To the Graduate Council:

I am submitting herewith a dissertation written by James Edward Groccia entitled "The Influence of Coached-client Behavior on Counselor-trainee Nonverbal Behavior in an Initial Counseling Interview." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.

Lawrence M. DeRidder, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

Thesis
79 b
.G762
cop. 2

THE INFLUENCE OF COACHED-CLIENT BEHAVIOR ON COUNSELOR-TRAINEE NONVERBAL BEHAVIOR IN AN INITIAL COUNSELING INTERVIEW

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

James Edward Groccia

June 1979

DEDICATION

This, the fruit of many hours of work, frustration, and anxiety, is most lovingly dedicated to the one person who continually provided the spark to "get it done." Her care and support have sustained me and are but surface examples of the depth of her love. To you, Chrissy, I gratefully dedicate this work.

ACKNOWLEDGEMENTS

The list of individuals who have assisted me with this project is indeed a long one. The omission of anyone who deserves mention should be understood as the oversight of the author who, in this harried time, is not the most "together" individual. I hope that I have expressed my thanks adequately during the process of this investigation so that acknowledgement here in the product is nice but not necessary.

First, I'd like to express my thanks to all my committee members, Drs. Howard Pollio, John Edgerly, and Kathleen Davis, and especially my chairperson Dr. Lawrence DeRidder. Your guidance, feedback, and continued support was most helpful; your humor and good nature essential. To all my coached-clients and behavior observers, thank you. Your time, and effort, and willingness to respond to the many demands of this study is greatly appreciated. To Dr. Sally Atkins, whose love and example helped spark my desire to begin my doctoral studies and sustained me throughout the process, a most loving thank you. To Bruce Hancock and all my colleagues at UT-Nashville, thank you for your tolerance, cooperation, and understanding. Many thanks to Vicky Huffiness, Becky Malone and Elizabeth Caron for their care in typing the many drafts of this manuscript. My appreciation to Dr. Richard Nash and the staff at the UTK Student Counseling Center is gratefully expressed. Also, thanks to Bob McGrath, Trane, Charlie Mingus and Keith Jarrett, you have opened doors, set high standards, and enriched my life in the process.

A very special word of thanks must be expressed to Dwight Lamar Davidson. Your guidance and personal involvement made it possible to adjust to a new environment yet you never let me lose sight of the task at hand. It took time, but you were right, it was possible.

To my parents, thank you for your love and sacrifice and the interest in learning that your lives have inspired in me.

Finally, to Chrissy, for believing in me more than I sometimes did myself, my deepest love and thanks.

ABSTRACT

The purpose of this study was to investigate the influence of different coached-client behavior styles upon counselor-trainee nonverbal behaviors during initial counseling sessions. This investigation was based upon the assumption that counseling is a mutually interactive encounter wherein each participant's behavior influences and is influenced by the behavior of the other participant. This relationship has been shown to exist for the verbal mode and this study attempted to extend this analysis to the nonverbal channel of human interaction.

Thirteen counselor-trainees at The University of Tennessee, Knoxville participated in four twenty-minute interviews, each with a different client trained to portray a behavior style developed from Millon's (1969) 4 x 2 schemata of personality patterns. The four behavior styles used represented mildly pathological behavior types ranging from Active-independent (Aggressive) to Passive-dependent (Submissive) response styles. Counselor-trainee interview behavior was video tape recorded and observers rated the occurrence of 21 nonverbal behaviors in each twenty minute interview. Trained observers viewed these video tapes using a recording system developed by Island (1966) and modified for use in this study. Subject mean scores for each coached-client treatment condition were analyzed using a one-way repeated measure statistical design.

The major finding of this study was that the different coached-client behavior styles did produce differences in counselor-trainee nonverbal behavior. Significant differences were found for the following

nonverbal categories: Any Head Movement (.0001), Only Head Nods (.0001), Smile-Only (.0018), Upper Facial Movements (.0002), Hand Gesture-Only (.0292), Any Leg Movement (.0352), Foot Movement Only (.0139), and Mouth-Tongue-Larynx Movements (Talk) (.0001). These data support the results of many studies investigating the effects of client behavior on counselor verbal behavior, and provide additional justification for the conceptualization of counseling/psychotherapy as a reciprocally contingent interaction.

The most notable general finding was the parallel nature of the coached-client influence upon counselor-trainee movements. As the coached-client behavior style became more passive and dependent, counselor-trainees mirrored client behavior and the trainees' movements occurred at a significantly lower rate. Counselor-trainees reflected the general behavior style of the individual they were interviewing. Trainee mouth-tongue-larynx (Talk) responses did not conform to this general trend however. The most passive client, the Passive-dependent coached-client, elicited the most trainee mouth-tongue-larynx movements. This finding was consistent with the results of research exploring client and counselor verbal interaction and may reflect counselor-trainee discomfort with silence and the tendency to fill the void with words.

The obvious implication of this study is that counselor-trainees and all practicing counselors and psychotherapists need to be aware of the interactive nature of counseling/psychotherapy and how different clients elicit different nonverbal responses from the therapist. This awareness needs to be included into counselor training programs. Training

modules should be developed to aid the trainee in understanding the interactive nature of counseling/psychotherapy. Counselor-trainee should be provided opportunities to analyze client influence upon their verbal as well as nonverbal behavior in order to develop the most facilitative response strategies for each client.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Counselor Verbal Behavior as a Function of Client Behavior	4
	Nonverbal Behavior/Communication Research: Overview	10
	Nonverbal Behavior/Communication: An Attempt at Definitions	11
	Nonverbal Behavior in Counseling: Methodological Issues	15
	Nonverbal Behavior in Counseling: An Overview	20
	Counselor Nonverbal Behavior as a Function of Counselor-Client Interaction	22
	Summary of Problem	25
	Definitions	26
	Counseling as a Reciprocally Contingent Interaction	26
	Nonverbal Behavior	26
	Coached-Client Roles	27
	Limitations	28
	Hypothesis	29
	Analysis of Data	29
II.	METHOD	31
	Subjects and Setting	31
	Derivation of Coached-Client Roles	33
	Nonverbal Behavior Category System	39
	Nonverbal Categories	41
	Scoring System	43
	Observers	43
	Sampling Unit	43
	Scoring Procedure	44
	Procedure	46
III.	RESULTS	51
IV.	DISCUSSION	60
	Implications	71
	Recommendations	72
LIST OF REFERENCES		74

CHAPTER PAGE

APPENDICES 81
APPENDIX A 82
APPENDIX B 96
APPENDIX C 100
APPENDIX D 101
APPENDIX E 102
APPENDIX F 103
APPENDIX G 111

VITA 112

LIST OF FIGURES

FIGURE PAGE

1. Counseling Room Facilities Used in Videotape Recording Counseling Interviews 32

2. The Johari Window Construct (Luft 1961). 34

3. Illustration of Millon's System of Personality Patterns. . . . 36

4. Paradigm of Millon's System of Personality Patterns as Organized in the Johari Window. 37

5. Nonverbal Behavior Categories. 42

6. Inter-rater and Intra-rater Reliability Scores for Nonverbal Behavior Categories 1-4, 6-18, and 20, Expressed as Percent of Agreement. 47

7. Rank Order of Significant Counselor-trainee Head-Neck Movements for Each Coached-client Behavior Style. 56

8. Rank Order of Significant Counselor-trainee Facial Movements for Each Coached-client Behavior Style. 56

9. Rank Order of Significant Counselor-trainee Arm-Hand Movements for Each Coached-client Behavior Style. 57

10. Rank Order of Significant Counselor-trainee Leg-Foot Movements for Each Coached-client Behavior Style. 57

11. Rank Order of Significant Counselor-trainee Mouth-Tongue-Larynx Movements for Each Coached-client Behavior Style. 58

CHAPTER I

INTRODUCTION

As social psychologists have so often told us, a large component of human behavior concerns interpersonal influence and interaction. Influence is most often thought of as a sort of one-way process, similar to indoctrination or propaganda, wherein the communicator/actor exerts control over a somewhat passive individual or audience (Bauer, 1964). If, however, by the term "influence" we imply the transmission of information designed to change physical/psychological state of a co-communicator (Heller, 1972), then it is hard to imagine any social human behavior not involving some degree of interpersonal influence.

The role of interpersonal influence in counseling/psychotherapy has steadily been moving toward a transactional model (Heller, 1963). Behavioral influence-attempts during counseling interviews are frequently viewed as reciprocal in nature, with each party receiving from, and contributing to, the process and outcome. This has not always been the case. For example, early psychoanalytic theory and practice viewed the behavior of therapist and patient as a "noncontingent interaction" (Jones and Thibaut, 1958) where the behavior of one participant did not necessarily influence or determine the behavior of the other. The free association behavior engaged in by the patient was thought to be "inner-determined," and what the therapist did or said had little or no effect on the patient's insession behavior. Investigation of the situational

cues present in the arrangement of the psychoanalyst's furniture also supported a noninteractive model of therapist/patient behavior. Any interaction that was allowed, in the form of transference, took place on an intrapsychic, never an overt behavioral plane.

Rogers (1942) and Sullivan (1954) were instrumental in trying to conceptualize counseling/psychotherapy as a "reciprocally contingent interaction" (Jones and Thibaut, 1958). In Sullivan's view, psychotherapy was an experience of influence and counter-influence (Heller, 1972). Each participant--therapist and patient--provides the necessary stimuli to modify the other's behavior. The clinical interview is an interpersonal relationship according to Sullivan and the therapist, as well as patient, has an inextricable involvement in all that takes place.

Most contemporary theorists view counseling/psychotherapy as an interaction between counselor and client, leading hopefully and ultimately to some form of behavior and/or attitude change for the latter (Rogers, 1942; Glasser, 1965; Benjamin, 1969; Arbuckle, 1970; Thompson and Poppen, 1972). Counseling research has long emphasized the importance and effect of counselor characteristics and behavior upon what the client does (Rowe, Murphey and DeCspikes, 1975). Krasner (1958), working in the area of verbal conditioning, for example, has elaborated upon the way in which counselor input effects client verbalizations.

The question can be raised, however, as to what factors contribute to determining counselor behavior within the counseling situation. Important research has indicated that counselor behavior is in part determined by such individual difference variables as age, experience, theoretical

orientation (Strupp, 1960) and personality conflicts (Bandura, Lipsher, and Miller, 1960). For counseling to be truly an interactive process, the situation specific factors at play during the counseling encounter need to be investigated.

Viewed in this light, the question becomes one of: "Is the behavior of the counselor in any way determined by the stimulus conditions of the client?" Reviews by Myers (1964) and Heller (1963) have concentrated upon the interview process as a mutually interdependent interaction and indicate a probably affirmative response. Lauver, Kelley, and Froehle (1971) also confirm the influence of client behavior upon counselor behavior. Yet, relatively little attention, however, has been given to the client's role in determining, or at least in influencing, the behavioral interaction during counseling (Sandler, 1969).

The majority of studies that have attempted to answer the above question have too often limited their investigation by focusing only upon the verbal channel of behavior. While most theorists and practitioners acknowledge the importance of nonverbal behavior in counseling (Reusch, 1955; Davitz, 1964; Brown and Parks, 1972; Gladstein, 1974), few researchers have investigated this dimension of behavior from an interactive framework. This study will attempt to illustrate the interactive nature of counseling by examining the effects of different client behavior style upon various selected counselor nonverbal behaviors. A discussion of those studies which explore counselor-client verbal interaction is a necessary starting point in this venture.

Counselor Verbal Behavior as a Function of Client Behavior

Research has accumulated in recent years highlighting the effect that client behavior has on counselor verbal behavior during the counseling interview. Palisi (1973) investigated the effects of counselor-trainee's philosophy of human nature, self-confidence, and client behavior type upon counselor-trainee verbal interview behavior. Counselor-trainee verbal behavior was measured by Amidon's revision of Flander's verbal interaction system. The results indicated that direct vs. indirect counselor remarks, counselor-trainee's philosophy of human nature, and client behavior type significantly influenced the range and direction of counselor-trainee verbal behavior. Significant differences between the combined verbal interaction of counselor-trainee interviewing clients trained in active behaviors, and the combined verbal interaction of counselor-trainees interviewing those clients trained to behave passively were found in five categories of counselor talk. These categories and their corresponding levels of significance were: reflecting ideas, (.001); asking questions, (.001); giving information, (.001); giving directions, (.01); and criticizing (.001). Significant differences were also found in the following: silence, (.001); sum of tallies in indirect counselor influence, (.001); and sum of tallies in direct counselor influence, (.001).

Carpentier (1970) investigated the factors that contribute to the maintenance of a specific counselor-trainee response set, once this set had been acquired. The counselor-trainee response set selected for investigation was the Understanding Response Set. Treatment consisted

of verbal conditioning procedures and experience in two simulated counseling sessions; one in which client approach behavior was exhibited, the other in which client avoidance behavior predominated. Results indicated that client behavior had a more pronounced effect on the use of verbal Understanding Response Set than did the method of training or week of treatment.

In a different study, Wenger (1973) analyzed the effects of client dependency, counselor nurturance, and sex of counselor and client on counselor-offered facilitating statements. After viewing video stimulus tapes of actors depicting clients displaying differing levels of dependent and non-dependent behavior, all counselors rated four alternative counselor verbal responses as to degree of helpfulness and relevance. Results indicated that non-dependent clients elicited counselor verbal statements of empathy more so than dependent clients. While this study did not involve actual counseling sessions, results do support the counselor's formation of a response set as a function of client behavior.

In a similar study, Pringle (1973) analyzed the effects of client and counselor gender and client behavior on the written verbal responses of counselors during the initial stages of counseling. Four client behavior situations were used: independent, dependent, high achieving, and low achieving. The independent variables were presented by a questionnaire which represented the four client behavior styles, and the counselors were instructed to write down the exact words they would use in their reply to each client statement. Numerous significant differences were found between the counselor's written verbal responses as a function of client behavior and client and counselor gender. Specifically, it was

found that when clients exhibited sex-appropriate behavior (defined by traditional sex-role norms), male counselor verbal response contained content evaluating clients in terms of the client's success in coping with the environment. Female counselor's responses reflected a focus on the clients' feelings about themselves. Furthermore, when client behavior was not sex-appropriate, male and female counselors reversed the orientation of their written statements.

Sandler (1969) attempted to explore the affective verbal behavior of counselor-trainees as a function of client influence in terms of counselor affective sensitivity. The questions proposed were: (1) Does the affective nature of the client's verbal remark influence the affective nature of counselor-trainee verbal response?; and (2) Is the counselor-trainee characteristic of affective sensitivity (as measured by Kagan's Affective Sensitivity Scale) related to the affective nature of his/her verbal response? The results indicated a positive answer to the former question, and a negative response to the latter. Affective client remarks were likely to be followed by affective counselor responses and non-affective client remarks were likely to be followed by non-affective counselor responses. In general, these results confirm the idea of counseling as a reciprocal, interactive process. Affective counselor-trainee verbal responses were determined more by client behavior than by the counselor-trainee characteristic mode of affective sensitivity.

Mulkeen (1969) sought to determine if clients could be used in counselor training to help beginning counselors acquire more effective communication skills through verbal conditioning techniques. The experimental treatments consisted of self-referent and silence-deprivation

client behavior models. The effect of client silence and client self-referent talk on the verbalized facilitative responses of counselors was investigated. Through successive approximations, the client tried to shape the counselor's responses toward more facilitative verbal behavior. The results indicate that the counselor's facilitative responses changed significantly during treatment sessions. Facilitative behavior scores in the silence-deprivation group were initially much higher than those of self-reference group, but after treatment the opposite was true. Clients were able to shape and manipulate counselor verbal behavior by varying their own.

Gamsky and Farwell (1966) explored the effect of hostile and friendly client demeanor upon the verbal behavior of school counselors in an initial interview. Bales' system of Interaction Process Analysis was used to observe and classify verbal behavior. Client demeanor significantly affected the counselors' use of verbal approval, reflection, information giving, requests for information, disagreement, approval responses, and avoidance responses.

The degree to which client self-explorative verbal behavior affected the facilitative levels of counselor verbalization was explored by Carkhuff and Alexik (1967). They experimentally manipulated client depth of self-exploration by reducing client self-explorative comments during the middle third of a counseling session, and studied the effect upon counselors rated as offering low- and high-level facilitative conditions. The results confirmed the power of the client to manipulate counselor behavior, but to a limited degree. Counselors originally functioning at high levels of facilitative conditions did not, when the

client lowered her self-exploration, lower the level of conditions they offered. The counselors who were originally functioning at low levels of facilitative conditions, however, were manipulated to react with lower-level facilitative responses by the client's lowered conditions, and they also failed to reestablish the level of facilitative conditions with which they started.

Dustin (1972) attempted to train clients as reinforcers of counselor behavior. During counseling interviews with beginning counselors, clients were instructed to verbally reinforce counselor statements they judged to be understanding. In less than two and one half hours, beginning counselors increased their number of understanding statements as a result of client verbal reinforcements.

The effects of client reaction time upon counselor verbal behavior was tested by Lauver, Kelley, and Froehle (1971). Coached-clients used 15-second response latencies during the middle 15-minute period of a 45-minute counseling interview as counselor-trainee's speech and silence behavior were monitored. The results indicated that systematic manipulation of the duration of client reaction time had significant consequences for both counselor verbal reaction time and silence behavior. The changes in counselor silence exactly parallel the direction of coached client reaction time latency change, that is: short---long---short. This study again supports the proposition that the flow of influence in an interview setting can be from client to counselor as well as from counselor to client.

Palisi and Ruzicka (1974) studied counseling practicum students' verbal responses to different coached clients whose behavior styles were

developed from a system of mild pathology. Client roles were based on Millon's (1969) 4 x 2 personality arrangement viewing psychopathology as an interaction between detached, dependent, independent, and ambivalent reinforcement patterns, and active and passive types of instrumental behavior. It was found that clients coached in these mildly pathological behaviors significantly influenced counselor-trainee talk in the initial interview, and that when trainee messages were uninterrupted for at least six seconds the content differed with each client behavior type. Specifically, messages to the active client took the form of criticism, while messages to the passive client took the form of giving information. Clients coached to act passively elicited significantly more accepting and clarifying statements, questions, information and direction giving, criticisms and statements justifying authority from trainees than did active clients. Cumulative trainee talk rates also differed. As might be expected, trainees were more talkative with passive clients than active clients.

In a study replicating Palisi's (1973), Ruzicka and Naun (1976) investigated the range of counselor verbal behavior as a function of counselor philosophy of human nature and coached-client behavior. These results only partially confirmed Palisi's findings. They did not find any significant main effects for counselor philosophy of human nature upon counselor verbal behavior. Instead, Ruzicka and Naun found that only client behavior type significantly influenced trainee verbal behavior in that client activity was the one factor to which all trainees responded most widely in their verbal behavior. Using Millon's 4 x 2

personality arrangement theory, these authors found that the style (activity/passivity) the client uses in eliciting rewards, rather that the source (self/others) from which these rewards are elicited, influenced breadth of trainee verbal behavior in the initial interview.

In summary, a survey of the literature reveals empirical evidence that counselors and counselor-trainees' verbal behavior is indeed influenced by, and in part a function of, client behavior. Attention must be now shifted to an investigation of counselor nonverbal behavior and the degree to which it is affected by client behavior. The nature of the nonverbal behavior/communication literature demands a broader, more general overview before limiting our focus to the interactive nature of counseling.

Nonverbal Behavior/Communication Research: Overview

Important additions to the fast-growing body of findings on nonverbal behavior/communication have been contributed by linguists, communication specialists, anthropologists, psychiatrists, as well as social, clinical and counseling psychologists. In addition to this rapid growth of professional involvement in the nonverbal field, popular interest stimulated by books such as Body Language (Fast, 1970) has also grown, thereby providing added stimuli for research into this mode of behavior.

The relative newness of this investigative movement is revealed by scanning the literature and the bibliography of this study. Harrison, Cohen, Crouch, Genova, and Steinburg (1972) in a review of the nonverbal literature noted that the most significant changes in the study of nonverbal phenomenon have taken place since the 1960's. Before that time

few books existed, and those that did tended to be speculative, anecdotal and tentative. Harrison, et al., (1972) go on to say that major research is now emerging, sparked by popular books based upon these early anecdotal works, which organize and synthesize existing and developing data from a variety of fields. This activity has produced theoretical, methodological and informational advances, yet it has also led to new problems and difficulties. The variety of approaches employed in the study of nonverbal phenomenon by researchers with differing orientations has led to a lack of real consensus as to its exact definition, the domain that it encompasses, or what the best research approaches are (Harper, Wiens, and Metarazzo, 1978).

Nonverbal Behavior/Communication: An Attempt at Definitions

Definitions of various nonverbal phenomenon abound, from very broad to very narrow statements. The research methodologies used and subsequent interpretation of findings reflect the researchers choice of definition and indicate the need for definitional clarity and consensus.

The focus of disagreement regarding definition centers around the issue of communicative value of nonverbal phenomenon. The tendency has been to use the term "nonverbal communication" synonymously with "nonverbal behavior" (Barker and Collins, 1970), as if they were interchangable. Harper, Wiens, and Matarazzo (1978) take issues with this approach, noting that:

> Nonverbal communication refers to the whole process of communication between two or more persons. In contrast, nonverbal behaviors are simply behaviors or physical acts that may or may not have a particular "meaning." (p. 8)

Wiener, Devoe, Rubinow, and Geller (1972) also deal with the issue of nonverbal behavior versus nonverbal communication. The difference between these behavioral phenomenon is explained through the basic paradigm of human communication. That is, a person (encoder) transmits behavior (code) that is understood by another person (decoder). Nonverbal behavior is the signs and signals involved in the transmission. Nonverbal communication however, implies

> (a) a socially shared signal system, that is a code;
> (b) an encoder who makes something public via that code; and
> (c) a decoder who responds systematically to that code (1972, p. 186).

Nonverbal communication implies intent on the encoders part to convey a message as well as on the decoder's ability to attach significance to such behavior. In nonverbal behavior nothing is implied about what goes on at the encoding end. Wiener et al. (1972) argued that there is no justifiable basis for calling any nonverbal behavior "communicative" unless both the encoding and decoding processes are taken into account.

According to Wiener et al. (1972), before a nonverbal behavior can be considered communication, encoding on the part of the sender must be demonstrated. The term "encoding" in their view implies the use of a code, which is taken to be a set of behaviors which have referents other than themselves. Rarely, however, have researchers identified and agreed upon these specific referents to communicative behaviors. Instead they have depended upon the conscious intentions of the sender as their criterion for considering a behavior to be communicative (Wiener, Devoe, Rubinow, and Geller, 1972). The observer is handicapped by this approach because he/she cannot always determine the sender's intention and the

sender's self-report may not always be factual (Harper, Wiens, and Matarazzo, 1978). The key then to demonstrating nonverbal communication is code usage (Wiener, Devoe, Rubinow, and Geller, 1972). Therefore,

> it must be demonstrated both that the behaviors have referents and that the referents of the behavior are known and used by a group; that is, used by at least two persons who emit (encode) the behavior to stand for the agreed-on referent and take (decode) the emitted behavior of the other to stand for the agreed on referent (p. 204).

It is beyond the scope and intention of this study to satisfy these requirements; therefore, this experiment will concentrate attention on nonverbal behavior rather than on nonverbal communication per se. This broader descriptive approach is not without merit and ought to yield valuable information about the interactive nature of the counseling encounter. Ekman and Friesen (1968) have identified five assumptions why nonverbal behaviors should and in fact need to be studied. First, nonverbal behavior can act as a "relationship language" signaling changes in the quality of on-going interpersonal relationships. Second, nonverbal behavior is the primary way of expressing and sharing emotions. Third, symbolic messages revealing a person's attitudes toward self and others may be conveyed through nonverbal behaviors. Fourth, nonverbal behaviors can also serve a metacommunicative role in regulating the amount and depth of human disclosure. The final assumption made by Eckman and Friesen (1968), which is especially applicable to research in counseling and psychotherapy, is that certain nonverbal behaviors are less susceptible to censorship and more resistant to deceptive attempts at concealing "real" communicative meaning.

In summary, what is meant by the terms nonverbal communication, nonverbal sign, nonverbal act, or nonverbal behavior and how they are used and studied by different investigators are real problems in this area of research (Harper, Wiens, and Matarazzo, 1978). Although there is no consensual definition at present, this experiment has arbitrarily limited consideration of nonverbal phenomenon to those of a general movement nature most easily described as nonverbal behavior. Island (1966) has developed a nonverbal behavior observation and classification system based upon two specific observable requirements that reflect this approach: first, nonverbal behavior is defined in terms of gross body behaviors controlled by voluntary muscles; second, nonverbal behavior has communicative potential in that is is visible to the encoder. No assumptions are made as to agreed upon referents, as detailed by Wiener, Devoe, Rubinow, and Geller (1972). The potential for communication is assumed although communication is not the necessary reason for behaving.

This approach has been adopted for the purpose of the present study in which counseling is described as an interactive encounter wherein all participants influence and are influenced by each other's behavior. Research has indicated that this premise is valid with the verbal channel of behavior. This experiment has attempted to demonstrate how different client behaviors similarly influence various counselor nonverbal behaviors. The communication aspects of these nonverbal behaviors will be discussed in relation to how they might affect counselor training and preparation.

Nonverbal Behavior in Counseling: Methodological Issues

The selection of an appropriate methodology for observing and classifying nonverbal behavior is most important. A review of the literature leads to several basic conclusions. First, there is little agreement in the literature as to the nature of nonverbal behavior, as well as on what elements are typically included in the research of nonverbal behavior. A second conclusion is that despite an apparent lack of agreement, most researchers seem to limit investigation to three major dimensions of nonverbal behavior: kinesics (bodily movements such as eye, head, or foot movements), paralanguage (vocal qualities such as loudness, pitch, or tone), and proxemics (the meaning and use of personal and interpersonal space and distance). This diversity often creates difficulty for the researcher who attempts to synthesize disparate findings into a manageable and useful conclusion.

The situation is nonverbal behavior and counseling is further clouded by the complexity of the procedure and technology used. Observation and classification systems for paralanguage and kinesics, for example, often require vigorous training and special skills not within the common reportoire of researchers in the area (Berger, 1974). Mahl (1968) has emphasized this point in the area of kinesics. He charges that the lack of convenient, inexpensive, and unobtrusive data collection methods has severely retarded research into this dimension of nonverbal behavior. Researchers are reluctant to enter into investigations of kinesics without the aid of advanced training and/or specialists. Therefore, it seems that the discovery or development of reliable, simplified observation and classification systems for nonverbal behavior is a pressing need.

The researcher who considers investigating nonverbal behavior must face the prospect of locating, or developing, a classification system that fits his/her theoretical perspective, is practical to use and which has a high degree of reliability.

As with most questions in this area, there is some degree of disagreement as to the reliability of nonverbal behavior coding procedures. Dittmann and Wynne (1961) conclude that paralinguistic phenomenon should be best described as continuing events rather than as discrete elements and, as such, are beyond reliable classification.

Markel (1965), taking a social-psychological approach focusing on the individual speaker in relation to others, disagrees. He developed a procedure to test the reliability of coding three aspects of paralanguage: register effects, loudness effects, and tempo. Inter-rater reliability coefficients were found to be well within accepted limits (pitch .95, loudness .94, and tempo .90). Test-retest reliabilities based on the correlation between the mean ratings for each of two rating occasions of .97 were also established. These results were replicated in a similar study reported by Markel (1969). This second study produced similar reliability ratings, using raters with limited training (90 minutes) and no previous specialized experience.

The study by Markel (1965) and a review and synthesis of the nonverbal behavior literature by Gladstein (1974) indicate that nonverbal behavior can be reliably observed and classified within counseling. Yet, the majority of observation/classification systems developed and used in research in nonverbal behavior have not established nor reported reliability data (Gladstein, 1974). For example, Birdwhistle (1952, 1970)

has established an elaborate system developed to observe and code kinesics (and has used it repeatedly) but has never reported information as to its reliability. As a result of his extensive review, Gladstein (1974) concludes that only recently have researchers begun to examine and report reliability of the data collection system used.

Further confounding this issue is the lack of research replication using similar or analagous data collection procedures and instruments. Typically it seems each researcher had developed a system tailored to his/her needs (a doctoral dissertation, for instance) and implemented it in a one-shot-only study.

There are, however, some nonverbal behavior observation/classification systems developed that have reported acceptable reliability data. Island (1966), investigating kinesics during counseling, developed a system involving 17 behavioral categories describing the nonverbal actions of three major body areas: head and face; arms and hands; and body torso. Counseling sessions were filmed and then trained judges recorded the frequency of movement within the 17 categories. The lowest percentage of inter-rater agreement was 66% (head nods) while 100% agreement was attained in judging three categories of body position (forward, upright, and backwards). Overall, a reliability coefficient of .88 was reported.

Duncan, Rice and Butler (1968) attempted to compare the paralanguage characteristics of different counseling hours rated as "poor" and "peak" therapy sessions. Judges were trained to listen to audio tapes and record measures of vocal intensity, pitch height, vocal lip control, and non-fluencies (pauses). The reliability data reported indicates a Kappa of .65 for vocal stress and intensity, and a Pearson of .91 for nonfluencies.

Matarazzo et al. (1968), investigating patient-therapist interaction, produced an excellent, empirically-based paralanguage observation/classification system. High reliability ratings were reported for the nonverbal categories of duration of utterance, duration of latency, and percentage of interruption using both audio recordings and written transcripts. Additionally, these two media produced a correlation of .92 when the same portions of the same interviews were measured.

Friedman (1972) analyzed patient hand movement during the clinical interview. Each hand movement was evaluated according to its direction (object-focused vs. body-focused) and its speech relatedness. The system used was previously developed by Friedman and Hoffman (1967). Inter-rater reliability was established at .95 for object-focused movements and speech relatedness, and .85 for body-focused movement and speech unrelatedness.

Williams and Tolch (1965) developed a categorization system that built upon Schlosberg's (1952, 1954) foundation. They devised three new dimensions: general-evaluative, dynamism, and neutral from which to rate facial expression. The semantic differential responses obtained from the rater supported the view that facial expression can be reliably measured and labeled upon an "evaluative" dimension (Island, 1966). A more direct route to the classification of nonverbal behavior was taken by Coleman (1949) who found that direct physiological measurements of facial muscle movement could reliably be observed and quantified.

Sainsbury (1955) also employed physiological measurements to observe and classify nonverbal behaviors. He measured heart rate, concurrently with gesture activity, and interview content. Using an electromyograph,

he recorded the high amplitude muscle potentials accompanying movements and thereby avoided rater subjectivity and variance. This study recognized the motor determinants of nonverbal behavior as its presupposes muscle movements as the prime element of the behavior in question. The applicability of direct physiological measurements of movement variables, while provocative in laboratory situations, do not seem to lend themselves to easy and fruitful implementation in counseling research.

Sainsbury (1954) also devised a system for the film analysis of spontaneous movements of psychiatric patients. His scoring system included a trained observer and an assistant who recorded the observations. Movement behavior was labeled during five-second intervals and a reliability coefficient of .93 was obtained representing the subjects' behavior consistency. He also demonstrated that this method was a valid indicator of what was going on since the tallied scores correlated highly with EMG methods for obtaining muscle potential movements.

Fretz (1966) observed and recorded movements of 17 counseling dyads in the first, third, and sixth interviews of a series. A factor analysis produced 10 discrete categories of movement: horizontal hand movements; vertical hand movements; head movements other than nods; positive nods; negative nods/points; smiles and laughs; lean forward and lean back; talk-stop; thinking, and clasping. Highly idiosyncratic patterns were noted, but Fretz concluded that 9 of the 10 movements could be reliably used in both experimental and observational counseling studies.

This review of observation/classification systems for the investigation of nonverbal behavior is by no means exhaustive. However, those mentioned are fairly representative of the "best" systems available to

the researcher interested in exploring this area of behavior. The researcher, in choosing which system to utilize, must confront many complex issues and problems that inevitably influence the outcome of his/her labors. Gellert (1955) has summarized such problems into the following general areas:

1. The definition of the dimensions and variables selected for study.
2. The choice of subjects and situations to be observed.
3. The selection of a recording scheme.
4. The development of categories of behavior for observation.
5. The behavior unit used.
6. The reliability of observationally derived data.
7. The problem of observer effect.
8. The validity of measures of behaviors derived from the observations.

For the researcher to conduct worthwhile research into nonverbal behavior in counseling, he/she must address each of these problems.

Nonverbal Behavior in Counseling: An Overview

Interest in nonverbal behavior is not new, nor is the attempt by counselors to utilize nonverbal stimuli and responses in their work. Gladstein (1974), in a comprehensive review of the literature of the last 25 years, identified 115 references involving nonverbal behavior and the helping process. This comprehensive search did not, however, produce the clear-cut finding and practical applications that prior reviews had indicated (Harman, 1971; Ganzhorn, 1961; Brown & Parks, 1972; Heimann & Heimann, 1972). The factors leading to this inconsistency include: lack

of agreement between researchers as to the nature, origins, and functions of nonverbal behavior and communication; lack of concensus as to valid ways of classifying and measuring nonverbal stimuli; and finally, lack of agreement as to the significance of nonverbal behavior and communication in the counseling process.

As a result of Gladstein's (1974) search, however, three major findings can be identified that are clearly supported by the empirical literature: first, nonverbal behavior can be reliably classified in the counseling setting. While not agreeing as to what to observe and measure, various researchers have nonetheless developed classification systems that have produced consistent and acceptable reliability ratings (Duncan, Rice, & Butler, 1968; Island, 1966; Donahue, 1969; Friedman, 1972; Rubinstein & Cameron, 1968). This indicates that researchers can make use of measures now available, or devise their own systems to analyze nonverbal behavior. The second empirically based finding cited by Gladstein (1974) is that the most highly reliable classification systems concern paralanguage (vocal qualities such as loudness, pitch, or tone). As a result, the largest body of knowledge on nonverbal behavior in the communication process lies in this area.

The third major finding indicated that paralanguage and kinesics (bodily movements such as eye, head, or foot movements) are related to counseling changes and emotional states. This finding is based primarily on the research of Mahl (1956, 1963, 1968), Deutsch (1963, 1966), Panek and Martin (1959), and Ekman and Friesen (1968). For example, Panek and Martin (1959), using Mahl's speech disturbance measure, found that speech

disturbance and anxiety, as measured by GSR, tended to occur at the same points in therapy.

Gladstein (1974) summarizes two other findings that, while not fully verified empirically, are strongly suggested by much of the nonverbal behavior literature. The first of these is that in addition to the nonverbal classification and measurement systems there exist many other potentially valuable systems that might prove reliable with further research. The Dunning Metacommunication Check Card No. 1 (Dunning, 1971) is illustrative of such systems. Finally, Gladstein's (1974) review concluded that there is almost universal agreement of clinical opinion and data indicating that the counselor must recognize, and utilize, nonverbal communication and behavior within the counseling process. This last conclusion highlights the need to investigate nonverbal behavior in more detail and in a more molecular fashion. Recognition of counselor nonverbal behavior during the counseling process may lead to the understanding of its role and function and, ultimately, to its use in facilitating the helping relationship.

Counselor Nonverbal Behavior as a Function of Counselor-Client Interaction

A preliminary survey of the literature in the areas of nonverbal behavior/communication and counseling/psychotherapy did not reveal any studies directly investigating the role of client behavior style in influencing counselor nonverbal behavior. The few studies that have analyzed counselor nonverbal behavior in an interactive manner will be reported here.

Donohue (1969) studied the effects of three video tape critiquing procedures upon the acquisition of exhibited nonverbal behavior of

prospective counselors in the initial practicum experience. The nature of this study does not in actuality fit an investigation of counseling interaction, in that treatment consisted primarily of supervisor critiquing feedback rather than client-counselor transactions. It does have relevance, however, in that it attempts to demonstrate one person's influence, in this case, the supervisor, on the counselor's nonverbal behavior, indirect as that may be.

In this experiment, three different procedures were used to view and critique video taped counseling sessions with the goal of comparing their effect on modifying counselor's in-session nonverbal behavior. The results indicate that counselor's nonverbal behaviors are minimally influenced by the different critiquing procedures. The nonverbal behaviors of prospective counselors are not likely to be affected differentially by video tape critique procedures when no systematic effort is made to alter specific behaviors. Critiquing procedures are not enough to change most counselor nonverbal behavior. However, certain nonverbal behaviors, including backward position and hand movements, tended to be changed as a result of the interaction of supervisors and treatments. In summary, this study reveals conflicting findings: limited counselor nonverbal behavior can be modified through interpersonal interaction, but the indirect, detached method of interaction (supervisor critiquing feedback) used restricted the magnitude of effect.

Pittenger, Hockett and Danehy (1960) conducted a microscopic analysis of the first five minutes of a psychotherapy session. Linguistic, paralinguistic, and rudimentary kinesic behavior of therapist and client were transcribed and analyzed in an idiographic investigation of just

what occurs during therapy. Instead of the traditional experimental design a more analytical, descriptive, deductive approach was used. The authors were primarily interested in getting answers to such questions as: What does each participant say?; Why do they say it?; How is it said?; What impact does it have on the other participant?; What is being communicated in and out of awareness?

Of primary relevance to the present discussion are the findings and analysis of Pittenger et al. regarding the interactive nature of paralinguistic and kinesic communicative elements. These nonverbal signals were found to function as reinforcement and adjustment cues for both therapist and patient, and thereby to influence the behavioral interaction of each. Such cues provide information which is processed on some level of awareness and which provide data for further verbal and nonverbal communicative behavior.

The influence of client behavior upon counselor verbal and nonverbal behavior was illustrated by Heller, Myers, and Kline (1963). Client behavior was standardized by using actors trained to portray four different behavior styles: dominant-hostile; dominant-friendly; dependent-hostile; and dependent-friendly. A modified form of Leary's Interpersonal Checklist was used to observe and rate counselor behavior as to the degree of dominant, friendly, and anxious behavior elicited by each client role. This instrument required the observer to make a judgment about interviewer behavior according to the six following behavioral categories: disturbances in mechanics of delivery; disturbances in content of speech; excessive silence, excessive smiling or laughing; extraneous movement;

and involuntary reflex disturbances. The findings indicate that clients do evoke reciprocal behavior from their therapists, even though this influence may go unnoticed. Dominant client behavior evoked significantly more interviewer dependence than did dependent clients. Client friendliness was judged to have evoked more interviewer friendliness than was true for client hostility, and client dominance elicited less counselor friendliness.

In summary, based upon formidable evidence indicating client-counselor verbal influence and interaction, it seems reasonable to expect a similar relationship in the nonverbal behavioral dimension. Due to the evident paucity of research in this area, this remains hypothetical. Before we can fully agree with Jones and Thibaut's (1958) contention that counseling be viewed as a "reciprocally contingent interaction," the effects of client behavior upon counselor nonverbal, as well as on verbal, functioning demands further investigation.

Summary of Problem

The assumption is made that differences exist in the degree to which counselors manifest certain nonverbal behaviors. Furthermore, it is assumed that counseling is an interactive encounter wherein both participants influence, and are influenced by, each other's behavior. This is hypothesized to be true for both the verbal and nonverbal dimensions of behavior. Empirical evidence supporting this relationship exists for verbal behavior, but no such conclusion can be drawn for nonverbal behavior without further research.

The purpose of this study then was to investigate the influence of different coached client behavior styles upon counselor nonverbal behaviors during initial counseling sessions. The influence of four different client behavior styles, each developed from Millon's (1969) schemata of personality patterns, on counselor-trainee nonverbal behavior was examined. A modified version of Island's (1966) nonverbal behavior classification system was used to observe and record counselor-trainee nonverbal behaviors.

Definitions

Counseling as a reciprocally contingent interaction. Counseling is essentially an interpersonal relationship based upon interaction between participants. By interaction it is meant that the participants emit behavior in each others presence; they create products for each other, or they communicate with each other (Thibaut and Kelly, 1959). Each participant's behavior is at the same time a response to past and present behavior of the other. A behavioral interdependency exists between individuals during interaction which increases the possibility and frequency of control and counter-control. Counseling then can be viewed as an interpersonal encounter wherein each participant's behavior is contingent upon the others in a reciprocal pattern of influence and counter-influence.

Nonverbal behavior. Nonverbal behavior is not synonomous with nonverbal communication. The former are simply behaviors or physical acts which may or may not have a particular "meaning," whereas the latter

implies a socially shared signal system carrying meaning and communicative intent. Nonverbal behavior can be defined as physiological behaviors controlled by the voluntary muscles and visible to the receiver and/or the sender.

Nonverbal behavior has typically been divided and organized into three major topic areas: kinesics, paralanguage, and proxemics. Kinesics usually includes gestures, movements of the torso, limbs, hands, head, feet, and legs, facial expressions, eye behavior, and posture. Paralanguage is the term used to describe those aspects of verbal behavior not associated with language itself, the measures of speech that are content free (Harper, Wiens and Matarazzo, 1978). Examples of paralinguistic phenomenon include voice qualities (pitch range, articulation control, resonance, tempo, etc.); vocal characterizers (snickering, crying, yelling, moaning, bitching, etc.); voice qualifiers (intensity, pitch height, extent); and vocal segregates ("non-words" such as "uh-huh" and "uh-uh") (Trager, 1958). The study of the manner in which individuals structure and use physical and personal space in human interaction is called proxemics, an illustration of which is the distance the therapist sits away from the client.

Coached-client roles. The four coached-client roles (Active-independent; Passive-independent; Active-dependent; and Passive-dependent) are based upon a theory of personality developed by Millon (1969). This theory conceptualized personality as the result of interaction between style of instrumental behavior and nature and source of reinforcement.

Style of instrumental behavior represents the manner and degree to which people initiate and take responsibility for their lives. The two characteristics of this dimension are active and passive behavior styles. The nature and source of reinforcements in Millon's (1969) system of personality corresponds to the direction and extent of dependence upon self versus dependence upon others in the attainment of life's rewards. The two characteristics of this dimension used in this study are the dependent and the independent reinforcement styles. The four coached-client roles can be seen as forming a continuum from the aggressive (Active-independent), to the submissive (Passive-dependent) personality styles associated by Millon (1969) with mild forms of psychopathology.

Limitations

The major limitation of this study was the focus on only one (kinesics) of the three major aspects of nonverbal behavior. Twenty-one distinct body movements were identified for analysis, a large number which, no doubt, would have been unmanageably increased by including paralinguistic and proxemic phenomena in the investigation.

A second limitation has been the use of coached-client and simulated counseling sessions instead of actual clients and "real life" counseling interviews. The experimental need for standardizing treatment conditions to maximize effect (Kerlinger, 1973) dictated use of clients trained to act uniformly for each counselor-trainee subject.

Due to the lack of research in this area, the preliminary nature of this study, and the need for a basic foundation for future research in

the nonverbal behavior mode certain trainee variables were not analyzed. This experiment did not investigate the effects of trainee sex differences nor activity level upon nonverbal response patterns. Future research need take these variables into account.

Hypothesis

The general hypothesis of this study, stated in the null form, contends that there will be no significant differences in counselor-trainee nonverbal behaviors as a result of the interaction with clients coached to portray differing behavior styles.

Analysis of Data

A one-way repeated measure design (Winer, 1962) was used to statistically analyze the data. Facilities at The University of Tennessee Knoxville Computer Center were employed and the SAS Program (Barr, Goodnight, Sall, and Helewig, 1976) was used.

The independent variable under investigation was coached-client behavior type. Each of the four repeated treatment conditions represented one level of the independent variable: Active-dependent, Passive-dependent, Active-independent, and Passive-independent.

The dependent variable was counselor-trainee nonverbal behavior. There were twenty-one different nonverbal behaviors under investigation and each was analyzed using a one-way repeated measure approach, thereby producing twenty-one separate Anovas.

The post-hoc multiple comparison test developed by Tukey (Winer, 1962) was used to further investigate the significant main effects revealed by the repeated measure analysis.

The .05 probability level was chosen as the criterion for significance. Only differences in group means that occurred at a chance rate of less than five out of one hundred were reported as statistically significant differences. Actual probability levels were reported for all the dependent variables for which significant differences were found. The possibility of spurious significance is increased when employing multiple analyses of variance; caution was consequently observed when interpreting the results of these analyses. The nature of the findings of this study indicated that the analysis was conservative enough to eliminate Type I errors. The attained probability levels were sufficiently lower than the accepted level in behavioral research (.05) and the range of significant nonverbal behaviors was widely distributed, leading the researcher to accept the results as valid measures of behavioral change.

CHAPTER II

METHOD

Subjects and Setting

The subject (Ss) for this study were selected from counselor-trainees in the Department of Educational Psychology and Guidance at The University of Tennessee-Knoxville. These counselor-trainees were graduate students chosen from those enrolled in supervised counseling practicum (Educational Psychology & Guidance 5940). Students enrolled in this level practicum were required to participate in 16-25 counseling sessions which were either audio or video tape recorded. Those counselor-trainees who chose to volunteer to participate in this study received "credit" for counseling sessions allocated toward their required session number total. Fourteen counselor-trainees (7 male, 7 female) chose to participate; one female subject, however, was unable to complete the study leaving a total of thirteen Ss.

The study was videotape recorded in two group counseling rooms at The University of Tennessee Student Counseling Services Center. The rooms were of comparable size and the arrangement of furniture and camera, and camera angle were identical. Figure 1 presents an illustration of the physical layout used in both rooms.

The Counseling rooms contained two chairs, one for the counselor-trainee and the other for the coached-client, in addition to the video tape recording equipment. To insure accurate recording of the Ss counselor-trainee nonverbal behavior, the counselor-trainee's chair was positioned

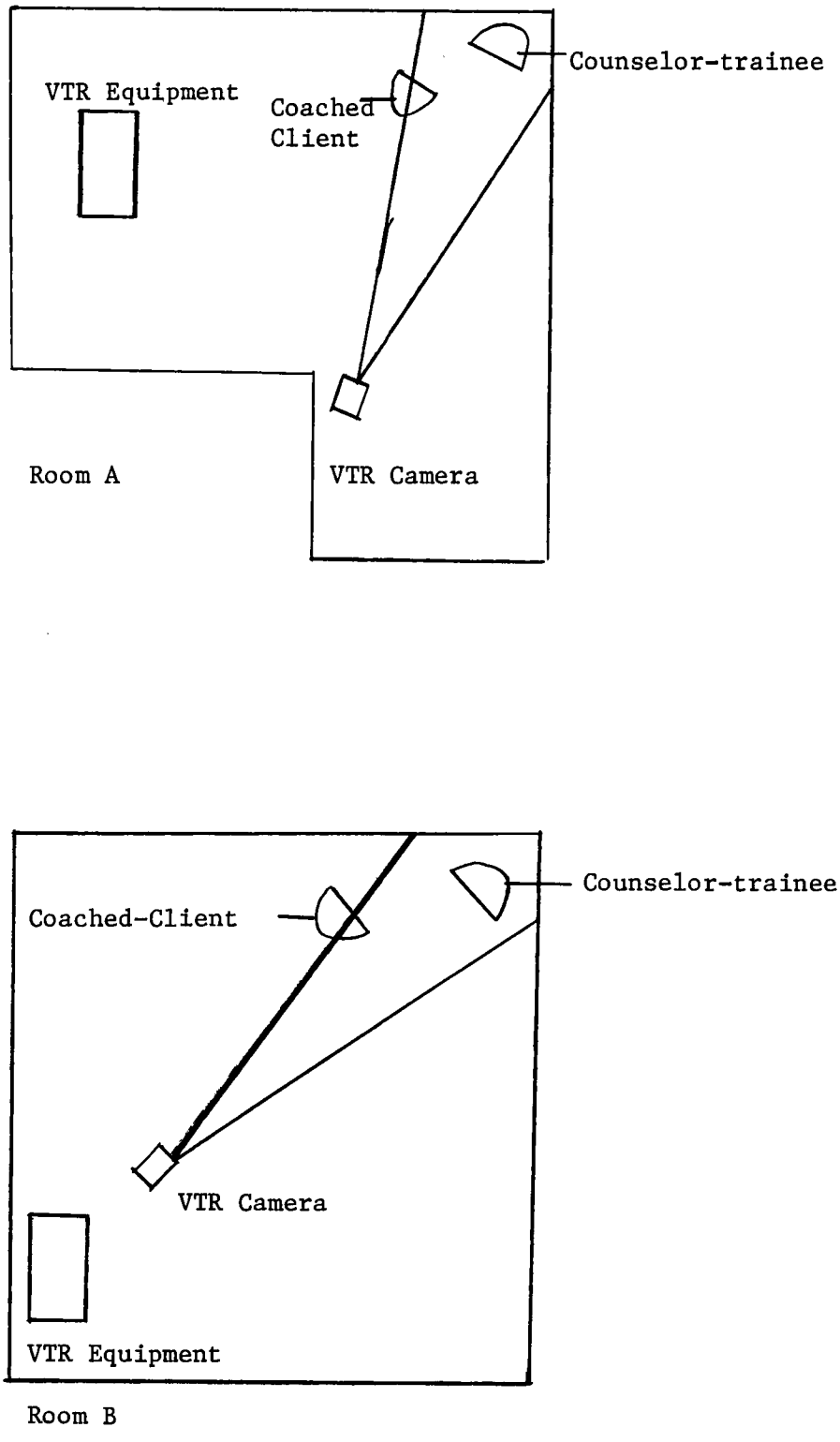


Figure 1. Counseling room facilities used in video tape recording counseling interviews.

facing the camera. The coached-client's chair was placed in front and to the left of the counselor-trainee's chair in order not to interfere with the camera's field of vision and thereby obstruct filming of the counselor-trainee's movement (see Figure 1).

Derivation of Coached Client Roles

The standardized coached-client behavior roles developed by Ruzicka (1975) were used in this study. These roles were derived from Millon's (1969) theory of personality patterns, and represent behaviors that, according to Millon (1969), characterized mild psychopathology. Ruzicka (1975) had attempted to conceptualize this approach in terms of an anagram based on the Johari Window Construct (Luft, 1961).

The Johari Window is a self-and-others interaction model that includes four levels of awareness: (1) the Announced Self; (2) the Concealed Self; (3) the Denied Self; and (4) the Unconscious Self. This model (see Figure 2) essentially presents two major aspects of each individual: that part of self of which one is aware, and that part of which one is unaware. Each of these dimensions is further defined by one's interactions with others.

Million's (1969) personality/behavior classification system is a 4 x 2 arrangement which depicts interaction between detached, dependent, independent, and ambivalent source of reinforcement in coping strategy patterns, and active and passive style of instrumental behavior in coping strategy patterns. The sources of reinforcement correspond to the direction and extent of dependence upon self versus dependence upon others in achieving one's goals and rewards. The two styles of instrumental

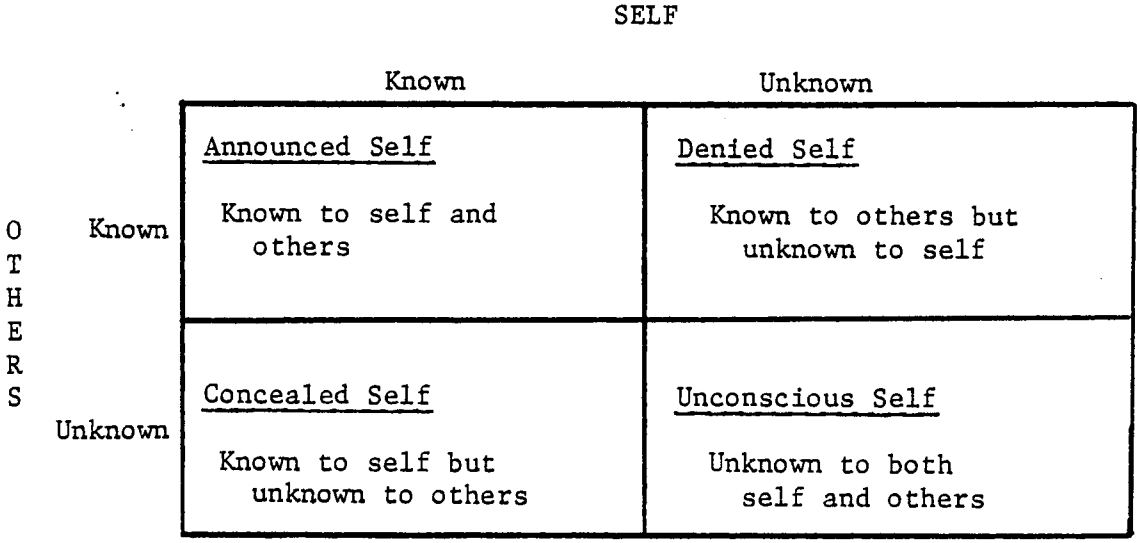


Figure 2. The Johari Window Construct (Luft 1961).

behavior represent the way and extent to which people initiate and take responsibility for what they do. An active individual is one who initiates behavior and is similar to someone considered to have an internal locus of control. An individual with a passive style of behavior depends upon others to initiate their responding and could be thought of as having an external locus of control. Figure 3 illustrates this schema of personality patterns.

Ruzicka (1975) has combined Millon's theory of personality patterns and the Johari Window construct to clarify the interactional nature of behavior. This paradigm is presented in Figure 4. To make this model operational, Ruzicka (1975) inserted a specific personality pattern characteristic and mode of behaving into the appropriate quadrant of the Johari Window. The roles used in this study can be found in Appendix A.

The coached client roles developed by Ruzicka (1975) are based upon four personality patterns described by Millon (1969) and are as follows:

> 1. Active-independent (aggressive personality): These individuals counter the expectations of negative reinforcements and the deprivation of positive reinforcements by vigorous, assertive and aggressive actions. As a consequence of their resentment and envy of others, they become self-reliant, domineering, and cunning, strategies designed to exploit and control others for their personal gain;
> 2. Passive-independent (narcissistic personality): These patients experience their primary rewards simply by being themselves. They display an egocentric self-assurance, an air of snobbish and pretentious superiority which requires little confirmation either through genuine accomplishment on the approval of others. Their sublime confidence that things will work out well provides them with little incentive to engage in reciprocal give-and-take of social life;
> 3. Active-dependent (gregarious personality): Although these individuals use others as their primary source of reinforcement, they engage easily in a series of socially manipulative maneuvers to secure the attention and approval they seek. They are characterized as gregarious, charming, demonstrative, appreciative, and clever; ever-ready to change their tune to attract praise or avoid hostility;

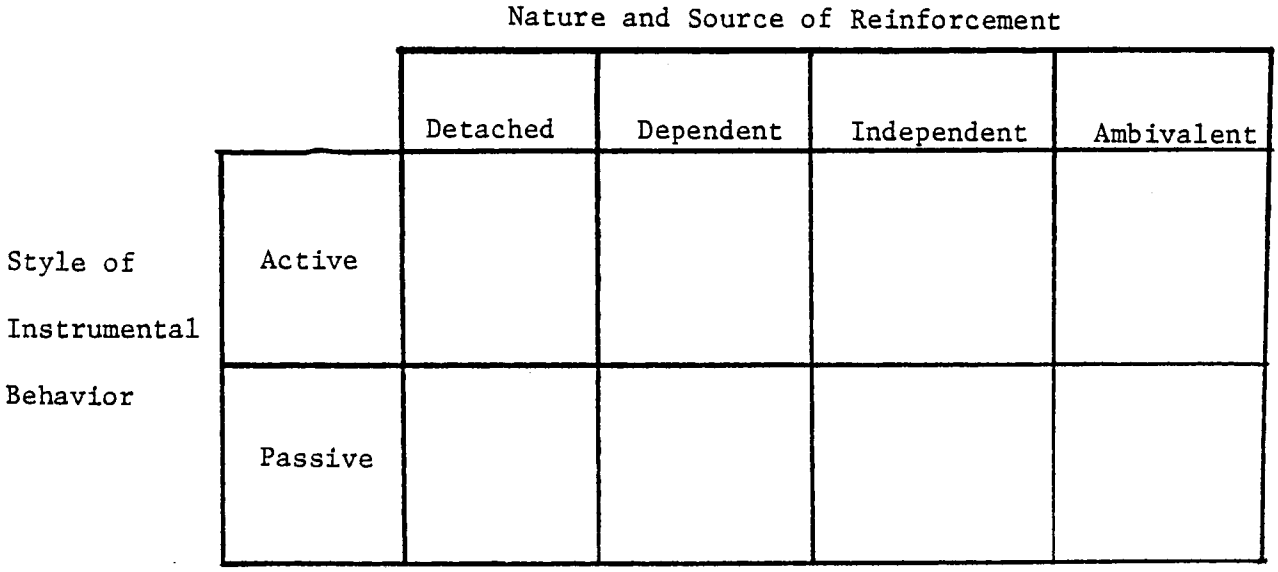


Figure 3. Illustration of Millon's System of Personality Patterns. Millon (1969)

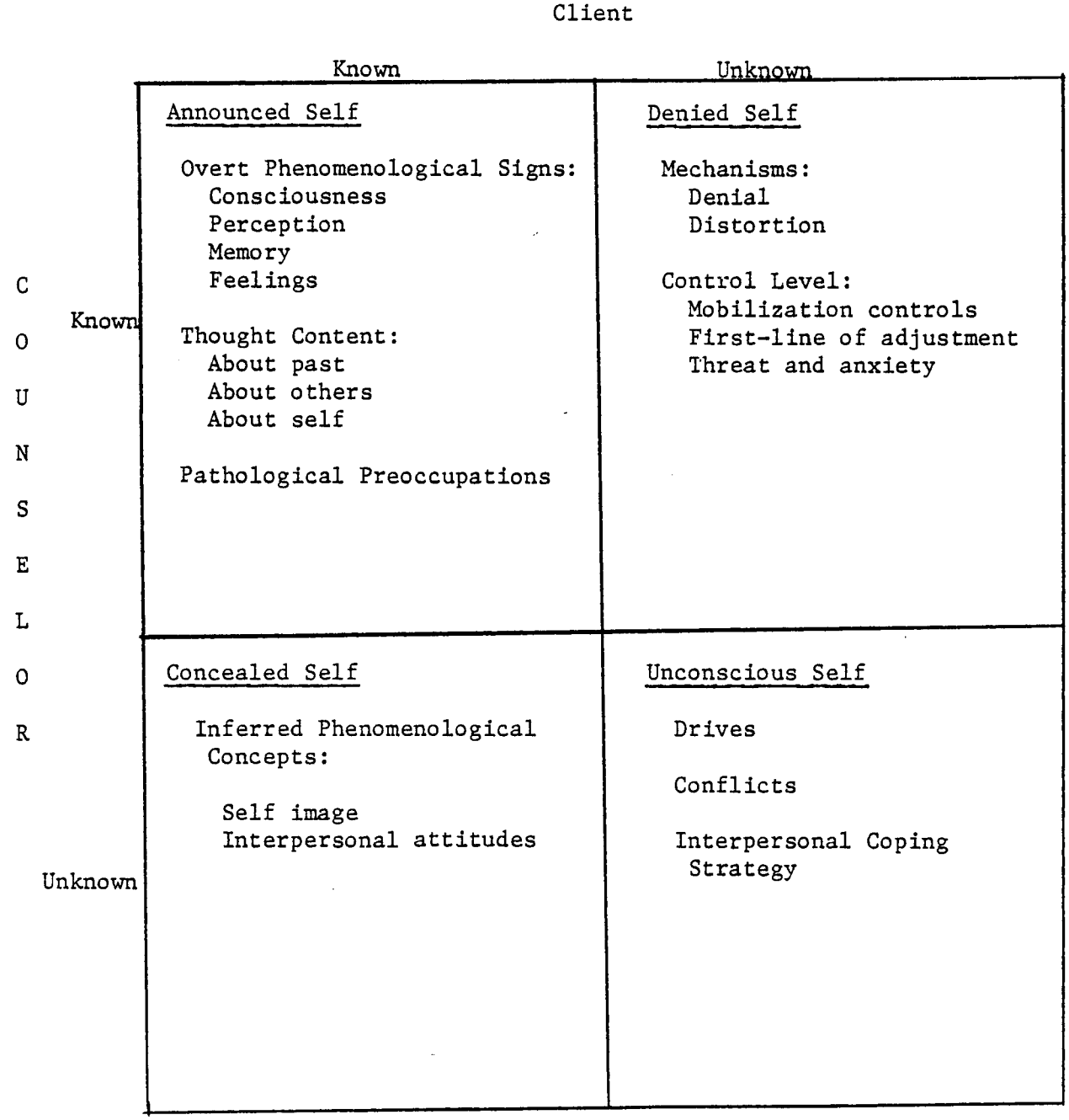


Figure 4. Paradigm of Millon's System of Personality Patterns as Organized in the Johari Window. (Ruzicka, 1975)

> 4. Passive-dependent (submissive personality): Here the individual has learned not only to depend on others for reinforcements but to wait for their leadership in providing them. They appear unambitious, helpless and clinging, displaying little autonomy to initiate and seem content to sit compliantly by and put their fate in the hands of others (p. 196).

Millon (1969) further describes the behavioral dimensions of activity and passivity:

> Active patients may be characterized by their alertness, vigilence, persistence, decisiveness and ambitiousness in goal-directed behavior. They are firmly committed to secure what they want; they plan strategies, scan alternatives, manipulate circumstances and events and circumvent all obstacles to the end of eliciting, pleasure and rewards, or exceeding the distress of punishment and anxiety.
> Passive patients initiate few instrumental strategies; they display inertness, an acquiescence and a seemingly resigned attitude in which they wait for circumstances of their environment to take their course. . . . They are suspended, immobile, restrained or listless; they initiate little to shape the course of events, waiting for things to happen and reacting to them only after they occur. (p. 195).

This study used the same two dependent roles, i.e., Active-dependent and Passive-dependent, and two independent roles. i.e., Active-independent and Passive-independent, developed by Ruzicka (1975) from Millon's (1969) schema. Ruzicka (1975) excluded both the detached patterns because they seek only negative reinforcement, and the ambivalent patterns because they vacillate between, and thus include, the dependent and independent patterns.

For each of the four roles, Ruzicka (1975) developed three standard statements, one to be said at the beginning of the interview, one to be said near the end of the interview and one to be said sometime between those two statements. This procedure was done following the suggestions of Whitely and Jakubowski (1969) and was replicated in this study.

Nonverbal Category System

As noted in previous discussion, many category/classification systems have been developed to observe and analyze nonverbal behavior. The basic system chosen for this study was developed by Island (1966). The reasons for selecting this system include: (1) its reported success and ease in obtaining high reliability in scoring; (2) its ease of scoring, i.e., the system yields a yes/no (0/1) tally which lends itself well to computer analysis; (3) its ability to yield an approximation of frequency count and timing/system; and (4) its ability to yield numeric data which reflect the degree to which the behaviors are evidenced (Island, 1966).

The categories were created within a two-fold general framework (Island, 1966). The first discrimination in developing nonverbal categories was that they must be descriptive of gross body behavior controlled by voluntary muscles. According to Island (1966) categories of nonverbal behavior are less inferential when defined as striated-muscle movements, since behavior in general, and nonverbal in particular, is essentially muscle movement. This system does not consider autonomic movements because it was deemed desirable to deal only with behavior over which the counselor has control, and conceivably the ability to modify (Island, 1966). The aim was to identify only practical and useful categories. The second general criteria used by Island (1966) in developing the nonverbal categories was that all of the nonverbal categories had to be visible to an observer.

With this basic framework in mind, Island (1966) inspected and examined numerous films of counseling interviews and conducted a pilot

study to determine suitable categories of nonverbal behavior. Due to camera angle and desk placement in the counseling room, observation of the lower part of the counselor was not possible and, for this reason, only the upper portion of the counselor's body was available for study.

This deficiency was overcome in the present study by removing the desk from the counseling rooms, thereby opening up the lower portion of the counselor's body to observation and study and, at the same time, creating a counseling setting more representative of actual settings in use at the UTK Student Counseling Services Center. Making this change necessitated some modification of Island's (1966) category/classification system.

Four general body areas [one more (foot-leg movements) than Island's original system] were chosen for study: Head and neck, arms and hands, feet and legs, and body torso.

The problem of how to describe body movement was resolved by the adoption of four general types of categories: First, some categories were composed of discontinuous movement behaviors, lasting but a short period of time and probably of high frequency such as nods. Second, some categories were composed of continuous behaviors, that last much longer, perhaps minutes at a time; i.e., general body position in a chair. These categories were labeled positions. Third, some categories were labeled gross shifts in the continuous body positions, such as a shift from forward to backward leaning position. Fourth, some categories were a combination of two other kinds, momentary movements and continuous positions, since the behavior in question could, depending on its duration, be categorized as either.

Nonverbal Categories

Figure 5 presents the nonverbal categories used in this study. The numbering system represents the coding numbers that were used in recording and data analysis. Appendix B includes a detailed description of the behaviors delineated by each nonverbal category.

Five new nonverbal behavior categories were added to Island's (1966) system and one was lost due to the consolidation of two former categories. Due to the growing awareness of the importance of humor as a vital facet of human behavior (Chapman and Foote, 1976) it was decided to examine humor-related facial movements more closely than allowed through Island's (1966) system. In addition to Category 7--Smile-only, Category 8--Laugh-only was developed to distinquish more closely between related, yet discriminate behaviors. Laugh-only was thought to be a more exaggerated humor behavior, comprised of a smile and an audible paralinguistic sound.

Including the counselor-trainees' lower body necessitated the development of four categories of leg-foot movement not contained in Island's system: Any Leg Movement; Foot Movement-Only; Leg Crossed-Only (ankle against knee); and, Leg Crossed-Only (knee against knee).

Body Position-Backward and Body Position-Upright were consolidated into one category, (Body Position-Upright) due to observer inability to discriminate between these closely related positions. Chair construction and camera angle prohibited the observers from making necessary finite judgements, leading to classification of body position into two more general categories--upright and forward.

A. Head and Neck movements, positions or shifts

1. Any Head Movement, including nods
2. Only Head Nods
3. Head Turned Away from client
4. Head Supported by finger, hand, fist, or arm, or any part thereof
5. Head Support-Shifted to #4 from the most common nonsupported head-upright position

B. Facial Movements

6. Lower Facial movements, excluding smile and laugh
7. Smile-only
8. Laugh-only
9. Upper Facial movements

C. Arm-Hand movements

10. Any Hand Movement
11. Hand Gesture-only
12. Any Arm Movement

D. Leg-Foot Movements

13. Any Leg Movement
14. Foot Movement-only
15. Leg Crossed-only (ankle against knee)
16. Leg Crossed-only (knee against knee)

E. Body-torso positions or shift

17. Body position-Forward
18. Body position-Upright
19. Body position-Shifted to 17 or 18

F. Tongue-Mouth-Larynx movements

20. Mouth-tongue-larynx movement -- Counselor talk
21. Behavioral shift of #19; Speech begun by counselor

Figure 5. Nonverbal Behavior Categories.

Scoring System

Each simulated video-taped counseling session was viewed and scored in its entirety according to the system originally developed by Olson (1929) and refined by Sainsbury (1954) and Island (1966).

1. Observers

A total of 13 student volunteers at The University of Tennessee at Nashville were selected and trained to serve as observers. Five of the observers viewed all video tapes twice; the remaining eight observers viewed the video tapes only once. This difference was determined by the amount of time and work each of the observers was able to contribute. During each showing, each observer was responsible for recording only one category of nonverbal behavior. The five two-behavior observers viewed the entire series of video tapes recording only one behavior. Upon completion, they were retrained for a second behavior category which they then observed and recorded. For their participation all observers received credit from the Educational Psychology and Guidance Department at The University of Tennessee at Nashville for a course designed for independent study and research.

2. Sampling Unit

A time interval approach was used instead of frequency count recording. Island (1966) recommends this approach because:

> Many of the categories were comprised of behavior which was continuous in nature (lengthy smiles; looking away for long periods of time; leaning forward for minutes at a time, etc.) It would give an unrealistic picture of the behavior, especially of the magnitude of the exhibited behavior, if a mere frequency count were made. . . .

> In this manner, continuously occurring behavior is granted scores somewhat in proportion to the length of their occurrence without actually measuring their lengths. Through this method, a frequency count of behavior is not obtained, nor is an exact measure made of the length of behavior, but it is believed that a compromise measure indicating to some extent a reasonable estimate of both other measures is achieved. (pp. 90-91).

The advantages to this system, according to Island (1966), are that high reliability scores are more easily obtainable from observers and that some estimate of the duration of nonverbal behavior can be made without elaborate and overly taxing recording procedures.

Island (1966) also mentions two disadvantages to this system: (1) a proportionate rather than exact measure of behavior frequency is obtained; and (2) it is not known by this system if the measures are in fact the same for all subjects being observed. He dismisses the disadvantages by saying:

> However, it was felt that the method used in this study reflects very adequately, for most categories, the extent to which counselors engage in certain behaviors and for the remainder gives an adequate approximation. In defense of the method, which has been used successfully by other researchers, the measures obtained are seen to be not only analyzable but useful in what they indicate about counselors. (Island, 1966, p. 93)

3. Scoring Procedure

The specific scoring procedure was as follows: At 5-second intervals (indicated by a clicking sound recorded on an audio cassette recorder), the observer recorded a tally representing the behaviors he was observing, if that behavior occurred during the interval. The observer scored the observations on a scoring pad that contains 20 rows of 12 squares each (see Appendix C). Each square corresponded to one of the 12 consecutive 5-second intervals of time. Thus, as the click

sounded each observer moved his/her pencil to the next square, until each of the 240 squares had been filled. Each square had either a tally or a zero, depending upon whether or not the behavior being observed occurred during that 5 second interval. Appendix D presents an example of a completed scoring sheet. A new scoring sheet was used for each showing. This procedure was followed for observing and recording nonverbal categories 1-4, 6-18, and 20. Scores for categories 5, 19, and 21 were derived from scores in other categories.

The assumption underlying these three categories (5, 19, and 21) is that they are indicators of shift from one position to another. The shift categories gave an estimate of the frequency of gross change in position behaviors and were recorded from the tally charts of the 18 previously recorded behaviors.

Inter-rater reliability was calculated using the experimenter as a reliability check for each behavior rater. Each rater was checked three times for each nonverbal category. These checks took place during initial, middle, and final stages of observation. The experimenter recorded nonverbal behaviors for five-minute segments and these tallies were compared to those of the observers. Inter-rater reliability was calculated by dividing the total number of behavior instances into the number of agreements between observer and trainer (the experimenter in this case) (Williams and Anandam, 1973).

Intra-rater reliability was determined by analyzing test-retest consistency measures for the same observer for the same event at two different times. This was calculated using the same reliability formula

used in determining inter-rater reliability [Agreements/(Agreements and Disagreements)]. One video tape was randomly selected for this analysis and was scored twice; once during the tapes regular turn in scoring and again at the end of scoring all the other video tapes. The goal for both inter-rater and intra-rater reliability was 80% agreement (Miller, 1975).

The levels of inter-rater and intra-rater reliability achieved for nonverbal behavior categories 1-4, 6-18, and 20 are listed in Figure 6. Scores for nonverbal behavior categories 5, 19, and 21 were derived from scores in other categories and therefore did not require rater reliability checks.

PROCEDURE

Four client role players were chosen from students enrolled in courses at UTK. The four coached-clients were all women, white, between 23-30, and of comparative physical appearance. None of the coached-clients also performed as subjects. The coached-clients received either course credit or financial remuneration for their efforts.

Following Ruzicka's (1975) procedure, the selected client role-players were coached in their roles for a minimum of six hours. After this training the actors played their roles with two members of the UTK Student Counseling Services Center staff. These interactions were video recorded. These tapes were then viewed by the experimenter to attain agreement and consistency of role performance with Millon's behavior types. These four roles along with their respective standard statements appear in Appendix A.

Nonverbal Behavior Category	Inter-rater reliability	Intra-rater reliability
1. Any Head Movement	93%	82%
2. Head Nods-Only	91%	85%
3. Head Turned Away	89%	85%
4. Head Supported	99%	100%
6. Lower Facial Movements	86%	89%
7. Smile-Only	97%	95%
8. Laugh-Only	99%	100%
9. Upper Facial Movements	55%	81%
10. Any Hand Movements	90%	85%
11. Hand Gesture-Only	93%	94%
12. Any Arm Movement	91%	85%
13. Any Leg Movement	88%	86%
14. Foot Movement-Only	88%	89%
15. Leg Crossed-Only (Ankle against Knee)	100%	95%
16. Leg Crossed-Only (Knee against Knee)	100%	93%
17. Body Position-Forward	72%	99%
18. Body Position-Upright	53%	87%
20. Tongue-Mouth & Larynx (Counselor Talk)	98%	87%

Figure 6. Inter-rater and Intra-rater Reliability Scores for Nonverbal Behavior Categories 1-4, 6-18, and 20, Expressed as Percent of Agreement.

In an attempt to standardize coached-client performance further, the actors studied approved video tape recordings for an additional hour. Each coached-client was responsible for performing only one role (Ruzicka 1975).

Between the third and ninth weeks of the Fall, 1978 quarter, each of the 13 subjects acted as counselor in four simulated initial interviews with clients coached to behave as follows: (1) Active-independent (2) Passive-independent (3) Active-dependent and (4) Passive-dependent. The order of counseling sessions was randomly assigned according to each participant's personal schedules to control for any sequence or serial effects. All simulated interviews were video taped and were approximately 20 minutes long.

Prior to the interviews, a narrative account of the simulated school and community setting was given to each subject. The account stated that the counselor was in his/her first year of employment in a high school in a district that values counseling. The subject was told that this was an initial interview with the client, but was also encouraged, if so inclined, to go beyond the limits of what might be considered customary for an initial interview. A copy of this account is presented in Appendix E.

Each subject was provided with information about each client to be interviewed before each session began. This information included a sample of anecdotal material, some demographic data, and results from an aptitude test and interest inventory. This information was judged consistent with the coached-client roles by experts in Millon's (1969) personality scheme (Ruzicka, 1975). Subjects were also told whether the

interview had been counselor or client initiated, and, if the former, under what circumstances. This information is contained in Appendix F.

Subjects were informed that they were to assume the role of counselor in four simulated interviews which were to be video tape recorded. The subjects were requested not to discuss the interviews or their reactions to them, as if counselor-client confidentiality actually existed.

The subject, when seated in the counseling room, was given the information about the client he/she was about to interview. When the subject was comfortable with the information he/she signaled and the coached-client knocked on the door and entered.

The subject-counselor was informed that he/she would be signaled at the end of eighteen minutes, so that closure could be accomplished. A final signal, two minutes later, terminated the interview. Appendix G presents a summary of the verbal instructions provided each subject before each interview.

After each interview, the subject was given the opportunity to talk briefly to the experimenter. This procedure was repeated with each of the four coached-clients. However, to avoid fatigue, no subject-counselor interviewed more than two coached-clients on one day.

The experimenter reviewed three video tapes of each coached-client role player, one each from an initial, middle, and final phase of the study to evaluate them for significant departures from the desired role performance. This analysis did not reveal any variations from the coached verbal or nonverbal behavior styles. The consistency of coached-client

performance was also checked by monitoring all but five of the video taping sessions through a one-way window. Again, no major variations in coached behaviors were observed.

CHAPTER III

RESULTS

Counselor-trainee mean scores for each of the twenty-one nonverbal behavior categories are presented in Table 1. These mean scores represent the number of five-second intervals in which the selected nonverbal behavior occurred for each twenty-minute counseling interview. The maximum score for each interview was 240 (12 five-second intervals per minute multiplied by 20 minutes, equals 240 total intervals), and was only attained if the nonverbal behavior occurred at least once in every five-second sampling unit.

Following Winer's (1962) design, a one-way repeated measure statistical procedure was used to analyzed these data. Each of the twenty-one nonverbal behaviors was analyzed in this way and the results are presented in Table 2. The analyses of variance were computed to determine if there were significant differences in the quantity of counselor-trainee nonverbal behavior as a result of interaction with the four different coached-client behavior styles. Significant differences were found for the following eight nonverbal behavior categories: Any Head Movement, Only Head Nods, Smile-Only, Upper Facial Movements, Hand Gesture-Only, Any Leg Movement, Foot Movement-Only, and, Mouth-Tongue-Larynx Movements.

To determine exactly where these significant differences lie, the Tukey HSD multiple comparison test (Winer, 1962) was used. This procedure

TABLE 1

COUNSELOR-TRAINEE MEAN SCORES ON NONVERBAL BEHAVIOR CATEGORIES FOR EACH OF THE REPEATED TREATMENT CONDITIONS

Nonverbal Behavior Categories	Coached-Client Behavior Style			
	Active-Independent	Active-Dependent	Passive-Independent	Passive-Dependent
1. Any Head Movements	198.00	194.69	181.54	158.54
2. Only Head Nods	115.92	142.07	113.92	53.07
3. Head Turned Away	42.92	34.08	47.77	44.08
4. Head Supported	37.38	27.46	46.46	45.62
5. Head Supported Shift	10.69	7.62	10.15	8.69
6. Lower Facial Movements	52.00	39.08	58.31	62.85
7. Smile-Only	3.23	8.85	3.00	7.62
8. Laugh-Only	1.46	1.54	.62	1.54
9. Upper Facial Movements	161.46	169.46	130.15	109.30
10. Any Hand Movements	178.00	154.23	169.69	169.23
11. Hand Gesture-Only	48.92	41.38	40.69	32.62
12. Any Arm Movement	74.54	70.15	57.77	66.85
13. Any Leg Movement	90.23	75.46	85.38	63.23
14. Foot Movement-Only	61.85	61.46	71.23	42.62
15. Leg Crossed-Only (ankle to knee)	3.92	27.77	23.77	9.62
16. Leg Crossed-Only (knee to knee)	186.54	174.85	181.69	147.23
17. Body Position-Forward	129.62	105.54	114.77	137.08
18. Body Position-Upright	127.23	154.85	162.92	168.92
19. Body Position-Shifted	3.00	3.31	3.08	3.69
20. Mouth-Tongue-Larynx Movement	113.69	93.92	95.69	126.38
21. Speech Begun	40.54	34.92	34.85	38.38

TABLE 2

ANALYSIS OF VARIANCE SUMMARIES OF COUNSELOR-TRAINEE MEAN SCORES FOR NONVERBAL BEHAVIOR ACROSS COACHED-CLIENT REPEATED TREATMENT CONDITIONS

	Nonverbal Behavior	MS_b	MS_E	F	P
1.	Any Head Movements	12461.08	359.10	11.57	.0001
2.	Only Head Nods	55424.06	421.17	43.86	.0001
3.	Head Turned Away	1356.67	180.46	2.51	N. S.
4.	Head Supported	3054.62	742.01	1.37	N. S.
5.	Head Supported Shift	73.31	35.80	.68	N. S.
6.	Lower Facial Movements	4159.44	755.48	1.84	N. S.
7.	Smile-Only	350.37	19.05	6.13	.0018
8.	Laugh-Only	7.90	2.41	1.09	N. S.
9.	Upper Facial Movements	30427.60	1171.45	8.66	.0002
10.	Any Hand Movements	3819.29	621.51	2.05	N. S.
11.	Hand Gesture-Only	1732.67	171.82	3.36	.0292
12.	Any Arm Movement	1970.52	418.08	1.57	N. S.
13.	Any Leg Movement	5555.77	518.06	3.19	.0352
14.	Foot Movement-Only	5614.37	460.73	4.06	.0139
15.	Leg Crossed-Only (ankle to knee)	5007.62	1039.62	1.61	N. S.
16.	Leg Crossed-Only (knee to knee)	11996.52	1972.56	2.03	N. S.
17.	Body Position-Forward	7908.21	5167.94	.51	N. S.
18.	Body Position-Upright	13241.13	6832.68	.65	N. S.
19.	Body Position-Shifted	3.77	10.95	.11	N. S.
20.	Mouth-Tongue-Larynx Movement	9343.15	188.70	16.50	.0001
21.	Speech Begun	302.52	37.21	2.71	N. S.

MS_b = Based on 3df.

MS_E = Based on 36df.

analyzes each possible pair of group means to find out if the two means are significantly different from each other. In this way, the experimenter will have a greater understanding of which of the variables led to the significant F. The results of this analysis are presented in Table 3.

This data is somewhat difficult to understand in this form; therefore, Figures 7 through 11 have been developed to help the reader. Each of these five graphs represents the rank of the quantity of counselor-trainee nonverbal behavior across the four coached-client treatment groups. Rank rather than group means was used because of its ease of understanding and visual simplicity, and because it offers a representative picture of the nature of behavioral shift. The coached-client behavior styles are arranged in decending order of activity, from Active-independent (Aggressive) to Passive-dependent (Submissive).

With the aid of these graphs the results of the Tukey HSD post-hoc multiple comparison analysis can be summarized for each significant coached-client nonverbal behavior category. Counselor trainees responded with significantly more head movements when interviewing the Active-independent and Active-dependent coached-clients than when interviewing the Passive-dependent coached-client. The subjects responded with significantly fewer head nods when counseling the Passive-dependent coached client than when counseling each of the three other coached-clients.

Counselor-trainee smile-only response was significantly greater when interviewing the Active-dependent coached-client than when interviewing both the Active-independent and Passive-independent coached-client.

TABLE 3

TUKEY HDS MULTIPLE COMPARISON TEST OF SIGNIFICANT COUNSELOR-TRAINEE NONVERBAL BEHAVIOR CATEGORIES

Significant Counselor-trainee Nonverbal Behavior Categories	Group Mean Comparison					
	(A,B)	(A,C)	(A,D)	(B,C)	(B,D)	(C,D)
1. Any Head Movement	N. S.	N. S.	**	N. S.	**	N. S.
2. Only Head Nods	*	N. S.	**	*	**	**
7. Smile-Only	*	N. S.	N. S.	*	N. S.	N. S.
9. Upper Facial Movements	N. S.	N. S.	*	N. S.	**	N. S.
11. Hand Gesture-Only	N. S.	N. S.	*	N. S.	N. S.	N. S.
13. Any Leg Movement	N. S.	N. S.	N. S.	N. S.	N. S.	N. S.
14. Foot Movement-Only	N. S.	N. S.	N. S.	N. S.	N. S.	*
20. Mouth-Tongue-Larynx Movement	*	*	N. S.	N. S.	**	**

*Means $p<.05$.

**Means $p<.01$.

N. S. Means Not Significant

A = Active-Independent

B = Active-Dependent

C = Passive-Independent

D = Passive-Dependent

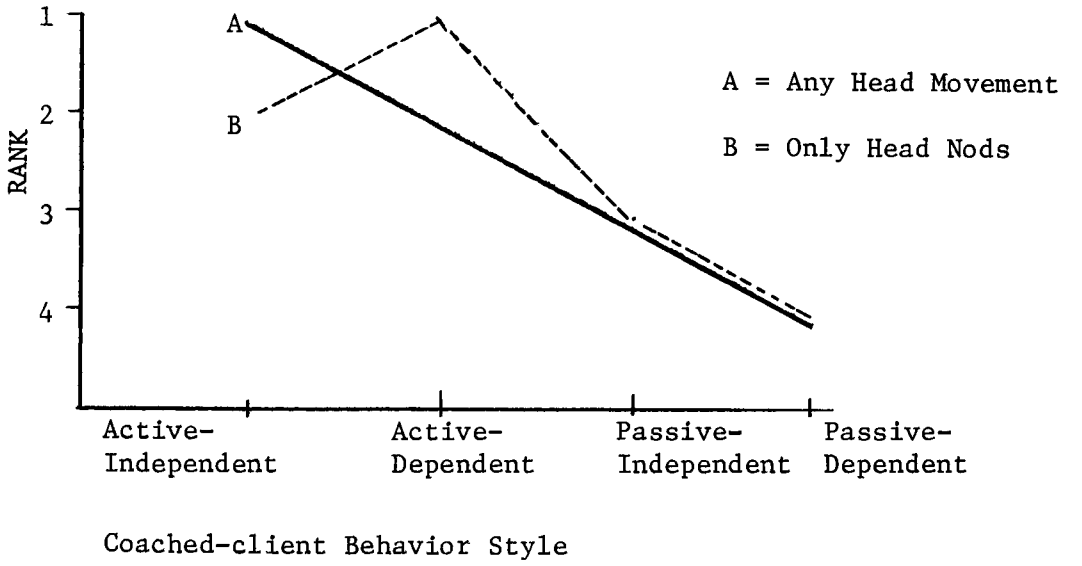


Figure 7. Rank Order of Significant Counselor-trainee Head-Neck Movements for Each Coached-client Behavior Style.

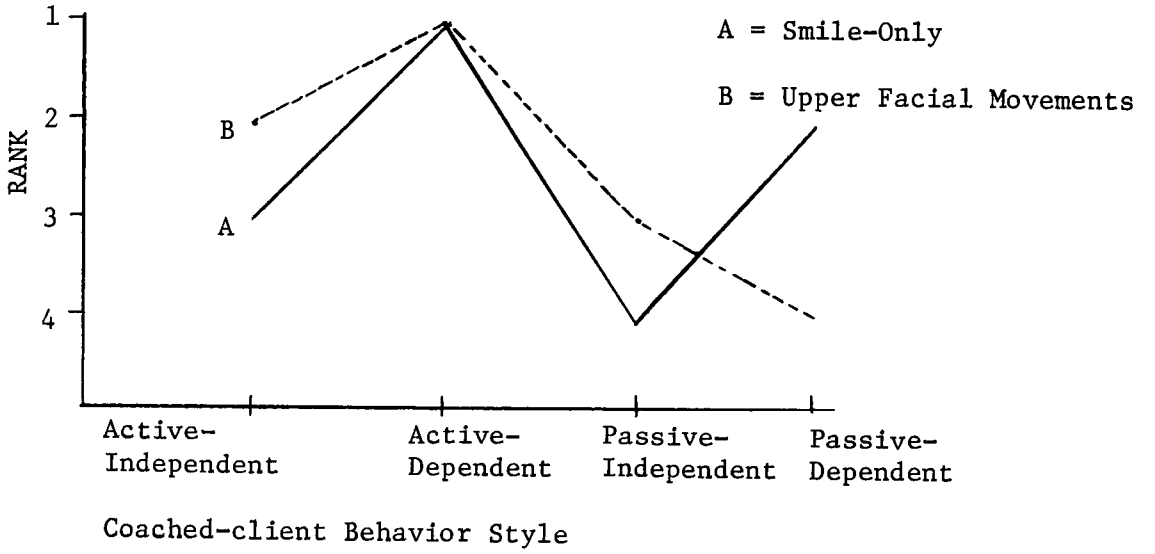


Figure 8. Rank Order of Significant Counselor-trainee Facial Movements for Each Coached-client Behavior Style.

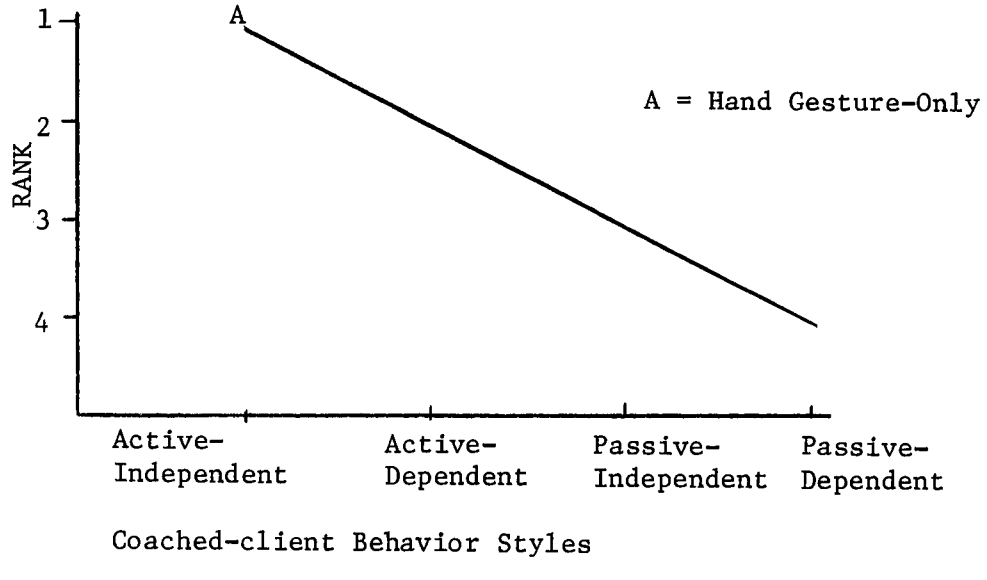


Figure 9. Rank Order of Significant Counselor-trainee Arm-Hand Movements for Each Coached-client Behavior Style.

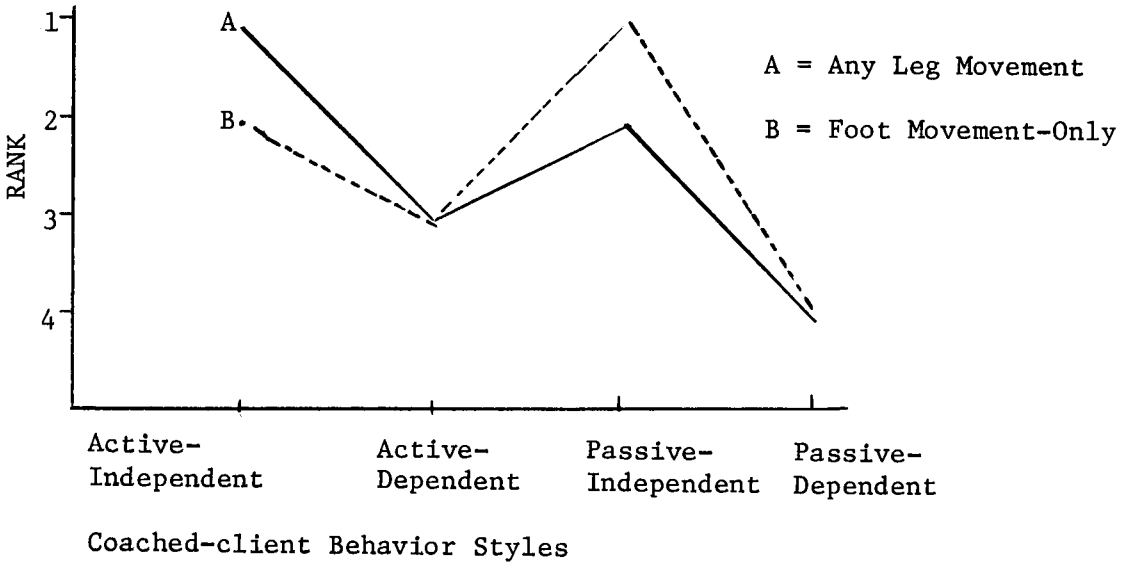


Figure 10. Rank Order of Significant Counselor-trainee Leg-Foot Movements for Each Coached-client Behavior Style.

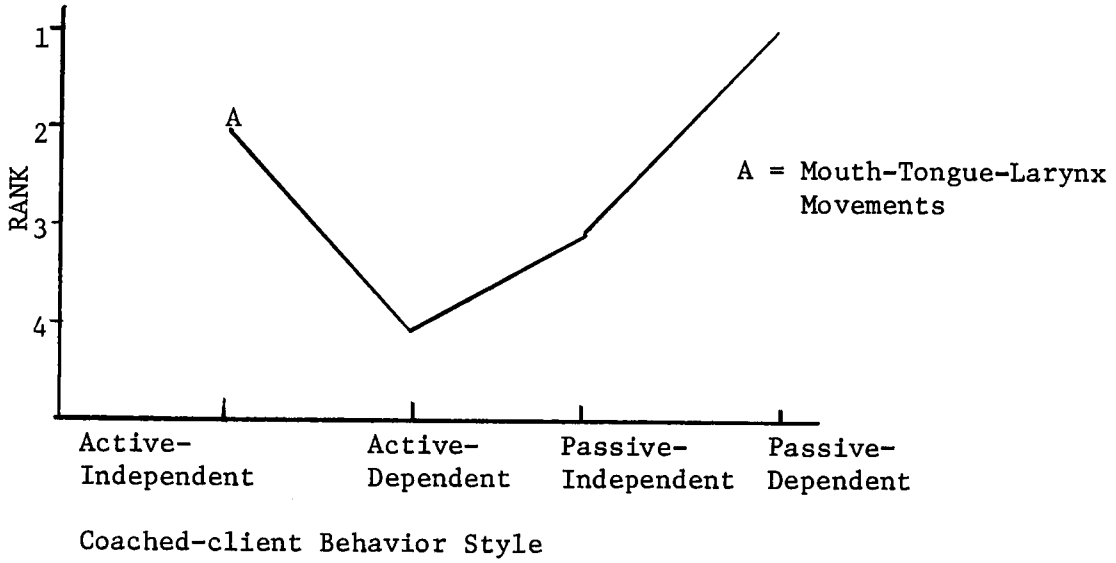


Figure 11. Rank Order of Significant Counselor-trainee Mouth-Tongue-Larynx Movements for Each Coached-client Behavior Style.

Subjects responded with a significantly lower frequency of upper facial movements when counseling the Passive-dependent coached-client than when counseling the Active-independent and Active-dependent coached-clients. Counselor-trainees exhibited a significantly greater amount of hand gesture responses when counseling the Active-independent coached-client than when counseling the Passive-dependent coached-client. There were no significant differences in the pair-wise comparisons for the Any Leg Movement category. Subjects displayed significantly more foot movement when interviewing the Passive-independent coached-client than when interviewing the Passive-dependent coached-client. The amount of counselor-trainee mouth-tongue-larynx movement (talk) was significantly greater when interacting with the Active-independent coached-client than with both the Active-dependent and Passive-independent coached-clients. Counselor-trainee mouth-tongue-larynx movements were also more frequent when interviewing the Passive-dependent coached-client than when interviewing both the Active-dependent and Passive-independent coached-clients.

CHAPTER IV

DISCUSSION

Most psychologists generally agree that counseling and psychotherapy are unique forms of human interaction structured around the concepts of interpersonal involvement and influence. The individual labeled "client" or "patient" enters into the therapeutic relationship for assistance in the resolution of some problematic behavior, attitude, or condition. The counselor is charged with the responsibility of fostering and facilitating change, or inducing some modification in the client's life condition. Underlining this task is the client's acceptance of this counselor's role as an influence agent--the counselor influences change in the client's in-session behavior which hopefully generalizes, and is applicable, to his/her "real life" situation.

Counseling is rarely a one-way process in which influence flows only from counselor to client. Sullivan (1954), in an early break from strict psychoanalytic theory and practice, conceived of counseling/psychotherapy as an experience of influence and counter-influence. The patient as well as the therapist exerts influence during the counseling interaction and each has the capacity to modify the other's behavior.

The importance of client influence potential in this reciprocal interaction has gathered much empirical as well as theoretical attention. Mulkeen (1969) found that client talk and silence patterns significantly

influenced the quantity and quality of counselor-trainee's verbal responses. Gamsky and Farwell (1967) demonstrated that client demeanor (hostile or friendly behavior styles) significantly changed counselors' use of verbal approval statements, as well as reflection, information giving, requests for information, disagreement, and avoidance responses. In two related studies, Palisi and Ruzicka (1974) and Ruzicka and Naum (1976) found that clients coached to display mildly pathological behaviors significantly influenced the range and content of counselor-trainee talk. These investigations, as well as many others cited in the literature, support the influential impact of client behavior upon counselor functioning, and lend weight to the conceptualization of counseling as a mutually interactive encounter.

The major limitation of much of this research has been the restriction of analysis to the verbal mode of interaction. Few studies have examined if, and how, client behavior influences counselor nonverbal behavior during the therapeutic encounter. Difficulties with the definition of the dimensions and categories of nonverbal phenomena, and with the selection and development of reliable recording procedures have both contributed to this deficit.

The central issue concerning this lack of definition is the communicative value of nonverbal phenomena. Difficulty and misunderstanding have often arisen when researchers use the terms "nonverbal communication" and "nonverbal behavior" interchangeably. Harper, Wiens, and Matarazzo (1978); Wiener, Devoe, Rubinow, and Geller (1972), and Danziger (1976) are but a few who have addressed this issue, and who have pointed out the dangers in such an approach. In summarizing these authors'

conclusions the following points have been made: 1) before a nonverbal behavior can be thought of as communication, a socially agreed upon and understood signal system (code with meaning) must be shared by all participants, 2) this signal system implies intent on the sender's part to convey a message, as well as the receiver's ability to decode and comprehend the message in a systematic and reliable way.

The problem is that rarely have researchers identified and agreed upon the existence of these conditions, nor have they agreed that the conditions have been met by all participants in the interaction. Therefore, to speak in terms of "nonverbal communication" makes assumptions that restrict the validity of any empirical findings and limit its generalization.

Viewing the investigation of nonverbal phenomenon in terms of indicative or expressive function has merit in that it avoids the arbitrary judgements concerning its communicative function. In this way a more concrete picture of actual human interaction is achieved, which can then form a solid foundation for future assumptions and hypotheses.

Island (1966), reflecting this approach, developed an observational, and categoric system that defines nonverbal behavior in terms of gross body behaviors controlled by voluntary muscles. This system makes no assumptions as to agreed upon codes, meanings, or referents. However, Island leaves room for nonverbal phenomena to have communicative value in that it is potentially observable, and therefore, decodable to the individual receiver.

This approach has been adopted for this study and Island's (1966) categoric system and recording procedures were modified and used. Island's

system was one recently developed nonverbal behavior observation/classification procedure that obtained and reported acceptable reliability data. This condition, according to Gladstein (1974), is one that has not occurred in past research in this area. This system has been extended for the purpose of this study to include observation of five general categories of body movements (head-neck, facial, arm-hand, leg-foot, and tongue-mouth-larynx) and one general category of body position (body-torso position). Each of these general categories was further apportioned into more discrete nonverbal behaviors such as Any Head Movement, Only Head Nods, Smile-Only, or Hand Gesture-Only, thereby resulting in twenty-one separate nonverbal behavior categories. The intent of this discrimination was to provide objective data describing the full range of nonverbal movements during the counseling interview.

With just three exceptions, inter-rater reliability scores exceeded the goal of 80% agreement established by Miller (1975) as the criterion for acceptability. The categories for which the three low scores were calculated were: Upper Facial Movements (55%), Body Position-Forward (72%), and Body Position-Upright (53%). These scores represent the comparison of number of agreements between the recorder and experimenter at three different stages in the recording process--the beginning, the middle, and the end.

The poor inter-rater reliability score for the Upper Facial Movement category was largely the result of poor video-tape quality and camera mechanics. The behavior rater for this category was required to observe minute movements in a relatively small area of the body. This

task was made extremely difficult by placing the camera far enough away from the subjects to record their entire body. The upper facial area, due to this camera placement, was therefore slightly out of focus. The rater was able, however, to attain an acceptable reliability level (81%) when a comparison was made of the scores recorded for two different viewings of the same video-taped interview. This test-retest consistency could be the result of the rater's experience with viewing the video-tapes and thereby developing observational criteria that were repeatable and reliable for her.

Inter-rater reliability scores for both body position categories (Body Position-Forward, and Body Position-Upright) fell below recommended levels of inter-rater agreement. Difficulty with accurate observation of the general body position category was evident from the initial stages of the recording procedure. This difficulty led to the consolidation of two body position categories (Body Position-Backward and Body Position-Upright) into one (Body Position-Upright), and resulted from the chair position and camera angle required to video-tape record the entire subject. However, as was the case with Upper Facial Movements, both of the body position raters were able to attain acceptable levels of test-retest agreement (99% for Body Position-Forward and 87% for Body Position-Upright). These high intra-rater reliability scores may be the result of the continuous nature of the body position category and of the rater's experience with viewing the video-tapes. Subjects tended not to shift body position frequently (less than four times on the average, for each of the four coached-client treatment conditions); therefore, the rater had more time

to view each position and to make a determination as to the occurrence of the position under observation. The raters also tended to require movement of a gross nature to indicate a shift in body position. As a result, there was more time to view each behavior and, correspondingly, more time and information to make recording adjustments and changes.

It is evident, looking at these categories, that all of the nonverbal behaviors selected for investigation in this study fall into just one (kinesics) of the three major areas of nonverbal behavior. Inclusion of paralinguistic and proxemic phenomena in this study would have included far too many variables for a study of this nature.

Review of the results of the analyses of variance computed for counselor-trainee group mean scores for each nonverbal behavior category across the four repeated coached-client treatment conditions reveal eight significant F values. Significant differences were found for Any Head Movement (.0001), Only Head Nods (.0001), Smile-Only (.0018), Upper Face Movements (.0002), Hand Gesture-Only (.0292), Any Leg Movement (.0352), Foot Movement-Only (.0139), and Mouth-Tongue-Larynx Movement (.0001). However, due to low inter-rater reliability (55%) for upper facial movements the results for this category should be viewed with caution. Based on these findings the experimenter is forced to reject the general hypotheses that there are no significant differences in counselor-trainee nonverbal behavior as a result of the interaction with clients coached to portray differing behavior styles. For these eight nonverbal movements, at least, interviewing different coached-clients did result in significant differences in the quantity of counselor-trainee

movements. These data support the results of the many studies (Palisi, 1973; Carpentier, 1970; Wenger, 1973; Pringle, 1973; Dustin, 1972; Carkhuff and Alexik, 1967; Lauver, Kelley, and Froehle, 1971; Palisi and Ruzicka, 1974; Ruzicka and Naum, 1976) investigating the effect of client behavior on counselor verbal behavior, and in turn provide additional justification for the conceptualization of counseling/psychotherapy as a reciprocally contingent interaction. Counselor-trainee behavior, verbal and nonverbal, is in fact influenced by, and to some degree determined by the stimulus conditions presented by the client.

Figures 7 through 11, pages 56-58, reveal information indicating the direction of this influence. The most notable general trend in Figures 7, 8, 9, and 10 is the decline in the ranking of frequency of occurrence of counselor-trainee nonverbal movements as the coached-client behavior style decreases in activity. As the coached-client behavior style becomes more passive and dependent, counselor-trainee nonverbal movements become significantly less frequent. In general, counselor-trainees seem to reflect the behavior style of the individual they are interviewing in a parallel rather than complimentary way.

Figure 11, page 58, presents an exception to this generalization. The two extreme coached-client behavior styles (Active-independent and Passive-dependent) resulted in the most counselor-trainee mouth-tongue-larynx movements (talk), with the Passive-dependent style having the highest ranking. The high ranking of counselor-trainee talk for the Active-independent condition is consistent with the findings for the other significant movement categories. However, the number-one ranking

for the Passive-dependent behavior style does not follow the established parallel pattern.

Discomfort created by prolonged periods of silence may partially account for increased counselor-trainee verbalizations. One of the most emphasized and difficult skills to master in the initial stages of counselor training is remaining silent during extended periods of client silence. The tendency appears to be to fill the void with questions, qualifiers, and other verbal statements. The subjects in this study were all enrolled in an initial Masters-level counseling practicum and had had limited applied counselor training. They appear, therefore, to have been entrapped by this seemingly common tendency to fill the silence. These findings are consistent with those reported by Palisi and Ruzicka (1974) who found that counselor-trainees were more talkative with passive clients than active clients. Specifically, clients, coached to act passively, elicited significantly more accepting and clarifying statements, questions, information and direction giving, criticisms, and justifications of authority than did active clients.

Table 1, page 52, presents information concerning coached-client's rate of movement during the interview conditions. In general, taking all movement categories into account, counselor-trainees were quite animated during these counseling sessions. For example, for all four treatment conditions at least one head movement occurred in 183 of the 240 possible five-second recording intervals. In other words, the counselor-trainees moved their heads 76% of the time. Fifty-eight percent of these head movements were head nods, an up and down head motion usually associated

with reinforcement or approval. For all clients, counselor-trainees exhibited at least one head nod in 44% of the total scoring intervals. The differences between trainee head nod scores for each coached-client were significant for all but the Active-independent vs. Passive-independent group comparisons. The greatest difference in frequency existed between the Active dependent (59%) and Passive-dependent (22%) coached clients. These results (in Table 1, page 52) indicate that the Passive-dependent client elicited less than half the frequency of head nods than either of the three other coached-clients. Counselor-trainees tended to nonverbally reinforce each of these three coached-clients more than twice as frequently as they did the Passive-dependent client.

One explanation of this finding is that the Passive-dependent client, being the least active, did not emit as many behaviors that the counselors could reinforce with head nods. Therefore, there was less interactive behavior to which the trainees could respond.

While the Passive-dependent clients received fewer head nod reinforcements, they were eliciting the second highest percentage of counselor-trainee smiles. The trainees apparently used smiles as encouragement when they would not, or could not, use head nods. However, the frequency of counselor-trainee smile was not high for any of the four coached-client conditions. In fact, trainees averaged smiles in fewer than six sampling intervals. Counselor-trainee laugh, although not significantly different across coached-client conditions, also occurred at a very low rate (recorded in less than two scoring intervals for all clients). Evidently, counseling for these subjects was a most serious task.

The high frequency of general counselor-trainee nonverbal movements is further illustrated by the mean interval scores and percentages for the following categories: Upper Facial Movements, 143, 60% of all intervals; Any Hand Movement, 168, 70%; Any Leg Movement, 79, 33%; and, Foot Movement Only, 60, 25%. These data again support the conclusions that the counselor-trainees were generally very active and moved frequently throughout the interview, and, as the coached-clients became less active in their behavior style, the trainees also became less active.

The results of the counselor-trainee nonverbal behavior group mean comparisons presented in Table 2, page 53, provides additional information concerning these general patterns. The two treatment group comparisons that produced the greatest number of significant differences (4) in this analysis were the Active-independent vs. Passive-dependent and Active-dependent vs. Passive-dependent. In other words, comparison of counselor-trainee movements, with the two most active coached-clients contrasted to the most passive coached-clients, yielded the most significant number of counselor-trainee nonverbal movements. From this it appears that the more extreme the clients are in their behavior style the more extreme effect they have on the counselor-trainee movements.

In this study, activity/passivity seems to be the most important dimension of coached-client behavior influencing the changes in counselor-trainee behavior. Ruzicka and Naum (1976) reported similar findings, indicating that the degree of activity that the client uses in eliciting rewards, rather than the source (self or others) from which these rewards are elicited, is most influential in determining counselor-trainee behavior. This seems true for both verbal and nonverbal behavior modes.

Yet, while the active/passive dimension appears most influential, it is important to note that the independent/dependent source of reinforcement aspect of coached-client behavior cannot be totally discounted. There were significant differences in counselor-trainee nonverbal behavior for several comparisons between both active coached-clients and between both passive coached-clients. These differences were, generally, in the nonverbal behavior categories that represent reinforcement behaviors (head nods and smiles). The Active-dependent coached-client elicited significantly more head nods and smiles from the trainees than did the Active-independent coached-client. For those two nonverbal categories it seems that the client who was most dependent upon others for reward and motivation influenced the trainee in such a way that the client gets what she needs.

This situation also exists when comparing effects of the Passive-independent and Passive-dependent client roles upon trainee mouth-tongue-larynx movements. The dependent client condition produces significantly more counselor-trainee talk indicating that the coached-client is most effective in placing the trainee into the dominant, controlling and influential role.

The symbiotic relationship does not exist for the remaining categories where significant differences were found when analyzing the dependency dimension. In each of these cases the independent, rather than dependent coached-client role, produced greater counselor-trainee movements. This was true for the Active-independent vs. Active-dependent comparison for mouth-tongue-larynx movement, and for the Passive-independent vs. Passive-dependent comparison for head nods and foot movements.

These results conform to the parallel relationship that exists for the active coached-client behavior dimension, but can not be as easily explained. Evidently the self-reliance shown by the independent client is somewhat influential in increasing the trainees movements.

Implications

The most obvious implication of this study is that counselor-trainees, and practicing counselors and psychotherapists need to be aware of the interactive nature of counseling/psychotherapy. Results indicate that coached-client behavior style does significantly influence counselor-trainee responding for eight of the 21 nonverbal behavior categories studied. These coached-clients are exerting some form of behavioral control over the trainees. The importance of the counselor-trainee's awareness of this covert manipulation seems obvious.

Individuals functioning in a professional helping role need be aware of the behavioral dynamics involved in this capacity. Knowledge of the extent to which they influence and are influenced by their clients will, I feel, maximize the counselor-trainee's, as well as professional counselor's effectiveness. The alternative of being oblivious to the client's power to influence the therapeutic encounter opens counseling up to many potential problems, seriously hindering the process and detracting from productive outcomes.

It would seem most important in the counselor-training process to prepare the trainee to recognize the potential that clients may have. Counselor-trainees need exposure to a wide range of client types, and

trainees should have the opportunity to analyze their responses to determine the extent and effect of client influence upon verbal and nonverbal functioning.

Recommendations

Based upon these results, it is suggested that counselor-training programs incorporate or include a module that presents counseling/psychotherapy as a mutually interactive encounter. This module would provide trainees counseling experience with a wide range of individuals (either actual or "role play" clients) that would be video-tape recorded for analysis. Differences in trainee verbal as well as nonverbal responses would be discussed with the counseling supervisor and/or other trainees to determine the degree and impact of client influence. The trainees would then be able to form a clearer picture of the behavioral interactions involved in counseling. Hopefully, this process would enable each trainee to develop the most facilitative behavior strategies leading to effective and responsive counseling.

Future research is recommended to investigate the emotional meaning and significance of counselor-trainee nonverbal behavior upon counseling process and outcome, from the interactive perspective taken in this present study. For example, what influence does an increase or decrease of counselor leg or foot movement have upon client behavior, and vice versa?

It is also suggested that future studies investigate how counselor-trainee sex differences and activity levels influence responses to differently behaving clients. Due to the preliminary nature of this

present study these factors were not considered. But they need to be studied to form a more complete picture of counselor-client interaction.

LIST OF REFERENCES

LIST OF REFERENCES

Arbuckle, D. Counseling: Philosophy, theory, and practice. Boston: Allyn and Bacon, 1970.

Bandura, A., Lipsher, D., and Miller, P. Psychotherapists approach-avoidance reactions to patients expressions of hostility. Journal of Consulting Psychology, 1960, 24, 1-8.

Barker, L. L., and Collins, N. B. Nonverbal and kinesic research. In P. Emmert and W. D. Brooks (Eds.), Method of research in communication. Boston: Houghton Mifflin, 1970, pp. 343-371.

Barr, A. J., Goodnight, J. H., Sall, J. P., and Helwig, J. R. Statistical analysis system. Raleigh, N. C.: SAS Institute Inc., 1976.

Bauer, R. A. The obstinate audience: The influence process from the point of view of social communication. American Psychologist, 1964, 19, 319-328.

Benjamin, A. The helping interview. Boston: Houghton Mifflin, 1969.

Berger, L. B. The logic of observation in psychotherapy research. Unpublished doctoral dissertation, The University of Tennessee: Knoxville, 1974.

Birdwhistell, R. L. Introduction to kinesics. U. S. Department of State Foreign Service Institute, Washington, D. C., 1952, Reprinted 1954, University of Louisville, Kentucky.

Birdwhistell, R. L. Kinesics and context. Philadelphia: University of Pennsylvania Press, 1970.

Brown, D., and Parks, J. D. Interpreting nonverbal behavior, a key to more effective counseling: Review of literature. Rehabilitation Counseling Bulletin, 1972, 15, 176-184.

Carkhuff, R. R., and Alexik, M. Effect of client depth of self-exploration upon high- and low-functioning counselors. Journal of Counseling Psychology, 1967, 14, 350-355.

Carpentier, J. P. The maintenance of a specified verbal response set through verbal conditioning among counselor trainees. Unpublished doctoral dissertation, Arizona State University, 1970.

Chapman, A. J., and Foot, H. C. Humour and laughter: theory research and applications. London: John Wiley and Sons, 1976.

Coleman, J. C. Facial expression of emotions. Psychological Monographs, 1949, 63, 1-36.

Danziger, K. Interpersonal communication. New York: Pergamon Press, 1976.

Davitz, J. R., (Ed.) The communication of emotional learning. New York: McGraw-Hill, 1964.

Deutsch, F. Analytic posturology and synesthesiology: some important theoretical and clinical aspects. Psychoanalysis Review, 1963, 50, 40-67.

Deutsch, F. Some principles of correlation verbal and non-verbal communication. In L. A. Gottschalk and A. H. Auervach (Eds.), Methods of research in psychotherapy. New York: Appleton-Century-Crofts, 1966.

Dittmann, A. T. and Wynne, L. L. Linguistic techniques and the analysis of emotionality in interviews. Journal of Abnormal and Social Psychology, 1961, 63, 201-204.

Donohue, S. T. The effects of three videotape critique methods in practicum upon prospective counselor's nonverbal behavior. Unpublished doctoral dissertation, New Mexico State University, 1969.

Duncan, S. D., Jr., Rice, L. N. and Butler, J. M. Therapists paralanguage in peek and poor psychotherapy hours. Journal of Abnormal Psychology, 1968, 73, 566-570.

Dunning, G. B. The identification and measurement of non-verbal communication in the counseling interview. Unpublished doctoral dissertation, University of Nebraska, 1971.

Dustin, E. R. Trained clients as reinforcers of counselor behavior. Journal of Consulting and Clinical Psychology, 1972, 37, 351-354.

Ekman, P., and Friesen, W. V. Nonverbal behavior in psychotherapy research. In J. M. Schlien (Ed.), Research in psychotherapy, Vol. III, Washington, D. C.: American Psychological Association, 1968.

Fast, J. Body language. New York: M. Evans, 1970.

Friedman, N. The analysis of movement behavior during the clinical interview. In A. W. Siegman and B. Pope (Eds.), Studies in dyadic communication, New York: Pergamon Press, 1972, pp. 417-424.

Friedman, N., and Hoffman, S. P. Kinetic behavior in altered clinical states: Approach to objective analysis of motor behavior during clinical interviews. Perceptive Motor Skills, 1967, 24, 527-539.

Fretz, B. R. Postural movements in a counseling dyad. Journal of Counseling Psychology, 1966, 13, 335-343.

Gamsky, N. R., and Farwell, G. F. Counselor verbal behavior as a function of client hostility. Journal of Counseling Psychology, 1966, 13, 184-190.

Ganzhorn, B. Nonverbal communication in counseling. School Counselor, 1961, 9, 28-30.

Gellert, E. Systematic observation: A method in child study. Harvard Educational Review, 1955, 25, 179-195.

Gladstein, G. A. Nonverbal communication and counseling/psychotherapy: A review. Counseling Psychologist, 1974, 34-57.

Glasser, W. Reality therapy. New York: Harper & Row, 1965.

Harman, R. L. Nonverbal behavior in consulting. School Counselor, 1971, 18, 189-192.

Harper, R. G., Wiens, A. N. and Matarazzo, J. D. Nonverbal communication: the state of the art. New York: John Wiley & Sons, 1978.

Harrison, R. P., Cohen, A. A., Crouch, W. W., Genova, B. K. L. and Steinberg, M. The nonverbal communication literature. Journal of Communication, 1972, 22, 460-476.

Heller, K. Experimental analogues of psychotherapy: The clinical relevance of laboratory findings of social influence. Journal of Nervous and Mental Disorders, 1963, 137, 420-426.

Heller, K. Interview structure and interviewer style in initial interviews. In A. W. Siegman and B. Pope (eds.), Studies in dyadic communication. New York: Pergamon Press, 1972.

Heller, K., Myers, R. A. and Kline, L. V. Interviewer behavior as a function of standardized client roles. Journal of Consulting Psychology, 1963, 27, 117-122.

Heimann, R. A., and Heimann, H. M. Nonverbal communication and counselor education. Comparative Group Studies, 1972, 3, 443-460.

Island, D. D. The development and analysis of categories of nonverbal behavior of counselors in filmed interviews. Unpublished doctoral dissertation, University of Minnesota, 1966.

Jones, E. E. and Thibaut, J. W. Interaction goals as bases of inference in interpersonal perception. In R. Tagiuri, and L. Petrullo (Eds.), Person perception and interpersonal behavior. Stanford: Stanford University Press, 1958.

Kerlinger, F. N. Foundations of behavioral research. New York: Holt, Rinehart and Winston, 1973.

Krasner, L. Studies of the conditioning of verbal behavior. Psychological Bulletin, 1958, 55, 148-170.

Lauver, P. J., Kelly, J. D. and Froehle, T. C. Client reaction time and counselor verbal behavior in an interview setting. Journal of Counseling Psychology, 1971, 18, 26-30.

Luft, J. The Johari Window. Human Relations Training News, 1961, 5, 6-7.

Mahl, G. F. Disturbances and silences in the patient's speech in psychotherapy. Journal of Abnormal and Social Psychology, 1956, 53, 1-15.

Mahl, G. F. The lexical and linguistic levels in the expression of the emotions. In P. Knapp (Ed.), Expression of the emotions in man. New York: International Universities Press, 1963.

Mahl, G. F. Gestures and body movements in interviews. In J. Schlien (Ed.), Research in psychotherapy, Vol. III, Washington, D. C.: American Psychological Association, 1968.

Markel, N. N. The reliability of coding paralanguage: pitch, loudness, and tempo. Journal of Verbal Learning and Verbal Behavior, 1965, 4, 306-308.

Markel, N. N. Psycholinguistics: Introduction to the study of speech and personality. Homewood, Ill.: Dorsey, 1969.

Matarazzo, J. D., Wiens, A. N., Matarazzo, R. G. and Saslow, G. Speech and silence behavior in clinical psychotherapy and its laboratory correlates. In J. Schlier (Ed.), Research in psychotherapy, Vol. III, Washington, D. C.: American Psychological Association, 1968.

Miller, L. K. Principles of everyday behavior analysis. Monterey, California: Brooks/Cole Publishing Co., 1975.

Millon, T. Modern Psychopathology: A biosocial approach to maladaptive learning and functioning. Philadelphia: W. B. Saunders, 1969.

Mulkeen, J. F. The effect of client models on the verbal behavior of counselor trainees. Unpublished doctoral dissertation, Arizona State University, 1969.

Myers, R. A. Interpersonal influence in counseling: A review of research. Journal of College Student Personnel, 1964, 5, 155-160.

Olson, W. C. The measurement of nervous habits in normal children. Minneapolis: University of Minnesota Press, 1929.

Palisi, A. T. Effects of multiplexity, self-confidence and different clients on the verbal interview behavior of counselor trainees. Unpublished doctoral dissertation, Temple University, 1973.

Palisi, A. T. and Ruzicka, M. F. Practicum students' verbal responses to different clients. Journal of Counseling Psychology, 1974, 21, 87-91.

Panek, D. M. and Martin, B. The relationship between GSR and speech disturbances in psychotherapy. Journal of Abnormal and Social Psychology, 1959, 58, 402-405.

Pittenger, R. E., Hockett, C. F. and Daneby, J. R. The first five minutes: a sample of microscopic interview analysis. Ithaca, N. Y.: P. Martineau, 1960.

Pringle, M. D. The responses of counselors to behaviors associated with independence and achievement in male and female clients. Unpublished doctoral dissertation, University of Michigan, 1973.

Reusch, J. Nonverbal language and therapy. Psychiatry, 1955, 18, 323-330.

Rogers, C. R. Counseling and psychotherapy: Newer concepts in practice. Boston: Houghton Mifflin, 1942.

Rowe, W., Murphy, H. B. and DeCsipkes, R. A. The relationship of counselor characteristics and counseling effectiveness. Review of Educational Research, 1975, 45, 231-246.

Rubenstein, L. and Cameron, D. Electronic analysis of nonverbal communication. Comprehensive Psychiatry, 1968, 9, 200-208.

Ruzicka, M. F. Effects of multiplexity, self-confidence, and different clients on the range of verbal, interview behavior of counselor-trainees. Unpublished doctoral dissertation, Fordham University, 1975.

Ruzicka, M. F. and Naun, R. Range of verbal behavior as a function of counselor philosophy and coached-client role behavior. Journal of Counseling Psychology, 1976, 23, 283-285.

Sainsbury, P. A method of recording spontaneous movements by time-sampling motion pictures. Journal of Mental Science, 1954, 100, 742-748.

Sainsbury, P. Gestural movements during the psychiatric interview. Psychosomatic Medicine, 1955, 17, 458-469.

Sandler, B. An exploration of counselor verbal response as a function of client verbal remark and as a function of counselor affective sensitivity. Unpublished doctoral dissertation, University of Maryland, 1969.

Schlosberg, H. The description of facial expressions in terms of two dimensions. Journal of Experimental Psychology, 1952, 44, 229, 237.

Schlosberg, H. Two dimensions of emotion. Psychological Review, 1954, 61, 81-85.

Strupp, H. H. Psychotherapists in action. New York: Grun and Stratton, 1960.

Sullivan, H. S. The psychiatric interview. New York: Norton, 1954.

Thibaut, J. W. and Kelley, H. H. The social psychology of groups. New York: John Wiley & Sons, 1959.

Thompson, C. and Poppen, W. For those who care: Ways of relating to youth. Columbus, Ohio: Charles E. Merrill, 1972.

Trager, G. L. Paralanguage: A first approximation. Studies in Linguistics, 1958, 13, 1-12.

Wenger, H. D. The effects of client dependency, counselor nurturance, and sex of counselor and client on counselor-offered facilitative conditions: An analogue study. Unpublished doctoral dissertation, University of Missouri-Columbia, 1973.

Whitely, J. M., and Jakubowski, P. A. The coached client as a research and training resource in counseling. Counselor Education and Supervision, 1959, 9, 19-29.

Wiener, M., Devoe, S., Rubinow, S. and Geller, J. Nonverbal behavior and nonverbal communication. Psychological Review, 1972, 79, 185-214.

Williams, F. and Tolch, J. Communication by facial expression. Journal of Communication, 1965, March, 17-27.

Williams, R. L. and Anandam, K. Cooperative classroom management. Columbus, Ohio: Merrill, 1973.

Winer, B. J. Statistical principles in experimental design. New York: McGraw-Hill, 1962.

APPENDICES

APPENDIX A

COACHED-CLIENT ROLES

ACTIVE INDEPENDENT: aggressive personality (The role of Pat)

Announced Self

Data in this quadrant arise from behaviors which are more coping than expressive, i.e. they are conscious, determined by the needs of the moment and they are purposive in that the client is projecting an image of self to the counselor.

Presenting Problem:

(This is a student-initiated contact.) Others are receiving acknowledgements of receipt of applications to admission to colleges. I haven't heard anything, and I was wondering if the guidance department had completed and sent my applications.

Interpersonal Attitude:

Others are fearful, resentful and hostile; I am arrogant, domineering, dogmatic and envious. I can "play" the game of being polite, particularly to authority figures as a manipulative device, but I can and will drop that facade, if necessary, in order to get what I want.

Self-Image - Surface Level:

I am self-reliant, enterprising and energetic. "If you wish a job well done, particularly if it is related to self-advancement, you do it yourself; you cannot count on others to help you." Nice guys finish last; I intend to finish first."

Concealed Self

Known to the counselee, these data are consciously withheld from the counselor unless (1) the counselor can communicate he is worthy of trust, or (2) unless the counselor probes into this area.

Thought content about past:

I don't have many sharply defined memories of specific incidents in early childhood. My general impressions of the past fuse into one picture, that of my setting out to do something and accomplishing it with little, if any help from my parents, my teachers, or anyone else. My becoming a State A.A.U. swimming champion (freestyle) is an example. No one took particular interest in me; I fixed on a goal, set out to do it, and accomplished it on my own.

Thought content about others:

Fear - of police sergeant father who owns the reputation of being a tough copy. He is tougher at home than he is over his own command at headquarters.

Resentment - toward father, for publicity basking in the glory of "my kid's" swimming feats without taking any real interest and without any encouragement. Toward mother, who permits the father to punish severely, later, in private, to admit to the child that the punishment was too harsh. Toward peers who receive accolades not because they are deserving but because of who their parents are.

Jealousy - toward class officers whose heavy expenditures during elections "bought" school officials and classmates. I ran for president, without running mates, but I had neither the inclination nor the resources to "buy" the office.

Suspicion - toward school administrators. "The principal knew who he could control as Senior Class President, and he went around in influencing teachers, club advisors and students against my candidacy." Toward the guidance department. "The records that you people keep on a student are worse than having a police record. At least when you are on the police blotter, you know what people can hold against you. With the guidance department, everything is confidential; you leak out information, or misinformation, and the person never knows what you have and what you are telling others." The son of the President of the Board of Education has heard from the college to which he has applied; you would never foul up on his application?

Thought content about self:

Power - I have demonstrated my own capabilities. Whatever I have accomplished, I have done on my own. There is no reason why a college shouldn't accept me, unless, of course, people who wrote recommendations played me down so that some favored "Goodie-Two-Shoes" would have a better chance of getting in. I have good grades; I have been a good member of the debating team, and I have demonstrated athletic prowess.

Loneliness - This is a feeling that is not indulged, but it is experienced briefly when thoughts of family life come into focus. Dating is only sporadic, and with increasing frequency during the past two years, partners have declined to go beyond the third date.

Denied Self

Behavior and material assigned to this quadrant are presumed to be more expressive than coping, i.e. these behaviors reflect a deeper personal structure; they are more difficult to alter and they are generally below the counselee's threshold of awareness.

Posture and other nonverbal cues:

Demeanor of arrogance. When not speaking, clench teeth. Keep eye gaze fixed on the counselor; stare him "down" if possible. Throughout the early part of the interview, particularly, you are attempting to mask hostile feelings, which might be manifested through clenched fists or tight gripping of the arms of the chair.

Defense Mechanisms:

Projection - (particularly with present feelings of hostility or suspicion) "I am not angry with the guidance department, but I know many students in this school who are." "No steady dating for me; I'm not going to get involved in some sexual affair."

Rationalization - Use this mechanism as a way of denying personal failure or disappointments as noted in section on thought content. For example, "I don't dwell on the past because I live for today and plan for tomorrow;" "People around here know who would have been the best choice for president if the election weren't really a popularity contest and a showcase for the kids with money and pull."

Sublimation - I really enjoy the debating team; I love the idea of tearing apart another person's argument, of ripping his so-called logic into shreds; and of leaving him exposed for the idiot that he really is.

Unconscious Self

This material is considered the etiology of the problem area.

There is a need to assert and prove superiority; this stems less from a belief in self worth and more from fear and mistrust of others.

Standard Statements for Pat:

Opening Statement - I asked to see you today because I don't know what happened to my application to college. I followed the rules; I did what the guidance department told me to do. Now what? Everyone else has heard. Why haven't I?

Middle Statement - Somewhere in what you are saying is that I should have confidence that everything in the school, in this department, is done the way it is supposed to be -- on the up-and-up. You've got to be kidding!

Closing Statement - Look, I know that nice guys finish last, and if that's the price of being nice, I'm not buying. I'm going to push this thing through -- as far as I have to.

PASSIVE INDEPENDENT: narcissistic personality
(The role of Terry)

Announced Self

Data in this quadrant arise from behaviors which are more coping than expressive, i.e. they are conscious, determined by the needs of the moment, and they are purposive in that the counselee is projecting an image of self to the counselor.

Presenting Problem:

(This is a student-initiated contact; Terry is a sophomore in high school who is a good art student but sees self as possessing genius qualities.)

"I am here to see what colleges are sending representatives to speak to high ability students for early admissions. Must one have finished high school to be admitted to a college?"

Interpersonal Attitude:

Others are admiring, respectful and envious; I am superior, competitive and contemptuous.

Self-Image:

I am able, attractive and distinguished.

Posture:

Exudes buoyancy, effervescence and a sense of well-being; is confident, relaxed, engaging; dressed tastefully in the latest style.

Concealed Self

Known to the counselee, these data are consciously withheld from the counselor unless the counselor (1) projects an image of confidence and warmth, and/or (2) probes into these areas.

Thought content about the past:

I am an only child, by my parents' explicit choice. Thus I feel I deserve the best in life and in preparation for life, and they could not afford this for me if they had more children. They consider this to be practicing responsible parenthood; to provide me with everything possible. I don't feel it is all that necessary that I be given everything but it certainly is appropriate. After all, I know some of it would just come my way based on my own merits. But I never try to stop my parents. They do have a very valid point, you know.

Thought content about others:

Suspicion - Terry maintains a self-assured distance from others (s) he considers inferior to him (her). Terry will view others with scorn and disdain if they do not recognize his (her) superiority, especially in the field of art. Terry feels this way very definitely about his (her) teachers who grade him (her) as a B student; from the way they teach, Terry feels it is obvious that (s)he is far ahead of them - so much so that to their own detriment they do not even recognize it.

Socially irresponsible - Terry is convinced (s)he does not have to modify his (her) behavior to suit the needs of others; to him (her), the needs of others are inconsequential. This attitude of his (hers) tends to make others start to resent him (her), especially when (s)he acts this way after (s) he has made them feel that (s) he has something of value to offer them.

Optimistic outlook - Terry's outlook on life is based on naive and distorted perceptions of reality. With little or no effort on his (her) part, (s) he is convinced that all will turn out well.

Thought content about self:

Power - Terry sees all of life as a revolving around him (her) and never questions but that this is appropriate. An unreal sense of power stems from his (her) self-image of superiority.

Unreality - Terry feels that all things good are deserved by him (her), on the basis of inherent self-worth. His (her) illusion of power feeds this unreality.

Denied Self

Behavior and material assigned to this quadrant are presumed to be more expressive than coping, i.e. these behaviors reflect a deeper personal structure; they are more difficult to alter and they are generally below the counselee's threshold of awareness.

Defense Mechanisms:

Fantasy - Terry engages in many daydreams of achievement and glory for comfort and consolation. Terry easily sees him (her) self as desired by many colleges for his (her) imagined artistic talent and intellectual acumen, and as the easy winner of next year's top school award.

Repression - Terry represses the fact that his (her) self-centeredness and presumptuousness elicit other reactions from people than admiration and obedience.

Rationalization - Terry is very poor at rationalizing, never having had to learn the skills of successful deception. In frustration and anger at not being able to carry off rationalization well, Terry often turns to projection.

Projection - Terry blames others of being selfish and stupid when (s)he is not elected to certain school offices (s)he wants, i.e. when his (her) supposed outstanding self-worth is not overtly recognized by others. (S)he even accuses friends in this manner, becoming suspicious, hostile and exploitive.

Unconscious Self

This quadrant presents the etiology of the problem area.

Terry's drive is power. Overvaluing his (her) self-worth, his (her) confidence in his (her) superiority is based on false premises. Nonetheless, (s)he assumes others will recognize his (her) worth and (s)he remains distant from those (s)he views inferior to him (her) self.

Standard Statements for Terry:

Opening Statement - I am here to see what colleges are sending representatives to speak to high ability students for early admissions. Must one have finished high school to be admitted to a college?

Middle Statement - It only stands to reason that I would often prefer the pleasure of my own company to that of others.

Closing Statement - Possibly I am going to have to look into this matter of early admissions on my own since you don't know enough about it for someone of my ability.

ACTIVE DEPENDENT: gregarious personality (The role of Leslie)

Announced Self

Data in this quadrant arise from behaviors which are more coping than expressive, i.e. they are conscious, determined by the needs of the moment, and they are purposive in that the counselee is projecting an image of self to the counselor.

Presenting Problem:

(This is a student-initiated contact.)

"Just thought I'd stop by and tell you how attractive and interested in people you always seem to be. I figured it would be nice to hear this from a student rather than all the usual gripes and problems."

Interpersonal Attitude:

Others are attracted, titillated and lustful; I am affectionate, flirtatious and manipulative.

Self-Image:

I am charming, affectionate, enthusiastic.

Posture:

Communicated seductiveness and, if appropriate, a sense of self-satisfaction.

Concealed Self

Known to the counselee, these data are consciously withheld from the counselor unless the counselor (1) projects an image of confidence and warmth, and/or (2) probes into these areas.

Thought content about the past:

My childhood was a very happy one because, although I had to compete for love, I always won it. I am the youngest by seven years of three sisters. When my father had to go overseas for four years during the war, my mother and sisters and I moved in and lived with my grandparents. So I got their love and attention as well as my mother's. I did miss my father for a while as he had always treated me as his favorite and the baby. When he came back from the war, I was very happy and fit back into my pattern of "Daddy's little one." I was a really cute kid and they could get me to dance and sing and perform at the drop of a hat. Everybody loved it and I loved doing it. My father always rewarded me for entertaining him and others with candy.

Thought content about others:

Fear - I still have to present the "cute kid" image or others won't like me.

Jealousy, envy - these feelings surface quickly when others appear more popular than Leslie.

Suspicion - hyperalert to other's moods, Leslie tries to be aware of other's feelings so (s) he can manipulate them and gain their attention, thereby avoiding rejection or hostility.

Superficiality - very active in external events only; never deals with inner thoughts and feelings; cannot risk deep commitment to another because of the possibility of rejection. Leslie has never had any close friends of either sex.

Affection - uses it as a manipulative device to get other's approval and affection. Leslie will date only other "popular" students and always advocates the latest popular ideas. Leslie's affection is rapidly changing, short-lived and superficial, at times uncontrolled and dramatic. Leslie plays the field in heterosexual dating, but with each current partner protests that this is the "real thing."

Thought content about self:

Fleeting sense of loneliness - resulting from the inability to engage in more than superficial relationships.

Denied Self

Behavior and material assigned to this quadrant are presumed to be more expressive than coping, i.e. these behaviors reflect a deeper personal structure; they are more difficult to alter and they are generally below the counselee's threshold of awareness.

Defense Mechanisms (reflect impoverished intrapsychic processes).

Denial - of learning from the past.

Massive repression - This is the major and possible only mechanism Leslie employs. (S) he dissociates, entire segments of memory and feeling which may prompt discomfort. In effect, his (her) past is a blank, thus depriving him (her) of past learning and hence perpetuating dependence on others.

Fantasy - Leslie often daydreams of being a world famous doctor or actor.

Identification - Leslie relates strongly to the idol of the moment.

Unconscious Self

This quadrant presents the etiology of the problem area.

Leslie's drive is for stimulation and affection. Under an appearance of independence of others is a fear of autonomy and an intense need for signs of social approval and affection. The conflict is strongest at an attachment vs. mistrust stage, where affection must be replenished constantly and must be obtained from every source of interpersonal experience.

Standard Statements for Leslie:

Opening Statement - Just thought I'd stop by and tell you how attractive and interested in people you always seem to be. I figured it would be nice to hear this truth from a student rather than all the usual gripes and problems.

Middle Statement - It's important to me that you like me.

Closing Statement - It is such a pleasure to speak with someone like you.

PASSIVE DEPENDENT: submissive personality (The role of Sandy)

Announced Self

Data in this quadrant arise from behaviors which are more coping than expressive, i.e. they are conscious, determined by the needs of the moment and they are purposive in that the counselee is projecting an image of self to the counselor.

Presenting Problem:

How does one go about making a decision as to choice of an educational setting beyond high school? Shall I consider subcollege preparation? Junior college? bachelor's degree-granting institutions? If I decide to go to college, should I study for an extra year in prep school? (This is a counselor-initiated contact)

Interpersonal Attitude:

Others are friendly, nurturant, thoughtful. I am responsible, obliging and grateful. I am kind; my impulse, humanitarian.

Self-Image - Surface level:

I am cooperative and considerate. I tend to see the "good" in things. "Behind every cloud is a silver lining;" it is better to look at the favorable side of things, even distressing things. I am a person of modest goals.

Concealed Self

Known to the counselee, these data are consciously withheld from the counselor unless the counselor (1) projects an image of confidence and warmth, and/or (2) probes into these areas.

Thought content about past:

Regret - about not having accomplished better grades throughout school; about assuming follower role; about not having achieved what is perceived to be father's and some teachers' expectations; about not having even started school on a more promising note (school phobia in kindergarten).

Discouragement - about physical limitations which preclude more physically active school, social involvement; about a chronic state of fatigue; about awakening exhausted, particularly during those periods, such as examination periods, when one needs to be robust; about the possibility of not having sufficient energy to undertake the rigors of a college schedule.

Thought content about others:

Affection: toward mother: "They say that facially I resemble my father, but in disposition, I am more like my mother. As she does, I enjoy doing things for others. We've always had a good relationship; I can be open with her, bring problems to her. She always has good advice."

Ambivalence - toward father: "He never says it directly, but I know that he is disappointed with me. I know that he wants the best for me, and he certainly has tried to be helpful, but he is a very busy man;" toward certain teachers: "They are very nice people, really dedicated to teaching, but they don't always understand my limitations."

Conflict - toward younger brother: "Two years younger, he's already everything a father could want in a son, bright, athletic, popular and ambitious. At home, he is assertive, aggressive and demanding. Because I do not want him to upset my mother, I often give in to him."

Thought content about self:

Bodily ailments - constitutionally weak, chronic state of fatigue (as noted in discouragement above); concern that physical condition has inhibited development, particularly in sexual sphere, where, unlike most classmates, there is little, if any, attraction for those of the opposite sex.

Unworthiness - deprecates any talents, virtues or successes. "I play first glockenspiel in the band; but that's because not many people take up the glockenspiel. There's only one other glockenspiel player, and he's just a freshman." Of any mention of moderate to strong scores on achievement tests, "I don't tell too many people, but on multiple choice items, I guess a great deal; I really don't know that much." "I had a very small part in the junior play, but I think that the moderator gave it to me because he likes me. Some of the other kids who tried out seemed to do so much better than I. I really felt badly that a more deserving person didn't get the part."

Denied Self

Behavior and material assigned to this quadrant are presumed to be more expressive than coping, i.e. these behaviors reflect a deeper personal structure; they are more difficult to alter and they are generally below the counselee's threshold of awareness.

Posture and other nonverbal cues:

Slight slouch and very little movement during interview. At the beginning of the interview, when not speaking, index and middle finger should cross mouth so as to deny the counselor nonverbal cues from that region of the face. At the end of your statements, try to catch the counselor's eye. If the counselor projects warmth, drop the hand, smile and attempt to make more frequent eye contact.

Should the counselor probe into "sensitive areas" return to the nonverbal with fingers across mouth; eye contact "over the eyebrows."

If the counselor seems distant, work on the gentle affectivity, with moderate hand gestures.

Defense Mechanisms:

Identification - primarily with the mother: "People always run to her when they have problems. Now that I am getting older, I notice that she sometimes listens to some of my suggestions about how to resolve the problem."

Rationalization - Use this as the most frequent mechanism. For example, regrets about the past can be rationalized through discouragements about past, "Probably if I were stronger constitutionally, like my brother, I could have done better in school;" "I've been to doctors, but they just give me vitamins and tell me everybody is different. That's the main reason why I guess I'm not as active as my brother."

Other denial mechanisms - Polyanna-like quality to most perceptions and thoughts, e.g. "I guess there's room in the world for the less active types. My, what kind of world would this be if everyone were active and aggressive?" "By giving in to my brother (he's really not all that bad), it keeps the peace in the household, and that's the way family life ought to be;" "Sometimes I feel upset when I know I'm not pleasing my father, but you certainly can't please everyone all the time, can you?" "I didn't go out for the senior play because I thought someone else ought to have a chance. They were giving the bigger parts to those who had performed in the junior year, but I felt by not going out, I wouldn't put the moderator on the spot. Besides, I've been very tired this year, and I was afraid that the extra work would be too much for me."

If the counselor gets "too close" for comfort, go back to presenting problem, asking, soliciting his help, telling him that you will do anything he thinks is best for you.

Unconscious Self

This presents the etiology of the problem area.

Beneath the pleasant, affable exterior, there lies an extreme vulnerability to rejection, a sense of helplessness and a fear of abandonment.

Standard Statements for Sandy:

Opening Statement - I guess the reason why I haven't really decided what to do is that it is a big world with lots of things to do. It wouldn't bother me if I were to become a small wheel in a big machine. I don't need a lot of recognition.

Middle Statement - I guess there's room in this world for the less active types. What kind of world would this be if everyone were active and aggressive?

Closing Statement - Sometimes I feel that I would like to be independent, that I am prodded by my parents' expectations, that my younger brother's popularity tends to hide me under a bushel basket. Maybe I should really go away to school, get away on my own. What do you think?

APPENDIX B

NONVERBAL BEHAVIOR CATEGORIES

Category Definition

Category 1: Any Head Movement. Any and all movements of the head are included in this category, including nods, shakes, head gestures, gross and subtle head position changes, except those very slight head movements associated with speaking. Also excluded in this category are head movements resulting from chair movement. The observer in every case decided if the movement was or was not a result of head and neck muscle movements. It was expected that this category would have frequent occurrences. Thus, it is a "movement" category.

Category 2: Only Head Nods. Any and all up and down movements made while the counselor is not talking and consisting in general of more than one up and down cycle, but designed to include even slight but noticeable up and down movements of this nature are included in this category. It does not include the so-called "negative nod" (the head shake), but it could be considered similar to categories described elsewhere as a "positive nod" or "listening nod." Thus, it is a movement category.

Category 3: Head Turned Away. Any and all occurrences when the counselor turns his head away and/or shifts his glance away from the client, except when the shifted glance is very, very brief are included in this category. Since whether or not this is a movement or a position, behavior is determined by its duration, this category is a combination movement-position category.

Category 4: Head Support. Any and all occasions when the counselor supports or partially supports his head by his fist, hand, fingers or arm are included in this category. Since it is impossible for the observer to determine if, in fact, the head is being supported by this manner, all questionable occurrences were included, with the general stipulation that the elbow should be resting on something. Examples of this category are such occasions when the fingers or open hand is gently resting against the face or chin, or when one finger is pushing against the cheek, in addition to the more common fist or knuckles resting in support of the chin or cheek. This category is basically a position category, since the behavior is, in general, continuous over a period of time.

Category 5: Head Support Shift. This category is derived from data in Category 4 and was not directly tallied from the films. This category is designed to measure every new occurrence of Category 4, provided these

occurred at least 5 seconds apart. Thus, while Category 4 would be recorded every 5 seconds if the behavior position was exhibited, only every new occurrence or shift to the behavior or out of it would be recorded in Category 5. Since Category 4 is a position category, this category is derived to measure gross shifts in position.

Category 6: Lower Face. Any and all movements of the lower face, including pursing the lips, biting and licking the lips, opening and closing the mouth when not speaking, general other mouth movements, moving the tongue inside the lips, moving the nose, grimacing, touching the lips with hands or fingers comprise this category. Not included are all smiles and laughs. The lower face category defines the area beneath the eyes. This category is a movement category due to the short duration of the behaviors in question.

Category 7: Smile-Only. Any and all occurrence of a full-fledged smile, usually with teeth showing, cheeks pouched and wrinkles at the corners of the mouth very pronounced are included in this category. Teeth do not have to show as a criteria, however, more important was the pronounced difference in the wrinkles at the corners of the mouth. Slight grins, grimaces, and slight smiles while talking were not counted. Since a smile is somewhat difficult to define for replication, it in effect became defined by whatever the observer decided a smile was (which may well vary from person to person being observed), but as can be shown, these decisions have high inter-judge agreement and intra-judge consistency. This is a combination movement and position category, since a smile may be momentary or rather long-lasting.

Category 8: Laugh-Only. Laugh is defined as a smile accompanied by an audible vocal sound. This behavior may occasionally also include head and/or neck and face movements. This is a combination movement and position category.

Category 9: Upper Face. Any and all occurrences of facial movements above the eyes comprise this category, including raising and lowering of the eyebrows, presence of wrinkles in the forehead, other movements of the forehead, changes in wrinkles at the corners of the eyes, but it excludes movement of the eyelids themselves, since films were not adequate to allow reliable measures of eyelid movements. This is a movement category.

Category 10: Hand Movements. Any and all occurrences of hand and finger movements are included in this category, even those movements which are very slight. This is a movement category.

Category 11: Hand Gesture. This category included any and all gestures of the hands, which usually occur when the counselor is talking. These gestures are not random hand-arm movements, but are defined as emphatic in nature, such as a wide hand-sweep or symbolic desk pounding, although the magnitude of distance moved by the hand need not be a restricting criterion, since an emphatic gesture may, in fact, require movement of only a few inches. This is a movement category.

Category 12: Arm Movement. Any and all occurrences of significant movement of the elbow or wrist, usually involving a displacement of 2 to 3 inches distance constituted an arm movement.

Category 13: Any Leg Movement. Any and all occurrences of movement of the hip, knee, ankle and foot are included in this category. This is a movement category.

Category 14: Foot Movement-Only. Any and all occurrences of movement of the foot are included in this category, even those movements which are very slight. This category includes behaviors commonly referred to as "jiggling" or "shaking" of the foot. This behavior was recorded even if there was no other leg movement. This is a movement category.

Category 15: Leg Crossed-Only (Ankle Against Knee). Any and all occurrences of the ankle or calf of one leg placed on the knee or thigh of the other leg are included in this category. This is a position category.

Category 16: Leg Crossed-Only (Knee Against Knee). Any and all occurrences of the lower knee area of one leg placed on the knee or thigh of the other leg are included in this category. This is a position category.

Category 17: Forward Position. This category is one of two body positions into which the observer was obliged to categorize the counselor's position during each time segment. This category included positions that ranged in "forwardness" from a slight leaning forward in the chair, from a hypothetical perpendicular plane with the floor, to a very pronounced forward leaning. Usually both feet were or could be on the floor. This is a position category.

Category 18: Upright Position. This category includes positions of "uprightness" from a "good posture" to a slight backward lean. One general criterion used was that some position of the counselor's back would be touching the back of the counselor's chair, thereby maintaining a hypothetical perpendicular plane with the floor. This is a position category.

Category 19: Body Shift. This category is derived from data in categories 17 and 18 and was not directly tallied from the film. Every occurrence of the beginning of a position as described in categories 17 and 18 constituted a recording for this category. This is a shift category.

Category 20: Mouth-Tongue-Larynx Movement (Talk). Talk was defined as the utterance of an understandable English language work including single work responses, but not including mumbles, huh-huh, un-huh, mmmmmmmm, hmmmmmmmm, groans, etc. This category has particular relevance in nonverbal categories, since it could have been tallied from the films as certain mouth, tongue, and larynx movements. This is a combination movement and position category since talk responses could be categorized as either momentary or long-lasting (position).

Category 21: Talk Shift. This category is derived from data in Category 20 and was not tallied directly from the tapes. Every new speech (defined in Category 20) begun by the counselor constitutes a recording for this category, provided a time interval separated the speeches. A new speech could be defined as a single word response, such as "Yes," followed by nothing more, or it could be defined as the first word in a 3 minute speech of continuous verbiage. In both these examples, one tally would be recorded for this category, since this category confines itself to shifts in speaking behavior. This is a shift category.

APPENDIX C

NONVERBAL BEHAVIOR TALLY SHEET

NV Category_____ Counselor_____

Rater_____ Client_____

MINUTES	Five Second Intervals												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
													TOTAL

APPENDIX D

COMPLETED NONVERBAL BEHAVIOR TALLY SHEET

NV Category 1 Counselor 3

Rater Client C

Tape 21

MINUTES	Five Second Intervals												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
1	✓	✓	✓	✓	✓	✓	✓	0	✓	0	✓	0	9
2	✓	0	✓	0	✓	0	✓	✓	0	0	✓	✓	7
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
4	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	11
5	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	11
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
7	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
8	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	0	✓	10
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	11
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	0	10
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
13	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	11
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
18	✓	✓	0	0	✓	✓	✓	✓	✓	✓	✓	✓	10
19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12
													221
													TOTAL

APPENDIX E

DESCRIPTION OF SIMULATED SETTING

The Setting

You are a counselor in a suburban school. All the students with whom you will meet are in high school.

The community, particularly of late, as well as the school administration, have become very counseling oriented. This may be attributed partly to a concern in the community over what is believed to be a drug problem among school-aged children.

Therefore, the community, and the administration, are willing to have you spend as much time as possible with each student.

You are a new counselor to this school, one of several who have been added to lower the counselor-student ratio to 1/100. The assistant superintendent of schools formerly held the position of Director of Guidance.

You will be given 20 minutes for each of the cases presented today.

APPENDIX F

INFORMATION PROVIDED COUNSELOR ABOUT CLIENT

Pat (Pat has requested this interview.)

The following material is a summary of Pat's file. Material presented here is to be understood to be representative of all material presently contained in the folder.

Parents: both living

Siblings: None

Father's occupation: policeman

Mother's occupation: homemaker

Grades (college prep program):

English, languages, social science and physical education:

Range B+ to A-

Math, physical sciences: Range B to B-

Standardized Testing:

Differential Aptitude Test (Junior Year)

verbal reasoning:	90th percentile
numerical ability:	85th percentile
VR + NA (IQ estimate):	95th percentile

Kuder Occupational Interest Survey (Junior Year)

Occupations: 1. lawyer; 2. physician; 3. college dean

College Majors: 1. political science and government; 2. physical education; 3. management

Anecdotal Information from Academic Teacher

(Source: Junior homeroom teacher and English teacher)

"Pat is a bright individual, with considerable verbal facility, which often appears to be directed toward the 'winning of a point.' Yet, this student is not without social graces, but there are times when these graces are suspect because they appear to be contrived or artificial."

Extra Curricular Activities and Related Anecdotal Information

1. Debating team member. The club advisor views Pat as a highly capable debater, but one who has some natural skills. Pat is difficult to coach. The advisor remarks, "One has the feeling that in Pat there is little school or debating club spirit; rather, one feels that debate satisfied a personal need in this student."

2. State champion, Amateur Athletic Union (AAU) freestyle championship. Pat is recognized in the school for this athletic feat even though the championship is not school-related.

3. Candidate, unsuccessful, presidency of the student body. At the end of the junior year, Pat staged a strong campaign as an "independent candidate" for the position of president of the student body. Did not present self as a member of a slate of candidates for the offices, but did have some strong supporters during the campaign. Nonetheless, ran a distant third to the candidates who presented themselves as members of a "party."

Leslie (Leslie has requested this interview.)

The following material is a summary of Leslie's file. Material presented here is to be understood to be representative of all material presently contained in the folder.

Parents: both living

Siblings: three older sisters

Father's occupation: on disability (disabled veteran)

Mother's occupation: Avon saleslady

Grades: (general program):

Grades range from C to B.

Standardized Testing:

Differential Aptitude Test (Junior Year)

verbal reasoning:	65th percentile
numerical ability:	45th percentile
VA + NA (IQ estimate):	50th percentile

Kuder Occupational Interest Survey (Junior Year)

Occupations: 1. physician; 2. actor; 3. travel agent

College Majors: 1. drama

Anecdotal Information from Academic Teacher

(Source: Math teacher for sophomore and junior years)

"Leslie seems to require that extra push in order to fulfill just the minimum requirements for my course. There does not seem to be any growth in this area over a two-year span. Leslie works best when there is a promise of reward such as a good mark, and especially when others

in the class view this. It seems difficult for Leslie to accomplish something just for its own sake."

Extra Curricular Activities and Related Anecdotal Information

1. Drama Club - Leslie works best after being coaxed into a part, preferring a role which comes easily and does not require in-depth character study to learn. Leslie's first choice of parts are the superficial, flashy characters. (S)he is eager to please an audience and is most receptive to calls for encores.

2. Secretarial Club - Leslie is an inactive member of this club, giving the impression of having joined in order to extend social horizons.

Terry (Terry has requested this interview.)

The following material is a summary of Terry's file. Material presented here is to be understood to be representative of all material presently contained in the folder.

Parents: both living

Siblings: none

Father's occupation: Magazine illustrator

Mother's occupation: Homemaker

Grades (college prep program):

Math, science, English grammar - range from B+ to A.

Art, physical education, English composition, social studies - range from C to B.

Standardized Testing:

Differential Aptitude Test (Sophomore Year)

verbal reasoning:	80th percentile
numerical ability:	89th percentile
VR + NA (IQ estimate):	85th percentile

Kuder Occupational Interest Survey (Sophomore Year)

Occupations: 1. artist; 2. fashion designer; 3. interior decorator

College Majors: 1. art and art education; 2. architecture; 3. merchandising

Anecdotal Information from Academic Teacher

(Source: Art teacher, freshman year)

"I was not able to reach Terry this year. The student acted moody and haughty in my class, frequently to the point of rudeness to me. Terry also had difficulty relating to the other members of the class and did not work well in a group. His (her) work produced in my class was merely 'above average.'"

Extra Curricular Activities and Related Anecdotal Information

1. Stage Crew for Annual Play - Terry worked hard in producing scenery for our annual play; however, the student had to be put on a piece of work alone. (S)he could not seem to get along with the other students. This might be a function of the fact that it is unusual that a freshman is on the stage crew and it went to Terry's head.

2. Candidate, unsuccessful, sophomore class presidency - Terry lost this election by a majority, although (s)he seemed to have much more support when the campaign began. This has resulted in Terry becoming suspicious and hostile toward those who helped run his (her) campaign.

Sandy (You have requested that Sandy appear. You have noticed that the record does not indicate that Sandy as yet has indicated intentions beyond high school.)

The following material is a summary of Sandy's file. Material presented here is to be understood to be representative of all material presently contained in the folder.

Parents: both living

Sibligns: one brother, sophomore in high school.

Father's occupation: Time and Motion Engineer

Mother's occupation: Homemaker

Grades: (College prep program):

Grades range from B to B+

Standardized Testing:

Differential Aptitude Test (Junior Year)

verbal reasoning:	75th percentile
numerical ability:	75th percentile
VR + NA (IQ estimate):	75th percentile

Kuder Occupational Interest Survey (Junior Year)

Test information questionable, suggesting lack of crystallization of career goals.

Anecdotal Information from Academic Teacher

(Source: Math teacher, sophomore year)

"Sandy is a very cooperative and industrious person, always seeking to please others. In class, the student tends to be somewhat quiet,

at times bordering on withdrawn. Sandy responds to praise and encouragement; criticism is likely to result in withdrawal."

Extra Curricular Activities and Related Anecdotal Information

1. Junior Class Play. "Sandy had a small part in the play, which the student accepted, I think, because I encouraged the participation. I was pleasantly surprised by the performance."

2. Band and Orchestra. "Sandy is the first glockenspiel player. The student is cooperative and diligent. You do not critize this student; praise is the effective means of eliciting industriousness."

APPENDIX G

VERBAL INSTRUCTIONS PROVIDED SUBJECT BEFORE EACH INTERVIEW

1. You are to assume the role of a counselor for a 20 minute interview.
2. This is an initial interview - it is the first time you have ever met the client.
3. Conduct the interview as you would a typical initial interview.
4. You will be given some information about the client and about the school setting. You can read this and when you are comfortable with this information signal to me.
5. I will then turn on the video tape equipment and leave to get client.
6. Client will knock on door and enter.
7. After 18 minutes are up I will knock on door so you can begin closure.
8. After 20 minutes I will knock again signaling you to terminate the interview.

VITA

James Edward Groccia was born in Huntington, New York on January 30, 1948. He attended elementary schools in that city and was graduated from Huntington High School in June 1966. The following September he entered Hartwick College, and in June 1970 he received a Bachelor of Arts degree in Psychology. In the summer of 1971 he enrolled at Hofstra University and began study toward a Master's degree in Secondary Education. After completing all course work, and the student teaching experience at Farmingdale High School in Farmingdale, New York, The Master of Science in Education degree was awarded in October 1972.

Upon receiving this degree he began work as a Crisis Intervention Counselor in Sumter, South Carolina. While in South Carolina, he completed a substance abuse education program at the University of South Carolina, and later became one of the regional instructors in this program. In the fall of 1974 he accepted a teaching assistantship at The University of Tennessee, Knoxville and later served as a counseling assistant at the UTK Student Counseling Center. He received the Doctor of Education degree with a major in Educational Psychology and Guidance in June 1979.

The author is a member of Phi Delta Kappa, the American Personnel and Guidance Association, and is a Tennessee Squire. Mr. Groccia is employed as Director of the Counseling Center, The University of Tennessee, Nashville.

He is married to the former Christine Herrforth of Amityville, New York, and resides with his wife and son, Jarrett James, in Nashville, Tennessee.