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The Effects of a Residential Basic Counseling Skills Training Program

Richard W. Fox
Western Michigan University

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THE EFFECTS OF A RESIDENTIAL BASIC COUNSELING SKILLS TRAINING PROGRAM

by

Richard W. Fox

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Counseling and Personnel

Western Michigan University
Kalamazoo, Michigan
August 1982
The purpose of this research was to study the effects of a residential basic counseling skills training program on the interpersonal behavior of the participants.

The research design for this study was a pre- and post-test experimental and control group method. Program participants were 81 juvenile court workers with experience ranging from less than one to more than 20 years. The control group was 41 juvenile detention home workers in six locations throughout the State of Michigan who did not participate in the training.

The FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior) pre-test was administered to the experimental and control groups at the beginning of the week-long counseling skills seminar. The post-test was administered to both groups at the completion of the seminar.

The t-test was the principal statistical procedure used in this study. When testing for the significant difference between change score means an uncorrelated t-test model was used. The .05 probability level was applied to accept or reject the null hypotheses of no difference.

When pre- and post-test change scores between the control and experimental groups on the Wanted Inclusion Scale were evaluated, the
results indicated that the training seminar had a significant impact upon the participants' attitude toward "wanting to be included" in interpersonal situations.

A relatively low score on the post-test Expressed Control Scale gives evidence that the seminar did have some impact upon how the experimental group members act out their perceived leadership roles. This change was toward a less controlling mode.

The remainder of the FIRO-B scale scores give evidence of experimental group pre-seminar behavior that can be characterized as balanced between a need for overly close and overly distant interpersonal relationships. This behavior was not significantly changed because of participation in the training seminar. It was concluded that the seminar functioned effectively in encouraging the continuance of this behavior. The control group pre-test scores point to a more cautious approach to interacting with others that remained unchanged.
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Western Michigan University

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The writer also wishes to acknowledge the support of his family: his parents, Mr. and Mrs. Joseph L. Fox; all his brothers and sisters; and most of all his wife, Cheryl, and newly arrived daughter, Nicole.

Richard W. Fox
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGEMENTS</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>I  INTRODUCTION AND STATEMENT OF PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Hypothesis and Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>9</td>
</tr>
<tr>
<td>II REVIEW OF THE LITERATURE OF BASIC COUNSELING TECHNIQUES AND SOCIO-PROCESS GROUPS</td>
<td>10</td>
</tr>
<tr>
<td>Counseling Within a Judicial Framework</td>
<td>10</td>
</tr>
<tr>
<td>The Resistive Client--A Special Case</td>
<td>13</td>
</tr>
<tr>
<td>Preparing Mentally and Emotionally for the Interview</td>
<td>14</td>
</tr>
<tr>
<td>Structure and Initiating the Relationship</td>
<td>16</td>
</tr>
<tr>
<td>Attending, Listening and Responding--Attitudes and Skills</td>
<td>19</td>
</tr>
<tr>
<td>Understanding Life Styles and Developing Themes</td>
<td>21</td>
</tr>
<tr>
<td>Goal Setting--Principles and Techniques</td>
<td>22</td>
</tr>
<tr>
<td>Developing and Selecting Alternatives</td>
<td>25</td>
</tr>
<tr>
<td>Socio-Process Groups</td>
<td>26</td>
</tr>
<tr>
<td>III METHODOLOGY, RESEARCH DESIGN AND PROGRAM DESCRIPTION</td>
<td>31</td>
</tr>
<tr>
<td>General Research Design</td>
<td>31</td>
</tr>
<tr>
<td>Program Description</td>
<td>32</td>
</tr>
<tr>
<td>Subjects</td>
<td>33</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>34</td>
</tr>
<tr>
<td>Data Treatment</td>
<td>36</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV DATA PRESENTATION AND ANALYSIS</td>
<td>40</td>
</tr>
<tr>
<td>Summary</td>
<td>49</td>
</tr>
<tr>
<td>V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>52</td>
</tr>
<tr>
<td>General Summary of the Study</td>
<td>52</td>
</tr>
<tr>
<td>Conclusions</td>
<td>53</td>
</tr>
<tr>
<td>Recommendations for Further Study and Research</td>
<td>58</td>
</tr>
<tr>
<td>Implications</td>
<td>59</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>61</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>77</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1. Description of FIRO-B Scales</td>
<td>6</td>
</tr>
<tr>
<td>2. Description of Statistical Evaluation of Preliminary Data</td>
<td>38</td>
</tr>
<tr>
<td>3. Description of Statistical Evaluation of the Mean Change Scores</td>
<td>39</td>
</tr>
<tr>
<td>4. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Expressed Inclusion Scale of the FIRO-B</td>
<td>40</td>
</tr>
<tr>
<td>5. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Wanted Inclusion Scale of the FIRO-B</td>
<td>41</td>
</tr>
<tr>
<td>6. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Expressed Control Scale of the FIRO-B</td>
<td>42</td>
</tr>
<tr>
<td>7. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Wanted Control Scale of the FIRO-B</td>
<td>43</td>
</tr>
<tr>
<td>8. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Expressed Affection Scale of the FIRO-B</td>
<td>44</td>
</tr>
<tr>
<td>9. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Wanted Affection Scale of the FIRO-B</td>
<td>45</td>
</tr>
<tr>
<td>10. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Total Expressed Inclusion, Control and Affection Scale of the FIRO-B</td>
<td>46</td>
</tr>
<tr>
<td>11. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Total Wanted Inclusion, Control and Affection Scale of the FIRO-B</td>
<td>47</td>
</tr>
<tr>
<td>12. Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Total Sum Scores of the Expressed and Wanted Inclusion, Control and Affection Scale of the FIRO-B</td>
<td>48</td>
</tr>
</tbody>
</table>
Juvenile court workers are frequently given extensive discretionary powers while practicing their profession. The range of responsibilities is often much broader than those given to ordinary counselors, yet few beginning court workers are given any training in the basics of establishing and maintaining interpersonal relationships which is a key element in any dyadic dialogue (Ivey and Simek-Downing, 1980). Often only a small percentage have advanced educational degrees at the Masters level which is considered minimal for the practice of counseling in Michigan.

For the eighth consecutive year Dr. Robert Betz of the Counseling and Personnel Department, Western Michigan University, and the Michigan Supreme Court office have collaborated to conduct a training program in basic interviewing and counseling techniques for beginning juvenile court workers. Their charge is to teach methods and techniques of interviewing designed to enhance effective interpersonal communication and relationship skills. For the past four years the Colombiere Conference Center in Clarkston, Michigan, has been the site chosen for this purpose. Colombiere is a residential center completely self-contained with housing, meals, and recreational activities provided to the participants. All participants are encouraged to reside at the center during the week of the training seminar and all except those who live in the immediate vicinity do so. The participants were invited
from courts, juvenile detention facilities, shelter and group homes located throughout the State of Michigan.

How best to train student counselors to become effective helpers has been an issue in counselor education since its inception. Three basic approaches to counselor training and supervision have been identified by Brammer and Wasserman (1977) and Bernier (1980). First, the "supervisor as therapist" approach contends that if you are an effective therapist you will be an effective counselor educator. Second is the "micro-skills" approach whereby the overt behavior of counseling is specified and consequently its implementation more easily evaluated. The third approach emphasizes the importance of having a theoretical framework to be a counselor and the counselor educator tends to be an "expert" in a particular theory.

The personal-emotional or self-understanding approach directs one to consider counselor attitudes and psychological maturity. The micro-skills method emphasizes the specific interviewing skills all beginning counselors need to master. The theoretical didactic approach strongly urges that students become familiar with counseling theories for understanding client dynamics.

Emphasizing any one of these approaches to the exclusion of the others would clearly restrict the students' learning. Carkhuff (1969) strongly urges that counselor training should integrate the traditional didactic approach which stresses the shaping of therapist knowledge and behavior and the experiential approach which concentrates on the personal development and growth of the therapist.

The Basic Interviewing and Counseling Techniques Seminar for Juvenile Court Workers is a training approach that emphasizes basic
counseling skills but also integrates the personal-emotional and the didactic approaches through the use of socio-process groups and lectures on important aspects of counseling.

The basic interviewing and counseling skills addressed at this seminar include:

1. "Counseling Within a Judicial Framework" which helps in understanding when counseling is appropriate for the juvenile court worker and when it is not. Current literature clearly identifies counseling as a legitimate skill for the juvenile court worker (Schwartz, Clear, and Travis, 1980; Hacker, 1978; Betz, 1978; Glasser, 1976; and Eldefonso, 1974).

2. "The Resistive Client--A Special Case" addresses a topic that is not germane only to court workers. The purpose of this lecture/discussion is to explore the problems inherent in working within a judicial framework with non-volunteer clients. Resistance is variously defined as unconscious (Freud, 1935), existential (May, 1958), and behavioral (Brammer and Shostrom, 1977).

3. "Preparing Mentally and Emotionally for the Interview" makes reference to the issue of counselor preparation. Cognitive set is the long range preparation which involves learning counseling theories and in general the "world view" of human nature a counselor adopts (Ivey and Simek-Downing, 1980). Emotional set refers to the ability of putting aside the counselor's own feelings temporarily in order to counsel effectively. Yager and Hector (1980) liken this to being on stage and acting.

4. "Structuring and Initiating the Relationship" points out the need and importance of effective structure when beginning the counseling
relationship. Brammer and Shostrom (1977), Day and Sparacio (1980),
and Hammond, Hepworth and Smith (1977) point out that just as the coun-
selor needs a road map in the form of a theory so does the client in the
form of an understandable structure to the counseling relationship.

5. "Attending, Listening and Responding—Attitudes and Skills"
talks about empathy and how it is communicated behaviorally. The skills
of attending, listening and responding appropriately are the behaviors
most frequently identified in the literature as effective for communi-
cating empathy. Empathy is defined by Rogers (1950), Hammond et al.
(1977), Ivey and Simek-Downing (1980 and Brammer and Shostrom (1977)
as understanding what another person is experiencing as though you were
that person.

6. "Understanding Life Styles and Developing Themes." Problematic
behavior patterns must be identified and specified in most cases before
changes can take place. "The Sequential Model of Behavior" (Trembley,
1978) gives an excellent paradigm for understanding life styles and
developing themes. The fundamental purpose of this presentation is to
provide a framework for understanding behavior based on widely accepted
assumptions regarding the nature of man and human development.

7. "Goal Setting—Principles and Techniques" emphasizes the value
of clear and precise statements as to the purpose of the counseling re-
relationship. Goodyear (1980), Betz (1978) and Hammond et al. (1977)
emphasize that goals or contracts are important for many reasons, in-
cluding knowing if the counselor has been effective

Schutz (1958) (1966) (1967) (1971) is a pioneer in the study of
group processes. In his attempt to understand and evaluate the inter-
personal processes taking place within groups he has formulated a
three-dimensional theory which he designated the Fundamental Interpersonal Relations Orientation (FIRO). The FIRO theory is rooted in Schutz's psychoanalytic training and endeavors to explain interpersonal behavior in terms of adjustment to others. According to Schutz, how one person relates to another can be explained with the three interpersonal needs: 1) inclusion which refers to the need to be with other people and displays itself through behaviors designed to attract attention and interest of others; 2) control which refers to the decision-making process between people and ranges from the one extreme to dominate others to the opposite to be controlled by others; and 3) affection which refers to the feelings that exist between two individuals and can be described by the opposite parameters of love and hate (Schutz, 1958).

In a cluster analysis of a representative battery of measures of interpersonal behavior, Schutz (1958) provided support for his three-dimensional classification of need areas. Schutz contends that the needs of inclusion, control, and affection are sufficient to explain and predict interpersonal conduct.

In this study, the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) scale was used to measure alterations in the interpersonal behavior of the seminar participants. The FIRO-B scale, constructed by Schutz (1958) and founded on his theory of interpersonal behavior, is designed to measure how a person behaves in interpersonal situations. Scores on the FIRO-B scale measure a person's report of: a) the behavior he/she expresses toward others (expressed behavior); and b) the behavior he/she wishes others to express toward him/her (wanted behavior) in each of the aforementioned areas of inclusion, control, and affection. Table 1 summarizes the content of these six scales.
Table 1
Description of FIRO-B Scales

<table>
<thead>
<tr>
<th>Area</th>
<th>Expressed (e)</th>
<th>Wanted (w)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion (I)</td>
<td>I begin relations with others</td>
<td>I want to be involved with other people</td>
</tr>
<tr>
<td>Control (C)</td>
<td>I expect control over people</td>
<td>I want people to dominate me</td>
</tr>
<tr>
<td>Affection (A)</td>
<td>I feel warm and close towards people</td>
<td>I want people to feel warm and close towards me</td>
</tr>
</tbody>
</table>

Counseling, particularly counseling in a judicial setting, is an important interpersonal process. It is assumed for the purpose of this study that a balanced attitudinal and behavioral approach towards interpersonal relationships is the ideal when counseling. That is; counseling requires the need for the counselor to feel included in interpersonal situations but not to seek inclusion to the point of over-identification with the client. The counseling process must be controlled but the need to control within that interpersonal process must permit a certain amount of freedom on the part of the client. A degree of affection must exist for an appropriate counseling relationship to develop, yet an over-abundant amount of affection injected into a counseling dialog will interfere with process and change.

The training of counselors involves the learning of interpersonal relationship skills for the purpose of being more effective counselors. It is the purpose of this research to study the effects of a residential basic counseling skills training program on the interpersonal behavior of the participants.
Questions to be addressed by this research will include: Because of participation in this counseling skills training seminar will the participants develop appropriate behaviors in the interpersonal area of expressed inclusion? Will the participants change their attitudes relevant to wanting to be included in interpersonal encounters? Will the participants behave in a more or less controlling manner when involved in interpersonal experiences? Will the learners' attitudes of wanting to control or be controlled be modified by exposure to the teaching of counseling skills? Because of participation in this training seminar will the subjects' attitudes toward giving and receiving affection from others be changed? Will the seminar participants modify how they overtly act in the interpersonal behavior areas of inclusion, control and affection, and will they change their internal attitudes relative to inclusion, control and affection?

A paucity of literature was uncovered related to the training of court workers in the treatment approach to probation work. Michigan is the only state presently offering training in counseling skills for court workers and no studies could be found empirically measuring the results of any existing training program. As best that can be determined, this is the only such research in existence.

Hypothesis and Statement of the Problem

The hypothesis used as a basis for this research is that the teaching of basic counseling skills in a community type setting will have an effect on the interpersonal communications variables of inclusion, control and affection at the expressed and wanted levels of the seminar participants as measured by the FIRO-B. The null hypothesis used for the purpose of this research can be stated as follows:
1. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B expressed inclusion scores.

2. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B wanted inclusion scores.

3. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B expressed control scores.

4. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B wanted control scores.

5. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B expressed affection scores.

6. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B wanted affection scores.

7. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B total expressed inclusion, control and affection scores.

8. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B total wanted inclusion, control and affection scores.

9. There will be no significant difference between the control group and experimental group on the pre- and post-test FIRO-B total sum scores of expressed and wanted inclusion, control and affection.
Limitations of the Study

1. Any conclusions must be limited to the State of Michigan since all the subjects for this study are from that state.
2. Although the seminar staff has control over the planned topics presented and discussed, certain extraneous variables over which no control is possible may affect the results of both the experimental and control groups (significant news events, current popular media programs, etc.).
3. No effort will be exerted to isolate the seminar components to determine which has the most powerful influence on the results of the instrument to be used.
4. No assurance can be provided that the control group subjects will submit to testing at the times instructed.
CHAPTER II
REVIEW OF THE LITERATURE OF BASIC COUNSELING
TECHNIQUES AND SOCIO-PROCESS GROUPS

The review of literature will cover the basic counseling techniques addressed in this training program as well as an overview of the use of groups to enhance the interpersonal behavior and the intrapersonal knowledge of counselor trainees. The literature on the use of the different types of socio-process groups used in the training of counselors is so massive that a comprehensive review is deemed unnecessary. Consequently, only that literature deemed pertinent to the study will be included.

Counseling Within a Judicial Framework

Schwartz, Clear and Travis (1980) state the overall purpose of the juvenile justice system is the control and the prevention of crime. These two goals are not only central to sentencing but also to the correctional process. Current literature identifies four sentencing goals in the criminal justice system: deterence, incapacitation, retribution and treatment.

Treatment or rehabilitation seeks the same outcome as incapacitation—the prevention of future criminal conduct by the offender—but through radically different means. Sentences based on the treatment goal are designed to change the offender's need or desire to commit crimes and not simply to prevent the offender from having the opportunity to do so (Schwartz, et al., 1980).

Originally "corrections" (as the word has come to be known) did not exist in any society including our own. Those who violated the laws,
mores or taboos were punished. There was no attempt to salvage law
breakers and return them to a constructive life style. The rehabili-
tative ideal has emerged in correctional philosophy only in recent
times. The ramifications of this shift in emphasis are tremendous as
treatment has become a more emphasized goal of corrections and of
juvenile sentencing (Schwartz, et al., 1980).

Hacker (1978) points out that for several decades North America
has favored a philosophy of advocating help or treatment rather than
punishment as a means for changing delinquent behavior in juveniles.
Schwartz et al. (1980) continues by pointing out that the role of the
probation officer has become more closely linked to the counseling and
treating of offenders than to the supervision of offenders for crime
control purposes. Betz (1978) cites a recent Michigan study which shows
that juvenile court workers see themselves as requiring skills in many
areas, but the three cited most often were investigating, monitoring,
and counseling.

An agency operating under a rehabilitative policy is primarily
concerned with the internal stability of the offenders. The offenders
are encouraged to understand themselves and gain "insight". The belief
is that once a period of personal growth has been completed and the
offenders gain insight into their behavior and motivation, they will
come to terms with their criminality and choose to lead a law-abiding
life (Schwartz, et al., 1980).

Glasser (1976) feels that self-identity is a key to rehabilitation
and states that:

When a person who identifies himself (herself) as a failure is
punished, his (her) failure identity is reinforced. He (she)
will tend to behave in the same way that led to his (her)
initial incarceration and usually spend more and more time in custody as he (she) grows older. Therefore the assumptions that punishment will cause a person to change his (her) behavior and become rehabilitated is completely wrong (p. 189).

Working within the judicial framework in a counseling capacity is not easy, as Schwartz et al. (1980) point out. Treatment philosophy requires two basic abilities on the part of those who administer correctional programs: "the ability to 'cure' offenders of their criminality and the ability to discern when that cure has occurred" (p. 28).

That probation and treatment is more effective than incarceration appears to be verified by studies conducted by Lee and Olejnik (1981) who found that using counseling approaches with juvenile offenders reduces recidivism. A study of Project CREST (Clinical Regional Support Teams) demonstrated that adolescent offenders who were members of this study committed acts of misconduct at a level significantly below that of the control group.

The basic philosophy underlying CREST was that the needs of adolescent offenders are too complicated to be satisfied by a simple treatment strategy—probation or otherwise.

Lee and Olejnik (1981) go on to conclude:

These findings, combined with the earlier evaluation of Project CREST, seem to lend strong credence to two intriguing possibilities: (a) that probation by itself is effective in reducing delinquent behavior, while short-term outreach counseling services added to probation reduce misbehavior much more quickly than probation alone; and (b) that probation is most effective during the time it is imposed, while the greatest effects of professional counseling plus probation are seen after both have been terminated (pp. 448-449).

News reports constantly refer to the overcrowded conditions in all types of detention facilities. Large sums of money are being expended for the construction of more secure buildings to house those who break...
the law. At the United Nations Conference on Criminological Research in July, 1965, Knud Waaben, a Danish criminologist, observed that the positive effects of prisoners' experience with correctional personnel are ten times greater than the effects of experiences due to prison architecture (Eldefonso, 1974).

The Resistive Client--A Special Case

Readiness for learning is a well-known educational concept (Brammer and Shostrom, 1977). This concept applies to counseling as well. There are several different definitions of resistance depending on your theoretical perspective. Freud (1935) saw resistance as an indication of unconscious opposition toward bringing unconscious material into consciousness, as well as the mobilization of repressive and protective functions of the ego. Transactional theorists would construe resistance as an elaborate "game" with definite "payoffs" (Brammer and Shostrom, 1977). The existential view of resistance is stated by May (1958) in the following terms:

This is an outworking of the tendency of the patient to... renounce the particular unique and original potentiality which is his (hers). This 'social conformity' is a general form of resistance to life; and even the patient's acceptance of the doctrines and interpretations of the therapist may itself be an expression of resistance (p. 79).

Perls (1969) states that all resistance represents the client's refusal to be self-supportive. Therefore all clients must be confronted with the "gain" they are obtaining from such resistance. Resistance exists in varying amounts in all interviews but is seldom recognized by the client. Ivey and Simek-Downing (1980) believe that resistance often represents a major contradiction or conflict in the client or in the relationship between counselor and client. Hammond et al. (1977) advise
that a basic rule to adhere to is that whenever resistance is detected, the exploration of such obstructions must take precedence over other content areas.

Cues to resistance include silence, superficial talk, or intellectualization, arriving late for appointments, repeated requests for changes of appointments, hostility or negative feelings toward the counselor. Competitiveness in the form of reading psychology books and testing the counselor's knowledge are also frequently observed. The client may stall by using a flood of words to control the interview and keep the counselor at a distance. Brammer and Shostrom (1977) go on to say that:

Our data strongly suggest that the client who is positively oriented to the counselor and the counseling experience and who anticipates that his (her) experience in counseling will be a successful and gratifying one, undergoes more change in personality structure than does the client who has reservations about the counseling experience (p. 242).

The professional worker employed in juvenile court settings must possess skills and techniques for "reaching out" and using authority benevolently (Hammond, et al., 1978).

Preparing Mentally and Emotionally for the Interview

Betz (1978) defines "mental set" as the cognitive self, that is, all forms of knowing. "Emotional set" refers to feelings at the time of the interview. Mental set will include a summation of values and attitudes and an understanding of how the world works. The counseling interview is a very complex interaction between two people which requires preparation if it is to be productive. The counseling interview must be approached with a predetermined purpose. The dyadic relationship referred to as counseling is not just a friendly conversation. Because it is different, people who wish to be counselors must be ready to do
counseling. Ivey and Simek-Downing (1980) contend that it is necessary for prospective counselors to examine their conceptual framework or "world view." How does the counselor think the world works? It is out of this world view that the counselor makes a decision on how to proceed. A counselor's world view and theories determine how they relate to others and determine how they respond. A counselor's general theory is the way he/she assembles and connects the pieces of information gathered during the helping process and constructed in one's own unique fashion.

Choosing an appropriate theory demands that the counselor make decisions based on personal, cultural, language and social differences. The importance of how a client's problem is defined and redefined cannot be overemphasized. How a counselor responds to a person both verbally and nonverbally during a counseling relationship says as much about that counselor or more, than it does about the client (Ivey and Simek-Downing, 1980).

A counselor's mental/emotional set is a major determinant with respect to the style of the interview. Mental/Emotional set will be the counselor's conception of how the interview is to be conducted. Betz (1978) points out that it is necessary for counselors to have their lives decently in order "to be with" someone. Counselors must learn to arrange their thoughts and feelings in order to counsel. Trembley (1978) encourages new counselors to remember that their emotional set is their psychological filter. Any emotional distractions that are being experienced will influence the interview. What is seen in the client is what is frequently being felt at the time by the counselor.

Yager and Hector (1980) propose that upon entering a counseling session, a counselor walks onto a stage that has been set and arranged
by a troubled client. The counselor's effectiveness on that stage is determined to a large extent by the proper choice of role and sufficient acting ability. The counselor's purpose is to better understand the client. The need is to be learning about and better understanding the client's behavior. Ellis (1969) states that an "effective therapist frequently chooses, quite cognitively, what he (she) thinks is a good method of relating to his (her) client and . . . at these times he (she) is not entirely himself (herself) but is deliberately playing a role" (pp. 40-41). Yager and Hector (1980) point out that the counselor plays a role for one reason--to help an individual solve a particular problem.

Structure and Initiating the Relationship

Structuring is the verbal exercise on the part of the counselor used to define the nature, conditions, limits and goals of the counseling process (Brammer and Shostrom, 1977). Structuring gives the client a rational plan for the counseling about to take place. An additional definition of structure is provided by Day and Sparacio (1980).

Structure is defined as a joint undertaking between the counselor and the client regarding the characteristics, conditions, procedures and parameters of counseling. Structuring refers to the interactional process by which the counselor and client together define the guidelines that govern the counseling process, possibly involving such activities as informing, proposing, suggesting, recommending, negotiating, stipulating, contracting, and compromising (p. 246).

Structure provides the client with a counseling road map, outlining his/her responsibilities for using that road map, thus reducing the ambiguity of the relationship and the counseling process. This provides the client with the knowledge of where he/she is, who the interviewer is, and why he/she is there. The counselor who fails to
provide structure would be unfair to many of the clients who have no notion of what counseling is all about (Brammer and Shostrom, 1977).

All counseling is structured in some manner, either formally or informally. Each counseling encounter can be described by its limits, procedures, conditions and characteristics. Structure cannot be avoided, but it can be deliberately developed. It can be seen similarly or dissimilarly by both client and counselor, helping or destroying the counseling process and its potential outcomes.

Arguments for structuring of the counseling process center around the following points according to Day and Sparacio (1980): "(a) structure should be developed rather than allowed to evolve; (b) the counselor's and client's perceptions of structure should be more rather than less similar; and (c) structure should be used to help accomplish counseling goals rather than being permitted to impede them" (p. 246).

Structuring has great value in preventing early misconceptions about counseling such as the belief in magical cures, fast help, and single causes of problems. By focusing on the role of client vs. counselor and the reasonable expectations of the process, many misunderstandings can be avoided. When approached in this manner, structuring becomes an ongoing process.

Varying attitudes toward structure do exist. Rogers (1965) tends to feel that the structure of counseling can be provided at the non-verbal level, that the client will "get the idea" as the process continues. Brammer and Shostrom (1977) suggest that undesirable insecurity develops when structure to counseling is not provided. Lack of structure might arouse a certain tenseness in the client and perhaps account for a counseling failure. When no structure is provided, the
client can be left too much on his/her own resources early in the counseling process resulting in a strong resistance.

In pointing out the importance of structure of the counseling relationship, Hammond et al. (1977) point out that the patterns of interaction established during the early phase of counseling tend to persist during the subsequent phases of counseling. Thus, structuring is the responsibility of the counselor. When coming to counseling, clients are usually wrapped up in their concerns and problems and have no energy to focus on structure. Therefore it is pragmatic for the counselor to establish structure even in cases where it appears to be unnecessary.

One of the most important ingredients to be included in structure is some reference to time. The counselor must explain at the outset of the interview just how much time is available. Brammer and Shostrom (1977) conclude that when time limits are presented, clients very often hasten the counseling process in an effort to accomplish as much as possible in the time available. This holds true for short five or ten minute sessions as well as those which last longer.

A further consideration in reference to time limits concerns the length required for the complete process resulting in eventual termination of the counseling experience. At the same time as the counselor must maintain a positive attitude toward potential outcomes he/she must avoid raising false hopes. Promising success violates one of the ethics of counseling (Brammer and Shostrom, 1977). A positive attitude, however, creates confidence in the client, the counselor, and the counseling process which can assist greatly in producing constructive outcomes.
The effective counselor does not limit verbal expression, no matter how bizarre or absurd, unfair or foolish it may sound. Yet there are certain feelings that may not be permitted direct expression in overt action. Destructive physical attacks on anything cannot be permitted. The client can say he/she does not like the counselor but he/she cannot physically attack him/her.

In juvenile court settings, as elsewhere, the counselor often has dual roles: supervisor-counselor, administrator-counselor, disciplinarian-counselor. This often means that a counselor in these settings has a role of authority in the life of the person being worked with, as well as the role of non-judgmental listener. These roles can and must be structured. The counselor must be flexible with the concept of structure because it is not possible to anticipate everything needed to be structured, nor is it possible to always predict when it should be introduced (Day and Sparacio, 1980).

Attending, Listening and Responding—Attitudes and Skills

Attending, listening and responding appropriately requires an attitude called empathy. Empathy is defined by Rogers (1965) as the ability

...to assume, in so far as he (she) is able, the internal frame of reference of the client, to perceive the world as the client sees it, to perceive the client himself (herself) as he (she) is being seen by himself (herself), to lay aside all perceptions from the external frame of reference while doing so, and to communicate something of this empathic understanding to the client (p. 29).

To communicate empathy verbally Hammond et al. (1977) encourage a variety of verbal leads. Beginning counselors often fall into a repetitive pattern that draws more attention to the counselor's techniques.
than to his/her ability to understand. A repertoire of different introductory phrases then is vital in focusing on the effect and content of client messages. Hammond et al. (1977) continue to say "the goal of empathic understanding is not to understand about the client but to understand with the client. This includes a concentration on how external forces impact on the internal frame of reference of the individual and not a focus on those external forces" (p. 117).

Empathic communication is non-verbal as well as verbal. These non-verbal messages essentially say "I am with you; I hear and understand what you are telling me and what you are experiencing." This is especially important in initial interviews. Many clients are intensely uncomfortable sitting down face-to-face with a stranger in whom they must confide personal and sometimes painful information (Hammond et al., 1977). Ivey and Simek-Downing (1980) describe the communication of empathy using the skills of paraphrasing, reflections of feeling, and summarization. The non-verbal components include eye contact, body posture, and physical distance.

Empathic communication in the early phase of counseling serves the vital purpose of facilitating the development of a working relationship. Brammer and Shostron (1977) talk of the importance of distinguishing the difference between diagnostic understanding and therapeutic understanding. Diagnostic understanding is the external intellectualized description of the client's behavior. Therapeutic understanding refers to feeling reactions on the part of the counselor which enable the client to feel understood, accepted, and empathized with.

Hammond et al. (1977) state that the use of empathic communication is an indispensible tool when working with involuntary clients such as
those encountered in court related work. "Before the client can acknowledge that a problem exists and explore it, he (she) must first release and work through negative feelings about seeing the counselor in opposition to his (her) wishes" (p. 241).

Understanding Life Styles and Developing Themes

An important aspect of expanding awareness or gaining insight is identifying themes or patterns of thought, feelings and behavior. In doing this the counselor assists in exploring all of the facets of the client's experiences that pertain to his/her difficulties. As the experiencing of the client is examined over the span of several interviews a repetitiousness of certain feelings, thoughts and behaviors will become apparent. The counselor will usually need to take the lead in helping the client tie together similar thoughts and feelings because many clients are not aware of themes or patterns in their own behavior.

Trembley (1978) has proposed the Sequential Model of Behavior (SMB) as one method that is helpful to counselors in judicial settings for understanding life styles that have resulted in problematic behavior. When listening to clients, counselors are encouraged to think systematically about behavior that is presented. Trembley (1978) explains that the SMB is a rational-perceptual viewpoint about behavior emphasizing the critical role of thinking or cognitive activity in behavior patterns. Further assumptions are:

(1) behavior has causes, (2) behavior may be covert (internal) or overt (external), (3) behavior has consequences, (4) behavior is made up of responses that form a sequence, (5) a helper's ability to assist a client to achieve behavior change is a direct function of the type and quality of information the helper obtains about the client (p. 3).
The SMB also stresses the importance of internal covert behaviors of feeling, attending and the body sensations. It acknowledges the importance of one's overt actions, the setting where the actions take place, and the consequences of said actions. The covert and overt behaviors are examined in sequences instead of isolated bits and pieces and in this way certain themes or patterns can be more readily determined. An individual's behavioral profile is determined in part by his/her personality structure and prior life experiences. Although self-esteem, cultural determinants and inflexibility of defenses may merge to set the limits of change for some people, a behavioral pattern or profile is not changeless nor is it determined by past experience or biology alone. It is also a product of interpersonal interactions and many other factors (Trembley, 1978).

Goal Setting--Principles and Techniques

Goodyear (1980) does not distinguish between treatment contracts and goals. He says, "We rarely ever use the term contract in our work with clients: agreements and goals are equally good terms and do not have a legal connotation" (p. 514). Treatment contracts or goals are verbal agreements between the counselor and client. Goodyear (1980) believes that the work of all counselors, regardless of their theoretical orientation, is governed by contractual agreements that simultaneously define the nature of the counselor-client relationship and the goals of the treatment. Hammond et al. (1977) state that goals avoid the hazard of the client and counselor working at cross-purposes, which may cause premature termination. "A treatment contract should provide an acceptable answer to the question, 'How will you know and how will I know when you have obtained what it is you are coming here for?"' (Goodyear,
The answer to the question should be affirmed in such a way that the counselor and the client can both know when and if the contract has been fulfilled.

The setting of goals or making contracts is highly encouraged in counseling and court work. Contracting avoids the possibility that unrealistic goals and expectations emerge by default, such as the belief counselors have extraordinary power to change client behavior or make people happy. In addition, Haley (1978) suggests that a reasonably clear statement of what changes the client wants from therapy is necessary. This helps everyone focus on the important issues, and it provides the base line for the goals of counseling. The clearer the statement of purpose is, the more organized the counseling will be. Hammond et al. (1977) agree and go on to say that "based on research findings writers in both social work and psychology have criticized practitioners for stating goals in such general terms that the results cannot be measured, making it impossible to evaluate counseling results effectively" (p. 44). Betz (1978) believes that goals should be stated honestly and that they should be mutual. Hammond et al. (1977) concur and add that goals should be negotiated openly and that final authority for choosing the goals should rest with the client. It cannot be emphasized enough that the problem that is settled on must be a problem that the client wants changed and that it is put in a form that makes it solvable.

Betz (1978) suggests placing initial responsibility for accomplishing goals on the client. This implies that the client has an element of control over his/her destiny. If a client makes considerable progress on a few of his/her difficulties, he/she may gain the skill and
confidence to tackle other problems on his/her own. Goodyear (1980) summarized the advantages of explicit goal setting into the five following points.

In particular, we have observed that the making of explicit treatment contracts offers the following advantages to both client and counselors:

1. An effectively negotiated treatment contract will positively affect the covert, relationship contract (i.e., it reduces game playing). By working toward a clearly stated goal, the counselor conveys to the client that their purpose in being together is serious and is to effect change in the client's life.

2. A contract provides a standard against which both counselor and client can monitor progress. When a given unit of time has elapsed, the goal has either been reached or it has not. If it has not been reached, the counselor may not have worked effectively, or the client may have subtly sabotaged their work together, or the contract itself may have been too ambitious. Regardless of the cause, there is clear evidence for counseling success or nonsuccess when contracts are used.

3. An effective contract will specify the purpose of this particular counselor-client relationship. In this manner, the counselor is better protected from his or her impulses to invest more in the counseling than the client or to assume inappropriate responsibility for the "helpless" client who does not want to change.

4. Contracts not only provide safeguards for the therapist, they are insurance for the client. Contracts protect the client from over-zealous, pushy therapists who insist they know what is best for their clients. While every client has the opportunity to turn down his therapist's suggestions, many clients, not operating under a contractual arrangement, feel under pressure to act in ways that are uncomfortable for them.

5. The contracting process is itself invaluable as a means of facilitating client self-exploration. Few clients enter into the counseling relationship fully able to articulate the nature and extent of their problems. By being asked what he or she would like to work on, the client is forced to begin self-examination as a vehicle for better differentiating the problems (pp. 513-514).
Developing and Selecting Alternatives

Many difficulties some clients have are due to their poorly developed problem solving skills. In some cases similar problems result in similar patternistic solutions that in the past have resulted in negative consequences. Because no other method of coping is known, nothing new is attempted. Hammond et al. (1977) describe this as "tunnel vision" which he says precludes flexible and creative responses. This aspect of counseling can be described as the foundation of counseling. If counseling is to be considered effective, clients should leave with new methods of handling their problematic behaviors.

In describing counseling as a problem solving process Ivey et al. (1980) identify three phases: "the problem definition phase, the work phase and the decision for action phase" (p. 29). It is during the work phase that the problem is more specifically defined and a variety of alternative solutions need to be explored.

The necessity of specifically defining the problem once again cannot be over-emphasized. The client and the counselor must both know what the actual problem being worked on is. Jacobson (1981) believes that once the problem has been specifically defined the remaining process should be one of seeking solutions. Advice given by the counselor during this phase of counseling is discouraged. If possible, the client should be encouraged to discover his/her own unique coping skills. If the client is intimately involved in this search and eventual discovery, he/she will benefit a great deal more. Any solutions arrived at are more likely to be implemented as well. Brammer and Shostrom (1977) point out that many clients literally beg the counselor to tell them how to live their lives and how to solve their problems. By setting themselves...
up as all-knowing authorities and consequently yielding to client
demands for answers, counselors are taking the risk their clients will
not complete the counseling process in the most productive manner pos­
sible. It is necessary to remember that the overall goal of counseling
is to improve problem solving skills and to help the client develop a
greater sense of responsibility and awareness of consequences for his/
her behavior.

A frequently used method for expanding the number of problem
states "brainstorming is particularly useful when the individual is
'stuck' at the solution phase" (p. 79). Brainstorming often frees the
creative thinking process within people and is very useful for genera­
ting solutions that "fit" the individual needs of the client. Brain­
storming is most effective if some basic guidelines are established
before it is begun. Such rules as not criticizing or rejecting any
idea brought forth is important because evaluating suggestions as they
are being generated tends to inhibit responses. The idea is to be
imaginative and not censor solutions in any way. Counselor and client
are encouraged to "piggy-back" off each other's responses; thus any
suggestion can be amplified into possible ideal solutions. By using
the brainstorming technique the counselor can actively participate in
the task of generating alternatives aiding the client in breaking old
patterns, facilitating the decision making process, and finding viable
solutions to problems.

Socio-Process Groups

Teaching beginning counselors what to do while functioning as a
counselor is one of the more enigmatic quandries that confron coun­
selor educators. It is apparent that group experiences have played, 
and will continue to play, a significant role in the development of 
counseling skills. The typically stated purpose of counselor-traineers 
in the group process is to improve interpersonal communication skills, 
perceptive abilities and enhance self-awareness. In addition, partici-
cipation in the therapeutic aspects of the natural group processes is 
considered helpful to increase understanding of other people.

The groups used in the training of counselors are known by many 
titles and are characterized by many compositions. A brief listing 
would include such labels as T-groups, sensitivity training groups, 
therapy groups, experiential groups and many others. For the purpose 
of this discussion, counselor training groups will be considered as 
part of the socio-process group cluster (Betz, 1974).

The definition of socio-process groups to be used for this study 
has been elucidated by Betz (1974) as "to cause examination of attitudes, 
to inform and orient, to enhance attitudinal development" (p. 4). Socio-
process groups have been used in a variety of settings including social 
work, higher education, religious institutions, industrial settings 
and in family and marriage counseling.

Definitions of socio-process groups usually include discussion of 
trust, acceptance, respect and empathy. Trust is developed by a will-
ingness to take risks. Corey and Corey (1977) believe that "trust must 
be developed during the early stages of a group" (p. 21). The level of 
group togetherness or cohesiveness is directly correlated to the level 
of trust within the group.
Acceptance involves the genuine attitude within the group that in effect says anything you think or feel will be accepted here; you are important; your opinions will be heard; you have permission to be yourself; it is not possible nor do you have to try to please everyone. Trotzer (1977) adds "acceptance is the quality of being allowed to be freely yourself regardless of problems you have in your life" (p. 11).

Trotzer (1977) defines respect as "the willingness to relate to one another based on the uniqueness of people as well as the commonality we all share" (p. 11). Gazda (1972) feels this is one of the core ingredients for any effective group.

"A true sense of empathy involves a deep understanding of another's struggles" (Corey and Corey, 1977, p. 19). In groups this factor is essential as it is in any counseling situation. In the effective group commonalities emerge that unite the members and through empathic understanding of others one is able to know oneself much better.

Gazda (1972), in reporting on the research of groups in educational settings, states that "the basic conclusion is that group counseling research is still inconclusive" (p. 209). The reasons for this conclusion are many and include: (1) the fact that a wide range of terminology is used to describe what has been studied. The field still suffers from a lack of common shared language, perhaps due to its still relative youthfulness. (2) Most group studies are conducted with inadequate controls, consequently making any conclusions arrived at tentative at best. (3) The sophistication, validity and reliability of many of the instruments used are highly questionable. (4) The inability of researchers to define specifically the variables that were common to the group being appraised.
However, the investigation of groups in the training of counselors has been extensive. Seegars and McDonald (1963), McKinnon (1969), Betz (1969), Reddy (1970), McWhirter (1974), Elliott (1978), to name but a few, all report significant changes resulting from group participation. Seegars and McDonald (1963) reported a resolution of conflicts between the self and ideal concepts resulting in a greater degree of self knowledge, emotional growth and clinical insight. McKinnon (1969) argues that "counselor training programs must offer far more than a mastery of skills" (p. 195). In his study to determine if group counseling resulted in perceptual and behavioral change in counselor candidates, some significant changes were found. Betz (1969) conducted a study to determine the impression left on group subjects with leaders who were cognitively of affectively oriented. He found that interpersonal behavior displayed in the group was transferred to behavior outside the group. Reddy (1970) studied a T-group which was conducted while counselor trainees were also participating in practicum. He found that significant gains were measured by the Barrett-Lennard Relationship Inventory. In attempting to determine how counselors acquire the assets of empathy, warmth and genuineness, McWhirter (1974) contrasted sensitivity group participants with didactic group members. Using the Truax Rating Scales he found that small group training was effective in increasing levels of empathy in counselor trainees. Elliott (1978), using a control group, conducted a study of counselors in training during a Masters level practicum experience and found that T-groups can be effective in improving communication skills. A majority of the studies of groups in recent years have used control groups which
indicates a positive improvement. About 50 percent have reported some significant positive change (Gadza, 1972).
CHAPTER III
METHODOLOGY, RESEARCH DESIGN AND PROGRAM DESCRIPTION

General Research Design

The general design with respect to the variables of expressed and wanted inclusion, expressed and wanted control and expressed and wanted affection was a pre- and post-test experimental and control group procedure.

The pre-training seminar FIRO-B scores were obtained within a group setting Monday morning, April 20, 1981 at the introductory remarks session that all seminar participants were obligated to attend. The post-FIRO-B scores were obtained on the following Friday at the final small group meetings just prior to the closing seminar summary and evaluation meeting marking the end of the training program.

The control group pre- and post-test scores were obtained from subjects employed in six juvenile detention homes throughout Michigan. These agencies were the Kent County Juvenile Home in Grand Rapids, Michigan, the Calhoun County Juvenile Home in Marshall, Michigan, the Jackson County Youth Center in Jackson, Michigan, the Kalamazoo County Juvenile Home in Kalamasoo, Michigan, the Ingham County Juvenile Home in Lansing, Michigan, and the Maurice Spear Campus in Adrian, Michigan. The juvenile home position is often the first step toward employment as a Michigan judicial system worker and does not require training in counseling techniques. Consequently, the juvenile home employees were considered an acceptable source for control group subjects. A mailing was made to all six locations on Wednesday, April 15, 1981 to assure
early arrival for the pre-test administration on Monday, April 20, 1981 and the post-test administration on Friday, April 24, 1981. A cover letter (see Appendix A) explains the purpose of the two FIRO-B forms used for the pre- and post-test purposes. The questionnaire forms were stamped as pre-test (see Appendix B) and post-test (see Appendix C). The control group pre-test was taken during the hours of 8:00 and 9:00 A.M. Monday, April 20, 1981. The questionnaire marked as post-test was taken when possible on Friday, April 24, 1981. A stamped and return-addressed envelope was included, and after the post-test was completed both the pre-test and the post-test were returned simultaneously.

Program Description

The Basic Interviewing and Counseling Techniques Seminar was funded by a grant from the U.S. Office of Criminal Justice and administered by the Michigan Judicial Institute, Lansing, Michigan. Detailed plans were developed and conducted by Dr. Robert Betz from the Counseling and Personnel Department, Western Michigan University, and Mr. Arthur Olson, Project Director for the court office.

The counseling and interviewing aspect of the training program for beginning court workers is a 40 hour program designed to teach basic counseling and interviewing skills. Two additional courses, Basic Law I and II, comprise the complete training program. The total program is required for probation officer certification.

Material identified as being relevant to teaching basic skills appropriate to the needs of juvenile court workers have been organized by Betz and Olson into sequential presentations of approximately one
and a half hours in length (complete program outline in Appendix D). Each morning opened with a specified topical lecture with a second presentation immediately following lunch. To complement the didactic/cognitive nature of the lecture, an experiential component of small socio-process groups was used. Each morning and afternoon lecture was attended by all participants and then immediately followed by the small group meetings. Each group was comprised of approximately nine to twelve individuals closely balanced as to gender. The seminar was divided into two parts with lectures conducted for each half by either Dr. Robert Betz or Ms. Merry Pattison.

The group leaders were also determined to have expertise in socio-process groups who tend to be seeking or having completed doctoral degrees in counseling at Western Michigan University. To further assist participants to know and understand the critical points of each presentation, outlines of each lecture were prepared previously for the purpose of taking notes.

A great deal of social interaction time was provided to augment the didactic/cognitive nature of the formal presentations. Colombiere Conference Center, 9075 Big Lake Road, Clarkston, Michigan, is a completely self-contained wooded area of 400 acres. Recreational activities and opportunities are provided; jogging, walking scenic trails, basketball in the gymnasium, volleyball, and many quiet settings for interpersonal interaction. This atmosphere is considered ideal for a relaxed yet intensive learning environment.

Subjects

The participants of this Basic Interviewing and Counseling Techniques
Seminar were court workers from throughout the State of Michigan with varying degrees of experience. The participants were both male and female of approximately equal ratio and their age range was from 25 to above 50.

Because of budget considerations this particular seminar was limited to 81 individuals. A program announcement was mailed March 10, 1981, to all Juvenile Court systems in the State of Michigan accompanied by a registration form requiring basic demographic data (see Appendix E). At that time Dr. Darrell Zwick and Mr. Arthur Olson, project directors, made the necessary decisions to determine who would participate. It was at this time that the registrants were divided into socio-process discussion groups. These discussion groups were arranged to equalize sexual balance within groups and to equalize the size of all the groups.

The control group consisted of volunteers from juvenile detention home employees throughout the State of Michigan. These subjects were asked to participate by their supervisors but were informed that participation was not mandatory. Control group subjects numbering 41 were enlisted in this manner. All data collected from the control and experimental groups was treated in a confidential manner. No one had access to the materials other than the researcher and the researcher's doctoral committee. Once the data had been collected and calculated, all personal identification was destroyed.

Instrumentation

The FIRO-B is a 54-item inventory measuring personality characteristics related to interpersonal behavior in the areas of inclusion, control and affection at the expressed and wanted levels (Schutz, 1967).
The subscales of expressed and wanted inclusion, control and affection have ranges from zero to nine. This is the Guttman cumulative scale procedure used when the items are unidimensional. Expressed behavior is that which the individual is prepared to impart in any interpersonal experience. Wanted behavior is that which the individual desires from others. This establishes what the individual wishes to obtain from others in any interpersonal situation.

The FIRO-B was chosen as the instrument for this study for several reasons. First, it has been shown to be a sensitive indicator of change in training groups (Schutz and Allen, 1966; Smith, 1964). Second, it has been designed to indicate how an individual is likely to behave in an interpersonal situation. Third, studies by Smith (1964) and Schutz (1961) indicate that scores on the FIRO-B scale are predictive of interpersonal behavior. Fourth, the instrument is quick and simple to administer thus engendering a minimum amount of disruption to the program.

Smith (1964) interpreted reduction in the difference between expressed and wanted behavior scores as indicating a greater flexibility and an increased readiness to participate in reciprocal, rather than one-sided, relationships. The individual is seen as being multidimensional and able to give and take instead of being one dimensional and being able to only give or take.

Ryan (1977) suggests that when interpreting the FIRO-B that the high and low scores be noted first, "0-1 are extremely low scores; the behavior described above will have a compulsive quality." and "8-9 are extremely high scores; the behavior will have a compulsive quality to it" (p. 8).
Ryan (1977) breaks the scores down further by describing behaviors connected to a mid-range of scores:

2-3 are low scores; the behavior mentioned for low scores will be noticeably characteristic of the person. 4-5 are borderline scores; although not extreme, the person may reveal a tendency toward the behavior described for high or low scores. 6-7 are high scores; the behavior will be noticeably characteristic of the person (p. 8).

Reliability data on the FIRO-B questionnaire indicate that the scale possesses acceptable reliability to support its employment as a research device (Buros, 1972). In constructing his 54-item questionnaire, Schutz used the Guttman technique for cumulative scale analysis (Guttman, 1950). Since the FIRO-B is composed of Guttman scales, reproducibility is the appropriate measure of internal consistency. The reproducibility scores for all scales are high, between .93 and .94. Test-retest correlations of the six scales at one month intervals range from .71 to .82, with a mean reliability coefficient of .76. Since its publication in 1958 the FIRO-B has been subjected to validity research in the field of human relations workshops. T-groups, encounter groups, and sensitivity training groups have used the FIRO-B questionnaire to measure changes in interpersonal behavior during and following such workshops. In general, results appear to be good with about 82 percent of the reports yielding positive results (Schutz, 1978).

Data Treatment

The t-test is a statistical treatment to determine whether two groups, as portrayed by their means, are significantly different. Popham (1976) states that there are two assumptions that support the use of the t-test: "(1) the population from which each sample is drawn
is normally distributed; and (2) the sample data have been drawn randomly from the population" (p. 139).

In addition, Seigel (1956) points out that the t-test is a parametric procedure than can be used only when the following minimal conditions are met.

1. The observations must be independent.
2. The observations must be drawn from normally distributed populations.
3. These populations must have the same variance, or in special cases, they must have a known ratio of variance.
4. The variables involved must have been measured in at least an interval scale so that it is possible to use the operations of arithmetic on the scores (p. 19).

The data to be treated when determining the statistical significance of the changes in the means between the pre- and post-test results is correlated, therefore, the t-test to be used in this instance will be the separate variance model. Ary, Jacobs and Razavieh (1972) list this formula as follows:

\[
t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}}}
\]

where
\[
\begin{align*}
t & = \text{t-value for nonindependent, correlated means} \\
D & = \text{the difference between the paired scores} \\
\bar{D} & = \text{the mean of the difference} \\
\sum D & = \text{the sum of the squared difference scores} \\
N & = \text{the number of pairs (p. 139)}
\end{align*}
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Table 2
Description of Statistical Treatment of Preliminary Data

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<td>Mean Post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Change Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Change Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 outlines the method for obtaining the t-test for the experimental and control groups for the nine hypotheses involved in this study. This paradigm is for the preliminary data and uses the separate variance model t-test for nonindependent means.

When treating the mean change scores between the control and experimental groups the pooled variance model formula of the t-test will be employed. As this data is uncorrelated, Ary et al. (1971) list this formula as follows:

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}
\]

where

- \(t\) = the value by which the statistical significance of the mean difference will be judged
- \(\bar{X}_1 - \bar{X}_2\) = the observed difference between two means
- \(n_1\) = the number of cases in group one
- \(n_2\) = the number of cases in group two
\[ \sum x_1^2 = \text{the sum of the squared deviation scores in group one} \]
\[ \sum x_2^2 = \text{the sum of the squared deviation scores in group two} \] (p. 136)

Table 3
Description of Statistical Evaluation of the Mean Change Scores

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>X - \bar{X}</th>
<th>D</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Subjects</td>
<td></td>
<td>Mean Change Score</td>
<td>Difference</td>
<td>t-value</td>
<td>Significance Level</td>
</tr>
<tr>
<td><strong>Experimental Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Subjects</td>
<td></td>
<td>Mean Change Score</td>
<td>Difference</td>
<td>t-value</td>
<td>Significance Level</td>
</tr>
</tbody>
</table>

Table 3 demonstrates the method for obtaining the t-test for the mean change scores for the experimental and control groups. The .05 probability level was used to accept or reject the null hypotheses of no difference.
CHAPTER IV
DATA PRESENTATION AND ANALYSIS

In this chapter the data are presented which were derived from the application of the FIRO-B utilizing the research design and statistical methods outlined in Chapter III.

The organization of this chapter is in nine tables which report the pooled variance t-test data and the separate variance t-test data. The pre- and post-test means for the control and experimental groups are displayed as well as their t-values and significance levels. The difference between the pre- and post-test means are then shown as the mean change scores. The difference between the mean change scores are then listed as well as their t-values and significance levels.

Table 4

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-( \bar{X} )</th>
<th>Pre-( \bar{X} )</th>
<th>t-value</th>
<th>Sig. Level</th>
<th>( \bar{X} ) Change Score</th>
<th>Diff. t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>3.17</td>
<td>3.27</td>
<td>-.48</td>
<td>.63</td>
<td>-.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>4.30</td>
<td>4.34</td>
<td>-.18</td>
<td>.86</td>
<td>-.04</td>
<td>.06</td>
<td>.19</td>
</tr>
</tbody>
</table>

It was stated back in Chapter I that the null hypotheses for this variable is there will be no significant difference between the control
group and the experimental group on the pre- and post-test FIRO-B expressed inclusion scores.

Table 4 shows that the mean scores for the pre- and post-test by the control group and the experimental group for the variable of expressed inclusion. The change scores (difference between the pre- and post-test means), the t-values and the significance levels are also shown. There was no significant difference between the scores for the experimental and the control group, therefore the null hypothesis is accepted for this variable.

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Exper. Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>41</td>
<td>73</td>
</tr>
<tr>
<td>Post-(\bar{X})</td>
<td>1.51</td>
<td>3.52</td>
</tr>
<tr>
<td>Pre-(\bar{X})</td>
<td>2.17</td>
<td>3.07</td>
</tr>
<tr>
<td>(t)-value</td>
<td>-3.12</td>
<td>1.55</td>
</tr>
<tr>
<td>Sig. Level</td>
<td>.003</td>
<td>.13</td>
</tr>
<tr>
<td>(\bar{X}) Change Score</td>
<td>-.66</td>
<td>.45</td>
</tr>
<tr>
<td>t-value</td>
<td>1.11</td>
<td>3.08</td>
</tr>
<tr>
<td>Sig. Level</td>
<td>.003</td>
<td>.003</td>
</tr>
</tbody>
</table>

As indicated in Chapter I the null hypothesis for this variable was that there would be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B wanted inclusion scores.

Table 5 displays the scores for the pre- and post-test for the control group and the experimental group for the variable of wanted inclusion. The change scores, the t-values and the significance levels

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are also presented. There was no significant change between the pre-
and post-test for the experimental group on this variable, however, a
significant change if reported for the control group. The mean change
score difference is reported at the p. < .003, therefore the null
hypothesis is rejected for this variable.

Table 6

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-(\bar{X})</th>
<th>Pre-(\bar{X})</th>
<th>t-value</th>
<th>Sig. Level</th>
<th>(\bar{X}) Change Score</th>
<th>Diff. t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>3.44</td>
<td>3.37</td>
<td>.29</td>
<td>.77</td>
<td>.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.37</td>
<td>1.07</td>
<td>.29</td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>3.00</td>
<td>3.30</td>
<td>-1.36</td>
<td>-.18</td>
<td>-.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Chapter I the null hypothesis for this variable was that there
would be no significant difference between the control group and the
experimental group on the pre- and post-test FIRO-B expressed control
scores.

Table 6 shows the mean scores for the pre- and post-test for the
control group and the experimental group for the interpersonal behavior
of expressed control. The change scores, the t-values and the signifi-
cance levels are also displayed. There was no significant difference
between the scores for the experimental and the control group, therefore
the null hypothesis is accepted for this variable.
Table 7

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-(\bar{X})</th>
<th>Pre-(\bar{X})</th>
<th>t-value</th>
<th>Sig. Level</th>
<th>(\bar{X}) Change Score</th>
<th>Diff. t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>2.63</td>
<td>2.76</td>
<td>-.44</td>
<td>.66</td>
<td>-.12</td>
<td>.01</td>
<td>.03</td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>2.42</td>
<td>2.53</td>
<td>-.46</td>
<td>.65</td>
<td>-.11</td>
<td>.97</td>
<td></td>
</tr>
</tbody>
</table>

The null hypothesis for this variable states that there will be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B wanted control scores.

Table 7 shows the mean scores for the pre- and post-test by the control group and the experimental group for the category of wanted control. The change scores, the t-values and the significance levels are also shown. There was no significant difference between the scores for the experimental and the control group, therefore the null hypothesis is accepted for this variable.
Table 8

Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Expressed Affection Scale of the FIRO-B

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-$\bar{x}$</th>
<th>Pre-$\bar{x}$</th>
<th>$t$-value</th>
<th>Sig. Level</th>
<th>$\bar{x}$ Change Score</th>
<th>Diff. $t$-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>3.54</td>
<td>3.22</td>
<td>1.25</td>
<td>.22</td>
<td>.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>4.08</td>
<td>4.08</td>
<td>.00</td>
<td>1.00</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On page eight the null hypothesis for this variable was that there would be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B expressed affection scores.

Table 8 shows the mean scores for the pre- and post-test for the control group and the experimental group for the variable of expressed affection. The change scores, the $t$-values and the significance levels for the pre- and post-test scores and the mean change scores are also shown. The pre- and post-test mean scores for the experimental group are exactly the same. There was no significant difference between the scores for the experimental and the control group, therefore the null hypothesis is accepted for this variable.
Table 9
Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Wanted Affection Scale of the FIRO-B

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-( \bar{X} )</th>
<th>Pre-( \bar{X} )</th>
<th>( t )-value</th>
<th>Sig. Level</th>
<th>( \bar{X} ) Change Score</th>
<th>Diff.</th>
<th>( t )-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>4.54</td>
<td>4.17</td>
<td>1.47</td>
<td>.15</td>
<td>.37</td>
<td>-.50</td>
<td>1.34</td>
<td>.18</td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>5.04</td>
<td>5.18</td>
<td>-.49</td>
<td>.63</td>
<td>-.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Chapter I the null hypothesis for this variable was that there would be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B wanted affection scores.

Table 9 shows the mean scores for the pre- and post-test for the control group and the experimental group for the variable of wanted affection. The change scores, the \( t \)-values and the significance levels for the pre- and post-test scores and the mean change scores are also shown. There was no significant difference between the scores for the experimental and the control group, therefore the null hypothesis is accepted for this variable.
Table 10
Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Total Expressed Inclusion, Control and Affection Scale of the FIRO-B

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-( \bar{X} )</th>
<th>Pre-( \bar{X} )</th>
<th>( t )-value</th>
<th>Sig. Level</th>
<th>( \bar{X} ) Change Score</th>
<th>Diff. ( t )-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>10.15</td>
<td>9.85</td>
<td>.71</td>
<td>.48</td>
<td>.29</td>
<td>-.63</td>
<td>1.03</td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>11.38</td>
<td>11.73</td>
<td>-.74</td>
<td>.46</td>
<td>-.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As indicated in Chapter I the null hypothesis for this variable states that there would be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B total expressed inclusion, control and affection scores.

Table 10 shows the mean scores for the pre- and post-test for the control group and the experimental group for the totals of wanted inclusion, control and affection. The change scores, the \( t \)-values and the significance levels for the pre- and post-test scores and the mean change scores are also shown. There was no significant difference between the scores for the experimental and the control group, therefore the null hypothesis is accepted for this variable.
Table II
Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Total Wanted Inclusion, Control and Affection Scale of the FIRO-B

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-(\bar{X})</th>
<th>Pre-(\bar{X})</th>
<th>t-value</th>
<th>Sig. Level</th>
<th>(\bar{X}) Change Score</th>
<th>Diff. t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>8.68</td>
<td>9.10</td>
<td>-.91</td>
<td>.37</td>
<td>-.41</td>
<td>.62</td>
<td>.80</td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>10.99</td>
<td>10.78</td>
<td>.33</td>
<td>.74</td>
<td>.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was stated in Chapter I that the null hypothesis for this variable was that there would be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B total wanted inclusion, control and affection scores.

Table II shows the mean scores for the pre- and post-test for the control group and the experimental group for the totals of wanted inclusion, control and affection. The change scores, the t-values and the significance levels for the pre- and post-test scores and the mean change scores are also shown. There was no significant difference between the scores for the experimental and the control group, therefore the null hypothesis is accepted for this variable.
Table 12
Pre- and Post-test Scores and Mean Change Scores for the Experimental and Control Groups on the Total Sum Scores of the Expressed and Wanted Inclusion, Control and Affection Scale of the FIRO-B

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Post-(\bar{X})</th>
<th>Pre-(\bar{X})</th>
<th>(t)-value</th>
<th>Sig. Level</th>
<th>(\bar{X}) Change Score</th>
<th>Diff. (t)-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>41</td>
<td>18.63</td>
<td>18.93</td>
<td>-.49</td>
<td>.63</td>
<td>-.29</td>
<td>.18</td>
<td>.17</td>
</tr>
<tr>
<td>Exper. Group</td>
<td>73</td>
<td>22.37</td>
<td>22.48</td>
<td>-.12</td>
<td>.90</td>
<td>-.11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was indicated in Chapter I that the null hypothesis for this variable was that there would be no significant difference between the control group and the experimental group on the pre- and post-test FIRO-B total sum scores of expressed and wanted inclusion, control and affection.

Table 12 shows the mean scores for the pre- and post-test for the control group and the experimental group for the total sum scores of the expressed and wanted inclusion, control and affection scale of the FIRO-B. The change scores, the \(t\)-values and the significance levels for the pre- and post-test scores and the mean change scores are also shown. There was no significant difference between the scores for the experimental and the control group, therefore, the null hypothesis is accepted for this variable.
Summary

In the application of the FIR0-B on the experimental and control groups to measure expressed and wanted interpersonal behavior in the areas previously stated, the following observations are outlined:

1. There was no significant change in expressed behavior as indicated in Table 4. For the experimental group, a mean change score of -.04 and a significant level of .86 shows a change that is barely perceptible. For the control group, a mean change score of -.10 and a significance level of .63 is also not significant. The difference between the experimental and control groups mean change scores as measured by the "difference" score was .06 with a significance level of .85. This also represents no significant change in the expressed inclusion behavior of the seminar participants. Therefore, the null hypothesis is accepted for this variable.

2. On the wanted inclusion scale (Table 5) the experimental group mean change score is .45 with a significance level of .13. The control group mean change score is -.66 with a significance level of .003. The difference between the mean change score is 1.11, which represents a statistically significant change. Therefore, the null hypothesis of no difference is rejected on this variable.

3. For the variable expressed control as shown in Table 6, the experimental group pre- and post-test score decreased -.30 with a significance level of .18. The control group score increased .07 for a significance level of .77. The difference between these changes was .37 for a significance level of .29. Therefore, the null hypothesis is accepted for this variable.
4. On the wanted control scale the experimental group mean change score is \(-.11\) with a significance level of \(.65\). The control group mean change score is \(-.12\) with a significance level of \(.66\). These scores are very similar as indicated by the difference score of \(.01\) and a significance level of \(.97\). The null hypothesis of no change on this variable is therefore accepted.

5. The expressed affection scale which measures how one acts out their desires for love and affection displays a pre- and post-test score for the experimental group that is exactly the same. For the control group the mean change score is \(.32\) for a significance level of \(.22\). The difference score is \(.32\) for a significance level of \(.31\). Consequently, the null hypothesis is accepted for this variable.

6. The wanted affection scale shows the mean change score for the experimental group to be \(-.14\) for a significance level of \(.63\). For the control group the mean change score is \(.37\) with a significance level of \(.15\). The difference in mean changes is \(-.50\) with a significance level of \(.18\). The null hypothesis is accepted for this variable.

7. On the scale which measures how one acts out one's desires in the combined areas of inclusion, control and affection (Table 10), the experimental group's mean change score is \(-.34\) and the significance level is \(.46\). The control group mean change score is \(.29\) with a significance level of \(.48\). The difference between the mean change score is \(-.64\) with a significance level of \(.31\). Therefore, the null hypothesis is accepted for this variable.

8. On the scale which measures behavior in the areas of wanted inclusion, control and affection, experimental group mean change score is \(.21\) with a significance level of \(.74\). The control group mean change
score is -.41 and the significance level is .37. The difference between the mean change score is .62 with a significance level of .41. Consequently, the null hypothesis is accepted for this variable.

9. Table 12 measures the total of the interpersonal behaviors involved in this study. The experimental group mean change score is -.11 and the significance level is .90. The control group mean change score is -.29 and the significance level is .63. The difference is .18 with a significance level of .87. Therefore, the null hypothesis is accepted for this variable.

The conclusions regarding the remainder of the findings is this study along with their significance are given in Chapter V.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This was the eighth year that a training program of basic counseling and interviewing skills has been conducted for beginning juvenile court workers in Michigan. The counseling skill areas addressed include:
"Counseling Within a Judicial Framework"; "The Resistive Client--A Special Case"; "Preparing Mentally and Emotionally for the Interview"; "Structuring and Initiating the Relationship"; "Attending, Listening and Responding--Attitudes and Skills"; "Understanding Life Styles and Developing Themes"; "Goal Setting--Principles and Techniques"; and "Developing and Selecting Alternatives and Strategies". Current literature clearly identifies counseling as a legitimate skill for the juvenile court worker (Schwartz, Clear and Travis, 1980; Hacker, 1978; Betz, 1978; Glasser, 1976; and Eldefonso, 1974).

It was the purpose of this research to study the effects of a basic counseling skills education program on the interpersonal relations orientation behavior of the training program participants.

General Summary of the Study

The research design for this study was a pre- and post-test experimental and control group procedure. The experimental group was composed of juvenile court workers with experience ranging from less than one to more than 20 years. The control group was juvenile detention home workers in six locations throughout the State of Michigan.

The FIRO-B (Fundamental Interpersonal Relations Orientation- Behavior) was the instrument used in this study and is a questionnaire.
which is composed of six Guttman scales of nine items each. The scales measure an individual's expressed and wanted behavior toward others in the interpersonal areas of inclusion, control and affection (Schutz, 1978).

The FIRO-B pre-test was administered to the experimental group at the beginning of the week-long counseling skills seminar. The post-test was administered at the final small group meeting marking the end of the seminar. The control group FIRO-B pre-test was administered on Monday of the same week as the training seminar, between the hours of 8:00 and 9:00 A.M. The control group post-test was administered on the following Friday.

The t-test is a statistical procedure to determine the significance of the difference between two group means. It was the procedure used in this study. When testing for significant difference between pre- and post-test means, a correlated t-test model was employed. When testing for the significant difference between change score means, an uncorrelated t-test model was utilized. The .05 probability level was applied to accept or reject the null hypotheses of no difference.

Conclusions

Indications of interpersonal behavioral change as the result of participation in the counseling skills training seminar are as follows:

In the category of Expressed Inclusion the control group had a pre-test mean score of 3.27 and a post-test mean score of 3.17. According to Ryan (1977) this would place the control group in a low score area and the behavior described (expressed inclusion) would not be noticeable with that person or group. During the week of the training seminar, the way in which the control group participants included
themselves in the activities of others did not change significantly. It can be said that as a whole the control group members are not active joiners. Although not total isolates, as would be the case if the scores were lower, the scores that were obtained would indicate these people prefer a cautious approach to interpersonal relationships.

For the experimental group in the category of expressed inclusion the pre-test mean score was 4.34 and the post-test mean score was 4.3C. This is in a mid-range area which reflects a more balanced approach toward relationships with others. That is, as a group these people indicate neither an abnormal preference for aloneness nor an overly strong need for close contact with people. This would indicate that as a whole the experimental group tries to be with others as much as possible but not in a compulsive way. When comparing the experimental group mean scores with the control group mean scores it is concluded that participation in the training seminar resulted in no difference in the experimental group's approach to inclusionary activities. Since the experimental group's pre-test score reflects a balanced approach toward involvement in social situations, perhaps the seminar had a reinforcing effect for what was appropriate interpersonal behavior previous to participation in the training seminar.

On the Wanted Inclusion scale the control group had a pre-test mean score of 2.17 and a post-test mean score of 1.51. This would indicate that the control group as a whole in uncomfortable around people and they tend to be selective with whom they associate. Their mean score decreased .56 which was at the .003 significance level. No explanation can be readily given by this writer for this decrease; yet, it is interesting that for the experimental group the opposite occurred.
with the mean score increasing .45 for a significance level of .13. It would appear that participation in the training seminar did have a noticeable impact upon the seminar participants' social orientation in the wanted inclusion area. Although the post-test mean score of 3.52 on the wanted inclusion scale would place the experimental group in a range area that registers some hesitancy to participate in interpersonal situations, it is concluded that because of this training seminar the experimental group as a whole moved toward a position of greater self-confidence during interpersonal situations and less aversion in seeking to be included in the activities and ideas of others.

The Expressed Control scale score for the control group went from a pre-test mean of 3.37 to a post-test mean of 3.44 for an increase of .07. For the experimental group the pre-test mean score was 3.30 and the post-test mean score was 3.00 for a decrease of .30 and a significance level of .18. In general, the control scale measures leadership behavior. The relatively low score attained by the experimental group would indicate that some movement occurred toward a position of taking on less responsibility and making fewer leadership type decisions. This suggests an inclination to avoid taking charge in interpersonal circumstances. Although this change did not occur at a statistically significant level, it does appear that participation in the seminar did have some impact upon how the participants act out their perceived leadership roles. The data would indicate that by virtue of attendance in this training seminar the experimental group members tended to change their behavior to a less controlling mode, although the change was not statistically significant.
According to Ryan (1977) a low score on the Wanted Control scale (Table 7) indicates that a person does not want to be controlled by others. Both the control group and the experimental group had low mean scores that were maintained in this category. The pre- and post-test mean scores were remarkably similar for both the experimental and control groups. It is concluded that the week of the training seminar did not influence either group to change their behavior relevant to this interactive category.

The Expressed Affection scale data (Table 8) is noteworthy in that the experimental group's pre- and post-test mean scores are exactly the same, 4.08. This is also in a mid-range area indicative of a balanced approach toward expressing affection. The procedures employed in this training seminar of using socio-process groups to integrate the information presented during the lecture portions often produce a very supportive atmosphere. Because the experimental group's expressed affection score on the pre-test was in a range that would not indicate either a compulsive or non-compulsive need to establish affectionate relationships, it appears nothing transpired during the seminar to alter this attitude. Overly affectionate relationships are inappropriate in court work; therefore, it is concluded that the seminar functioned effectively in encouraging the continuance of this behavior.

The experimental group's Wanted Affection pre-test mean score (5.18) was the highest attained on the six basic scales. However, it is still in the mid-range area which describes the behaviors measured as being equalized between wanting overly close relationships with others and wanting overly distant relationships with others. The post-test mean score declined .14 to a mean of 5.04. The control group pre- and
post-test mean scores were also in this mid-range (4.17 and 4.54). The experimental group scores declined toward a more selective approach to making close contact with others. The change that took place between the means of the experimental and control groups is .50 with a significance level of .18. The experimental group had a balanced attitude concerning wanting affection from others that was not meaningfully revised by participation in the training seminar.

Table 10 reported the total scores of Expressed Inclusion, Control and Affection. This scale is a combination score to register the amount of active initiation of interpersonal contact the measure groups would partake in. The control group's pre-test mean score is in a low range indicating a hesitancy to begin interpersonal relationships. The experimental group's mean score is in a mid-range area which is evidence of an even handed approach to initiating relationships. The post-test scores do not show meaningful disagreement between the control group and the experimental group. Although the scores for this category moved toward each other and consequently place both groups in a mid-range area, the movement was not statistically significant and therefore cannot be attributed to participation in the counseling skills seminar.

The total Wanted Inclusion, Control and Affection scale score in Table 11 is a combination score to measure the participant's desires to engage in interpersonal interactions at all three levels. Both the pre-test and the post-test mean scores for the control and experimental groups can be characterized as being in the low mid-range area. This would reveal that as a whole the control and experimental group subjects have some skepticism concerning their feelings regarding interactions with others. There is no statistical evidence that participation in
the training seminar resulted in noticeable changes in this respect. Total Sum scores attempt to measure the impact of the seminar on both the expressed and wanted levels of Inclusion, Control and Affectionate behavior. Although no meaningful behavior change appears to have resulted because of participation in the training seminar, the pre-test experimental group scores reveal a pre-seminar attitude consistent with a balanced preference for interacting with others. The control group pre-test scores point to a more cautious approach to interacting with others which was also unchanged.

Recommendations for Further Study and Research
This seminar included an unusual number of more experienced court workers who returned for retraining. This study did not attempt to divide the participants into categories of sex, age or length of job experience. It is recommended that further research be conducted on the training of court workers in counseling skills and that the participants be isolated into the variables mentioned above to determine if changes related to these classifications occur. This could possibly aid in deciding who should be selected for admission into this program, and when.

Movement toward a mid-range of scores is considered desirable for the instrument used in this study. It is recommended that extreme scores at either end of the spectrum be isolated and then investigated with a pre- and post-test procedure to determine if movement away from those extremes is detected because of participation in the counseling skills training seminar.

The FIRO-B is an acceptable instrument for measuring the interpersonal
behavior needs of Inclusion, Control and Affection. It does not appear to be sensitive enough to measure the subtle changes that result because of participation in this seminar. It is recommended that further research be conducted to identify or devise an instrument specific to the counseling skills being learned that will more adequately determine the amount of behavior change that actually occurs.

It is recommended that a longitudinal study be formulated to measure the development and integration of the counseling skills on the part of the seminar participants over time. The amount of information concerning counseling that is presented during this single week is massive. A study conducted over time to determine the long term effects would help to revise the presentation of seminar material for more efficient impact.

It is also recommended that future control groups be drawn from rejected seminar applicants. This would provide for greater control of the variables involved in this study.

Implications

The major finding of this study is that as a result of participation in this seminar the members experienced a change in attitude about wanting to be involved in interpersonal relationships (Wanted Inclusion scale). This implies that a greater self-confidence occurred within the seminar members concerning interacting with others. Because counseling skills and interpersonal relationship skills are closely linked, this greater self-confidence should lead directly to more effective counseling ability. Juvenile court work involves developing counseling relationships with a clientele that is often difficult
to interact with. This greater self-confidence in interpersonal behavior is highly desirable.

Another finding is that the seminar participants apparently changed to an attitude of assuming less responsibility and control during interpersonal encounters. If this behavior is consistent for the counseling portion of juvenile court work, it could be a handicap when working with certain types of people.

It should be noted that many of the experimental group's pre-test scale scores were in a mid-range area and are thought to be evidence of a balanced attitudinal approach to interpersonal relationships. These scores did not change after participation in the seminar. This may indicate, perhaps, an affirmation of what already was acceptable behavior. Contrasting these scores with the control group mean scores, which are lower on the scale, could indicate a reluctance for interpersonal contact on the part of the control group members.

To the best of this writer's knowledge, Michigan is the only state to be instructing court workers in basic counseling skills. This is also the only scientific investigation conducted attempting to measure the consequences of such training. Clearly, more research is needed on the effects of counseling skills training programs for court workers if the goal of the probation officer as a rehabilitative agent is to be realized.
Dear

Thank you for agreeing to participate in this investigation of the interpersonal attitudes of those who are experiencing the Basic Counseling and Interviewing Skills Seminar this week at Columbiere.

The background information of Kent County Juvenile Home employees is similar to those who are taking part in the Columbiere program; consequently they are being asked to be a part of the control group for this study.

I would like to remind you that no one is required to participate in this experimental study; however, your cooperation and participation are greatly appreciated. For those who do agree to take part, you can assure them that any personal information will be treated with the strictest confidence. No one will have access to this information except myself and the committee responsible for the results. No names are necessary. The only personal identification needed is: (1) the last four digits of each individual's social security number, (2) time/years on the job, (3) age, (4) sex. These are essential so that we can match the pre-test results with the post-test results.

Please administer the pre-test on Monday, April 20, and the post-test on Friday, April 24. Mail the pre-tests and post-tests immediately upon completion in the self-addressed, stamped envelope that has been provided.

The directions for the FIRO-B are on the front page and are quite simple. Please caution those who take the test not to be distracted by the seeming similarity of some of the test items. They truly are all different.

Thank you for your cooperation

Sincerely,

Richard W. Fox
PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

P. 62-64 PRE-TEST FIRO-B

P. 65-67 POST-TEST FIRO-B
APPENDIX D

MICHIGAN JUDICIAL INSTITUTE

BASIC COUNSELING AND INTERVIEWING TECHNIQUES

April 20 - 24, 1981
Colombiere Retreat & Conference Center
9075 Big Lake Road
Clarkston, Michigan

PROGRAM

Sunday Evening
April 19, 1981
6:00 - 9:00 Registration (Lobby) - Cold Plate Buffet will be available in Lobby Dining Area

Monday
April 20, 1981

A.M.
7:15 - 8:30 Breakfast (Main Dining Room)
8:00 - 8:50 Registration (Lobby)
9:00 - 9:15 Administrative Comments (Auditorium)
9:15 - 9:30 Seminar Orientation (Auditorium)
9:30 - 10:00 "Counseling Within a Judicial Framework" (Auditorium)

Dr. Betz

10:00 - 12:00 Group Session #1 (Assigned Group Rooms - See Page 4)

P.M.
12:15 - 1:00 Lunch (Main Dining Room)
1:15 - 2:15 "The Resistive Client: A Special Case"

-1-
Tuesday
April 21, 1981

A.M.
7:15 - 8:30  Breakfast (Main Dining Room)
9:00 - 10:00 "Preparing Mentally and Emotionally for the Interview"

Groups A, B, C, D - Room 47 - Ms. Pattison
Groups E, F, G, H - Room 5A - Dr. Betz

10:00 - 12:00 Group Session #3

P.M.
12:15 - 1:00 Lunch (Main Dining Room)
1:15 - 2:15 "Structuring and Beginning the Relationship"

Groups A, B, C, D - Room 47 - Dr. Betz
Groups E, F, G, H - Room 5A - Ms. Pattison

2:15 - 4:30 Group Session #4

Wednesday
April 22, 1982

A.M.

Groups A, B, C, D - Room 47 - Dr. Betz
Groups E, F, G, H - Room 5A - Ms. Pattison

2:15 - 4:30 Group Session #2

4:30 - 5:00 University Credit Registration (Lobby)

5:45 - 6:30 Dinner (Main Dining Room)

7:30 - 9:00 Optional Evening Programs

"Progressive Relaxation" (Room 44)
Dr. Edo Weits

"The Client Who Gets You Down" (Room 43)
Merry Pattison
Bonnie Aardema

Dinner (Main Dining Room)
Optional Evening Programs
"Progressive Relaxation" (Room 44)
Dr. Edo Weits

"The Client Who Gets You Down" (Room 43)
Merry Pattison
Bonnie Aardema
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<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:15 - 8:30</td>
<td>Breakfast (Main Dining Room)</td>
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<td>9:00 - 10:00</td>
<td>&quot;Attending, Listening and Responding: Attitudes and Skills&quot;</td>
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<td>Groups A, B, C, D - Room 47 - Ms. Pattison</td>
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<td>Groups E, F, G, H - Room 5A - Dr. Betz</td>
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<td>10:00 - 12:00</td>
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<td>12:15 - 1:00</td>
<td>Lunch (Main Dining Room)</td>
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<td>1:15 - 2:15</td>
<td>&quot;Understanding Life Styles and Developing Themes&quot;</td>
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<td>Groups A, B, C, D - Room 47 - Dr. Betz</td>
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<td>Groups E, F, G, H - Room 5A - Ms. Pattison</td>
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<td>2:15 - 4:30</td>
<td>Group Session #6</td>
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<td>5:45 - 6:30</td>
<td>Dinner (Main Dining Room)</td>
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<td>7:30 - 9:00</td>
<td>Optional Evening Programs</td>
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<td>&quot;Cultural Awareness&quot; (Room 44)</td>
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<td>Dr. Walden Baskerville</td>
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<td>&quot;Physical Fitness&quot; (Gymnasium)</td>
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<td>Dr. Edo Weits</td>
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<td>A.M.</td>
<td>Thursday</td>
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<td>7:15 - 8:30</td>
<td>Breakfast (Main Dining Room)</td>
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<td>9:00 - 10:00</td>
<td>&quot;Goal Setting: Principles and Techniques&quot;</td>
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<td>Groups A, B, C, D - Room 47 - Ms. Pattison</td>
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<td>Groups E, F, G, H - Room 5A - Dr. Betz</td>
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<td>10:00 - 12:00</td>
<td>Group Session #7</td>
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<td>12:00 - 1:00</td>
<td>Lunch (Main Dining Room)</td>
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<td>1:15 - 2:15</td>
<td>&quot;Developing and Selecting Alternatives and Strategies&quot;</td>
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Groups A, B, C, D - Room 47 - Dr. Betz
Groups E, F, G, H - Room 5A - Ms. Pattison

2:15 - 4:30 Group Session #8
5:45 - 6:30 Dinner (Main Dining Room)
7:30 - 9:00 Optional Evening Program
   "Humor and Imagery" (Room 44)
       Donna Montei
       Rich O'Leary

Friday
April 24, 1981

A.M.
7:15 - 8:30 Breakfast (Main Dining Room)
9:00 - 12:00 Final Group Session #9

P.M.
12:15 - 1:00 Lunch (Main Dining Room)
1:15 - 2:30 Seminar Summary and Evaluation
2:30 Adjourn

GROUP SESSION ROOM ASSIGNMENTS

Group A - Room 44
Group B - Room 47
Group C - Room 46
Group D - Room 45
Group E - Room 5A
Group F - Room 43
Group G - Room 42
Group H - Room 4A
FACULTY
Dr. Robert L. Betz, Professor, Counseling and Personnel Department, Western Michigan University, Kalamazoo, Michigan
Ms. Merry Pattison, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan

GROUP LEADERS
Group A - Dr. Edo Weits, Ed.D., Psychologist, Counseling Center, Western Michigan University, Kalamazoo, Michigan
Group B - Dr. Walden A. Baskerville, Counselor, Counseling Center, Western Michigan University, Kalamazoo, Michigan
Group C - Ms. Catherine R. Miller, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan
Group D - Mr. Richard O'Leary, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan
Group E - Mr. William Essenberg, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan
Group F - Ms. Bonnie Aardema, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan
Group G - Ms. Donna Montei, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan
Group H - Ms. Linda Van Arsdale, Doctoral Candidate, Counseling Psychology, Western Michigan University, Kalamazoo, Michigan

CONSULTANT
Dr. Robert L. Betz, Professor
Counseling and Personnel Department
Western Michigan University

MICHIGAN JUDICIAL INSTITUTE
Mr. Arthur L. Olson
Assistant Director - Programs

Mr. Darrell H. Zwick
Program Manager

Ms. Michelle M. King
Program Secretary
APPENDIX E

MICHIGAN JUDICIAL INSTITUTE

PROGRAM ANNOUNCEMENT

March 10, 1981

BASIC INTERVIEWING AND
COUNSELING TECHNIQUES SEMINAR

April 20-24, 1981

Colombiere Retreat and Conference Center

Clarkston, Michigan

DESCRIPTION

The Michigan Judicial Institute will offer the first program in a three part Certification series for Juvenile Court personnel on the above listed dates.

The Basic Interviewing and Counseling Seminar is designed primarily for the new and/or less experienced Juvenile Court employee (including detention, shelter and group home staff), and explores the basic techniques involved in interviewing and counseling within the Juvenile Court setting. Areas to be addressed will include, but are not limited to: "Counseling Within a Judicial Framework"; "The Resistive Client--A Special Case"; Preparing Mentally and Emotionally for the Interview"; "Structuring and Initiating the Relationship"; "Attending, Listening and Responding--Attitudes and Skills"; "Understanding Life Styles and Developing Themes"; "Goal Setting--Principles and Techniques"; and "Developing and Selecting Alternatives and Strategies".

The week-long program will being Monday morning, April 20, with on-site registration for pre-registered participants taking place from 8:00 A.M. to 8:50 A.M.

Daily programming is scheduled from 9:00 A.M. to approximately 4:30 P.M. and will consist of a morning and afternoon didactic presentation by skilled faculty presenters with each presentation followed by working group sessions moderated and guided by doctoral candidates from the Counseling and Personnel Department of Western Michigan University. Optional evening programs will also be offered throughout the week's program.

-1-
LODGING AND MEALS POLICY

Participant lodging and means will be provided at the seminar site by the Michigan Judicial Institute. Transportation to and from the seminar will be the responsibility of the individual or agency represented.

For the convenience of participants who reside outside Oakland County, and desire Sunday evening lodging, we ask that you indicate this preference on the enclosed registration form. An evening meal will be provided between 6:00 P.M. and 9:00 P.M. for those participants arriving Sunday evening.

REGISTRATION

The pre-registration deadline for the seminar is Monday, April 6, 1981. The enclosed forms (which may be duplicated) for each registrant, must be received by this office on or before this date. Registration confirmation, travel directions, and other pertinent program materials will be forwarded to the pre-registrants immediately following the registration deadline.

Budget constraints and facility space may make it necessary to limit the size of this seminar. At this point, no more than seventy (70) individuals will be selected by the Michigan Judicial Institute to attend. Subsequently, no late or incomplete applications will be considered.

ADDITIONAL INFORMATION

Western Michigan University's Department of Counseling and Personnel (Course title: C/P 583 - Basic Counseling Skills) will offer two semester hours of undergraduate or graduate credit for successful completion of the five days of programming. Enrollment will be conducted by W.M.U. at the seminar site for those who wish to participate in this academic option. The undergraduate charge is $43.00 per credit hour—$86.00 total. The graduate charge is $53.75 per credit hour—$107.50 total. Payment must be made at the time of enrollment, and any questions concerning this aspect of the program will be answered by the W.M.U. faculty at the seminar site.

REMINDER: Pending Michigan Judicial Institute Seminars in the Basic Certification Series are scheduled as follows:

JUVENILE LAW I

May 18-22, 1981
Central Michigan University
Mt. Pleasant, Michigan

-2-
Pre-registration materials for the above two programs will be mailed at a future date.

Cordially,

Darrell H. Zwick
Program Manager
Michigan Judicial Institute

DHZ/mnk
Enclosures
BASIC INTERVIEWING AND COUNSELING TECHNIQUES SEMINAR

April 20-24, 1981
Colombiere Retreat and Conference Center
Clarkston, Michigan

MAIL COMPLETED FORM TO:
Ms. Michelle M. King
Program Secretary
Michigan Judicial Institute
P. O. Box 30048
Lansing, MI 48909

MR. HAVE YOU ATTENDED:
NAME: ____________________________ LAW I YES NO YEAR
MRS. Please Print LAW II YES NO YEAR
MS. 

JOB TITLE: ____________________________

TIME EMPLOYED IN
CURRENT POSITION: ____________________________
TIME EMPLOYED IN
COURT SYSTEM: ____________________________

BUSINESS ADDRESS: ____________________________
__________________________
ZIP ______________________

TELEPHONE NUMBER: (_____) ____________________________

EDUCATIONAL LEVEL: (Please Circle One)
A. High School Graduate
B. Less than a B.A.
C. B.A. in ____________________________
D. B.A. + Grad Hours but less than M.A.
E. M.A. in ____________________________
F. M.A. + hours

I WILL REQUIRE:

_____ Lodging Sunday evening, 4/19/81 through Thursday evening, 4/23/81
_____ Lodging Monday evening, 4/20/81 through Thursday evening, 4/23/81
_____ No lodging. I plan to commute from my home.

__________________________ Signature ____________________________ Date

REGISTRATION DEADLINE: MONDAY, APRIL 6, 1981


Austin, Brian & Altekruse, Michael K. The effects of group supervisor roles on practicum students' interview behavior. Counselor Education and Supervision, 1972, 11, 63-68.


Betz, Robert L. Socio process groups: Definition, leader behavior and member role. Unpublished manuscript. Waldo Library, Western Michigan University, 1974.


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BIBLIOGRAPHY (con't.)


McKinnon, Dan W. Group counseling with student counselors. Counselor Education and Supervision, 1969, 8, 196-200.


Seegars, James E., Jr. & McDonald, Robert L. *The role of interaction groups in counselor education*. *Journal of Counseling Psychology*, 1963, 10 (2), 156-162.


