f) Services for adults with special needs
5g) Services for children with special needs

6. SERVICES FOR YOUNG PEOPLE

6a) Employment services for young people
6b) Social facilities for young people

7. SERVICES FOR THE DISABLED

7a) Services for the blind
7b) Services for the deaf
7c) Services for the mentally handicapped
7d) Services for the mentally ill
7e) Services for the physically handicapped

Service/Facility	Contact	Location	Details
Child Guidance Clinic	Tel: 25371	Galen House, Fourth Avenue	Professional help for children showing emotional problems by Child Psychiatrist, Psychotherapist, Social Workers and Educational Psychologists. Families usually referred by doctors or schools, but appts can be made by telephone direct to the Clinic.
Family Guidance Unit	Monica Sadowski - tel: 25174. Referrals by an agency are essential	349 The Hides	Qualified staff offering casework help to families in difficulties. Regular visits and support offered to help with any kind of problems causing crisis and great difficulty. Clients must be referred by Social Worker, Health Visitor, hospital, etc. HCVS management.
Marriage Guidance Council	Mrs. Correy - tel. 23655 Emergency after-hours tel. 32626	Bentham House, Hamstel Road	9:30 - 12:30 Mon. to Sat. Counselling and advice on personal relationships for married or single people in all situation.
National Society for the Prevention of Cruelty to Children	Mrs. E. Long - tel: 22468	Broadway, Tye Green Village	This address is for people interested in offering voluntary help with fund raising etc. People wishing to present a case or needing help/advice should contact 01-553-1611. If they feel unable to do so themselves, Mrs. Long can help.

Service/Facility	Contact	Location	Details
Parents Aid	Anna Carrdus 93 The Hoo - Tel. 414034	Meetings held at Square One, Fourth Avenue	Self-help group offering advice and help to parents of children in care and to other parents separated from their children. It has open meetings on a regular basis, every other Monday at 8 p.m.
Parent Helpline	Telephone line: 414444 1 - 3 p.m. daily. contact Valerie Jepps, 45 Peterswood for information.		Telephone line for parents feeling depressed, distressed and at the end of their tether. Self-help group offers support and advice. Fortnightly meetings for anyone interested.
School Phobics	Tutor - Joanne Oakley 9 - 11 a.m. Tel. 25594. Referrals to Area Education Office, Epping 76441	Square One, Fourth Avenue	A tutorial group for children who are school refusers, must be referred by a psychologist or psychiatrist. Tutoring is available 9 - 11 a.m. daily. Aims to get children back into school eventually.
School Psychological Service	Tel: 39266	Bentham House, Hamstel Road	Open office hours. Visits to schools made during school term-time. Referrals primarily from schools, G.P.'s, Health Visitors, etc. Concerned with emotional and learning problems arising in school - some overlap with Child Guidance Clinic, particularly when there are family problems.

APPENDIX C

EXERCISES OBTAINED FROM BROOKLANDS

I. AN EXERCISE STUDYING THE EFFECT OF CLOSED-MINDEDNESS UPON THE ABILITY TO FORM NEW COGNITIVE SYSTEMS

II. LIFE PLANNING EXERCISES

III. A PROGRAM FOR DEVELOPING WORK RELATIONSHIPS

IV. WHO SHOULD SURVIVE

I

An exercise studying the effect of closed-mindedness upon the ability to form new cognitive systems.

This problem was first developed by M. Ray Denny, a colleague of Rokeach at Michigan State University.

The Conditions

Joe Doodlebug is a strange sort of imaginary bug. He can and cannot do the following things:

1. He can jump in only four different directions, north, south, east, or west. He cannot jump diagonally (e.g. southeast, northwest, etc.).

2. Once he starts in any direction, that is, north, south, east or west, he must jump four times in that direction before he can switch to another direction.

3. He can only jump, not crawl, fly or walk.

4. He can jump very large distances or very small distances, but not less than one inch per jump.

5. Joe cannot turn around.

The Situation

Joe has been jumping all over the place getting some exercise when his master places a pile of food three feet directly west of him. Joe notices that the pile of food is a little larger than he. As soon as Joe sees all this food he stops dead in his tracks facing North. After all his exercise Joe is very hungry and wants to get to the food as quickly as he can. Joe examines the situation and then says, "Darn it, I'll have to jump four times to get to the food."

The Problem

Joe Doodlebug was a smart bug and he was dead right in his conclusions. Why do you suppose Joe Doodlebug had to take four jumps, no more and no less, to reach the food?

Solution to Joe Doodlebug Problem

At end of ten minutes give the following hint.

Joe does not have to face the food in order to eat it.

At end of 15 minutes give the following hint.

Joe can jump sideways and backward as well as forward.

At the end of 20 minutes give the last hint.

Read the problem again. Joe was moving east when the food was presented.

SOLUTION

At the moment Joe's master placed the food down, Joe had already jumped once to the east. He therefore has to jump sideways three times more to the east, and once sideways back to the west, landing on top of the food. He can now eat.

The problem gives some measure of dogmatism, i.e. the inability to replace one set of beliefs with another. To solve this problem, three commonly held beliefs must be overcome and replaced with new beliefs. These beliefs must then be synthesized into a new cognitive system.

Viz.

1. The facing belief. In every day life we have to face the food we are about to eat. But Joe does not have to face the food in order to eat it. He can land directly on top of it.
2. The Direction belief. In everyday life we can change direction of movement. But Joe is not able to do so because he is forever trapped facing North. Thus the only way Joe can change direction is by jumping sideways and backwards.
3. The Movement belief. In everyday life we can change direction of movement at any moment. But Joe's freedom is restricted by the fact that once he moves in a particular direction - north, south, east or west - he has to continue four steps before he can change direction.

The superiority of an open minded person to solve this problem is not due to his/her greater analytic ability but is due to his/her greater ability to synthesize the new beliefs into a new cognitive system. For further details about cognitive change and systems please refer to Chapter 2 "Cognition" in "Individual in Society", Krech, Crutchfield and Ballachey, MacGraw-Hill Book Company Inc., 1962.

II

LIFE PLANNING EXERCISE

INTRODUCTION

We are about to begin a Life Planning exercise which deals with your future. What are your feelings as we begin to move into this exercise? Are you excited, happy, sad, afraid, glad, etc. when you begin to think about what your future holds for you? Jot some of your feelings down on this paper and then discuss them with your partner.

Life Planning Design

A. Below you will find a time line. The far left side represents the day of your birth, the far right side the day of your death. Place a mark on this line which represents where you see yourself being today. Place today's date under your mark.

What does where you placed your mark tell you about how you see your future and your past? Get some feedback from your partner about what reaction they have to where you put your mark.

B. Next, we would like to focus on your past. Consider the part of the line which extends from where you are today to the day of your birth. Blow it up and draw a life line. Be as creative as you can in illustrating your life line.
Example:

C. As you look at your life line, what are the moments which stand out as being of most importance to you? What are some things you would like to avoid repeating in the future? Discuss your life line with your partner. Jot below some of the insights that come to you as you discuss your life line with others.

D. So far we have been concentrating on the past and "what it's been like" for you. Now we would like to change directions to focus on "what you would like it to be like" for you. We would like to focus on the future and what you want in the future. In doing so we would like to be as creative and utopian as we can be. During the next few exercises don't worry about whether your hopes and dreams are realistic. Just concentrate on creating what you would like.

Think about some day in the distant future. The day is a perfect day in the sense that it includes in it all of the things you would like to have for yourself. Describe in detail what this day would be like for you.

E. Discuss your perfect day with your partner. Jot down on this paper insights you get. How is your day similar to or different from others' days? What are the prime valued parts of your perfect day? Does your perfect day bear a resemblance to your present life? What are the differences ..... similarities?

Think of what would be a particularly bad day for you in the distant future. Describe in as much detail as you can. What are the factors that make this day particularly unpleasant? List them. How is this day similar to or different from your present life?

F. Next, think about some people you would like to be like. These people would be people you admire and respect greatly. Draw up a list of these people. As you put down their name put down the reason you would like to be like them. Discuss your list with another.

Draw up a list of characteristics you would like to avoid having. Discuss these characteristics with your partner.

G. Below you will find a list of 11 life goals or life values. Think of your future and what you would like to have in it. Priority rank the 11 life goals in terms of their importance to you in the future with the most important being No. 1 and the least important No. 11.

NOW THEN —

a. Leadership. To become an influential leader: to organise and control others to achieve community or organisational goals.

b. Expertness. To become an authority on a special subject: to persevere to reach a hoped for expert level of skill and accomplishment.

c. Prestige. To become well-known, to obtain recognition, awards, or high social status.

d. Service. To contribute to the satisfaction of others: to be helpful to others who need it.

e. Wealth. To earn a great deal of money: to build up a large financial estate.

f. Independence. To have the opportunity for freedom of thought and action: to be one's own boss.

g. Affection. To obtain and share companionship and affection through immediate family and friends.

h. Security. To achieve a secure and stable position in work and financial situations.

i. Self realization. To optimize personal development; to realise one's full creative and innovative potential.

j. Duty. To dedicate oneself totally to the pursuit of ultimate values, ideals and principles.

k. Pleasure. To enjoy life, to be happy and content, to have the good things in life.

Next, discuss your priority ranking with your partner. An important point to discuss during this phase is where these values come from. Do you have those life goals because you chose them or because society recommends them? How do your life goals differ from others? Also, sift through the list for inconsistencies and discrepancies.

H. After you have discussed the life goals you would like to realise in your future, think again about your past - priority rank the same list under the then column in terms of what goals you were seeking in your past. A convenient time period to think of would be three to five years in the past.

I. When you've done the above, discuss differences between your now column and your then column. What does this tell you about yourself? Would you like to change anything you've put in your new column? Do so if you wish.

J. We have now completed part two of this exercise. By now you should have a clearer awareness of where you've been, where you are and where you want to go. Most important, you should have a better idea of the values and goals you would like to actualise in your future. We will now begin to focus on specific time frames and steps for creating your future.

Think of a period of three to five years from today. Draw up a list of goals that you would like to accomplish by then. List as many as you can.

K. Next priority rank these strategic goals in terms of their importance to you. Briefly discuss these goals with your partner. However, as you discuss these goals, scan them to see if they fit in with your life goal ranking. Is there a "good fit" between the two? Are there inconsistencies? Don't change your priority rankings so there is a good fit unless you want to. Also, are there any inconsistencies between strategic goals? Discuss these.

L. Next, think of a date one year from today. Date ..... Draw up a list of tactical goals that you would like to accomplish by then.

M. Priority rank these tactical goals.

N. Do they fit with your strategic goals? Are there internally inconsistencies or inconsistencies between tactical and strategic goals? Discuss.

O. We would like to focus now on action steps. Take your No. 1 priority from your tactical list and generate a list of action steps that need to be taken to accomplish it. Priority rank the action steps under No. 1 in terms of their importance in accomplishing tactical goal No. 1. When you have completed No. 1 go on to tactical goal No. 2 and so on.

P. Discuss with your partner your action steps and how realistic your plan is. Do any kind of changing or adapting you need to do to perfect your plan.

Q. We have just completed the construction of a time specific life plan directed at the accomplishment of self-chosen life goals. Next we need to focus on you as a resource for accomplishing this plan. Would you please generate a list of ten qualities about yourself that you value highly.

Example: I am intelligent, or I am sophisticated?

R. Priority rank these qualities and then discuss them with your partner. Specifically discuss whether these qualities are helps or hinderances to your taking the action steps you've indicated or the accomplishment of your life goals. Jot below, insights you have on this.

S. <u>Resource Inventory</u>

1. List of strengths I would like to improve

2. List of weaknesses I would like to correct

3. List of people who I now see as resources for improving myself and accomplishing life goals.

4. List of resources (personal or otherwise) that I will need to utilise to accomplish my immediate action steps and eventually my life goals.

III

A PROGRAMME FOR DEVELOPING WORK RELATIONSHIPS

Read silently. Do not look ahead in this booklet.

The conversation which you are about to begin is intended to point toward more effective human relations in a work setting. Tasks are accomplished more effectively if persons who work together have the capacity to exchange ideas, points of view, feelings, attitudes, and opinions freely. It is also important that you be able to clarify assumptions that you make about each other in relation to the work to be done.

The basic purpose of the discussion which you are about to have is to foster greater understanding of each other at work. By telling about oneself and by sharing perceptions of each other you will be working toward a higher level of trust.

These ground rules should be followed:

1. Take turns initiating the discussion. The programme consists of a series of open-ended statement. Each of you should complete each statement orally. (Do not write in the booklet).

2. All of this discussion is confidential.

3. Do not look ahead in the booklet.

4. Do not skip items.

When each of you has finished reading, turn the page and begin.

Basically my job is ...

Usually I am the kind of person who ...

When things aren't going well I ...

When I think about your responsibilities I think that ...

I want to become the kind of person who ...

I like such things as ...

The most important skill in developing work relationships is listening. To begin improving your ability to hear each other, follow the steps: complete the following item in two or three sentences: the listener then repeats in his own words what you said: the listener completes the item, and you paraphrase what you heard.

Ten years from now I ...

When each of you has had a turn, share what you may have learned about listening.

During this discussion, you may wish to continue the development of your listening by using the phrase, "What I hear you saying is ..."

My first impression of you was ...

When working I'm best at ...

My greatest weakness when working is ...

In conflict situations between people I usually ...

Briefly discuss how this exchange is developing.

When I am teaching I prefer ...

Your job seems to be ...

The best head I ever had ...

The best colleague I ever had ...

Listening check: "What I hear you saying is ..."

The worst Head I ever had ...

The worst colleague I ever had ...

Have a brief discussion of what your responses to the last four items say about what you believe to be valuable in work relationships. Draw generalisations about each other.

I usually react to negative criticism by ...

When I am approaching a deadline, I ...

What I like about you is ...

This conversation ...

I joined this course because ...

IV

Who Should Survive?

An atomic attack has occurred. The following eleven persons - the only human beings alive on earth - are in an atomic bomb shelter. It will take two weeks for the external radiation to drop to a safe level; however, the supplies in the shelter can only sustain seven persons for two weeks, at a very minimum level. In brief, only seven of the eleven people can survive.

1. Dr. Dane: Thirty-seven; white; no religious affiliation; Ph.D. in history; good health; married; one child (Bobby); active; enjoys politics.

2. Mrs. Dane: Thirty-eight; white; Jewish; B.A. and M.A. in psychology; counselor in mental health clinic; good health; married; one child (Bobby); active in community.

3. Bobby Dane: Ten; white; Jewish; mentally retarded; I.Q. 70; good health; enjoys his pets.

4. Mrs. Garcia: Thirty-three; Spanish-American; Catholic; waitress; prostitute; good health; abandoned as a child; in foster home as a youth; attacked by foster father at age twelve; ran away from home; returned to reformatory; stayed until sixteen; married at sixteen; divorced at eighteen; one child three weeks old (Jean).

5. Jean Garcia; Three weeks old; Spanish-American; good health; still nursing.

6. Mary Evans: Eight; black; Protestant; good health.

7. Mr. Newton: Twenty-five; black; atheist; starting last year of medical school; suspected homosexual activity; good health; seems bitter concerning racial problems; wears hippie clothes.

8. Mrs. Clark: Twenty-eight; black; Protestant; college graduate; electronics engineer; married; no children; good health; enjoys sports; grew up in ghetto.

9. Mr. Blake: Fifty-one; white; Mormon; B.Sc. in mechanics; very handy; married; four children; good health; enjoys outdoors and working in his shop.

10. Father Frans: Thirty-seven; white; Catholic; priest; active in civil rights; criticised for liberal views; good health; former college athlete.

11. Dr. Gonzales: Sixty-six; Spanish-American; Catholic; doctor in general practice; two heart attacks in past five years, but continues to practise.

THE PROBLEM: Which seven of the eleven persons in the bomb shelter should survive?

APPENDIX D

POST EXAM COURSE

I. SCHEDULE OF EVENTS

II. WHO ARE YOU?

1. SCHEDULE OF EVENTS

1	AM		PM
	9.15	11.00	1.30
JUNE 30	GETTING TO KNOW YOU	HISTORY OF THE NEWSREEL	DRUGS
JULY 1	BUILDING SOCIETIES	SIMULATION	POLLUTION
2	BANKS	SIMULATION CONTD.	GAMES AND ACTIVITIES
3	ADVICE CENTRE		FILMS
4	POLICE		INDOOR GAMES TOURNAMENT

2	AM		PM
7	VI INDUCTION WHERE TO NOW?	STUDY SKILLS	SETTING EXAMPLES
8		A LOOK BACK	TO FAIL OR NOT TO FAIL
9	LOVING AND CARING	PRE DRIVER EDUCATION	GAMES AND ACTIVITIES
10	THE WAITING GAME	WITH A LITTLE HELP	AIRPORT
11	TO YOUR HEALTH	AIRPORT	INDOOR GAMES TOURNAMENT

II

WHO ARE YOU?

Abilities

It is important here to distinguish between human skills and examination passes. The latter may roughly reflect a certain sector of the more easily measurable skills like numeracy, but from a careers point of view they should be kept quite separate in your thinking.

Below is a list of human abilities which are most commonly found in everyday life.

Personal competence

1. Reading and understanding
2. Listening and understanding
3. Solving problems
4. Thinking up new ideas
5. Using numbers in estimating or calculating
6. Memorising
7. Making decisions
8. Thinking quickly
9. Deducing solutions
10. Speaking languages
11. Constructing things
12. Creating artistic things
13. Designing things
14. Arranging things in an orderly way
15. Organising events
16. Giving advice
17. Composing
18. Catering
19. Writing
20. Demonstrating.

Social Skills

1. Working in a team
2. Organising people
3. Taking responsibility in a group
4. Being friendly to total strangers
5. Understanding people
6. Being patient with prickly people
7. Communicating bad news
8. Being firm with others
9. Being tolerant of views which clash with yours
10. Helping people

What is your personality like?

Assume you are working in a supermarket on Saturdays. It is your financial salvation. Below are some situations which have happened to you over the past year. Think about each and decide how well you coped with them.

1. For the past 12 weeks the Manager has given you the job of making routine price alterations in a dimly lit store behind the shop. He had promised you a change but on arrival last Saturday the day's work was clear ... price tickets again.

   How did you cope?

   Well Asked for help Avoided the issue

   What personality trait was being revealed here?

2. Mrs. Urticaria Jones was never your best customer but you honestly do your best. There was an occasion when she wrongly accused you of shortchanging her.

   How did you cope?

   Well Asked for help Avoided the issue

   What personality trait was being revealed here?

3. You were at the checkout. There was only one position being manned because of sickness. The queue was getting longer and more restless.

   How did you cope

   Well Asked for help Avoided the issue

   What personality trait was being revealed here?

4. Near to Christmas your hours were extended. The Manager, a morose man, made it clear he wanted more from you. You gave it all you had but on the Saturday after Christmas no comment was forthcoming from him.

   How did you cope

   Well Asked for help Avoided the issue

   What personality trait was being revealed here?

5. One of the regular staff saw you make an error with the till. He bawled you out in front of a customer.

How did you cope?

Well Asked for Help Avoided the issue

6. Out of the corner of your eye you saw a customer slip a block of soap into his pocket.

How did you cope?

Well Asked for help Avoided the issue

7. Normally a senior supervisor is on duty. You can always take tricky situations to her. Last Saturday she was ill so you had to man the checkout without any other person immediately in charge.

How did you cope?

Well Asked for help Avoided the issue

8. In your zeal to get the queue moving you pushed Mrs. Smallbone's eggs too hurriedly towards her shopping basket. They disappeared over the edge and hit the floor with a distinctive sound. Mrs. Smallbone having paid for them was not pleased.

How did you cope?

Well Asked for help Avoided the issue

9. It was the Saturday after that splendid Friday party at Jean's. You knew it was going to be late but at 9 a.m. the following morning the prospect of merchandising did not appeal one little bit.

How did you cope?

Well Asked for help Avoided the issue

10. Last month one of the company's directors decided to pay a Saturday visit to the branch. Your manager indicated in no uncertain terms that Nothing, but Nothing was to go wrong with regular or temporary staff. That's you.

How did you cope?

Well Asked for help Avoided the issue

SATISFACTIONS

They can be summarised as follows:

1. Material rewards

What will my income be on starting?
What are my prospects for advancement?
Will the job always be there?
Can I go back easily after bringing up a family?

2. Status

Does this job look important to my friends at work in other fields?
Will this job give me approval from those who work with me?
Does the work make other people grateful to me?
Is this a worthwhile reason for doing it?
Will the job meet divine approval?
Does this job satisfy any sense of vocation?

3. Skill

Can I really use my talents doing this job?
Will it thoroughly test me to the full?
Could I be independent doing this work?

4. Dominant values

Will this enable me to work with the most important thing in my life (e.g. science, religion, exploring, antiques, etc.)?
Will I be able to help others in doing this job?
Can I make a real contribution to the disadvantaged (e.g. deaf, sick, handicapped, etc.)?

5. Social benefits

Will this job keep me in close touch with my friends?
Will I be able to work in a team?
Can I meet a wide range of new people?
Are there good recreational facilities?

6. Apparent advantages

Can I avoid monotony?
Will this job be stimulating and provide new experiences?
Will it broaden my mind?

WHAT WORK IS THERE

Office based
Buyer
Draughtsman
Hospital Administrator
Insurance Administrator
Secretary
Solicitor
Translator

Active/outdoors
Armed services
Farmer
Forester
Horticulturalist
Customs Officer
Merchant navy officer
Surveyor
Veterinary surgeon
Civil engineer

Artistic
Actor
Advertiser
Architect
Artist
Calligrapher
Dancer
Designer
Illustrator
Musician

Literary
Archivist
Author
Historian
Interpreter
Journalist
Librarian
Technical writer

Computational
Accountant
Actuary
Auditor
Computer analyst
Economist
Insurance broker
Mathematician
Quantity surveyor
Statistician
Structional engineer
Systems analyst
Valuer

Social (people)
Barrister
Chiropodist
Demonstrator
Dentist
Doctor
Minister

Nurse
Occupational therapist
Optician
Orthoptist
Osteopath
Physiotherapist
Policeman
Radiographer
Sales representative
Speech therapist

Scientific
Archeologist
Astronomer
Bacteriologist
Biochemist
Biologist
Botanist
Chemist
Engineer
Geologist
Metallurgist
Mineraliogist
Oceanographer
Pathologist
Pharmacist
Physicist

APPENDIX E

INSTRUMENTS USED IN THE RESEARCH COMPONENT OF THE INTERNSHIP

I. SOCIAL AVOIDANCE AND DISTRESS SCALE

II. FEAR OF NEGATIVE EVALUATION SCALE

III. INTERPERSONAL RELATION RATING SCALE

I. SOCIAL AVOIDANCE AND DISTRESS SCALE*

T F 1. I feel relaxed even in unfamiliar social situations.

T F 2. I try to avoid situations which force me to be very sociable.

T F 3. It is easy for me to relax when I am with strangers.

T F 4. I have no particular desire to avoid people.

T F 5. I often find social occasions upsetting.

T F 6. I usually feel calm and comfortable at social occasions.

T F 7. I am usually at ease when talking to someone of the opposite sex.

T F 8. I try to avoid talking to people unless I know them well.

T F 9. If the chance comes to meet new people, I often take it.

T F 10. I often feel nervous or tense in casual get-togethers in which both sexes are present.

T F 11. I am usually nervous with people unless I know them well.

T F 12. I usually feel relaxed when I am with a group of people.

T F 13. I often want to get away from people.

T F 14. I usually feel uncomfortable when I am in a group of people I don't know.

T F 15. I usually feel relaxed when I meet someone for the first time.

T F 16. Being introduced to people makes me tense and nervous.

T F 17. Even though a room is full of strangers, I may enter it anyway.

T F 18. I would avoid walking up and joining a large group of people.

---

* Watson, D. and Friend, R. Measurement of social-evaluation anxiety. Journal of Consulting and Clincial Psychology, 1969, 33, 448-457.

T F 19. When my superiors want to talk with me, I talk willingly.

T F 20. I often feel on edge when I am with a group of people.

T F 21. I don't mind talking to people at parties or social gatherings.

T F 22. I am seldom at ease in a large group of people.

T F 23. I tend to withdraw from people.

T F 24. I often think up excuses in order to avoid social engagements.

T F 25. I sometimes take the responsibility for introducing people to each other.

T F 26. I try to avoid formal social occasions.

T F 27. I usually go to whatever social engagements I have.

T F 28. I find it easy to relax with other people.

II. FEAR OF NEGATIVE EVALUATION*

Name _____

Date _____

T F 1. I rarely worry about seeming foolish to others.

T F 2. I worry about what people will think of me even when I know it doesn't make any difference.

T F 3. I become tense and jittery if I know someone is sizing me up.

T F 4. I am unconcerned even if I know people are forming an unfavorable impression of me.

T F 5. I feel upset when I commit some social error.

T F 6. The opinions that important people have of me cause me little concern.

T F 7. I am often afraid that I may look ridiculous or make a fool of myself.

T F 8. I react very little when other people disapprove of me.

T F 9. I am frequently afraid of other people noticing my shortcomings.

T F 10. The disapproval of others would have little effect on me.

T F 11. If someone is evaluating me I tend to expect the worst.

T F 12. I rarely worry about what kind of impression I am making on someone.

T F 13. I am afraid that others will not approve of me.

T F 14. I am afraid that people will find fault with me.

T F 15. Other people's opinions of me do not bother me.

T F 16. I am not necessarily upset if I do not please someone.

---

* Watson, D. and Friend, R. Measurement of social -evaluation anxiety. Journal of Consulting and Clinical Psychology, 1969, 33, 448-457.

Fear of Negative Evaluation

T F 17. When I am talking to someone I worry about what they may be thinking about me.

T F 18. I feel that you can't help making social errors sometimes, so why worry about it.

T F 19. I am usually worried about what kind of impression I make.

T F 20. I worry a lot about what my superiors think of me.

T F 21. If I know someone is judging me, it has little effect on me.

T F 22. I worry that others will think I am not worthwhile.

T F 23. I worry very little about what others may think of me.

T F 24. Sometimes I think I am too concerned with what other people think of me.

T F 25. I often worry that I will say or do the wrong things.

T F 26. I am often indifferent to the opinions others have of me.

T F 27. I am usually confident that others will have a favorable impression of me.

T F 28. I often worry that people who are important to me won't think very much of me.

T F 29. I brood about the opinions my friends have about me.

T F 30. I become tense and jittery if I know I am being judged by my superiors.

III

INTERPERSONAL RELATIONSHIP RATING SCALE*

NAME _____

DATE _____

Complete this form quickly without thinking too much about each item.

For each of the following items, circle the number that best describes the degree to which the statement fits you.

Example: In this example the rater feels that he/she is average in wealth.

A. Wealth

Very poor 1 - 2 - 3 - 4 - 5 - 6 - 7 Very rich

1. Ability to listen to others in an understanding way.

Low 1 - 2 - 3 - 4 - 5 - 6 - 7 High

2. Awareness of the feelings of others.

Unaware 1 - 2 - 3 - 4 - 5 - 6 - 7 Aware

3. Tolerance of differences in others.

Low 1 - 2 - 3 - 4 - 5 - 6 - 7 High

4. Tendency to trust others.

Quite Suspicious 1 - 2 - 3 - 4 - 5 - 6 - 7 Very trusting

5. Tendency to seek close personal relationships with others.

Low 1 - 2 - 3 - 4 - 5 - 6 - 7 High

6. Tendency to build on the previous ideas of others.

Infrequent 1 - 2 - 3 - 4 - 5 - 6 - 7 Frequent

7. Ability to influence others.

Low 1 - 2 - 3 - 4 - 5 - 6 - 7 High

---

* Hipple, John L. The 1972 Annual Handbook for Group Facilitators. J. William Pfeiffer and John E. Jones, Ed., Iowa City: University Associates, 1972, p. 73.

8. Reaction to expression of affection and warmth from others.

Low tolerance 1 - 2 - 3 - 4 - 5 - 6 - 7 High tolerance

9. Reaction to the opposing opinions of others.

Low tolerance 1 - 2 - 3 - 4 - 5 - 6- 7 High tolerance

10. Reaction to conflict and antagonism from others.

Low tolerance 1 - 2 - 3 - 4 - 5 - 6 - 7 High tolerance

11. Reaction to others' comments about your behavior.

Reject 1 - 2 - 3 - 4 - 5 - 6 - 7 Welcome

12. Willingness to discuss your feelings and emotions with others.

Unwilling 1 - 2 - 3 - 4 - 5 - 6 - 7 Willing

13. Level of self understanding.

Doesn't know self 1 - 2 - 3 - 4 - 5 - 6 - 7 Knows self a great deal

14. Level of self esteem.

Very low 1 - 2 - 3 - 4 - 5 - 6 - 7 Very high

15. Level of giving love.

Cold 1 - 2 - 3 - 4 - 5 - 6 - 7 Warm and affectionate

16. Level of openness.

Reveals little of self 1 - 2 - 3 - 4 - 5 - 6 - 7 Reveals much of self

17. Degree of peace of mind.

Restless & Dissatisfied 1 - 2 - 3 - 4 - 5 - 6 - 7 At peace with self

18. Level of aspiration.

Very low 1 - 2 - 3 - 4 - 5 - 6 - 7 Very high

19. Degree of versatility.

Can only do a few things well 1 - 2 - 3 - 4 - 5 - 6 - 7 Can do many things well

20. Degree of innovativeness.

Likes the status quo 1 - 2 - 3 - 4 - 5 - 6 - 7 Very creative and inventive

21. Level of physical energy.

Tires easily 1 - 2 - 3 - 4 - 5 - 6 - 7 Vital and resilient

22. Level of anger expression.

Represses it consistently 1 - 2 - 3 - 4 - 5 - 6 - 7 Expresses it openly

23. Clarity in expressing thoughts.

Quite vague 1 - 2 - 3 - 4 - 5 - 6 - 7 Very clear

24. Degree of independence.

Very little 1 - 2 - 3 - 4 - 5 - 6 - 7 A great deal

APPENDIX F

Northern Illinois University
DeKalb, Illinois 60115

Counseling and Student
Development Center
Swen Parson Hall — North Wing
815 753 1206

February 29, 1980

Mr. Ron Lehr
Box 532
Burton's Pond Apts.
St. John's, Nfld.

Dear Ron:

In response to your letter to Dr. Michael Weissberg, I do not know whether you have his leader's manual Relationship Skills but I am enclosing a cost sheet. Should you be interested you can order it from us.

In regard to your question on video tape, Dr. Weissberg and our staff have really not been pleased with the content quality of that tape, and as a result we have not used it very much. Should you want a copy of the tape, you would need to send us a blank tape and a check for $6.00 to cover the cost of taping and handling.

As you can see, I am sending Dr. Weissberg a copy of this letter in order that he might choose to respond to your specific question about data collection and validity/reliability studies. Since Dr. Weissberg left our Counseling and Student Development Center the impetus for conducting the workshop has also diminished; therefore, we have not conducted the workshop to the point where we would be gathering any data for research purposes. Thank you for your interest.

I am sure you will enjoy your internship in Harlow, England.

Sincerely,

Robert J. Nejedlo
Director

RJN:vc

cc: Dr. Michael Weissberg

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

APPENDIX G

AN INTRODUCTION TO BRAYS GROVE

BRAYS GROVE COMPREHENSIVE SCHOOL
Tracyes Road, Harlow, Essex, CM18 6JH
Headmaster: M. C. Fidgeon, B.A.
Telephone: Harlow 39161

June, 1980

Dear Parents,

On September 4th this year your children will be starting the next stage of their educational career. An important stage and, for them a most demanding experience. Most children look forward to their secondary school career with eager anticipation, but there is inevitably some feeling of apprehension. At Brays Grove every effort is made to ensure that the early stages of Secondary Education are as free from anxiety as possible, for only when children find themselves in a secure and familiar environment can the serious business of learning take place.

During the first three years at this school pupils receive a broad general education, the subjects contained in the school curriculum are outlined later in this booklet. At the end of the third year each child will select a number of these subjects (usually about seven), in which he or she decides to specialize for the final two years. Other subjects are included in the syllabus at that stage and you and your children will have the opportunity to study the details of them when the time comes. Most of the courses in the fourth and fifth years can lead to public examinations, usually G.C.E. 'O' level and C.S.E., but there are many interesting and worthwhile courses which do not have to culminate in examinations. Many pupils choose to remain at school after their fifth year in order to study further subjects or to continue their studies to G.C.E. 'A' level standard.

We welcome your active interest in your child's progress in the school, and we on our part wish you to know something about the school, and that is the purpose of this booklet. We have also arranged a meeting for you at the school on Tuesday, July 15th, at 7:30 p.m. The Headmaster, Mr. Fidgeon, and his deputies, Miss Sprainger and Mr. Platt will give further details of the aims, organisation and curriculum of the school.

It is hoped that you and your children will find the information in this booklet useful and that you will be able to attend the meeting. Should there be any further queries please do not hesitate to contact the school.

Yours sincerely,

D. Briggs
Head of Lower School

HOLIDAY DATES 1980/81

(inclusive)

1980

4th September	-	Autumn Term begins
27th October - 31st October	-	Half Term Holiday
28th November and 1st December	-	Occasional Days
19th December	-	Christmas Holiday

1981

5th January	-	Christmas Holiday
23rd February - 27th February	-	Half Term Holiday
13th - 24th April	-	Easter Holiday
4th May	-	May Day
25th - 29th May	-	Half Term Holiday
27th July - 7th September	-	Summer Holiday
26th - 30th October	-	Half Term Holiday
21st December	-	Christmas Holiday

SCHOOL TIMES AND TIMETABLES

School starts at 8.50 a.m. and all pupils are expected to be in their form room at that time. Parents are particularly asked to ensure that their children do not arrive at school too early as there is no supervision by staff before 8.40 a.m. Morning break is from 10.40 a.m. until 11.00 a.m. when all pupils must remain on the school premises. Lunchtime is from 12.20 until 1.30 p.m. Pupils who stay at school for dinner or for sandwiches may not leave the school premises unless parents send a letter giving their permission. The school finishes at 3.40 p.m.

Each day is divided into 7 periods and pupils will be given a timetable by their form tutor on the first day of each term. Pupils are expected to keep their timetables with them so that they know where they should be for their lesson.

On the first day of term in September new first year pupils should remain in the playground after the 8.50 a.m. bell until they are told what to do by one of the teaching staff.

BOOKS AND EQUIPMENT

Apart from writing implements and special clothing for P.E. and practical lessons most other equipment is provided. Your children may be asked to provide other items from time to time, but they will be told of this during their lessons. Books provided by the school remain the property of the school and must be returned at the specified time. A charge will be made for lost or damaged books. All personal belongings should be marked clearly with the child's name. Parents should ensure that pupils have a pen, pencil and ruler in good condition with them each day.

PERSONAL DETAILS

At the beginning of the year a form is completed giving addresses and telephone numbers of parents and family doctor, and parent's place of work. It is essential that this information is kept up to date and parents are asked to notify the school of any changes to these details.

CHILDREN TAKEN ILL AT SCHOOL

There is a medical room in the school and children who have mild ailments will be sent there to recouperate. There is no full-time qualified medical assistant at the school and children who, in the opinion of the staff, require medical attention will be sent to either the hospital or their family doctor for treatment, and the parents will be notified; or the parents will be contacted to take the child home.

ABSENCE FROM SCHOOL

Parents are asked to notify the school of the reason for any absences. Absences of short duration can be covered by a note brought by the child on return to school. If the absence is likely to be lengthy we would appreciate it if we could be notified by letter or by telephone. After a few days unexplained absence an enquiring letter is sent home by the form tutor as a matter of routine.

Pre-arranged absences (holidays, medical appointments, etc.) should be notified before the event.

DINNERS AND SANDWICHES

The School Meals Service runs a cafeteria in the school where pupils may purchase a snack or a meal of their choice. Transactions are by cash only. All items are clearly priced, and pupils should ensure that they have sufficient money for the items they choose.

Pupils entitled to free dinners may collect tickets from the school office on Monday mornings between 8.30 and 8.50 a.m. These may be exchanged for food up to the value of 60p. No change can be given if the value is less than this but pupils may add cash to purchase more expensive items.

Prices do vary from time to time and parents are notified of any significant rises. At the time of writing most pupils are able to obtain a satisfactory lunch for about 60p.

Pupils who bring sandwiches for their lunch are expected to eat them in the dining hall where tables and chairs are provided for them, and they can be supervised along with those eating dinners.

At the beginning of the year parents will be asked whether their children will be staying at school for lunch or going home. Those who are staying must remain on the premises throughout the lunch break; those who go home are not expected back before 1.20 p.m.

Some parents give their children permission to buy food for lunch at local shops. In these circumstances the school cannot accept responsibility for them. They will be deemed to have gone home for lunch. Parents who are considering making this choice should be aware of the potential dangers of numbers of children roaming unsupervised around shopping precincts.

CYCLES

Pupils wishing to come to school on bicycles should obtain permission from the teacher in charge of road safety. The bicycles should be clearly marked with the child's name and should be left in the cycle sheds, preferably locked in position. The cycle sheds are out of bounds to all pupils during school hours, except at the beginning and end of morning and afternoon sessions. Cycles should only be brought on to the premises through the main gate and should not be ridden in the school grounds.

SECURITY OF PERSONAL PROPERTY

Articles of value should not be brought to school as we cannot accept responsibility should they become lost or damaged. If such articles must be brought to school they should be left in the care of one of the teaching staff who will make every effort to ensure that they are secure. On no account should articles of value be left unattended in the classrooms, cloakrooms or changing rooms.

All personal belongings, including all clothing, should be marked clearly and indelibly with the child's name.

LOST PROPERTY

There is a teacher in charge of lost property and a room where this is stored. After a reasonable search for a lost item the owner should report to the teacher concerned. Most lost items, if suitably marked, are successfully returned to their owners.

Children who find items which are clearly 'lost' should take these to the teacher in charge of lost property.

The County Council have published the following statement for the information of parents:-

Theft of Pupil's Property

"The County Council thinks that parents should be aware that usually, when a pupil's clothing or other property is stolen or lost at school, the County Council have no legal liability to make good the loss and cannot be recommended to do so. Marking of clothes and other property with the owner's name is therefore of the greatest importance."

BRAYS GROVE PARENT - TEACHER ASSOCIATION

The aims of the P.T.A. are to help parents to understand more about the work being done in the school (particularly that involving new educational ideas), to provide funds to further educational projects, and for additional facilities for pupils. For example, mathematics, scientific, audio and audio/visual equipment and musical instruments have been and can be acquired for the school, as well as items like garden seats in the school grounds for pupils' use.

Educational events arranged by P.T.A. have included Teach-Ins for parents on Modern Mathematics, Nuffield Science, Mixed Ability Teaching, the Craft Course, Integrated Studies, Business Studies, Examinations and Forums at which parents were able to have their questions answered by panels of teachers. Also at the schools' invitation, P.T.A. members have visited classes in session during the day.

Regular fund-raising events include fetes, dances, a craft market and mystery tours.

Membership is automatic and includes all parents and teachers. No special invitation is required - come and meet other parents and teachers in the Staff Room at 8.00 p.m. on any of the following dates next year. If you want to receive notice of meetings, please request the Deputy Headmistress to add your name to the circulation list.

P.T.A. Meetings 1980-81

Tuesday	16th September, 1980	
Thursday	16th October, 1980	(for new parents)
Wednesday	22nd October, 1980	A.G.M.
Tuesday	18th November, 1980	
Saturday	22nd November, 1980	CRAFT MARKET
Tuesday	13th January, 1981	
Monday	9th February, 1981	
Wednesday	18th March, 1981	
Thursday	7th May, 1981	
Monday	8th June, 1981	
Tuesday	7th July, 1981	
Saturday	12th July, 1981	Summer Fete

BOYS SCHOOL DRESS

1st to 5th years

We feel strongly that a distinctive school dress is a desirable feature of Brays Grove School and know that a large proportion of parents support us. The school colours are maroon with light blue shirts and the dress of the first to fifth years is based on these.

Two shops keep stocks of the boy's appropriate clothes, and these are listed below. Ties may be purchased from the school. Every effort has been made to obtain garments which offer reasonable wear at moderate prices, but we are always glad to receive parents' views on quality.

a) NORMAL SCHOOL DRESS

Trousers	- plain grey or maroon - worsted or terylene
Shirt	- plain light blue (plain grey or white acceptable)
Pullover	- plain maroon or plain grey
Tie	- school tie to be worn at all times
Blazer	- maroon with badge embroidered on pocket, optional
Apron	- a carpenters style apron will be required for protection of clothing in Science and all practical lessons
Shoes	- Stury leather shoes are essential for woodwork and metalwork lessons

b) NORMAL SPORTS AND ATHLETIC DRESS

In the interest of hygiene and appearance it is essential that children have a change of clothing for P.E. and Games. The following items are recommended:-

For the Gymnasium	- white shorts, white socks, white plimsolls, towel, white T-shirt or vest (optional)
For swimming	- Maroon trunks, towel
Rugby/Soccer (Games)	- Boots, maroon games socks, black shorts, sturdy maroon games shirt, towel for showers
Tennis in the 2nd year to Senior School	- White shorts, socks and shirt
Cricket	- Plimsolls, white shirt, white, dark grey or maroon trousers, white socks

It is suggested that a size larger than necessary in both jerseys and stockings be bought and in as good a quality as possible

List of shops:- London Co-operative Society, The High, Harlow
Guy Games, The High, Harlow.

ALL CLOTHING MUST BE MARKED WITH CHILD'S NAME

GIRLS SCHOOL DRESS
1st to 5th years

We feel strongly that school dress is a desirable feature of Brays Grove School and know that a large proportion of parents support us. The school colours are maroon and light blue and the dress of the first to fifth years is based on these.

Three shops keep stocks of the girls' appropriate clothes, and these are listed below. Ties may be purchased from the school. Every effort has been made to obtain garments which offer reasonable wear at moderate price but we are always glad to receive parents' views on quality.

a) NORMAL SCHOOL DRESS

Shirt or Trousers	- plain grey or maroon, worsted/ terylene/wool jersey
Blouse	- plain light blue or white poplin
Cardigan or pullover	- plain grey or maroon
Socks	- grey, maroon or white
Blazer	- maroon with badge embroidered on pocket, (optional)
Summer dress	- (optional) - plain light blue poplin or light blue and white checked cotton. (Material is usually stocked by the school if mothers wish to make up dresses to their own design)
Overall	- blue cotton, to protect school uniform in Science classes, in Art and Pottery lessons and in fact at any time when protective covering is necessary
Shoes	- Sturdy leather shoes are essential for woodwork and metalwork lessons.

b) P.E. CLOTHING

In the interest of hygiene and appearance it is essential that children have a change of clothing for P.E. and Games.

Blue cellular cotton blouse
Gym shoes - white
Maroon games socks for outdoors, white for indoors
Maroon P.E. knickers; Maroon games skirt
Towel - for showers after P.E. and Games lessons and after swimming lessons
Swimming cap - pale blue
Hockey boots
Track suit (optional)
Maroon swim-suit

List of shops:- London Co-operative Society, The High, Harlow
Guy Games, The High, Harlow
Martin Ford, The High, Harlow

ALL CLOTHING MUST BE MARKED WITH CHILD'S NAME

CODE OF CONDUCT

1st to 5th years

A. TRAFFIC AND SAFETY

In moving from the main to the new block, you must keep on the pavement at all times and only cross by the zebra crossing.

Bicycles: Bicycles can only be brought to school if permission has previously been obtained from the teacher in charge of road safety. They must -

1) be clearly marked with your name
2) not be ridden inside the school gates
3) be kept in the cycle sheds which are out of bounds except at the beginning and end of the morning and afternoon school.

B. SCHOOL TIMES AND ATTENDANCE

You must be in your form room for morning registration at 8.50 a.m. and for afternoon registration at 1.30 p.m. School ends at 3.40 p.m.

C. SCHOOL BOUNDS

No pupil may leave the school grounds during break without permission. The same applies to all pupils who do not go home at lunch time.

Hard Play Area (Redgra) is out of bounds at all times except under supervision of a member of staff.

The following areas of grass are out of bounds:-

1) The grass square in front of the Youth Centre
2) The grass between the Main Assembly Hall and the Library

Other grass areas may be used only for sitting on. They are not to be used as short cuts or for ball games.

DAY TO DAY SCHOOL RULES

1. MOVEMENT : Do not run - keep to the left. Obey instructions of staff and prefects promptly.

2. CLOTHING AND PERSONAL EQUIPMENT :
   a) Must be clearly marked with your name. Should any article go missing, make sure first that it is not in Lost Property, then report the loss to your form tutor.
   b) Every pupil is expected to wear school dress.

c) Only shoes suitable for school should be worn.
d) The wearing of jewellery in school is forbidden

3. PROHIBITED ARTICLES : The following articles must not be brought to school - penknives, radios and tape recorders or any item which may constitute a danger or cause offence to others.

4. MONEY AND VALUABLES: Must never be left in cloakrooms or changing rooms but should be given to member of staff for safe keeping.

5. THE BUILDING AND GROUNDS : The school is kept in as good and as attractive a condition as possible by cleaning and maintenance staff. Pupils are expected to do their part by helping to maintain cleanliness and tidiness and by reporting damage to their form tutors.

6. COUNTESY : Pupils are expected to be courteous at all times.

SCHOOL ORGANISATION

Pupils are divided into groups of about thirty-each group containing children of all ability levels. There is therefore no 'top' or 'bottom' group or form, each group is of mixed ability. A form tutor takes charge of each form and he or she is responsible for the group, monitoring the progress of every pupil, and maintaining standards of appearance, behaviour and effort. The Form Tutor is the person to whom the pupil should go for help with problems, and to whom the teaching staff will refer for information about individual children. The work of the Form Tutors is co-ordinated by a Head of School who has overall responsibility for a particular section of the pupils. Head of Lower School, 1st and 2nd year pupils, Head of Middle School, 3rd and 4th year pupils and Head of Upper School 5th and 6th year pupils. Each Head of School has two assistants, one attached to each of the year groups for which he is responsible.

A certain amount of homework is necessary and in the lower school this will be approximately 30 - 60 minutes per evening. This may vary from time to time but your child should be given a homework timetable within the first few weeks at school and, as far as possible, this will be adhered to.

Discipline in the lower school is maintained mainly by the Positive and Negative points system. Positive points are awarded for good work and for any action of the pupil which a teacher may regard as deserving of reward or recognition. Negative points are given for misdemeanor of various kinds and at the discretion of the teacher. If on balance at the end of the week a child has two negatives he will be placed in detention for one hour on the following Tuesday. Parents are normally informed by letter. There is also provision for pupils to be put directly into school detention by the Headmaster, his Deputies and Heads of School, or for them to be kept after school by an individual teacher. In these cases, as a matter of courtesy, the pupil is normally informed the day before the detention so that he can notify his parents that he will be late home.

In maintaining discipline and encouraging effort we rely on parental co-operation and interest to a very large extent. Parents are asked to contact the school office should they wish to make an appointment to see their child's Form Tutor or Head of School concerning the child's progress or welfare. Appointments can also be made to see the Headmaster or Deputy Headmistress or Deputy Headmaster should this be found necessary.

THE CURRICULUM

The following subject areas are those which will be studied by your child in the lower school. Each Head of Department has given an outline of the subject/s for which they are responsible.

ENGLISH DEPARTMENT

English is the most important subject on the curriculum. Children will not make satisfactory progress in any subject (except perhaps P.E. and Art) if they cannot read and write adequately. If children are not reasonably successful academically at school, they are unlikely to succeed in their careers when they leave school.

At Brays Grove the children are encouraged to become proficient and interested in the three main aspects of the subject: reading; writing; and spoken English. Reading is of primary importance. To develop the children's interest in books, we have: a school library; paperback libraries in the English teaching rooms; a school bookshop; and belong to 'The Scene Club', through which the children can buy books by mail order. In lessons, particularly in the upper school, the emphasis is on the reading of novels, plays and poetry.

When they are sixteen, children who are very good at the subject take two G.C.E. 'O' level examinations - in English Language and English Literature. Those who find the subject not quite so easy take a C.S.E. Mode 3 English paper, but they also have the opportunity to take G.C.E. 'O' level English Language. In the sixth form G.C.E. Advanced Level English Literature is a popular subject and there are 'O' level courses in language and literature.

Numerous theatre and cinema outings are organised and the children have frequent opportunities to take part in plays and debates. They can also write articles for the school magazine, which is edited by the English Department.

MATHEMATICS DEPARTMENT

At the moment all pupils coming to the school will be doing mathematics for five years. We follow a modern mathematics syllabus using the Schools Mathematics Project work cards and books leading to either a G.C.E. or C.S.E. examination for which nearly everyone is entered.

Pupils will have met many ideas at their present primary school and we shall be developing these as well as introducing new topics. Mathematics is taught mainly in specialist rooms and we try to give everyone an opportunity to do a little computer programming.

We hope that at the end of five years they will be proficient in normal arithmetical calculations and in a position to develop their mathematics into the sixth form if they so choose.

It will be necessary during the course for each child to provide his or her own geometrical instruments, a slide rule and possibly an electronic calculator in the 4th and 5th years.

INTEGRATED HUMANITIES

The Integrated Humanities course in the lower school involves the Geography, History and Religious Education Departments. Each pupil in the first, second and third year will have 5 periods of Integrated Humanities every week.

The belief behind the course is that man's experience of life is total - not fragmented, and that the pupil's understanding of the world in which he or she lives will be enhanced if their study of that world is approached in a total integrated, rather than fragmented way. At the same time it is recognised that the ability to understand the world rests more on skills than on knowledge alone and so the emphasis of the course lies in the development of these skills, using material which is both relevant and stimulating to the pupils. In the development of these skills within a general approach to a topic, the child also gains an understanding of the demands of the individual disciplines - Geography, History and R.E. which will be so necessary for a successful and profitable choice of subjects in the 4th and 5th years. At the same time the variety of the materials and methods used encourages the ability to communicate ideas in both the written and spoken word.

The first year course begins by looking at the individual 'Myself' in order to encourage the pupil's understanding of him/herself and of their relationships with others and proceeds to the topics "The Family", "The School", "The Community", to encourage understanding of the world in which they live. The course then involves other topics which are also dealt within a integrated way, encouraging understanding of other people, societies and ideas, and leading to an informed and questioning attitude to life.

The approach is particularly suited to mixed ability teaching - the confusion of looking at geography, history and R.E. separately is avoided, the time provision allows in depth and thorough examination of material, the facilities for outside visits provides a variety of educational experiences and the continuity implied allows pupils - of all abilities - to become involved in the work in hand and devote time and energy to areas of their particular interests.

MUSIC DEPARTMENT

The Music Department teaches all pupils in the first three years. Pupils are encouraged to make music themselves either through class singing or through class instrumental work. During their first three years they also learn some basic theory of music and something of the great composers and their music.

Pupils are encouraged to join one of the two choirs (Junior or Senior) or to learn an instrument and play in either the Band, the Orchestra or the Recorder Group.

There is a Music School on Monday evening where pupils have individual and group tuition on all instruments from our own staff and visiting specialists.

The Department organises concerts on a regular basis and usually some sort of Musical Production once a year.

Pupils who show interest and ability in the subject are encouraged to take music in the fourth year and onward to either C.S.E. or G.C.E. 'O' level.

The aim of the Department is to give children a broad experience of music which will encourage them to see it as a worthwhile leisure activity both now and in the future.

MODERN LANGUAGE DEPARTMENT

With the exception of some pupils requiring extra help in English, all pupils learn German for at least 3 years. After 3 years the course becomes optional and for those choosing to continue, C.S.E., G.C.E. 'O' and 'A' level courses are well established. There is the possibility of learning a second foreign language (French) from the third year.

The school uses the Nuffield German Course which is audio-visual and oral based in the first two-and-a-half years with a rather more grammatical approach in years three to five. Full use is made of film strips, tapes, flashcards, wall-charts, etc., as aids to learning.

The aim of the Department is to give every child a grasp of everyday practical German with the ability to speak and understand basic structures. All work is firmly based on a practical, situational approach to give the pupils maximum fluency when travelling abroad for communicating in German. In the Upper School this is linked to examination requirements.

From the second year onwards we are now introducing a system of Graded Tests in German. Pupils who successfully complete the tests will be awarded a Certificate of Competance by Essex County Council. The Level One tests will be completed normally during the second year of German, the Level Two tests during the third year of German and Levels Three and Four, if the pupils opt for German from the 4th year, during the fourth and fifth years.

Teaching groups are mixed ability in the 1st year but for the 2nd year a degree of setting takes place to allow a somewhat more varied approach. At the end of the 2nd year the work of some pupils may include an element of European Studies involving a comparative study (in English) of the way of life in major European countries. This course will still, however, retain a large element of German language work.

The Department usually organises at least one trip abroad each year to Germany and/or France, including an exchange for Middle and Upper School pupils with Winser Grammer School near Hamburg.

SCIENCE DEPARTMENT

Biology, Chemistry and Physics are taught to first, second and third year pupils under the subject title Combined Science.

The syllabus follows closely the Nuffield Foundation's recommendations for the teaching of the separate science subjects to G.C.E. 'O' level, but has been adapted by this department in order to teach classes composed of mixed ability pupils. The essential difference between this and traditional teaching is that all lessons are laboratory based with the pupils own practical work being the main learning vehicle. Blackboard work resulting in notes together with formal demonstrations cannot be avoided completely and is certainly used where apparatus is very expensive or dangerous chemicals are included. This form of teaching is, however, kept to a minimum, in the firm belief that pupils will learn more if they enjoy their science by doing it themselves.

Each lesson aims at being a series of platforms with steps and alternative routes between. The bright pupils in a mixed ability class will reach the top platform having investigated all the routes and will go home with more to do for homework, while the slower pupil will experience each main platform or stage of the topic without all the details, which may be too difficult to absorb. In some cases the homework set will need your helping hand and in others it will be of a practical nature at your kitchen sink. Please forgive the imposition, but we hope that in some cases you will enjoy our science as much as our pupils.

By this method of paced teaching, pupils with different individual learning speeds will all have covered the same syllabus or major topics and will all take the same examinations in the junior years. All pupils in the third year take the same selection examinations, in the separate subjects of Biology, Chemistry and Physics, which are set on the work which has been taught in the Combined Science syllabus. From the results of these examinations each pupil is advised on their capability of taking one, two or three of the sciences to C.S.E. or 'O' level.

NEEDLECRAFT DEPARTMENT

Needlecraft is taught throughout the first three years, and boys now have an opportunity to try their hand at this craft.

During the first year, it is a compulsory subject for boys and girls. They spend six months in the department and are taught some of the basic skills and make several attractive and useful articles. Fabrics and patterns may be bought from school.

Second year pupils are expected to make a variety of simple garments and articles, using fabrics they are able to handle. Suitable patterns and fabrics are available in school, but parents may supply their own fabrics or garments if they wish.

In the third year, pupils are expected to choose and buy their own patterns and fabrics, for garments and styles requiring greater skill, e.g. dresses, jackets, skirts, trousers, pinafore dresses, etc. A limited amount of fabric is available in school, but it is to their advantage, if they learn to handle some of the more expensive materials in the shops today.

Payment for one piece of work is expected to be made, before commencing a new garment or article. A certain amount of homework is essential, in order to complete a piece of work in a reasonable period of time, but it is most important that the pupil only carries out the work set by the teacher.

In the fourth and fifth years the pupils have an opportunity of taking one of the following courses if they have an interest in the subject.

1) G.C.E. 'O' Level

This course covers the subject both theoretically and practically, and a very high standard of work is essential for garments and articles prepared for the course work section of the examination.

2) C.S.E. Mode 1

This is essentially a practical course, with theory being kept to a minimum. Half the marks for the actual examination are given for the course work, which is done under supervision.

In the sixth form, the G.C.E. 'A' level Needlework and Dressmaking course is available for those wishing to make a further, more detailed study of the subject.

DOMESTIC SCIENCE DEPARTMENT

Pupils will attend for 2 periods each week for half the school year. Lessons will include general hygiene, care and use of equipment in the Domestic Science rooms, and basic cookery and nutrition.

We keep the cost of lessons down to a minimum, and give an alternative choice wherever possible. Children will be asked to bring ingredients from home, but if necessary, these may be purchased from school if a note is sent beforehand. At each lesson they will be told the ingredients needed the following week. They will also need an apron for all practical lessons, and suitable containers for carrying food home.

In the fourth and fifth year children may continue to study for either C.S.E. or 'O' level examinations and this will include housecraft as well as cookery.

To complete the syllabus everyone will be expected to cook each week, and with rising prices, this should be considered when choosing this subject.

TECHNICAL STUDIES DEPARTMENT

In the first year all boys and girls will have two periods of metalwork and woodwork each week for approximately half a year rotating through other practical subjects. Because time is short, the course will be very basic, but is intended to give each pupil the chance to complete a series of simple exercises. At the end of the year it is envisaged that pupils will be able to return to their first craft, to complete any unfinished work and save wastage.

Because of the Health and Safety at Work Act, and to protect their clothing, it is essential that boys and girls provide themselves with (a) a protective apron - carpenters type if possible - (b) proper footwear i.e. no slippers, open toe shoes or wobbly high heels.

At the end of the first year, pupils will be able to choose two of the four practical subjects taken, and these will be followed in the second and third years. As with all choices this must be carefully considered because once made there can be no changing until the fourth year. Technical drawing is introduced as an option in the third year.

In the fourth year pupils make a choice of technical subjects and embark on a two-year examination course leading to either C.S.E. or G.C.E. examinations in the fifth year and this includes a C.S.E. Motor Vehicles Course.

All pupils are encouraged to pursue individual work or do extra craft work if they wish and the workshops are open for a short while after school on most evenings for this purpose.

It should be mentioned that pupils are required to pay for all work taken home, and although material costs of timber and metal are very high, we endeavour to charge a modest amount.

ART DEPARTMENT

The Art Department has four Studios, one of which is a pottery; one mainly a graphics room, equipped with printing presses, etc. The studios are used for general art work and craft work such as work with textiles and fabrics.

During the first three years children are encouraged to experiment, in a creative way, with the various craft materials and media we have to offer - it is hoped that one term per year is spent in Pottery.

It is hoped by the end of the third year children have discovered their aptitudes and are ready for the examination courses of the 4th year.

Those opting to do art in the 4th year have a choice of C.S.E. or 'O' level courses. Both these are two year courses. The 'O' level examination consists of 2 papers taken in June:

a) Main paper - 6 hours allowed.
b) Subsidiary paper - 3 hours allowed.

For C.S.E. the candidate has to (a) present a folio of work produced in 4th and 5th years, (b) take an examination which consists of producing a piece of art work on a set theme (10 hours allowed).

We divide our course into 3 main areas of study:

1. 'O' and 'A' level work (London or Cambridge Boards). The aim is to obtain another 'O' or 'A' level which is a useful requisite if the pupil is hoping to obtain a place on such courses as - Teaching - Architecture - Technical Illustration - Surveying - Design Work.

2. Preparing finished work to show at interviews in order that a pupil can gain a place in one of the Local Art Schools. These schools offer 2 main courses:-

   a) Short vocational courses of training for designers for local industries and studios - Entry qualifications usually three 'O' levels or equivalent. Pupils must be over 17 years old.

   b) A foundation course leading to degree courses at other centres throughout England and Wales. Entry qualifications five 'O' levels or equivalent.

3. Recreational courses in Art and Craft when pupils are encouraged, at their own speed and inclination to work in any media that they enjoy such as pottery - painting - printing - sculpture etc. This gives the pupils a chance to be creative to produce useful items.

REMEDIAL DEPARTMENT

The aim of this Department is to give the slow learning children an opportunity to succeed and gain self-confidence in subjects they find difficult.

They are taught in small groups, in a relaxed and secure atmosphere and if they work to the best of their ability, they can often return to the normal timetable after a term or two. Close co-operation with the English Department enables this return to be implemented as soon as the child is ready.

A few children will find most of the normal timetable beyond them academically and emotionally. These children will benefit by spending a large part of the day in the Department and they follow a carefully worked out individual syllabus which enables them to reach their full potential. The welfare and happiness of these children is of equal importance to that of their more successful companions.

With all the children we teach the emphasis is on individual work, in all subjects taught. Each child progresses at his own speed competing only against himself.

We try to give the children an interest in, and a liking for reading. This is encouraged by reading every day from a wide range of reading books, both to the teacher, and also to himself. In this way the reading improves rapidly, and with fluency comes enjoyment.

From group discussion, individual talks to the teacher, and by the use of radio broadcasts and tape recorders, we encourage withdrawn and self critical children to communicate through the spoken and written word, because children are unable to write down their thoughts until they are talking about them fluently.

The Maths curriculum is structured to give, at the very least, an adequate ability to cope with all number and money problems they may face in adult life. With many children we can take them much further.

We co-operate closely with the Maths Department, incorporating much of their curriculum into our work, so that during the first three years as many children as possible return to the normal timetable.

Remedial help is available throughout the school from first to sixth year.

R.E. DEPARTMENT

Religious Education tends to be a subject most often misunderstood. It is not intended as a primary objective that pupils should be inculcated into any one specific faith,

although pupils will be encouraged to choose or work out a set of beliefs for themselves.

It is intended that religion be approached in an objective and unbiased way.

The syllabus aims to introduce pupils to an understanding and appreciation of the religious attributes and experiences of human life. It looks at several of the world's major belief systems and religions, and elements and experiences which occur in everyday life such as celebration, adoration, hopes and ideals.

It aims to rout the popular misconception that 'science' has all the answers that matter, and that because 'man has come of age' there is no need or use for a system of beliefs or values or philosophy of life as presented by religion.

It aims to show that there is more than one way of looking at and thinking about the world, and examines how different religions and philosophies came about, operate and influence life today, both in this country and the world at large.

It aims to show what it means to take any religion or set of beliefs seriously - how it effects a persons' behaviour and outlook. The subject can be taken to C.S.E. and 'O' level examination level.

During the first three years, R.E. is one of the components of the Integrated Humanities course.

P.E. DEPARTMENT

The school P.E. Department has very fine facilities. The basic layout offers an indoor swimming pool, gymnasium, sports hall, 12 acres of fields, redgra, 7 tennis courts. Use is also made of Harlow Sportcentre and adult education classes.

The syllabus is designed to provide a controlled progression through the various aspects of Physical Education. By laying a sound basic skills foundation in Lower and Middle School pupils will be encouraged to gradually broaden their perspective, and at Senior School level be better able to cope with the wide range of activities on offer.

In the interest of safety, hygiene, high standards and equality, pupils must wear P.E. clothing specified under school uniform requirements.

Activities outside normal school timetable hours are an important extension of curriculum work and pupils are encouraged to take part at a level according to their individual stage of attainment and interest.

The P.E. Staff of four provides a wide range of expertise available during and out of school hours, and through the nature of its subject, strive to develop a desirable teacher-pupil relationship.

DRAMA

The work of the Department is concerned largely with developing the pupil's creative potential, both as an individual and as a member of a group.

During the first three years at least one period per week is devoted to mime, improvisation, dance and experimental approaches to text. Whenever possible the fullest integration with other departments (e.g. Art, Music and English) is achieved.

If the pupils wish it, examples of their group work in e.g. dance and improvisation, are shown to other groups at least once a year in miniature drama-festivals.

In the fourth and fifth years a C.S.E. drama course is provided.

The Department is responsible for all school productions presented to outside audiences.

At least three productions are presented each year and usually take the form of a 'straight' play, musical play and a popular entertainment referred to as 'Opportunity Knocks' for want of a better title.

Some pupils opt for stage work and gain experience in lighting and set construction. The stage management and lighting are the responsibility of members of the fifth and sixth forms.

Specialist work on speech is undertaken. Pupils are given practice in discussion, in the preparation and presentation of talks and radio and television programmes.

STAFF

HEADMASTER:	- Mr. M.C. Fidgeon
DEPUTY HEADMISTRESS:	- Miss H. Sprainger
DEPUTY HEADMASTER:	- Mr. B. Platt
HEAD OF UPPER SCHOOL:	- Mr. J. Bond
HEAD OF MIDDLE SCHOOL:	- Mr. R. Harcourt
HEAD OF LOWER SCHOOL:	- Mr. D. Briggs
ART DEPARTMENT	- Mr. R. Maple Mr. W. Davey Miss I. Petrovic
BUSINESS STUDIES DEPARTMENT Head of Department	- - Mr. P. Almond Mrs. J. Sanders Mrs. J. Pugh Mrs. D. Fargeot
DOMESTIC SCIENCE DEPARTMENT Head of Department	- - Mrs. L. Cockayne Mrs. S. Willison Mrs. B. Barnett
ENGINEERING DEPARTMENT Head of Department Head of Woodwork Head of Metalwork	- - Mr. A. Page - Mr. I. Dawson - Mr. E. Roberts
ENGLISH DEPARTMENT Head of Department Head of Drama Library	- - Mr. C. Dawson - Mr. D. Logan - Mr. G. Cutler Miss G. Spreckley Miss S. Harrison
INTEGRATED STUDIES DEPARTMENT Head of Department	- - Miss B. Gilder
GEOGRAPHY DEPARTMENT Head of Department	- - Mr. G. Gilham Mr. R. Hall Mr. M. Webbe
HISTORY DEPARTMENT Head of Department	- - Mr. R. Smith Mrs. R. Archer

COMBINED STUDIES	
Head of Department	- Mr. J. Harrison
MATHEMATICS DEPARTMENT	
Head of Department	- Mr. G. Gosling
	Mr. M. Peake
	Mr. V. Redcliffe
	Mr. R. Slater
	Mr. D. Stechler
MODERN LANGUAGES DEPARTMENT	
Head of Department	- Mr. R. Winter
	Mrs. C. Heath
	Mr. S. Levy
	Mr. S. Dunstone
MUSIC DEPARTMENT	
Head of Department	- Mr. J. Phillips
	Miss A. Satchwell
NEEDLEWORK DEPARTMENT	
Head of Department	- Miss S. Bedwell
PHYSICAL EDUCATION DEPARTMENT	
Head of Department	- Mr. P. Kitson
	Mrs. M. Bedford
	Mrs. L. Harley
	Mr. J. Smith
REMEDIAL DEPARTMENT	
Head of Department	- Mrs. M. Finney
SCIENCE DEPARTMENT	
Head of Department	- Mr. R. Crocker
	Mr. P. Butler
	Mrs. A. Banister
Head of Chemistry	- Mr. J. Barstow
Head of Biology	- Mr. T. Wright
	Mr. R. Tyler
Secretarial Staff	
School Bursar	- Mrs. M. Pelling
Headmaster's and Deputies Secretary	- Mrs. C. Lavery
Clerical Assistants	- Mrs. E. Shilton
	Mrs. S. Hopcroft
	Mrs. S. Brown
Caretaker	- Mr. G. Mansfield

APPENDIX H

MATERIALS USED IN THE RELATIONSHIP SKILLS TRAINING PROGRAM

ATTENDING BEHAVIOR

Good attending behavior demonstrates that you respect a person and are interested in what he/she has to say. The effect of attending is an encouragement to the person to go on talking about his/her ideas or feelings freely: without using words, you are communicating that you are listening to the person. There are several components of good attending behavior:

1. Eye Contact - Looking at a person is one way of showing interest in that person. However, you can make a person feel uncomfortable if you stare at them too intensely. The best way of showing that you are listening to someone is by looking at them naturally.

2. Posture - This is a natural response of interest. It's best to lean slightly towards the person in a relaxed manner. Relaxation is important, since you want to shift focus from yourself so that you are better able to listen to the person you are talking with.

3. Gesture - You communicate a great deal with your body movements. If you flail wildly with your hands or if you cross your arms over your chest and hunch your shoulders with your head bent downwards, you are very likely to communicate some unintended messages.

4. Facial Expressions - A good listener's facial expressions indicate responsiveness. Examples: smiling, eye-brow raising, frowning, when appropriate.

5. Verbal Behavior - A good listener's comments relate to what the other person is saying. By directing your comments and questions to the topics provided by your friend, you show interest in what he or she is saying.

FEEDBACK

Feedback is important to our growth since it gives us a chance to see ourselves as others see us. Without this outside view of ourselves, we have no way of knowing how our behavior affects others. Giving effective feedback involves specifying behaviors you have observed and stating how you feel about those behaviors. For example, saying "good" to someone is an ineffective way of giving feedback since the receiver of the feedback doesn't really know what she/he did that was good.

Effective feedback has four basic components:

1. Positive feedback - identifying behaviors you like and praising the person for the behavior. Feedback may pertain to things you say (e.g. "your tone of voice showed caring on your part") and things you do (e.g. "I like the way you look at me when you talk").

2. Constructive feedback - identifying a behavior that you think could be improved. Example: "When you look down during our conversations, it makes me feel like you're disinterested in what I'm saying."

3. Suggestions for improvement - identifying a change that the person can make to improve. Example: "It would make me feel like you're more interested in what I'm saying if you would look at me more often while we're talking."

4. Checking out with the feedback recipient - making sure that the person you are talking to understands what you are communicating. Example: "How do you feel about what I just said."

Male _____

Female _____

EXPECTATIONS FROM FRIENDSHIPS

Please rate the following questions on the following scale:

	Strongly disagree	Mildly disagree	Neutral	Mildly agree	Strongly agree
What do you expect from real friends?					
1. You can call them any time of the day or night.	1	2	3	4	5
2. They will be there when you need them.	1	2	3	4	5
3. They can say no to you.		2	3	4	5
4. They can have separate plans that don't include you.	1	2	3	4	5
5. They can like other people as much or more than they like you.	1	2	3	4	5
6. They should know what you are feeling without your even telling them.	1	2	3	4	5
7. They can expect complete understanding from you.	1	2	3	4	5
8. They will accept your saying no to them.	1	2	3	4	5
9. They can have separate friends.	1	2	3	4	5
10. You can tell them anything.	1	2	3	4	5
11. They must tell you everything.	1	2	3	4	5
12. You must tell them everything.	1	2	3	4	5

FEEDBACK FORM

Giving effective feedback involves specifying behaviors you have observed.

I. Positive feedback. (Identifying specific behaviors you liked and which were effective, and praising the person for them)

II. Constructive feedback. (Identifying the specific behavior(s) which pertain to the skill being practiced that you think can be improved)

III. Suggestion for improvement. (What can the person do to improve?)

IV. Check out - make sure that the person understood what you are communicating. How did s/he feel about it?

HOMEWORK SHEET

HOMEWORK - WEEK 1

1. Meet with new dyad partner and use intimacy Game to practice attending.

2. Write down thoughts and worries prior to and/or during social interactions (including meeting with partner.)

ENDING A CONVERSATION

The only thing you know for sure when initiating a conversation is that sooner or later the conversation must end. How you end it depends on how your interaction with the other person went, and whether or not you want to see the other person again.

A. Interested in continuing the relationship.

In this situation, you have examined your partner's cues and have concluded that the person is interested in you. In addition, you have enjoyed the interaction and would like to continue the relationship. However, you want to end the conversation (because you're tired, you have another appointment or commitment, you have work to do, etc.).

Guidelines:

1. Tell the person you have to leave. Give a reason if you would like to.

2. Share with the person your good feelings about the interaction.

3. Try to plan a future contact.

Example: Well, John, I've got to get going. I only have 5 minutes before my next class. I really enjoyed talking to you though and going over the notes for the test. How about getting together Tuesday after the test to talk it over?

Note: Just because you are interested in continuing the the relationship doesn't mean your partner will be. If this is the case, remember that:

a. there's no reason why everyone should like you

b. not having someone like you doesn't mean there's something wrong with you, only that the two of you didn't hit it off

B. Not interested in continuing the relationship.

In this situation, you've decided that you are not interested in either prolonging the conversation or continuing the relationship (i.e., because you didn't enjoy the interaction, you don't have enough in common, it's not practical for you to meet with him/her again, etc.).

Guidelines:

1. Simply tell the person you want to leave. Give a reason if you would like to.

2. Do not make up wild stories, make plans you have no intention or desire to keep, or be overly apologetic.

   Examples: Well, I've got to be going.
   Good luck on your test (or something you've talked about).
   I'll see you.

Note: Just because you are not interested in continuing the relationship, your partner may have enjoyed the interaction and try to arrange for future interactions. If this is the case, remember that:

a. there's no reason why you should like everyone

b. you have a right to choose the people you would like to become friends with

c. turning down someone does not make you a terrible, heartless person and it won't destroy the other person either.

SITUATIONS FOR INITIATING CONVERSATIONS

1. You are sitting next to another person in a classroom, waiting for the teacher to enter. Initiate a conversation about the class.

2. You run into someone from one of your classes in the Pow-Wow Room. Initiate a conversation about the food.

3. You were at a party last weekend, and were briefly introduced to someone. You are now walking across campus and you meet this person again. Initiate a conversation about the party.

4. You see a classmate of yours in the library studying for a test. Initiate a conversation about the upcoming test.

5. You meet an acquaintance as you're walking out of a movie. Initiate a conversation about the movie.

6. You seem to run into this person everywhere; the movie, library, your favorite restaurant. Here you are, waiting for a bus together. Initiate a conversation about how you seem to run into each other everywhere.

7. You're at a party and you notice someone who looks familiar. Initiate a conversation about where you know the other person from.

8. You run into someone who lives in your building (or dorm), but you've never really met. Initiate a conversation about living in your building.

CONTINUING AND EXTENDING CONVERSATIONS

Once you have decided that the person is interested in continuing the conversation (i.e., looking interested in what you're saying, answering in complete sentences rather than in monosyllables, asking you questions, etc.), you can extend the conversation by using free information.

A. Free information is information that a person gives even though that information was not specifically asked for.

Example: Mary: "How was your weekend, Larry?"

Larry: "Fine. I went to the movies." (Larry answered Mary's question, but also offered the free information that he went to the movies)

Mary: "What movie did you see?" (Mary picked up on the free information that Larry offered, and followed it with another question)

Larry: "Silent Movie."

Mary: "I saw that too and thought it was hilarious. What did you think of it?" (Mary picked up on the information that Larry gave. This was not free information since Mary had asked for it. Mary responded to this by offering her own information (i.e., she saw the movie and thought it was hilarious). Mary then asked another open question to further extend the conversation.

B. Guidelines for extending conversations.

1. You can offer a little free information about yourself when you answer questions. (You should also answer questions in full sentences rather than in one or two word sentences.)

2. You can pick up free information from your partner's comments and follow this information with your comments and questions. Note that open questions usually encourage the most free information.

3. You can change the direction of the conversation by bringing up a new issue, problem, or topic currently interesting to you.

Note: In general, the free information that a person offers

is often very important to him or her. Hence you should pay some attention to it.

C. Telling about yourself.

Giving free information does not mean we have to reveal everything about ourselves. Instead, we extend our conversations by "pacing" what we tell about ourselves. If someone tells us a little about him or herself, we reciprocate by revealing about the same amount, or maybe even a little more about ourselves. Then, we wait to see how the person responds to what we've revealed. If the person continues to reveal more and more, we'll probably grow closer. However, if the person stops revealing, then we should probably follow suit.

CONVERSATION TOPICS

1. Major and/or future career plans
2. Traveling you've done
3. Political issues (i.e., abortion, legalization of marijuana, ERA, Carter, etc.)
4. Hobbies and interests
5. Movies, plays, concerts
6. Books
7. Summer jobs
8. DeKalb
9. Bars and restaurants
10. Sports
11. Family
12. Friends
13. Courses and/or teachers
14. Television programs
15. Boyfriend/girlfriend
16. Religion

IMPROVING SELF-CONCEPT

A person's self-concept can be defined as the sum total of all the positive and negative thoughts, feelings and beliefs one has about oneself.

Some people tend to overemphasize, exaggerate, and dwell on negative thoughts about themselves, to the point where they exclude any positive thoughts. This easily leads to a lack of confidence, negative feelings about yourself, an avoidance of new and/or difficult situations, and a belief that things will always turn out for the worst. The result is a negative self-concept.

Other people, however, have many positive thoughts about themselves and in addition can accept their faults and mistakes without judging or putting themselves down. This leads to good feelings about yourself, and a willingness to approach new and/or difficult situations without either expecting or dreading failure. The result is a positive self-concept.

Therefore, one way to establish a more positive self-concept is to increase the number of positive thoughts, feelings, and beliefs you have about yourself. This can be done by increasing the number of your positive self-statements.

POSITIVE SELF-STATEMENTS

Guidelines:

1. Make every statement a full sentence.
2. Use "I" statements when possible.
3. Put all statements in a positive form (i.e., I'm a good bowler vs. I'm not too bad at bowling).

A. PERSONALITY CHARACTERISTICS

1.

2.

B. RELATIONSHIP (friends, family, etc.)

1.

2.

C. HOBBIES/THINGS YOU ENJOY/INTERESTS

1.

2.

D. ACHIEVEMENTS/ACCOMPLISHMENTS/SUCCESSES/EXPERIENCES/ THINGS YOU DO WELL

1.

2.

E. APPEARANCE/BODY/HEALTH

1.

2.

HANDLING SILENCES*

Silences during a conversation can mean several things:

1. You've finished talking about a topic and are thinking about another area to discuss.

2. You're involved in an interesting discussion and you or your partner need time to think and react about what has been said.

3. Neither you or your partner have anything to say at the moment.

4. You and/or your partner are so busy worrying about being liked, having nothing to say, and putting yourselves down that you can't concentrate on the conversation itself.

5. You and/or your partner are not interested in continuing the conversation.

Since there are a number of possible reasons for silences, it is important not to always jump to the conclusion that there's something wrong with you, that it's your fault, that your partner dislikes you, or that you're a dull, worthless person. That kind of exaggerated, negative thinking will only increase your anxiety and interfere with your attempts to calmly handle the situation.

Remember that it is natural to feel uncomfortable during silences, especially if you're not a gifted conversationalist. If you wish to break the silence, there are several strategies you can follow.

1. Pursue an area or topic you've talked about in a previous conversation.

   Example: Last time I saw you, you were thinking about going to see the Wiz. Did you end up going?

2. Pick up on some free information offered by your partner earlier in the conversation.

   Example: Awhile ago, you mentioned that you were majoring in Sociology. What do you plan

---

* Modified from Lindquist et al. Social skills training: Dating skills treatment manual, 1975, p. 23.

to do after your graduate?

3. Bring up a topic of conversation you have not talked about before (re: friends, family, current campus issues, or any topic of interest to you).

   Example: Did you see the article in the Star about ...?

4. Share your feelings about 'silences' during conversations.

   Example: I really feel uncomfortable during silences like this. How do you feel about them?

CUES INDICATING INTEREST IN CONTINUING OR ENDING A CONVERSATION*

Once we are in the middle of a conversation with another person we can get a good idea of whether or not they are interested in continuing by being aware of certain cues. For example:

A. Cues indicating that the person is interested.

1. Attending behaviors (eye contact, facing you, head nods, etc.).
2. The person answers in complete sentences.
3. The person asks you open questions.
4. The person offers free information about themselves.

B. Cues suggesting lack of interest in continuing the conversation.

1. Looking around at other people or things. (Some people may avoid eye contact because they are shy and not because they want to end the conversation. However, shy people will typically stare downwards or to their sides. They will not be attentive to their external surroundings)
2. The person looks for other things, and attempts to leave at the first pause in the conversation, (e.g. the person attempts to end the conversation by saying, "Well, I've got to be going".).
3. Constantly looking at one's watch.
4. Yawning frequently and/or looking bored and uninterested.
5. Answering questions with one or two word answers.
6. Not asking you any questions in return.

Note: Try to assume that the person is interested in being with you and in continuing the conversation until his/her cues clearly tell you otherwise.

---

* Modified from Lindquist et al. Social skills training: Dating skills treatment manual, 1975, p. 23.

IRRATIONAL THOUGHTS RELATED TO MAKING REQUESTS

1. I'd like to ask Jim to play tennis (go swimming, go camping, go dancing, go bicycling, etc.) but I'm no good at that. I'll probably make a fool of myself and embarrass him and then he won't want to do anything with me anymore.

2. I wonder if Sue would help out. She'd probably say yes but really think I'm a pain. What right do I have to ask her for help? She's never asked me for any. I'd better not expect too much from her or she won't want anything to do with me.

3. I sure would like to tell Pat to stop teasing me in front of everyone. It really makes me feel bad, but what right do I have? I'll bet I do plenty of things that s/he doesn't like. Even if I could tell her/him, s/he'd never forgive me for putting her down. It's not worth losing her friendship. I couldn't hurt her like that anyway.

MAKING REQUESTS IN SOCIAL RELATIONSHIPS

In order to comfortably make a request, we must first realize that we have a right to do so. We must also recognize that others have the right to refuse our requests. Being turned down does not necessarily mean that we are disliked and it never means that we are worthless people.

There are three basic types of requests that are typically made in social relationships: initiating social contacts, asking for assistance or favors, and asking another person to change his/her behavior.

A. Initiating Social Contacts.

Whether it's in person or over the phone, there's only one way to initiate a social contact: ASK.

Guidelines for initiating social contacts:

1. Establish a future contact while you are interacting with a person.

   Examples: "Will you be here tomorrow?"
   "Would you like to go out for a coke later so we can talk some more?"

2. Suggest an activity you both enjoy.

   Examples: If you just found out that both you and your acquaintance or friend enjoy going shopping, (or watching sports events, TV, etc.) suggest that activity.

3. Don't try to impress your friend too hard. This will only add pressure to you and make you worry about performing.

4. When you call someone, try to have a general plan in mind. However, be flexible and be ready to negotiate.

   Example: Larry: "Would you like to go to the basketball game with me tomorrow night?"

   Fred: "I'd really enjoy that but I've already made plans to go to the movie."

   Larry: "Well, how about the game next Tuesday?"

   Fred: "Sounds great. I'll meet you at the stadium."

B. Asking for Favors.

In a relationship we have the right to ask others for help. However, we must also respect the right of others to refuse.

Guidelines for Asking Favors:

1. Be direct about your request. Come right to the point instead of beating around the bush or being overly apologetic. Give a reason if appropriate.

   Ineffective example: "Say John, you wouldn't be able to do me a favor tomorrow would you? Oh, forget it. I'll find some other way to get there."

   Effective: "Say John, I need a favor. The buses aren't running tomorrow so would you be able to give me a lift to school?"

2. Don't trap the person into saying yes. S/he'll only resent it.

   Example: Sue: "What are you doing at 3 p.m. today?"

   Mary: "Nothing much."

   Sue: "Then you can give me a ride to my job."

C. Asking for Behavior Changes.

Again, we have a right to ask people to change, but we must respect their right to refuse to change.

Guidelines for Asking a Person to Change:

1. Use the Feedback model. Tell the person something positive, state how the undesirable behavior makes you feel, and suggest an alternative behavior. Two very important points: Use "I" statements and check out how the person heard your feedback.

   Example: Sue: "Mary, I really value our relationship a lot. I don't want petty things to interfere with our friendship so I thought I'd air out something that's bothering me. I get really upset when you borrow my things without asking me for

permission first. I feel like you're taking advantage of me, so I would really like you to ask my permission first. How do you feel about that?"

2. Again, be direct in your request.

3. Under some circumstances we can even ask strangers to change their behavior.

   Example: "Excuse me, but could you please stop smoking? It really bothers my eyes."

SITUATIONS FOR MAKING REQUESTS

1. Your car is being repaired and you need a ride to school.
2. Ask an acquaintance to go the movies with you.
3. You have to miss class one week and you'd like someone to take notes for you.
4. Ask your roommates to do their share of the housework.
5. Ask a friend to stop teasing you about your weight (or looks, clothes, etc.)
6. Invite someone over for dinner.
7. You're short of cash and you'd like to borrow $5 for a week.
8. Tell a friend to stop borrowing your notes.
9. Invite someone you'd like to get to know better to play tennis.
10. A friend is going to the library and you'd like him/her to pick up a book for you.
11. Ask someone from your class to study with you for an upcoming test.

DISCUSSION TIPS FOR GROUP LEADERS

1. Read the opinion you select.
2. Tell how you feel about it.
3. Ask others how they feel about it. Remember to ask open questions.
4. Restate what the other person has said.
5. If no one volunteers to talk, you can ask someone directly how they feel about it.

Remember that all of the relationship skills you have learned and practiced apply equally as well to group discussions.

GIVING AND ACCEPTING COMPLIMENTS*

Giving and accepting compliments is an important part of establishing and maintaining relationships. Most people love to get compliments even though it may be hard to respond to them. Therefore, you should try to give them freely.

The benefits of giving compliments are:

a. It makes the other person feel good.

b. It gives the other person positive feedback about him or herself.

c. It opens up communication.

d. It makes the other person feel good about you.

e. It makes you feel good about being able to share your positive impressions.

The benefits of accepting compliments are:

a. It indicates that you have heard and accepted what the other person has said.

b. It gives you positive feedback about yourself.

c. It makes you feel good.

d. It makes you feel good about your partner.

Guidelines for Giving Compliments:

1. Be honest.

Example: Ineffective: (You think Gloria's dress is horrendous) Y: "I love your dress."

Effective: Unless asked, say nothing about Gloria's dress. You may choose to compliment her about something else. "I really like your plants. You must have a green thumb."

---

* Modified from Lindquist et al. Social skills training: Dating skills treatment manual, 1975, p. 21.

2. Be direct.

   Example: <u>Ineffective</u>: "I really love it when people have nice smiles."

   <u>Effective</u>: "Pat, you have a very nice smile."

3. Be specific, especially when giving feedback.

4. In general, you can always find something positive to say. For example, in an apartment or room you can compliment something around you that you really like.

   Example: <u>Ineffective</u>: "You have a terrific looking roommate."

   <u>Effective</u>: "I really like the way you decorated your room. Did you make that wall hanging."

5. If you cannot compliment someone immediately because the time or situation is inappropriate, feel free to compliment them later.

   Example: (You and Dan are having a nice conversation together. Your roommate walks in and seems to feel uncomfortable. Dan puts your roommate at ease by drawing her into the conversation). Thanking Dan in front of the roommate would be awkward. Instead, you wait until your roommate has left and say: "It was really nice of you to put my roommate at ease."

6. Don't overdo it.

   Example: <u>Ineffective</u>: Y: "Sue, that dinner you cooked was really great. I loved it. I never had a better dinner in my life. You must be the best cook in the world. Even the water was just right."

   <u>Effective</u>: Y: "Sue, that dinner you made was delicious."

7. Don't give double messages.

Example: Ineffective: Y: "Bill, congratulations on getting an A on the exam. Of course, it was a really easy exam."

Effective: Y: "Bill, congratulations on getting an A on the exam."

8. Try to move to another topic shortly after you give a compliment since the other person may not know what to say except thank-you.

Guidelines for Receiving Compliments:

1. Assume the compliment is honest and ACCEPT IT!
2. Accept the compliment in a way that doesn't put the giver down.
3. Don't feel that you have to return the compliment.
4. A "thank-you" is often sufficient.
5. You may elaborate a little if you wish. (e.g., "thanks, I put a lot of time on that speech. I'm glad you liked it.")

Examples: Compliment: "I really enjoyed the dinner you made."

Ineffective responses:
a. "Oh, it was nothing."
b. "Anybody can cook something like this."
c. "The dinner you made last week was better."
d. "Do you really mean it? Or are you trying to make me feel good?"

Effective responses:
a. "Thank-you."
b. "I'm really glad you enjoyed it."
c. "Thank you, I enjoyed cooking it."

INTIMACY GAME GUIDELINES* (Practicing Attending Behavior)

Decide who is to ask the first question. Person 1 begins by selecting a question from the list and asking Person 2. Person 2 answers the question, elaborating as much as possible so that Person 1 can practice effective attending behavior. Person 2 then gives Person 1 feedback using the feedback model. Continue for 3-5 items, after which time Person 2 uses the feedback form to give written feedback to Person 1. Then reverse roles and repeat the above process. Continue as time allows.

Follow the following guidelines:

1. Everything discussed by partners will be kept confidential.
2. Any question that you ask your partner you must be willing to answer yourself.
3. You may refuse to answer any question you do not wish to answer.

How important is religion in your life?

What is the source of your financial income?

What is your favorite hobby or leisure interest?

What do you feel most ashamed of in your past?

Have you ever cheated on exams?

What turns you on the most?

How do you feel about interracial dating or marriages?

Do you consider yourself a liberal or conservative with regard to political parties?

What turns you off the fastest?

What features of your appearance do you consider most attractive to members of the opposite sex?

---

* Modified from Pfeiffer, J. and Jones, J. Structured Experiences for Human Relations Training, Volume III, Iowa City: University Associate Press,

What do you regard as your least attractive features?

How important is money to you?

Are you or your parents divorced? Have you ever considered divorce?

To what clubs do you belong?

What person would you most like to take a trip with right now?

Do you drink alcoholic beverages?

How do you feel about swearing?

Have you ever been drunk?

Do you enjoy manipulating or directing people?

Are females equal, inferior, or superior to males?

How often have you needed to see a doctor in the past year?

Would you participate in a public demonstration?

What emotions do you find it most difficult to control?

What foods do you most dislike?

Is there any feature of your personality that you are proud of? What is it?

What is your favorite TV program(s)?

What is the subject of your most frequent daydreams?

How are you feeling about me?

What are your career goals?

With what do you feel the greatest need for help?

How do you feel about crying in the presence of others?

What activities did you take part in in high school?

How could you improve your present living arrangement?

Do you have any misgivings about the group so far?

What is your main complaint about the group?

Do you like your name?

If you could be anything/anyone - besides yourself - what/who would you be?

RESTATING

Restating is a method of rewording a person's message in similar, but usually fewer words. By doing this, you can not only check your understanding of what has been said, you also let the person know that you are paying attention and are interested in what s/he is saying.

Effective restating does not mean repeating what has been said. Instead it involves focusing on the heart of messages, extracting their essence, and delivering them in different more precise words.

Restating can focus on the "content" portion of the "feeling" portion of what is being said. For example:

1. A. I really think he's a very nice guy. He is thoughtful, sensitive and kind. He calls me a lot and he's fun to go out with too.

   B. You really like him, then.

2. A. I guess I'll either take the class over or find something I can substitute for it ... but I'll probably just flunk it too.

   B. Feels like no matter what courses you take, it wouldn't work out anyway.

3. A. I don't know why I spent four years at this stupid college ... four years and I can't even get a job as a ditchdigger.

   B. You're really pissed off thinking about all the time you've wasted.

SENTENCE COMPLETION* (Practicing Restating)

Ground Rules

The following discussion items are open-minded statements which will provide a way for you to get to know each other better and practice restating at the same time. As you complete the exercise remember that you are free to answer each item on whatever level of self-disclosure that you wish. You may reveal as little or as much about yourself as you wish. It is also important to realize that all of the information you share with each other must be kept confidential.

One of the most important skills in getting to know another person is listening. In order to get a check on your ability to understand what your partner is communicating, the two of you should go through the following steps one at a time.

1. Decide which one of you is to speak first.

2. The first speaker is to choose an item and complete it in two or three sentences. (Note: it is important to elaborate on an answer sufficiently so that the listener can restate without repeating what has been said).

   Example 1: When I am with a group of people who are new to me, I ...

   I feel nervous and shy. I worry about what they will think of me. It's important for me that they approve of me. I also feel excited. It's always nice to meet new people.

   Example 2: When I enter a room full of people, I usually feel ...

   I feel a little awkward at first. I try to look for some familiar faces. If I find one, I go over to him/her and start to talk. If not, I go somewhere where I can look like I'm doing something and where I might meet someone.

---

* Modified from Pfeiffer, J. and Jones, J. Structured Experiences for Human Relations Training, Volume 1, Iowa City: University Associates Press, 1969 (pp. 97-108).

3. The listener then restates in his own words what the first speaker has just said.

   Example 1: You enjoy meeting new groups of people, even though you're worried about how they'll react to you.

   Example 2: You usually feel awkward when you enter a room so you try to get together with someone.

4. The first speaker then gives feedback on the restating attempt. He must be satisfied that he has been heard accurately.

5. Continue in this manner for 3-5 items, and then reverse the speaker and listener roles and repeat the process. Continue as time allows.

When I am with a group of people who are new to me, I ...

When I enter a room full of people I usually feel ...

When I am feeling tense in a new situation I usually ...

In groups, I feel most comfortable when the leader ...

I am happiest when ...

The thing that turns me on the most is ...

Right now I am feeling ...

When people insult me I usually ...

Feeling like I belong to a group makes me feel ...

Breaking rules that seem wrong makes me feel ...

I like to be just a follower when ...

The thing that turns me off most is ...

I feel most affectionate when ...

When I am alone I usually ...

In groups I usually get most involved when ...

To me, taking orders from another person ...

I am rebellious when ...

Checkup: Have a two or three minute discussion about this experience so far.

How well are you listening?

How open and honest have you been?

How eager are you to continue?

Do you feel that you are getting to know each other?

The emotion I find most difficult to control is ...

My weakest point is ...

I love ...

I feel jealous about ...

Right now I am feeling ...

I am afraid of ...

I believe in ...

I am most ashamed of ...

Right now this experience is making me feel ...

The thing I like best about you is ...

You are ...

What I think you need to know is ...

I want you to ...

Discuss this whole experience. What did you like about it? What didn't you like about it? Share what you have learned about yourself as a listener with your partner. Were you able to explain to and show your partner that you understood what he was saying?

CUES INDICATING APPROACH AND NON-APPROACH*

We always communicate to one another, even when we don't exchange information verbally. Non-verbal communication consists of facial expressions, body motions, and styles of verbal behavior.

A. Cues indicating approach.

1. Smiling.
2. Looking at you; making eye contact.
3. Looking attentive to one's surroundings; looking around.
4. Someone that you have something in common with; e.g., (a) similar dress; i.e., if you like sports and dress casually, you'll probably have more in common with someone who dresses similarly, (b) you're in the same class, (c) you often meet in the same place (restaurant, library, etc.), (d) someone you're likely to see again.

B. Cues indicating that a person may not be approachable.

1. Avoiding eye contact
2. Absorbed in thought
3. Preoccupied with another activity or person (e.g., busy shuffling through papers, or engaging in a serious discussion with another person).

---

* Modified from Lindquist et al. Social skills training: Dating skills treatment manual, 1975, pp. 10-12, 15.