A trained and validated style of counseling: reconstructive therapy.

Jacquelyn Yvonne Stanton
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A TRAINED AND VALIDATED STYLE OF COUNSELING: RECONSTRUCTIVE THERAPY

A Dissertation

BY

JACQUELYN YVONNE STANTON

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[Signatures of committee members]

September 1971
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A TRAINED AND VALIDATED STYLE OF COUNSELING:
RECONSTRUCTIVE THERAPY

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by

JACQUELYN YVONNE STANTON

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The purpose of this study was to conceptualize a counseling style called reconstructive therapy to develop a training model for training counselors in the style, and to measure the effect of the style on client verbal behavior. These instruments were specifically developed for the training model: (1) programmed text which trained counselors in the theory, definition and utilization of the style; (2) two sets of twenty-four client statements to be role played. Three experienced counselors were trained and each subsequently interviewed two clients. All counselors were successful in completing the training program. The content of all six sessions was typed, coded, and keypunched. A content analysis of the following six client dependant variables were then obtained: indefinites ambivalent constructions, positive emotional words, negative emotional words, self-references and total number of words. These hypotheses were tested: (1) As a result of counseling, there will be no significant difference on each of the six verbal indicators as emitted by clients treated with the reconstructive style and those clients in the control treatment. (2) As a result of counseling with the reconstructive style, client behavior on each of the six verbal indicators will be predicted to occur in an ordered manner. (3) There
will be no significant difference on client behavior as measured by six verbal indicators as a result of counselor influence. (4) There will be no significant difference between counselor's use of the six techniques as measured by the number of occurrences of each technique. (5) There will be no significant difference between the effects of the six techniques on each of the six client verbal indicators.

The results suggest that (1) the reconstructive style of counseling utilized by trained counselors was effective in producing more client verbalizations than the style utilized in the control treatment. (2) In spite of the fact counselors did not demonstrate a significant difference in their use of the techniques except for probes, five of the six verbal indicators were effected as a function of counselor influence. Although a certain amount of the counselor's verbal behavior was controlled, it did not account for the large variability among counselors to differentially effect clients. Speculations were made concerning the counselor's age, personality, attitude toward the counseling approach, language style and non-verbal communication as influencing factors. (5) The techniques were not significantly different in their ability to effect the six verbal indicators.

Results of the study indicate that it is possible to conceptualize a counseling style that is amendable to a specific training model for counselors, thus allowing for some speculation as to the relationship between a certain counseling style and certain client dependant variables.

The implications and limitations of these findings for counselor training and education were discussed. Suggestions for further research also were made.
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 CHAPTER I
INTRODUCTION

It is widely assumed that professionally trained counselors are equipped and are capable of demonstrating certain behaviors, nebulously referred to as counseling. Few counseling theorists have operationally defined the variety of techniques in their overall style into constructs which can be systematized, reproduced, and evaluated. Consequently, a counselor may be able to differentiate among the theoretical philosophies but is unable to differentiate or reproduce operationalized techniques consistent with the overall philosophies.

Theorists have primarily concerned themselves with the conceptual knowledge of counseling philosophies rather than the operational mechanisms of the philosophies. Consequently, counselor training programs have required students to understand theory rather than treatment. Research focus has also been skewed in the direction of investigating constructs such as anxiety, dependency, and positive regard within the counseling interview. The total interaction process has been given secondary emphasis in training programs as well as in systematic research. Few models have been developed on an empirical basis for training counselors in a stylistic manner that specifies the "rules" of a distinctive mode, that is the exact forms of expression that characterize a given style or theory.

The leading theorists demonstrate as great a disparity in their philosophies as in what they consider to be optimum training approaches for prospective counselors. Therapists trained in a psychoanalytic model are often required to undergo psychoanalysis (Allen and Whitely, 1968).
Other models include microcounseling (Ivey, et al, 1968), T-groups (Foreman, 1967), and the supervisory model (Patterson, 1964; Ekstein and Wallerstein, 1958). All of these models possess certain strengths but most are limited because they do not adequately demonstrate the relationship between theoretical notations and operational interactions of their respective interventions, nor do they demonstrate that specific counselor behavior leads to specific client response.

One of the most serious weaknesses of the models stated above lies in the fact that they are described after behavior has occurred rather than predictions before the fact. The micro-counseling, supervisory, group dynamic and T-group models allow for great latitude of interpretation, personal and theoretical bias in a judgment of appropriateness of a technique, and the manner in which technique relates to client outcome. Very often the interpretation is forced to fit a theoretical bias.

To develop a more empirically based system would necessitate the need to make predictions rather than explanations after the fact. A training program that fits the empirical model would allow a counselor to judge and make notations of his own behavior prior to its occurrence. In turn, these self predictions would be validated against developed criteria. In addition to predicting his own response, the effects of a counselor's response on client behavior should be predictable if the theorems of scientific methodology are to be demonstrated. Such a method of training is far more objective than a post facto model, and has been shown to produce reliable data (Hackney and Zimmer, 1970). It would provide an opportunity to determine the effectiveness of the training model as well as the effect of a style on client behavior.
There are few adequate models for training counselors in the understanding and utilization of the operational techniques of a given style. Counseling research in this area is in a primitive stage for lack of instrumentation and conceptual methods which measure the complex subject of human interaction. Until there are better methods to evaluate behavior change, verification of counseling theories cannot be performed since one necessarily relates to the other.

Another dimension of training is whether the counselor can produce the operational techniques correctly within the prescribed style and that his utilization of the techniques within the style are functionally related to client behaviors. If an a priori training model can operationally define and train counselors to use the techniques of an overall style in such a manner that the process will allow prediction, then we have a far better methodology with which to evaluate the relationship between counseling style and client dependent variables.

Purpose

The general purpose of this study is to train counselors by the use of a "client-interactive" model, characterized by the use of trained actor-client. The client interactive model is designed to simulate a live counseling session by utilizing a trained-actor client during two phases of the training program. This model was designed in an attempt to offset any difficulties which might occur from a training model in which the counselor does not meet with a client until the actual counseling session. Using this model, counselors will be trained in the
utilization of a reconstructive style of therapy which was developed from basic constructs of psychotherapy. The main purpose of the study is to determine if experienced counselors, trained under a highly specified training program, can produce specified client behaviors or dependent variables.

The accuracy and directions of the predictions will be evaluated by an analysis of verbal data as specified by six dependent variables:

1. The client will increase self-reference words as the counseling session progresses.
2. The client will increase positive emotional words used as the counseling session progresses.
3. The client will increase negative emotional words used as the counseling session progresses.
4. The client will increase the different kinds or types of words used as the counseling session progresses.
5. The client will increase ambivalent constructions used as the counseling session progresses.
6. The client will increase indefinites used as the counseling session progresses.

Specific Hypotheses

There are five hypotheses being investigated in this study. Four of these hypotheses deal with client related dependent variables; the fifth hypothesis is concerned with a counselor related variable. The five hypotheses are as follows:
1. As a result of counseling, there will be no significant difference on each of the six verbal indicators as emitted by clients treated with the reconstructive style and those clients in the control treatment.

2. As a result of counseling with the reconstructive style, client behavior on each of the six verbal indicators will be predicted to occur in an ordered manner.

3. There will be no significant difference on client behavior as measured by six verbal indicators as a result of counselor influence.

4. There will be no significant difference between counselor's use of the six techniques as measured by the number of occurrences of each technique.

5. There will be no significant difference between the effects of the six techniques on each of the six client verbal indicators.

Problem

There are three general problems related to the study: (1) conceptualization of a style specifically reconstructive, that is flexible, taking counselor judgement and timing into consideration; (2) developing a client-interactive training model; (3) developing validation procedures that determine the effects of the reconstructive style on client behavior.

1. Conceptualization of a style: reconstructive

The study will also develop a counseling style that is operationally defined, and can be replicated, and yet is flexible enough to allow for counselor judgments, of appropriate timing and utilization. The development of verbal constructs
that correspond to previously identified techniques can become so structured, so repetitive, and so syntactically restrictive, that the constructs allow no counselor flexibility. On the other hand, if the verbal constructs are so broad that there is no difference between certain operational techniques, then the style may have no validity.

2. Development of training model: "client-interactive"

The study will develop a systematic training model with built-in criteria that provide a method of reproducing and analyzing counselor responses that are associated with client dependent variables.

3. Determination of the effects of reconstructive style on client behavior

The study will investigate the six client-dependent variables. In order to do this, a rationale for behaviors has to be developed. A methodology for collecting and storing data needs to be considered as well as the method for analysis. A computer program (Zimmer and Cowles, 1971) is operational but adaptations are needed for this study.

Training Model

Phase I. A programmed text was chosen for this study on the basis of its ability to teach a complex task in a short span of time. The program which is divided into three parts will teach the counselors the following three aspects of reconstructive therapy:

1. The theoretical concepts of reconstructive therapy.
2. The definitions of the six techniques to be utilized in reconstructive therapy.
3. The appropriate use of the techniques by giving examples of their usage.

A programmed text as training and teaching instrument allows a complex concept to be presented without competing ideas and behaviors. (Taber, Glaser and Schaefer, 1965; Fry, 1963; Holland and Skinner, 1961; Leib, et. al., 1967).

The program was administered to graduate students and professional counselors at the University of Massachusetts. They were instructed to ask questions and to give comments about the program. Those frames which seem to present the most difficulty and a high frequency of response error were revised. A post test based on content within the program will be administered to the counselors. An 80% correct response score on the post test was considered adequate.

Three graduate students chosen as judges were trained in the recognition of the operational techniques. They were given the programmed text and post test; after which they will rate the operational techniques from three typescripts designed specifically to test their knowledge of the techniques. The two training steps for the judges will be used to establish inter-judge reliability.

Phase 2. In phase 2, the counselor will be required to demonstrate his proficiency in two areas: (1) his knowledge by responding to statements read by an actor client and designed to elicit from the counselor techniques from the "reconstructive" style and (2) his ability to successfully tag these techniques. Tagging is a method to allow the counselor to differentiate his use of specific technique by pressing a mechanism located on either arm of his chair.
Phase 3. Each counselor will have a 30 minute session with a trained actor-client. The trained client will role play a situation based on a typescript of 24 statements designed to elicit the techniques. Although the counselor does not have to respond to a specific statement, each counselor must obtain 80% successful completion of 24 tagged responses with at least 2 correct responses in each of the six techniques in order to complete the training program.

Reconstructive Style of Therapy

The reconstructive style of therapy contains many of the conventional characteristics of psychotherapy in which the counselor focuses on manifest and dynamic content. Manifest content refers to the client's overt expressions - his outright verbal communications; and to that aspect of behavior that can be seen - his expressive movements, posture, initial reactions and personal mannerisms. Dynamic content is essentially inferential - the inferred forces that are presumably purposive or responsible for the behavior observed, for example, hostility, fear, guilt or depression.

The goal of reconstructive therapy, through identifying manifest content and focusing on dynamic content, is to reshape the client's learned behavioral patterns of coping with problems which have been non-productive. Within the process of working through a problem, the client should gain insight and introspection which will facilitate more effective methods of problem solving. In a reconstructive style, the counselor takes a stance that gives explicit recognition to feelings. Through the exploratory operations of probing, interpretation, and clarification, the counselor deals with feeling and content which allows
the client to relate past behaviors to present difficulties.

The reconstructive style of therapy is systematic, discriminating, and objective. The style is systematic in that it has an opening, a middle, and an end, contains the following characteristics:

1. the counselor makes implicit assumptions;
2. the counselor focuses on the dynamics of past events;
3. the counselor makes explicit references to feelings;
4. the counselor relates emotion and feelings to present situations.
5. the counselor facilitates the counselee in identifying, labeling and exploring the dynamics of past events, and relating them to current emotions;
6. the counselor becomes a supportive person.

The style is discriminating in that it demands that the counselor use precise timing and select manifest content to facilitate the six characteristics above.

In making implicit assumptions, the counselor will make discriminations based on client contradiction in statements; non-verbal cues, such as changes in voice, body movement, changes in facial expressions; pauses, long periods of silence; abrupt changes of subject, as the counselee deals with certain content. As the counselor focuses on the dynamics of past events, in most cases he will discriminate between all past events discussed and those which seem to relate directly to the counselee's present problem. The counselor's discrimination will be guided by assumptions he has previously made as to the nature of the client problem. As the counselor relates the client emotion and feelings from past situations to present situations, he must discriminate
between those feelings and emotions which are most immediate in their relation to present problems. The counselor will select and focus on those emotions and problems.

As the counselor identifies, labels, and explores the dynamics of past events and related current emotions, he must differentiate between identifying, labeling, and exploring according to the counselee's need. If the client is aware of the relationship between past events and present difficulties, the counselor may need only to label. For example, the client may be aware that his relationship with his parent is the same as it was in the past; however, he may not be aware that many of the conflicts with his parents stem from his fear to express anger toward them. The counselor will point out the similarities of the client's behavior, present and past, and perhaps label the feelings underlying the behavior as anger. However, if the client perceives no relationship between the past and the present, the counselor will have to begin exploring and eliciting information about the past which may be related to the present. Thus, the counselor will have identified those past events which influence present behavior. A counselor in this style will discriminate the degree of support needed to maintain a client's behavior in a positive manner. If the counselor is too supportive, constantly making supportive statements, he may be prolonging the client's feeling of dependency. If the counselor does not give enough support, the client may terminate the counseling session or engage in non-productive or counter-productive counseling.

The reconstructive style of therapy is objective in that certain counselor behaviors can be defined as was discussed under systematic
and discriminating characteristics. Although one can not know what stimulus the counselor has attended too, it is possible to make some assumptions about a discrimination as well as the adherence to a systematic use of the style. These assumptions can be made by objectively looking at the counselor's response within the reconstructive style (Zimmer and Pepyne, 1970). The style can be operationalized with the use of the following techniques:

1. interpretation
2. probing
3. clarification
4. restatement
5. relection
6. summarization

These techniques have been defined and operationalized by others (Zimmer et al, 1970; Snyder, 1947; Bramner, and Shostrom, 1960).

An interpretation is operationally defined as a technique whereby the counselor connects two client statements together which have been stated by a client during any session. Interpretations are generally statements which link or explain observations.

A probe is operationally defined as a technique that provides for an examination of a counselor hypothesis, related to a client's communications. Probes are generally questions which elicit further information from the client.

A clarification is operationally defined as a technique that provides for restatement of a previously ambiguous or conflicting statement. Clarification statements restate the client's remarks but implying, by the use of specific verbs or intonations, that there is some
doubt or question on the part of the counselor as to the meaning of the client remarks. The statements will be an open-ended comment.

A restatement is operationally defined as a technique whereby the counselor brings content from counselee's past experiences to bear upon new content being presently discussed. Restatements will integrate the counselee's statements in a time perspective - statements about past feelings and behavior to present behavior and feelings.

A reflection is operationally defined as a technique whereby the counselor restates the client comment, giving recognition primarily to the feelings and to the main substance of the statement. Reflections are statements which are most directly related to the client's stated intent, perceptions, and feelings.

A summarization is operationally defined as a technique whereby the counselor, after listening to the client for a given period of time, restates one or more that the counselee has verbalized. Summarizing statements generally organize given information so that the client can deal more effectively with those aspects he perceives as most important.

Effects of reconstructive style on client behaviors or dependent variable

The effects of reconstructive style on client was determined by analyzing verbal data, specified by the six dependent variables previously mentioned. The reconstructive style which is non-directive in approach allows and encourages the client to verbally express himself. Each technique in the style prompts the client to verbally communicate, and as a result the client's verbal output will be greatly increased because of the style.
Summary

In summary the overall procedures for this study are (1) the theoretical development of the reconstructive style of therapy (2) the development and implementation of a training program (3) the determination of the effects of the reconstructive style on client behavior.

Chapter 2 presents a review of literature on problems and issues relevant to this study. The development and results of the training program as well as the method for data analysis is presented in Chapter 3. The results of the analysis is the primary concern of Chapter 4. And Chapter 5 discusses the results, limitations and implications of this study.
CHAPTER II

REVIEW OF LITERATURE

Chapter II concerns itself with a review of the literature in four areas related to the present study. These areas, in order of their presentation are: (1) training programs including the use of programmed text, and trained actor-clients, (2) theoretical rationale for a reconstructive style of therapy, (3) experimenter influence, (4) counseling style with related enabling objectives, and (5) methodology with consideration given to content analysis, prediction and client population. All of the areas reviewed are related to issues that were posed in the more broad questions of this study, and thus have been presented in terms of their relationship to the specific problems at hand.

The articles included in this review were selected with several points in mind: (1) their ability to support the present investigation, (2) their ability to demonstrate the shortcomings of past research and to underline the attempts of this study to overcome these problems.

Training Programs

The development and implementation of training programs in counselor education is a widely discussed area. This section of the literature review considers the resource of various training programs. However the focus of the section is not aimed at reviewing the many kinds of methods or instructions designed to train counselors in isolated counseling skills but reviewing those training programs which are designed in the context of a theoretical counseling approach.
There is a rarity of research in the literature which concerns itself with the issue of efficiency of counselor training programs. After a review of the literature, Mattarazzo, Wiens, and Saslow (1966) concluded "that there is essentially no published research regarding the teaching of psychotherapy, the supervisory process, how learning of effective psychotherapy takes place and how to teach psychotherapy efficiently. Many reports of training programs are available and it is evident that many psychotherapists talk about teaching, but few report systematic innovations, comparison of methods, and/or student skill before and after a course of "instruction". In addition research fails to show studies of training programs that at a minimum should contain: (1) justification for training with a referent to client behavior, (2) a control group or pre- and post testing, (3) a systematic description in enough detail for easy replication, (4) multiple counselors or interaction effects, and (5) a discussion of its relationship to counseling theory or process.

There are several studies, however, which investigate the pre- and post behavior of students receiving training in psychotherapy. These studies focus on one of the concerns of this study, counselor behavior as a result of training. Although these authors were concerned with an important issue, they neglected to consider the complexity of the independent variables, the instructional procedures, and the evaluation instruments. In spite of their short-comings, these are the only studies which make an attempt at dealing with the problems of measuring counselor training effectiveness.
Palmer, Fosmire, Breger, Stranghan, and Patterson (1963) described a pilot study in which two training procedures were compared. Assuming that imitation is a major aspect of the learning process in psychotherapy training, the authors compared the relative effectiveness of conventional personal supervision with teaching based on therapy tape recordings plus certain supplementary materials. Learning under both control and experimental conditions was compared by each student's pre- and post training interview behavior with that of his supervisors. The authors used ten criteria to measure the pre- and post training including a number of Snyder's coding categories, Harway's depth of interpretation scale, a questionnaire designed to measure one's theoretical rationale for therapy, a set of "self" ratings of appropriateness of response and a number of objective measures of verbal activity. The findings suggested that the experimental students trained with tape and commentary changed their responses to be more like their supervisor's than did the control students who were given individual supervision. Blockman and Porter (1947) measured some differences in counselor interview behavior, before and after a six weeks' training session in the client-centered view point. The program was composed of (1) daily lectures, the topics influenced greatly by the interests of the learners, (2) daily group and sub-group discussions which were, in part, group therapy, (3) first hand experience with counseling, and discussion of recorded sessions, (4) analysis of recorded and transcribed interviews which had been conducted by trained staff members and therapists of differing orientations, (5) opportunity for personal therapy, and (6) concentrated intimate, informal association. Among the participants, 37 of the 100 trainees
were measured for the extent to which client-centered procedures were learned. The pre- and post measures consisted of a paper and pencil test and two live interviews. The findings suggest that a marked change took place in the student's interview behavior over the six weeks training. Their pre-training comments contained 84% directives and 11% non-directives whereas in post training their comments contained 30% directives and 59% non-directives.

Materazzo, Phillips, Wiens and Saslow (1965) reported on the first of the three groups of sophomore medical students who had been elected to take summer internships in psychiatry. The first aim of the study was to define certain dimensions of the students initial interviewing behavior before intensive eight weeks experience and instruction in psychotherapy. The second aim was to measure the amount and direction of change, after instruction. The interview behavior was rated good, fair or poor under four categories of a check list of therapist error behavior. The four categories were: errors of focus which included behaviors such as stops exploration, changes topic abruptly; faulty role definition which included behaviors such as laughs when inappropriate, cross examines patient, argues authoratively or dogmatically; faulty facilitation of communications with behaviors such as interruptions, guesses of fact; and other errors which included behaviors such as irrelevant or unprofessional statements; asks patient own interpretation of question to which he could not be expected to know the answer. The findings showed that the students as a group had altered their behavior in a direction desired by the instructional staff but individual differences still persisted among them.
Although these researchers have given important consideration to one aspect of training program, they have failed to present a sound philosophical, theoretical and methodological investigation of a counselor training program. In the same fashion, other researchers have investigated various "counseling skills", giving special attention to the rigor of their research designs. DiMattia (1970) has reported the effectiveness of video-taped and programmed instruction in teaching discrimination learning. In another approach, Ivey, et al (1968) discussed the use of micro-counseling, a video method of training counselors in basic skills of counseling behavior. Kagen and Krathwohl (1965) developed an interpersonal process recall (IPR) technique for probing more deeply into an individual's thoughts and feelings as he interacts with others. The IPR technique involves the video taping of an interaction usually involving two persons in a specially designed studio. The video tape is then replayed in a recall interview wherein participants are able to relive their experience. They are helped in the interaction by a trained recall interviewer. The use of IPR was studied in several contexts including counselor education. There were three treatment groups: (1) One group of counselors received the regular IPR method in which client but not counselor interrogation was conducted. Members of the IPR staff served as interrogators and as supervisors for the counselors. The counselor listened to an audio recording of the two hour recall session of his supervisor and his client and watched an uninterrupted playback of the half hour interview. He then met with his supervisor for half an hour of supervision. (2) Group two was treated like group one except that in place of a video tape recording
only an audio tape recording was made of the original counseling session. Client recall with the supervisor was then also based on an audio tape rather than on a video tape. (3) The third treatment was the conventional counseling practicum in which the counselor records the counseling sessions on audio tape, listens to the playback and then receives supervision.

Segments of the video tapes were submitted to judges who used counselor effectiveness scales to evaluate them. No significant differences were found to exist among the three treatments. However, one of the biggest failures of these studies lie in their inability to demonstrate the relationship between the skills and concept, and any counseling theory or process; a relationship that would provide a more integrated system of thinking in terms of counseling theory, and behavior. They also have not shown that subsequent client behavior changed as a function of counselor behavior.

Cartwright, Kirtner and Fiske (1963) investigated the factorial structure of changes concomitant with client-centered therapy. Most of the variables were differences obtained by subtracting the pretherapy scores from the corresponding post therapy scores of each of 93 clients. The first 4 factors seem to reflect: change in favorableness of client-self evaluation, change in adequacy ratings based on the TAT, therapist's perception of change and change on HS and HY from the MMPI. As measured, the changes associated with short psychotherapy cannot be adequately represented by a single global rating or by scores for personality traits defined either broadly or narrowly.

Although there was reference to the fact that the counselors were trained in client-centered therapy, there was no detail as to the nature
of that training. Thus the "independant variable", namely training of the counselors in client-centered therapy was not explicitely presented for clarification or replication.

At this point, it is apparent from the review that the major focus of research has been directed toward discrete counseling behaviors and skills rather than integrating multiple counselor behaviors into a total type of counseling repertoire. By integrating multiple counselor behaviors into a specific counseling style, this study will attempt to bridge the gap between specific counselor responses and a well developed counseling style. Such an integration should lead to a training program that is methodologically lucid and easily replicated. The training program is developed to insure that the trainee has a good conceptual understanding of the counseling style, and that all trainees, having completed the program, can function at a given level of proficiency.

Reconstructive Style of Therapy

The development of reconstructive therapy stemmed from a psychoanalytic orientation. The intent of the present review of literature is to guide the reader to sources of some of the classical psychoanalytic, and psychoanalytically oriented readings. An in depth review of all psychoanalytic writings is beyond the scope of this study. In addition, the review presents a discussion of points emphasized in psychoanalytically oriented therapy that are most revelant to this study. The following paragraphs give a more detailed description and discussion of the rationale underlying reconstructive therapy.

The concepts and theoretical rationale for classical psychoanalytical and psychoanalytically oriented therapy are widely documented by

The major premise, that the counselor focus on manifest and dynamic content, on which reconstructive therapy was founded, is more characteristic of the psychoanalytically oriented therapies. Patterson (1966) states that "psychoanalytically oriented psychotherapy is certainly less rigid and more flexible than standard psychoanalysis. In the controversy between insight and emotional experiencing, which has been going on outside psychoanalytic circles as well as within them, psychoanalytically oriented psychotherapy places the emphasis upon the latter (p. 333)". Bordin (1966) further states that in "maintaining a cognitive-conative balance, the counselor can encourage either the cognitive or the conative aspects of the client's communication by his reactions. Focusing upon a feeling leads to its disappearance. When a client intellectualizes thereby repressing feelings and emotions, he needs to be encouraged to express them more freely, relaxing efforts to control or analyze them (p. 292)."

It was incumbent upon reconstructive therapy to devise a process for accomplishing the same objectives as standard psychoanalysis but in a shorter and less intellectual manner. Alexander (1963) pointed out that "helping unconscious material to become conscious is an indispensable part of the therapy" (p. 39). Thus reconstructive therapy was conceived in an attempt to make standard psychoanalytical therapy more amendable to the training of counselors, and to the needs of clients requiring short-term intervention.
Programmed Instruction

Since a program text was used in the study, a review of literature on programmed instruction is undertaken in this Chapter to direct the reader to sources of past research. It is not the aim of this review to cover all research or programmed instruction but to guide the reader to comprehensive reviews, articles and books for a more detailed understanding.

There has been wide and extensive research on programmed instruction and as a result, there are many adequate reviews available in the literature. A good summary of the basic elements have been presented by Schram (1962): (a) an ordered sequence of stimulus items, (b) to each of which a student responds in some specified way, (c) his responses being reinforced by immediate knowing of results, (d) so that he moves by small steps, (e) therefore making few errors and practicing mostly correct responses, (f) from what he knows, by a process of successively closer approximation, toward what he is supposed to learn from the program. Two excellent sources on research conducted with programmed materials have been compiled. Hendershot (1967) presents a bibliography of programs and presentations devices. In addition, this loose leaf volume contains an annotated reference section. The second source, a Programmed Instruction Guide (1967), compiled by Northeastern University, lists periodicals, literature reviews, and current programs related to programmed instructions. Lumsdaine and Glaser (1961), deGrazia and Sohn (1964), Ofiesh and Meirhenry (1964), Rouch (1965), Filep (1963), Glaser (1965), and Calvin (1969) all contain extensive reviews of research on programmed learning. The Office of Education has sponsored many studies
in programmed instructions which are part of the ERIC system which can be located in The Office of Education Research Reports 1956-1965 Indexes. This volume lists forty studies in the area of programmed instruction, and an additional fifty on specific program materials and texts.

Although the research indicates the effectiveness of programmed instruction as a teaching method, there has been a dearth of studies which demonstrates its applicability to counselor training. For use in this study a programmed text has been devised as an essential instrument of the counselor training program, and will demonstrate the value of such a tool for future programs.

Trained Actor-Client

The use of a trained actor-client in the study necessitates consideration be given to this subject in the review of literature. This review will not be concerned with the use of trained actor clients in broad and varied research investigations. The primary concern of the review is with those studies which have utilized trained-actor clients in a training program that has a theoretical counseling orientation.

The use of coached client in counselor training has been a widely used methodology. Carkhuff and Alexik (1967), Pierce, Carkhuff, and Behrenson (1967), Kelz (1966), Heller, Myers, and Kline (1963), have all investigated the effects of coached clients in counselor training. Kagan and Krathwohl (1965), and DiMattia (1970) employed the use of drama students to act out the problem of emotion to which the counselors were to respond. Whiteley and Jakubowski (1969) developed a procedure to maintain client consistency by: (a) development of a general concept of the content of the client's role; (b) incorporation of specific
information about the coached client in a cumulative folder to be used by the counselor; (c) development of specific client statements as essential aspects of the client's role; (d) training the coached client to incorporate all essential statements into his role; (e) assessment of client consistency across interviews with different counselors. However most research studies have failed to establish and maintain consistent client performance.

As a result, studies have been unable to give an evaluation of the counselor's response according to specific coached client statements, or to a theoretical rationale. Moreover, the counselor's responses have not been investigated in terms of their relationship to client outcome in live counseling sessions. This study sought to demonstrate the important viability of utilizing a coached-client in training counselors a specific counseling style. Thus, the coached client's statements and trainee's responses are directly related to a counseling style as well as to eventual counselor-client interaction.

Experimenter Influence

Most studies in counseling have ignored the effects due to counselor influence or interaction. Researchers have reported the influence of counselor effects ex post facto rather than posing this question beforehand. This study will attempt to avoid this shortcoming by analyzing the effect of counselor influence on client responses.

The literature reveals that researchers have been quite aware of the influence of experimenters upon variables being investigated as well as the differences between experimenters when comparative studies are made. As a result, researchers have sought to measure and define the
experimenter influence and differences. Masling (1960) who investigated the examiner variable in diagnostic testing found the examiner's influence so strong that he questioned the value of the diagnostic testing. A series of experiments concerning the attitude of the experimenter toward his experiment and subjects demonstrated that the attitude of the experimenter significantly influenced the behavior of the subjects (Rosenthal, 1963; Rosenthal and Fobe, 1963; Rosenthal, Vikan-kline, Pesinger, and Fobe, 1964). Experimenter effect has not been restricted to the behavior of human subjects but has had equally measurable effects on animal subjects. (Rosenthal and Lawson, 1964, Rosenthal and Fobe, 1963; Harris, Piccolino, Roback, and Sommer, 1964.) One of the difficulties in experimental differences is that research enables the investigator to compare experimenters but it does not enable him to determine what there is about the different experimenters which have lead to them obtaining different results. Binder, McConnell, and Sjoholm (1957), using one male and one female in a verbal conditioning experiment, found that the two experimenters differed significantly in the learning rates which they obtained from subjects. They concluded..."future research could be profitably directed toward determining the specific personality and/or physical characteristics of experimenters which lead to differential learning effects, the type of learning situations in which effects occur, and the constructs from learning and personality theory which account for the phenomena". There have been several studies in which more than one experimenter was employed and in which comparisons were made (Ferguson and Buss, 1960; Salzinger and Pisoni, 1960; Verplanck, 1966). The set used by Weiss, Krasner and Ullmann (1960) was a hostile-non-hostile interaction between two experimenters and their respective
subjects. Kanfer and Karas (1959) contrasted praise and criticism interactions before the experimental session. Although the main thrust of the study was to investigate the reciprocal effect of client-counselor interchange on a friendly-hostile dimension, Lyle (1968) concluded that clients' responses are, in some degree, influenced by differential counselor verbal responses. Dolhenty (1967) and Crowley (1970) investigated verbal reinforcement in "quasi-counseling" situations; and in spite of adherence to a strong experimental methodology, they reported differences in results for counselors involved. Arbuckle (1967) in discussing different kinds of counseling, concludes that what appear to be the significant differences in kinds of counseling are, rather, differences in counselors. In speaking about the counselor, Kell and Mueller (1966) said "He may learn of technical aids such as tests; he may learn interviewing techniques; he may read widely and copiously about people; he may even attempt to copy the behaviors of those who are regarded as experts; ultimately, what he brings to his encounters with his client is himself (p. 65)." Researchers have singled out a myriad of experimenter variables which have influenced client behavior such as experience, (Bohn, 1965; Demos & Zuwaylif, 1963; Grigg, 1961; Parloff, 1956), sex, (Sarason & Minard, 1963; Stevenson & Allen, 1964), or personality, (Brams, 1961; Snyder, 1961; Carkhuff, 1966; Hill and Green, 1960; McCain, 1968). On the other hand, perhaps the experimenter's influence is due to a combination of all these variables or any combination of them. Perhaps those counselors who are designated as ineffective are, as individuals, the significant variable rather than the various techniques or counseling style which they might be using. Truax (1966) hypothesizes that the "high condition" therapists are effective because
they are more potent positive reinforcers, and because they elicit a
high degree of positive effect in the patient, while "low condition"
therapists are ineffective and produce deteriorative change in patients
because they are noxious stimuli who serve primarily as aversive reinf-
forcers." Kuntz, Delprato, Matte, Persons and Schappe (1965) provide
the reader with an excellent review of the literature on experimenter
effect.

In light of the research presented on counselor influence, a hypo-
thesis has been postulated in this study to determine the impact of
that influence on the dependent variables.

The Relationship Between Counseling Style and the
Change in Client Variables

One of the most frequent criticisms of studies which investigate
client change is failure of those studies to isolate the independent and
dependent variables. This is highly characteristic of studies which
purport to have measured certain client changes as a result of a parti-
cular counseling style. The counseling style is assumed to be an inde-
pendant variable regardless of, and in spite of the varied counselors' 
training.

The literature has failed to produce any studies which systemati-
cally investigate the relationship between a counseling style and sub-
sequent client behavior. Volsky, et all (1965) state that "in past years
many published studies have attempted to deal with the effectiveness of
counseling or psychotherapy in producing certain outcomes. By and large
they have been poorly designed and executed. More often than not, they
have suffered from the absence of appropriate experimental controls,
the use of unstandardized data collection methods (often on irrelevant
or oversimplified outcome dimensions), and inadequate specification of
the treatment method and the characteristics of counselors and clients employed in the study (p. 26.)". Researchers seem to have focused on one or the other aspect of the problem, either process, or outcome. Regardless of the focus, research reports have failed to shed a great deal of light on process or outcome in counseling. Experimental investigations of counseling techniques and style tend to vaguely define the verbal parameters of the techniques, and if they do, they tend to overlap their meanings. In addition, the techniques are usually not related or integrated into a stylistic counseling approach.

On discussing research in this area Whitely and Allen (1969) concluded that "there is far too little specification in most studies to allow for any meaningful replication of them. Worse, there is virtually never enough specification to allow for a reasonable comparison between practice in other settings and that which the study in question investigated. General labels abound, eg., "traditional insight therapy", psychoanalytically oriented treatment", "client-centered therapy", "gestalt therapy (p. 87)".

Jenks, Schwartz and Dubitzky (1969) investigated the relationship between three extremely individualistic counseling styles and the cessation of smoking by the client. The styles which were developed by the three counselors involved were "rational persuasion", a directive, aggressive, "crusading approach" and the third, the "whole man" approach. The authors concluded that the crusading approach which was implemented by a recent ex-smoker was the most effective in changing client smoking behavior. This study suffers from a lack of specificity in defining the verbal parameters and techniques of each style and thus making it
impossible to duplicate them. Furthermore, the outcome variable was so vaguely labeled that outside of total smoking cessation, it is impossible to determine what counselor behavior was causing what client behavior and to what extent.

Through factor analysis of typescripts, Zimmer and Pepyne (1970) have been able to specify some of the verbal interventions employed by three well-noted therapists. Using this knowledge it would be possible to train counselors in these "styles" and then, relate the intervention of this style to client outcome variables. More importantly, it would erase the need for ex post facto analysis of counselor verbal behavior, provided that there was consistency in counselor performance.

Ashby, Ford, & Guerney (1957) compared two counseling styles in an attempt to determine their effects on client behavior. One style was referred to as reflective therapy, modeled after the Rogerian approach, and consisted of four verbally defined counselor responses: restatement of content, reflection of feeling, non-directive leads, and non-directive structuring. Leading therapy the second style was built around the approaches of Dollard and Miller, and Fromm-Reichmann. It consisted of nine therapist verbal responses: directive leads, interpretations, directive structuring, approval, encouragement, suggestion, advice, information giving, and persuasion. The authors developed a rationale for each of the styles and integrated the techniques into a coherent counseling approach. Unfortunately the authors did not follow through with a systematic and well-developed training model. The ten experimenters were trained by role playing sessions, discussions and reading typescripts. As a result, there was no measure of counselor performance before actual counseling occurred! Four of the ten therapists, once in the live situation, refused to use the style consistently, and deliberately employed
other techniques when they thought them to be more appropriate. Thus only the remaining six therapists and their clients were included in the principal statistical analysis. Five findings were discussed:

(1) the two therapies produce different effects on clients
(2) pre-therapy characteristics of clients related differentially to client reactions to the two types of therapies
(3) individual therapists created different effects on their clients independant of the type of therapy
(4) selected therapists characteristics were not related to the kinds of relationships established and
(5) the interaction of the therapist as an individual and the type of therapy he is employing affects clients.

Todd and Ewing (1961) investigated the changes in self-reference during counseling by measuring the occurrence of negative, neutral, and positive self-references with before and after testing. This study fails to define positive, neutral or negative self-reference in any detail for the reader. Furthermore, "counseling" was considered an independent variable possessed by eight psychologists whose counseling orientation was not even specified. Bergman (1951) examined the relationship between counselor's use of non-directive therapy and client responses by analyzing process from recorded verbal behavior of clients and counselors. The author reports that he found a relationship between the counselor's use of techniques and client responses. However, this study like others fail to look at some very important issues: (1) The study investigated only one portion of the process rather than the total verbal behavior.

The author analyzed the client's total verbal expression in which a request is made for a counselor evaluation, the total verbal expression of the counselor immediately following presentation of this request, and
the total verbal expression of the client immediately following this counselor response. (2) There was no investigation of effects resulting from experimenter influence. That is, the study did not consider the fact that a individual counselor might have been differentially affecting client responses. (3) There was no discussion of the techniques in reference to a training program, counseling theory and/or rationale. 
(4) Definitions of the techniques were applied ex post facto, and (5) There was no report of consistency in performance between counselors.

An ever increasing emphasis is being directed toward research in the field of behavior modification. The discussion deals with some of those investigations that have employed behavior modification paradigms to effect client verbal behavior.

As one reviews the literature it is apparent that there are an ever increasing number of behavior modification studies which employ an operant conditioning paradigm to effect verbal behavior in clients. Myrick (1969) demonstrated the efficacy of a model, audio and video taped, in increasing the frequency of self-referents during counseling. In another investigation, Kennedy and Zimmer (1968) explored the ability of specific counselor responses to increase the occurrence of self-reference statements by clients in a quasi-counseling session. Long (1968) examined the effects of pre-training procedures on client behavior during initial counseling as measured by (1) quantity of words spoken by the client during the interview (2) number of first person pronouns used, (3) number of present-tense verbs used by clients and (4) Depth of Self-Exploration Scale developed by C. B. Truax. Long concluded that his findings indicated the superiority of exposing counselees to a film of a pretraining model to affect their verbal behavior.
Methodology in Data Analysis

Data from studies of psychotherapeutic interviews have been handled in a myriad of manners. The main purpose of this section is two fold. One is to guide the reader to sources that discuss the method of data analysis used in this study, namely content analysis. Secondly, this section presents a review of those studies which have utilized content analysis in investigating the same variables that are of concern in this study.

The use of content analysis in psychotherapy is very prevalent and has been reflected in the literature for many years. Auld and Murray (1955) reviewed over 75 studies dealing with content analysis of recorded psychotherapeutic interviews. Marsden (1965) in reviewing over 100 studies concerned with content analysis of the therapeutic interview, divided the reviews into three models: (1) the classical, (2) the pragmatic, and (3) the nonquantitative. He concluded that "content analysis methodology tends to treat the problem of unit and category selection as relatively unrelated issues, and that this tendency is manifested in most of the studies". He noted that the categories selected were related to the problem but the unit, on the other hand, reflected only a method to divide communication material into parts in a systematic way. A final criticism of these studies was the use of redundancy. It appeared that researchers have either been unaware of, or chose to ignore, the research that had already been reported. In studying suicidal and non-suicidal individuals' language behavior, Osgood and Walker 1959 explored the use of content analysis in predicting the language differences from suicide notes and ordinary letters. Among other variables, the
authors investigated ambivalence constructions and type token ratio which they found to be significant factors in distinguishing between suicide notes and ordinary letters. Zimmer (1965) investigated the ability of content analysis to distinguish between counselor and teacher responses by eight language categories. In examining evidence of change during counseling, Kent (1967) explored four language categories through content analysis. The four categories were (1) the tense of the verb used in the self-referent, (2) the syntactical relationship between the subject and the object of the self-referent, (3) the association-analogy relationship between the subject and the object of the self-referent, (4) Kelly personal construct categories. The author concluded that although he could differentiate between the most improved and the least improved from this method, he would recommend for future research that: (1) the language of both the counselor and client should be simultaneously subjected to analysis, and (2) counselor training and philosophy should be treated as independent variables.

The Prediction of Client Responses as a Result of Counseling Style

One of the most important aspects of research is prediction. However, in the field of counseling, there are very few attempts to make predictions concerning the relationship between client-responses as a function of counseling style. The following section discusses some of the problems which have made this a difficult task, and how the present study attempts to overcome these difficulties.

As a canon of science, prediction has been one of the aspects of research in the relationship between counseling style and client behavior most frequently neglected. The problem lies in the vagueness
of the style, the lack of adequate training programs to train therapists, and the lack of specificity in desired client outcome. The larger problem resides in the fact that most researchers have focused on one aspect of the problem rather than giving equal consideration to the three components mentioned above. Counseling is considered to be an independent variable, and there are no criteria to measure the effectiveness of counselor training when it exists. Thus it is almost impossible for a researcher to attempt to make predictions about client response as the result of a counseling style. There are very few, if any, studies in the literature which deal with this problem. For example, Barrington (1961) sought to predict from counselor's verbal behavior, client's perception and case outcome. The study failed to define exactly what was meant by outcome and makes little or no reference to any client verbal behavior during counseling. Counseling is assumed to be an independent variable with no mention of the counselor's style. In addition, the counselor's verbal behavior was analyzed after the fact rather than some measure of the behavior before counseling too. The literature failed to produce any other studies which specifically deal with prediction of client behavior as a result of a succinct counseling style implemented by trained counselors.

In order to deal with this problem, the present study has concerned itself with two important issues: the counseling style and the training program. The counseling style, an integration of multiple counselor behaviors, will be syntactically and theoretically developed such that it will be amenable to a systematic training approach. The training approach will be devised in a manner that allows for evaluation of counselor performance during actual counseling sessions. Since the style
will be well defined, and the training program will insure that counselors are performing in a consistent manner, it will be possible to make some predictions about client behavior based on the theory of the style.

Effects of a Specific Counseling Style on a Specific Client Population

Client population is an extremely important variable factor which has to be considered in making generalizations from the findings of any study. It is of particular importance where discussing the effects of therapy on clients. This portion of the review of literature concerns itself with the relationship between the client population, and the client variable as a function in the counseling style.

Researchers have referred to client population as though it was a homogenous group. Little consideration is given to the issue of counseling effects on clients with specific characteristics. Clients are treated as though they are all the same and as if counseling will effect all of them in the same manner. No studies were found which investigated the effects of a specific counseling style on the response of a certain client population. The present study attacks this problem by using a specific client population, commonly referred to as disadvantaged youth. There are voluminous studies about the disadvantaged youth in the literature. Many references are made concerning the language these individuals use, especially in terms of its implication for counseling (Calis, 1966). A great emphasis has been placed on training counselors to work with this clientele. However, few researchers have investigated the problem of language difference for these individuals as a result of a certain counseling style.

It is the intent of this study to investigate the language variable
of a specific population who are exposed to a certain counseling style.

Cicirelli and Cicirelli (1970) explored counseling interviews with disadvantaged counselees through interaction analysis. The counselors in the studies were not trained in any particular style and the investigation to determine the kinds of verbal interaction that took place was ex post facto rather than predictions before hand. It is evident that research is needed to clarify the effects of a certain counseling style on the behavior of specific and unique populations. This study will attempt to predict certain verbal client behavior which will be analyzed through content analysis as the result of a trained and validated style of counseling.

Summary

In summary, the review of literature in the areas covered in this chapter has revealed several important points:

(1) researchers have neglected to investigate the relationship between collective use of skills and an integrated theory;

(2) programmed texts as instruments in counselor training programs are lacking;

(3) methodology for using coached-clients in counselor training programs is undeveloped;

(4) investigations fail to look at the influence of the experimenter in counselor research;

(5) there is a lack of correlation between the use of a particular counseling style and the subsequent effects on client behavior; thus it would follow that the use of content analysis has rarely been used in conjunction with an empirical study, where both the dependent and the independent variables have been isolated;

(6) in studies of counseling effects, researchers have tended
to treat the client population as a homogenous rather than heterogenous group.

This review of literature has demonstrated the need for further research in answering and clarifying some of the ever present problems in the counseling profession. The following statements are a summary of issues this study proposes to correct in the previous literature:

1. Since most studies have failed to bridge the gap between specific counselor responses and a well developed counseling style on which a training program could be built, this study will attempt to conceptualize and develop a counseling style, secondly to operationalize the specific techniques of the style, and thirdly to develop a training program for counselors.

2. The study will attempt to devise a program text as an essential and variable instrument for counselor training.

3. This study will attempt to develop a method for utilizing a trained-actor client's statements and the trainee's responses which are directly related to a counseling style as well as to essential counselor-client interaction.

4. Since most studies have failed to consider the impact of experimenter influence, this study will attempt to rectify this problem by postulating a hypothesis to determine any effects due to counselor influence.

5. This study will attempt to demonstrate the possibility of use content analysis in predicting and analyzing certain verbal behavior of a specific client population. This verbal behavior will be hypothesized to occur as a result of a specific counseling style.
CHAPTER III
INTRODUCTION

This chapter will present the procedure for developing the client-interactive model, which includes a program text defining the reconstructive style of therapy, and a post test in Phase I. Phase II includes the development of 24 client statements to be emitted by a trained actor client during a role playing session. Phase III of the client-interactive models includes the development of 24 client statements whose theme will be school adjustment, and which will also be presented by the trained actor client.

The three counselors for the study will then go through the training process and the results of training will be presented, along with a discussion of the hypotheses, a description of the data collecting methods and a description of the analysis procedures.

Subjects

The subjects who participated in this study include three professional counselors, and six adolescents chosen on a volunteer basis. There were no financial incentives offered.

E's. The subjects who participated as counselors, will hereafter be referred to as E's, were three white male professional counselors who had been selected on the basis of theoretical knowledge, formal training, and counseling experience. Counselors 1 and 2 hold a doctorate in counselor education and have had extensive training and counseling experience. Counselor 3 does not have a doctorate but is equally experienced. The rationale for using experienced counselors is to maximize the training program which may be required for counselor trainees and to help assure that the final sessions will be conducted as prescribed.
S's. The subjects who participated as clients will hereafter be referred to as S's, were six Upward Bound students, three males and three females. There were two black males and one white male, two black females and one white female. The age range for all clients was 16-19.

Upward Bound is a federally funded precollege preparatory program housed at the University of Massachusetts. The program is designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation and serves twenty communities in the western Massachusetts area. At present, there are 120 students enrolled who come from rural and urban settings, and who represent varied ethnic backgrounds.

Development of a Reconstructive Style of Therapy and a Client-interactive Training Model. The first problem of development in the study was that of a reconstructive style of therapy. A rationale was needed, and a succinct definition of all operational skills was required. The second problem entailed developing a training model to teach counselors the reconstructive style of therapy. The following section considers these developments.

Development of the Reconstructive Style of Therapy

The stimulus for the development of a reconstructive style of therapy originated from psychoanalytic concepts. The rigidity with which classical psychoanalytical therapy is practiced minimizes the effectiveness of therapy for short-term intervention. In developing reconstructive therapy, it was the intent of this study to utilize some of the basic concepts and techniques of psychoanalytic therapy in
a way that made them amenable to the development of a training program, and to the practice of short-term counseling. The following paragraphs discuss the basic concepts on which reconstructive therapy was founded, and the techniques which help to actualize those concepts.

One major premise of the psychoanalytic model is that insight into one's past helps one gain understanding into present problems and difficulties. The process of psychoanalysis through which this understanding and insight develops is assumed to be a lengthy process. For this study, it was postulated that the ability of the counselor to focus on manifest and dynamic content made the process of increased understanding and insight possible. Manifest content is defined as that client behavior which can be observed, whereas dynamic content is defined as client behavior that is inferred. In order for a counselor to focus on manifest and dynamic content, it was necessary to develop techniques.

Six techniques were developed for this purpose. These techniques were functionally and syntactically developed. Functionally, they were developed to equip the counselor with skills through which a client would be helped to grow to fuller and better understanding of himself and his problems. They were conceived in a manner that made them easily taught and replicated. The six techniques included: reflection, interpretation, probe clarification, restatement and summarization. The definition of those techniques are as follows:

An interpretation is operationally defined as a technique whereby the counselor connects two counselee statements together which have been stated by a client during any session. Interpretations are generally statements which link or explain observations.
A **probe** is operationally defined as a technique that provides for an examination of a counselor hypothesis, related to a counselee communications. Probes are generally questions which elicit further information from the counselee.

A **clarification** is operationally defined as a technique that provides for restatement of a previously ambiguous or conflicting statement. Clarification statements restate the counselee's remarks but implying, by the use of specific verbs or intonations that there is some doubt or question on the part of the counselor as to the meaning of the counselee's remarks. The statements will be an open-ended comment.

A **restatement** is operationally defined as a technique whereby the counselor brings content from counselee's past experiences to bear upon new content being presently discussed. Restatements will integrate the counselee's statements in a time perspective - statements about past feelings and behavior to present behavior and feelings.

A **reflection** is operationally defined as a technique whereby the counselor restates the counselee comment, giving recognition primarily to the feelings and to the main substance of the statement. Reflections are statements which are most directly related to the counselee's stated intent, perceptions, and feelings.

A **summarization** is operationally defined as a technique whereby the counselor, after listening to the counselee for a given period of time, restates one or more that the counselee has verbalized. Summarizing statements generally organize given information so that the counselee can deal more effectively with those aspects he perceives as most important.
Once the reconstructive style of therapy was developed, it was possible to proceed to the development of the client-interactive training model.

Development of the Client-Interactive Training Model

The client-interactive training model was developed to train counselors in the utilization of the reconstructive style of therapy. It is characterized by the use of a trained actor-actor client in order to stimulate a live counseling session, and to avoid any difficulties a counselor might incur as a result of not encountering a live client until an actual counseling session. The training model is divided into three phases; thus three instruments were developed for each of three phases. Phase 1 of the training program required the development of a program text and a post test; phase 2 required the development of 24 client statements, and phase 3 also required the development of 24 client statements, different from those in phase 2. The following section discusses in detail the development of the instruments used in each of the three phases of training.

Development of the Instrument to be Used in Phase I of the Training Program

(Appendix A)

The instrument used in phase 1 was a programmed text and a post test which evaluated the counselor's comprehension of the material presented in the text. The following pages give a detailed discussion of how the programmed text and the post test were developed.

The programmed text designed for the study was based on concepts derived from the reconstructive style of therapy. The program, which
is in the booklet form, is divided into three parts; introduction, techniques, and use of the techniques. The introduction is composed of 58 frames, the techniques section 85 frames, and the utilization of techniques section 32, for a total of 175 frames. The frames were constructed so as to familiarize the counselors with the characteristics of the reconstructive style of therapy, and to familiarize the counselor with the operational techniques of the style to the extent that he can: 1. duplicate all the techniques with appropriate classes of verbal statements, and 2. demonstrate the ability to produce certain syntactical variations in the verbal statements without significantly changing the meaning or focus of the technique.

The frames in the first part of the program are short and simple. Because of the complex counselor behavior that is expected as the terminal objective of the program, the frames become increasingly longer and more difficult. Review frames are dispersed throughout the entire program with the frequency of review frames increasing as the program expands. The two major types of prompts, thematic and formal, are used extensively in the construction of the frames. Prompts which facilitate learning serve two functions. "First, they serve to minimally guide so that student responses are not over controlled to the extent that no thought or effort is required. Second, they serve to keep the error rate low so that incorrect responses will not produce unnecessary competition during learning" (Taber, Glaser, and Schaefer, 1965, p. 92).

A formal prompt gives a part of the response desired as a stimulus to the student. The thematic prompt, on the other hand, depends on the general properties of the prompting stimulus rather than on its exact
form. There are a variety of prompts available; however, the ones most characteristic of this program were partial response, frame structure, inductive and grammatical structure frames.

Partial response and structural prompts are formal prompts. In the partial response prompt, part of the desired response is presented as a prompt. They take the form of cues that give either the first or last letters of the correct response.

The type of structural prompt used in this program specified, in the length of the dotted response line, the number of letters in the correct response. An example of a partial response used in this program follows:

Internal conflicts are manifested fig________ rather than explicitly.

Response: figuratively

An example of a structural prompt used in this program follows:

If a counselor examines, through a question, a counselee's statement, the technique is called a ____________.

Response: probe

Inductive and grammatical structure prompts are thematic prompts. Grammatical structure prompts utilize articles like "a" or "an", forcing the student to choose responses which do not constitute gram-
mational errors. An example of a grammatical structure prompt use in this program follows:

If the counselor connects two or more statements together which have been presented separately by the counselee, the statement is called an _______________________.

Response: interpretation

The inductive prompts capitalize on the use of an example to elicit the correct response. An example of an inductive prompt used in this program follows:

Counselee statement: I feel strange all the time.

Counselor statement: Can you tell me a little more about this strange feeling?

Response: probe

Review frames were included after the introduction of each new concept. Many review frames were duplicates of previously introduced frames. However, there were review frames which summarized content which had been introduced up to that point in the program text. An example of a review frame used in the program is as follows:

Name the six techniques of the reconstructive style of therapy.

________________________  __________________________

________________________  __________________________

________________________  __________________________

Response:

Probe

Interpretation

Summarization

Reflection

Restatement

Clarification
The program is linear, thereby requiring the student to respond to each individual frame, by recording his answer in the space provided in the booklet. The student is provided with immediate feedback as to the correct response to each frame by turning the page where the correct response is recorded. Characteristically, linear programs contain small learning units and a limited number of responses required in a given frame. Constructed answer frames are the sole response made utilized in this program.

The program was administered to twenty graduate students enrolled in a Theories of Counseling course at the University of Massachusetts during the summer of 1970. The students were instructed to ask questions, and to give comments about the program. Those frames which seem to present the most difficulty and a high incidence of response error were revised by using additional frames to clarify the content.

The program was then examined by three professional counselors at the University of Massachusetts who indicated areas of weakness and suggested alternative ways of constructing the inappropriate frames. The program was rewritten with the addition of new, and revised frames.

The post test (Appendix B) designed to evaluate the student's knowledge of the program text was composed of seven questions of two types, multiple choice and fill-ins. The questions were based on content within the program, and were chosen from an original pool of 50 items. The original pool of items were of several types: true-false, matching, multiple choice, fill-ins and constructed answer. The 50 items were piloted by 30 graduate students enrolled in one of three courses, Theories of Counseling, Occupational Placement, or Counseling Techniques,
at the University of Massachusetts during the summer of 1970. The students were instructed to ask questions, to give comments and to make suggestions for improving the construction of each item. An item analysis of the original 50 items using a point-biserial $r$ was computed. Of the twenty individuals who took the test, twenty-seven per cent of those who scored highest, and twenty-seven percent of those who scored lowest were as the criterion group. For each item, a proportion was established in the upper criterion group and in the lower group. For example, on item one, the number of people who obtained the correct answer was placed over the total number of people in the upper criterion group. The same procedure for item 1 was followed in the lower criterion group, the total number of people being the same as in the upper criterion. Using an abac, the correlation is determined as follows: The proportion of subjects in the upper criterion group who pass a given item is found on the ordinate. The corresponding proportion from the low group is found on the abscissa. The estimated point-biserial $r$ is found at the perpendicular intersection of these values. (Source: Guilford, 1954). For each item, a correlation of .5 or above was used to establish the discrimination level. Of the original 50 items, seven items were used as the post test for the program text. Appendix B presents the seven items and their corresponding biserial $r$.

Development of the Instrument Used in Phase II of the Training Program

(Appendix C)

Twenty-four client statements were developed to be used in phase II of the training program. These twenty-four client statements represented client responses that would prompt the counselors to use all of the six
designated techniques. An actor-client was trained to emit these responses during a simulated counseling session, which constituted Phase II of the training program. The male client was a graduate student in the counseling department at the University of Massachusetts. He was trained by: (1) completion of the programmed text and post test used in treatment 2, (2) rehearsals of the interview with graduate students who had completed the program text and (3) discussions with the researcher.

The following paragraphs give a detailed description of exactly how these 24 client statements were developed for phase II of the training program.

The 24 client responses were obtained from an original pool of 108 items which were written by six individuals, three staff and three students, involved in the Upward Bound program. The rationale for having these individuals write the statements was to obtain client responses which would be characteristic of the subject population, Upward Bound students.

The definition of each technique was singularly presented and the six individuals were instructed to write three statements on any problem which they thought would elicit the technique from a counselor. After each definition, an example of a client statement, and a counselor's responses were given. For example, reflection is a technique in which the counselor restates the counselee's comment giving recognition to feelings and to the main substances of the statement. A possible counselee statement could be, "I'm tired of worrying about all these problems, I can't solve any of these things" as it can elicit a counselor reflection such as, "I hear you saying all of your problems are really getting you down."

The 108 items were then divided into three groups of 36 items each. Each grouping contained six client statements for each of the six tech-
niques. Six graduate students who were enrolled in the Theories of Counseling course and who had completed the program text were paired and given one of the 36 item sets. They were instructed to role play a counseling session using the items for client statements. The items were divided between them such that each individual role played three client responses for each of the six techniques. The role playing session was audio taped and the counseling pair discussed and decided which three of the six client response in each technique area, best elicited a counselor response.

From this sorting, 54 items nine for each of the six techniques were obtained. The 54 items were then presented to three graduate students who were enrolled in the Theories of Counseling course and had completed the program text, but who had not participated in the previous sorting procedure. They were instructed to select the four best client responses from the nine items in each of the six technique areas. All three sorters had to agree on an item in order for it to be used in the final pool of 24 client statements. A group of items in any area which exceeded more than the four items needed, and which were all unanimously agreed upon by the sorters as being good items were shuffled and four items randomly selected.

From the original pool of 108 items, 12 items were discarded, 72 items were used for a practice session, and 24 items were used in Phase II of the training program. The final 24 client statements were randomly ordered for presentation by the actor-client in Phase II of the training program.
Development of the Instrument Used in Phase III of the Training Program

(Appendix D)

Twenty-four client statements were also developed to be used in Phase III of the training program. There were 24 statements developed around a central theme of school adjustment. These statements were developed such that they could be role played in a flexible manner by an actor-client, and at the same time allow a counselor to use appropriate techniques. Although the statements were arranged for presentation in a certain order, it was not necessary for the actor to rigidly adhere to the order. The content of each statement could logically be emitted at a different point in the session and still maintain the continuity of the problem. Thus, if the actor forgot a statement or felt it was inappropriate to the content being discussed he could change the order of presentation. The trained actor-client was the same as in Phase II. His training for this task included: (1) familiarizing himself with the statements by practicing with an audio tape, (2) role playing a counseling session with a graduate student familiar with the program text and counseling style, (3) discussing and role playing the responses with the researcher. The following paragraphs describe how the 24 client statements needed for Phase III of the training program were developed.

Eight graduate students enrolled in the Theories of Counseling course were asked to pair off and to role play a 30 minute counseling session using the reconstructive style of counseling. Each 30 minute session which was audio taped and discussed by the students and the researcher as to its appropriateness in representing the style. Three
of the four tapes were typed after revisions were made in inappropriate counselors response, and some client responses which did not clearly elicit a counselor response in one of the six techniques. The 24 client statements were taken from typescript 3 to be used in treatment 3.

The three typescripts were used to train raters in the recognition of counselor utilization of techniques. Typescript 1, in which the client problem dealt with seeking college admission contained 12 counselor responses characteristic of the counseling style, in typescript 2 the client problem dealt with an unwanted pregnancy and contained 15 counselor responses. Typescript 3, from which the 24 client statements were taken, contained 18 counselor statements.

Training of Raters

The raters were needed to assess the counselor' performance during Phase II and III of the training program as well as during the actual counseling sessions which were to follow the training program.

The raters for the study were three graduate students, 2 males and 1 female, enrolled in the Theories of Counseling course. Their training consisted of: (1) successful completion of the program text by obtaining an 80% correct response score on the post test and (2) listening to the three audio taped practice sessions from which they were required to correctly identify 28 of the 35 counselor responses.

Development of Apparatus

Having developed all the instruments for the training program, and having trained the raters, it was necessary to develop the apparatus. The following paragraph describes the apparatus that was used in Phase II and III of training, and in the actual counseling sessions.
The counselor was seated in a chair which had buzzer signals on either arm. The signals were wired in such a way that when they were pressed they activate different tones in an adjoining room to indicate to the judges and technicians the counselor's tagged technique. Tagging is a method which allows the counselor to differentiate his use of a specific technique by pressing a mechanism located on either arm of his chair.

Thus the counselor indicated his intention to make a particular response by activating the appropriate signal. All training phases were audio taped by placing a microphone in the experimental room. The content was recorded on a stereo tape recorder located in the technician's room. The buzzer signals were recorded on the second channel.

Training Procedures and Results

The training program was divided into three phases. The following section describes the nature and criteria for each phase, along with the results for each counselor.

Phase I. In phase I each of the three counselors were given a copy of the program text to study until he had familiarized himself with the content well enough to obtain an 80% level of proficiency on the post test. After successful completion of the post test, each counselor proceeded to phase II. The results of training were as follows:

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Program Text</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Counselor 1</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Counselor 2</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Counselor 3</td>
<td>100%</td>
</tr>
</tbody>
</table>
Phase II. Phase II consisted of a role playing session in which each counselor was presented with 24 statements by a trained actor-client. Prior to this presentation, each counselor was given a practice session, in which he responded to 72 statements emitted by the actor-client. The practice session gave the counselor a chance to review the techniques and to practice tagging his responses. During this time, the counselor was advised to ask questions concerning his utilization of the techniques as well as the operation and design of the tagging device. After the counselor had responded to the 72 practice items, he was presented with the final 24 statements. However, the counselor was free, upon his request, to respond to any number of the practice items again so as to further his skill of tagging or using the techniques.

Concurrent with the presentation of the 24 statements, the three judges rated each counselor tagged response. In order for a response to be rated as accurate, two of the three judges had to agree that the technique tagged matched the counselor's verbal usage of that particular technique. The counselor was required to obtain 80% successful completion with at least one correct response in each of the six designated techniques in order to proceed to phase III.

Failure to meet criteria in phase II necessitated recycling. The counselor was instructed to review the techniques from a summary sheet (Appendix E) developed for this purpose. He was then required to respond to the practice items again before being presented with the 24 final statements. Once the counselor had met the criteria level, he proceeded to phase III.
The results of training in phase II are presented as follows. However, it must be noted that the criteria of phase II required the counselor to obtain at least one correct tag in each of the six techniques categories. Thus, in spite of the fact that Counselor 1 and Counselor 2 received 88% and 100% respectively on trial; they both failed to obtain at least one correctly tagged response in each of the six technique categories.

**Phase II**

% of 24 tags correct

<table>
<thead>
<tr>
<th></th>
<th>Trial 1</th>
<th>Trial 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor 1</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Counselor 2</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>Counselor 3</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

**Phase III.** Each counselor role played a 30 minute counseling session with the actor-client who emitted 24 statements whose theme was school adjustment. The statements were not memorized nor were they presented in a prescribed order. The actor-client was equipped with a cue card that was held as inconspicuous as possible. The cue card was a 3 x 2½" index card on which was printed 24 key words, one from each of the 24 statements. The actor-client emitted each statement when he felt it was logically related to the content of the problem being discussed.

Although the counselor did not have to respond to a specific statement, each counselor had to tag 24 of his responses. In order to successfully complete phase III, the counselor needed a minimum of 21 of 24 tagged responses to be judged correct, and at least two correct responses in each of the six techniques.
If a counselor failed to meet criteria level, he was required to recycle through the 30 minute role playing session again. The judges rated counselor statements in the same manner as in phase II.

All of the counselors successfully completed the training program, and the results for phase III were as follows:

<table>
<thead>
<tr>
<th>Phase III</th>
<th>% of total tags correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors 1</td>
<td>100%</td>
</tr>
<tr>
<td>Counselors 2</td>
<td>98%</td>
</tr>
<tr>
<td>Counselors 3</td>
<td>98%</td>
</tr>
</tbody>
</table>

Effects of the Reconstructive Style on Client Behavior and Methodology for Collecting and Processing Data

Although the training program is an essential part of the study, it does not constitute the main component for analysis. The main analysis begins after each counselor has successfully completed the training program. The remaining section of this chapter will describe in detail the variables to be analyzed. The method of collecting and organizing the data and the analysis procedures.

The effects of the reconstructive style on client behavior will be determined by the four dependent variables discussed below. Each dependent variable will be defined, described, and a rationale given. These dependent variables will be evaluated in two ways: (1) predicting the direction that the client behavior will move and (2) a comparison against a control client group.

1. There will be an increased frequency in the use of self-referent words by clients as the counseling session progresses. The
reconstructive style of therapy stresses the need for verbal self-exploration on the part of the client. The counselor who takes a stance that gives explicit recognition to feelings, will focus on the counselee's feelings about past and present difficulties. As a result, the client will begin to verbally express his feelings, ideas, observations and thereby increase the usage of self-referent words. The frequency of use will increase as the client begins to discuss emotions which may be facilitated by the counselor's utilization of probes, clarification, and reflections. The frequency will continue to increase from the beginning of the session and will continue to increase throughout the total hour session.

These words will be defined as words which refer back to the speaker in the sentence, the speaker being the client. The following list consists of the most frequently used self-referent words:

<table>
<thead>
<tr>
<th>I've</th>
<th>I'll</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>I'm</td>
</tr>
<tr>
<td>my</td>
<td>I</td>
</tr>
<tr>
<td>myself</td>
<td>mine</td>
</tr>
<tr>
<td>I'd</td>
<td></td>
</tr>
</tbody>
</table>

2. Clients will increase the types of words used as the counseling sessions proceed. Each operational technique prompts the client to verbalize his feelings, ideas, thoughts, and desires. The client will have to deal with past experiences, and problems as well as those of the present. The wide latitude in which the client is free to express himself will give ample opportunity for the usage of a varied and extensive vocabulary.

Initially, the quantity and the diversity of the client's verbal output will be limited. However, as the session progresses and the
counselor increases his utilization of probes and clarifications, the client will find it necessary to increase his verbalization both in quantity as well as diversity.

3. **Clients will increase positive and negative emotional words as the counseling session progresses.** Through the operational techniques of probing, interpretation, clarification and reflection the counselor will focus on affective client content and will give explicit reference to feelings. As a result, the client will be prompted to deal with his emotions thus producing more positive and negative emotional words. Likewise, the techniques of restatement and interpretation which will be employed to help the client explore the relationship between his past feelings and behaviors and those of the present will prompt the client to use more affective statements.

Positive emotional words are defined as any word used by the client which implies love or affection, happiness or cheerfulness, enjoyment or pleasure, hope or competence.

Negative emotional words are defined as any word used by the client which implies (1) fear, anxiety, doubt, indecision, dismay, sadness or pain or (2) anger, quarrelsomeness, surliness, grimness, offensive, belligerence or defensive negativism.

These word lists will be further supplemented with words used by the clients and counselors. Each typescript will be analyzed and any word used which fits the definition of a positive emotional or negative emotional that has not been included in the original list will be added. (Appendix F).
4. There will be an increase in client anxiety as expressed in verbal indicators as the counseling session progresses. The reconstructive style of therapy will produce anxiety as a result of its minimal structure in the therapeutic relationship.

The anxiety level, as expressed by the frequency of verbal indicators, will increase from the beginning and remain high throughout the counseling session. If the counseling session continued to a natural termination, the anxiety level would gradually diminish. However, the counseling process will be terminated after one session, the beginning stage. As a result, the anxiety level will remain high. Anxiety is a mental state of uncertainty, tension, conflict, doubt, and perplexity. Ambivalence and indefiniteness as components of anxiety will influence the client's verbal expression of his general feeling state, behavior and ideation.

Appendix (G) presents the words used as verbal indicators of anxiety.

Methods of Data Collection

Each counselor was assigned a number in order of his sessions with a client. Likewise the six clients were given a number in order of their appearance with a specific counselor. Each counselor had a hour session with each of two clients. Thus, counselor 1 had a session with client 1, then client 2. Followed by counselor 2 who had two different clients labeled client 1, and client 2. Counselor 3 also saw two clients, one identified as client 1, and the other as client 2.

The room for these interviews was carpeted and furnished with two chairs, a coffee table and two wall paintings. It was equipped with a
one-way mirror which was partially draped by curtains, and a microphone centrally located on the coffee table. The coffee table was arranged equally distant between the E and the S.

A four track stereophonic tape recorder was placed in the technician's room which was adjacent to the experimental room. The two rooms are connected via a one-way mirror. The counseling session was recorded on channel A by means of the microphone located in the experimental room. The input on channel B consisted of two buttons activated by a signaling device with which the E tagged a specific response class. Channel B was arranged in the following manner. Two buttons attached one to either arm of the experimenter's chair were connected by parallel circuits to two sounding devices. One sounding device when activated emitted a high pitch beep; the other, a buzz. In addition, depressing both simultaneously provides a third tone. These in turn were inputed directly into channel B.

The arrangement of the signaling device were given to the counselors in the following instructions: "In order to tag a response, you must press down on either arm of the chair, or both simultaneously. Press the right arm of the chair to tag a response, a probe or an interpretation. Press the left arm of the chair to tag a response as a summarization or clarification. Press both arms of the chair to designate a response as a reflection or a restatement. Each response should be tagged as you are emitting, or just before you are emitting the response."

The reason for pairing responses on a single button is used to decrease the cumbersome task of keeping track of six different buttons. The techniques are paired to be dissimilar so that the judges will be able
to discriminate more readily which of the two techniques the E tagged. For example, one tone indicated that the E intended to tag either a probe or an interpretation. Since both techniques were indicated by one tone, the raters had to distinguish which technique was intended before he could evaluate the appropriateness. A probe was stated in the form of a question. An interpretation connected to statements together. With the techniques paired in this manner, it was easier for the raters to decide which technique the counselor tagged.

Each counseling session was transcribed and the typescripts corrected for errors. The tapes were then played again so that each typescript can be divided into six ten-minute segments as measured by a stop watch. Each segment is indicated on the typescript by drawing a line under the last sentence of each consecutive time period, and the time period indicated in the margin. As the typescripts are being divided into time segments, counselor tagged responses were indicated by placing an ink mark at the beginning of each statement. These indicators were used to ensure that the judges rate all counselor tagged statements.

The three judges were given two tapes for which they rated all tagged responses. They listened to each tape while simultaneously reading the corresponding typescript. A scoring sheet for the judges' use was designed in the following manner: The techniques were alphabetically listed across the top of the graph paper. The statement were listed numberically on the left vertical axis. The judges placed a check mark in the appropriate coordinating point for all the correctly tagged responses. If a judge deems a technique to be inappropriately tagged, he
checked the technique used but placed a minus sign to indicate that the statement was not tagged as such. (Appendix H).

To simplify the coding process after each typescript has been rated, the appropriate numerical code of each technique judged will be transcribed from the judges' sheet to the corresponding statement in the typescript. The typescripts will then be submitted to a professional keypuncher.

After each typescript was keypunched, a computer program (Zimmer and Cowles, 1971) with specific adaptations for this study, was written and implemented to analyze the verbal behavior of clients and counselors as set forth in the hypotheses.

Treated Control Group

The treated control group used the same three E's and six different S's selected from the Upward Bound Program. Madaus' (1971) study was undertaken concurrently and describes the Analytical Problem-Solving Style in detail elsewhere. However, the following paragraph gives a brief description of that style, with which the control group was treated.

The analytical problem-solving style is a method of counseling which emphasizes the counselors analytical participation and direction but only after the client has himself made his own problem or conflict explicit. Such a counseling style is characterized by a number of techniques which enable the client to explore areas related to his present difficulties and to search for possible solutions. There is a special emphasis in this style on the counselors' own professional knowledge and experience brought to bear in presenting possible solutions or adjustments to the explicit problem. The counselor structures his examination
of the client by insisting as unobtrusively as possible on the present mature of the client's specific problem. The style was operationalized with the use of the following techniques:

1. Refocusing
2. Restatement*
3. Establishing a cognitive set
4. Discrimination of cause and effect
5. Advice-giving
6. Supportive reinforcement

The data from the control group was collected and processed and analyzed in the same manner set forth in this study. The results of those analysis are described in detail in Chapter IV.

Summary

In summary, Chapter III presented a description of the subjects used in the study, a description of the development of the reconstructive style, the training program, along with the results, and the total procedures for collecting, processing, and analyzing the data.

*Used only to focus on a present-time perspective.
CHAPTER IV

RESULTS

A Chi Square Analysis was used to test all hypotheses. Frequency counts were used as the bases for analyses for all hypotheses except number five which dealt with the effects of techniques on client verbal indicators. The scores used for hypothesis five were computed by dividing the average number of verbal indicators occurring for all six clients by the average number of techniques of all three counselors.

Although there are four verbal indicators discussed in the hypotheses, six verbal indicators were computed: tokens, which are the total number of different words used, self-reference, indefinites, ambivalence constructions, positive and negative emotional words. In reference to the hypotheses, positive and negative emotional words were considered one verbal indicator. Likewise indefinites and ambivalence constructions were combined into one category called anxiety indicators.

The program, (Zimmer and Cowles 1971) Content Analysis used to analyze the sessions was written for a CDC 3600, 32K Drum Scope system using one card reader, one line printer and two intermediate scratch units (note that the CDC 3600 uses card punches from an IBM 026 key-punch). The program was designed to afford the user a program which would require relatively few programming changes for implementation on a different computer system.

Currently, Content Analysis will analyze the conversation of up to four individuals, producing frequency counts and type-token ratios on each independent conversation. It provides further analysis, such as word extraction, self-reference words, indefinites, positive and negative
emotional words, ambivalence constructions, etc. Each run requires five control cards: 1) number of sets of data to be analyzed, 2) the names of the speaker, 3) the format of the data being entered, 4) the type of analysis desired and a title description, and 5) a data control card. The data control card indicates such options listing the input data, symbol extractions, words in parentheses excluded, the names of the speakers whose conversation are to be acted upon and the actual keywords the user wished to analyze. Any additional analysis on a single set of data requires only the information requested on cards four and five.

For the purpose of this study, the program was written to analyze the conversation of two people, the counselor and the client. It analyzed the conversation in terms of the following verbal indicators: tokens, (total words), self-references, indefinites, ambivalence constructions, positive and negative emotional words. The analyses provided the total frequency of each verbal indicator as well as the frequency for each individual segment throughout a given conversation. Each hour long session was divided into ten six minute segments. In addition, the program analyzed the client's response, following a counselor tagged response, on each verbal indicator.

Each of the five hypotheses are presented with tables, and a summary of results. A chi square value of 5.99 is needed with 2 degrees of freedom for hypotheses 3 and 4, 11.07 with five degrees of freedom for hypotheses 2 and 5, and 3.84 for 1 degree of freedom for hypotheses 1 to reject the hypotheses of no difference.

Hypothesis 1: There is no significant difference between each of
the verbal indicators as emitted by clients treated with the reconstructive style and those clients in the control treatment.

A single classification analysis of $X^2$ was performed to test hypothesis 1. Results of this analysis appear in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Verbal Indicator</th>
<th>$X^2$</th>
<th>$P(1 \text{ df})$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokens</td>
<td>255.0</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Self-reference</td>
<td>28.2</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Indefinites</td>
<td>10.6</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Ambivalence</td>
<td>4.2</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Positive emotional</td>
<td>2.6</td>
<td>N.S.</td>
</tr>
<tr>
<td>Negative emotional</td>
<td>29.5</td>
<td>&lt;.05</td>
</tr>
</tbody>
</table>

As Table 1 shows 5 of the 6 tests associated with hypothesis 1 were rejected. Significant differences existed between five of the tests as a result of the style of counseling. Significant differences were found to exist between the control and experimental group on the verbal indicators of tokens, self-references, indefinites, ambivalence constructions, and negative emotional words. No differences were found to exist for the verbal indicator of positive emotional words. It is also clear by inspection of Table 2 that the experimental group treated with the reconstructive style surpassed the frequency of the control group in each segment except one. In segment two, positive emotional words, a tie occurred between the control and experimental group. A frequency of 36 existed for both groups in that segment. Positive emotional words was the only indicator for which the null hypothesis was tenable.
Table 2

Average Frequencies of Control and Experimental Group of Client Verbal Indicators

<table>
<thead>
<tr>
<th>Verbal Indicators</th>
<th>Segments</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>Tokens</td>
<td>Tokens</td>
<td>831</td>
<td>791</td>
<td>849</td>
<td>823</td>
<td>829</td>
<td>785</td>
<td>4908</td>
</tr>
<tr>
<td>Self-reference</td>
<td></td>
<td>80</td>
<td>78</td>
<td>75</td>
<td>55</td>
<td>65</td>
<td>64</td>
<td>417</td>
</tr>
<tr>
<td>Indefinites</td>
<td></td>
<td>18</td>
<td>24</td>
<td>23</td>
<td>19</td>
<td>16</td>
<td>23</td>
<td>123</td>
</tr>
<tr>
<td>Ambivalence</td>
<td></td>
<td>40</td>
<td>38</td>
<td>34</td>
<td>40</td>
<td>36</td>
<td>40</td>
<td>228</td>
</tr>
<tr>
<td>Positive emotional</td>
<td></td>
<td>31</td>
<td>36</td>
<td>33</td>
<td>33</td>
<td>30</td>
<td>32</td>
<td>195</td>
</tr>
<tr>
<td>Negative emotional</td>
<td></td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Indicators</th>
<th>Segments</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tokens</td>
<td>1031</td>
<td>1119</td>
<td>1142</td>
<td>1100</td>
<td>1029</td>
<td>1202</td>
<td>6623</td>
</tr>
<tr>
<td>Self-reference</td>
<td></td>
<td>94</td>
<td>96</td>
<td>103</td>
<td>100</td>
<td>83</td>
<td>109</td>
<td>585</td>
</tr>
<tr>
<td>Indefinites</td>
<td></td>
<td>26</td>
<td>31</td>
<td>31</td>
<td>28</td>
<td>29</td>
<td>29</td>
<td>174</td>
</tr>
<tr>
<td>Ambivalence</td>
<td></td>
<td>48</td>
<td>54</td>
<td>52</td>
<td>55</td>
<td>51</td>
<td>61</td>
<td>321</td>
</tr>
<tr>
<td>Positive emotional</td>
<td></td>
<td>41</td>
<td>36</td>
<td>35</td>
<td>35</td>
<td>36</td>
<td>45</td>
<td>228</td>
</tr>
<tr>
<td>Negative emotional</td>
<td></td>
<td>7</td>
<td>15</td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>10</td>
<td>66</td>
</tr>
</tbody>
</table>

Hypothesis 2: As a result of Counseling with the reconstructive style, client behavior on each of the verbal indicators will be predicted to occur in an ordered manner, an increase in frequency from Segment one of Segment six.

*Appendix I presents frequencies for segments for each of six counselors with respective counselors for treated control groups.
A single classification analysis of $x^2$ was performed to test hypothesis 2. Results of this analysis appear in Table 3.

**Table 3**

**Trends of Client Behavior on Each of the Verbal Indicators**

<table>
<thead>
<tr>
<th>Verbal Indicators</th>
<th>Segments</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>$x^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokens</td>
<td></td>
<td>1031</td>
<td>1119</td>
<td>1142</td>
<td>1100</td>
<td>1029</td>
<td>1202</td>
<td>20.6</td>
</tr>
<tr>
<td>Self-reference</td>
<td></td>
<td>94</td>
<td>96</td>
<td>103</td>
<td>100</td>
<td>83</td>
<td>109</td>
<td>4.0</td>
</tr>
<tr>
<td>Indefinites</td>
<td></td>
<td>26</td>
<td>31</td>
<td>31</td>
<td>28</td>
<td>29</td>
<td>29</td>
<td>.6</td>
</tr>
<tr>
<td>Ambivalence</td>
<td></td>
<td>48</td>
<td>54</td>
<td>52</td>
<td>55</td>
<td>51</td>
<td>61</td>
<td>1.8</td>
</tr>
<tr>
<td>Positive emotional</td>
<td></td>
<td>41</td>
<td>36</td>
<td>35</td>
<td>35</td>
<td>36</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>Negative emotional</td>
<td></td>
<td>7</td>
<td>15</td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>10</td>
<td>3.8</td>
</tr>
</tbody>
</table>

By inspection it is obvious that the predicted trend did not hold and therefore there was no need for a test of trends. With the exception of tokens, there is a non significance in every case, for differences between segments on each verbal indicator. Although differences occurred between segments when tokens were measured, the pattern is erratic and no clear trend existed. Appendix I shows the frequency by segments while Appendix J shows ratios for each of the six counselees with their respective counselor.

**Hypothesis 3**: There is no significant difference on client behavior as measured by six verbal indicators as a function of counselor influence.

A single classification analysis of $x^2$ was performed to test hypothesis 3. Results of this analysis appear in Table 4.
Table 4
Clients' Behavior as a Function of Counselor Influence

<table>
<thead>
<tr>
<th>Verbal Indicators</th>
<th>Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tokens</td>
<td>2756</td>
</tr>
<tr>
<td>Self-reference</td>
<td>287</td>
</tr>
<tr>
<td>Indefinites</td>
<td>54</td>
</tr>
<tr>
<td>Ambivalence</td>
<td>117</td>
</tr>
<tr>
<td>Positive emotional</td>
<td>99</td>
</tr>
<tr>
<td>Negative emotional</td>
<td>32</td>
</tr>
</tbody>
</table>

As Table 4 shows, 5 of the 6 possible tests associated with the overall hypothesis were rejected. Significant differences existed between five of the verbal indicators as a function of counselor influence. Significant differences were found to exist for the verbal indicators of tokens, self-references, indefinites, ambivalence and negative emotional words. No significant differences were found to exist for the verbal indicator of positive emotional words. The clients with counselor three were consistently higher on all verbal indicators than those clients with either counselor one or two. The clients with counselor 2 had higher frequencies for tokens, indefinites, ambivalence constructs, and positive emotional words than those clients with counselor 1. However, the clients with counselor 1 had higher frequencies on self-references and negative emotional words than the clients with counselor 2.

Hypothesis 4: There is no significant difference between counselor's use of the six techniques as measured by the number of occurrence for each technique. A single classification analysis of $x^2$ was performed
to test hypothesis 4. Results of this analysis appear in Table 5.

Table 5
Average Use of Each Technique by Each Counselor

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Counselors</th>
<th></th>
<th></th>
<th>x²</th>
<th>P(2df)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarification</td>
<td>16.5</td>
<td>12.5</td>
<td>12.5</td>
<td>.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>17.0</td>
<td>10.0</td>
<td>17.5</td>
<td>2.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Probe</td>
<td>60.5</td>
<td>25.5</td>
<td>16.5</td>
<td>21.6</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Reflection</td>
<td>11.5</td>
<td>6.5</td>
<td>6.5</td>
<td>2.0</td>
<td>N.S.</td>
</tr>
<tr>
<td>Restatement</td>
<td>6.0</td>
<td>6.0</td>
<td>4.5</td>
<td>.3</td>
<td>N.S.</td>
</tr>
<tr>
<td>Summarization</td>
<td>4.0</td>
<td>6.5</td>
<td>3.0</td>
<td>1.4</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

Table 5 shows that 5 of the 6 tests associated with the null hypothesis were accepted. The counselors demonstrated no significant differences in their use of the clarification, interpretation, reflection, restatement and summarization techniques. However a significant difference was found to exist for the use of the probe technique. On an average, counselor 1 used twice as many probes as counselor 2 and thrice the number used by counselor 3.

Hypothesis 5: There is no significant difference between the effects of the six techniques on each of the six client verbal indicators.
Table 6

Effects of Techniques on Client Verbal Indicators Averaged Across Counselors

<table>
<thead>
<tr>
<th>Verbal Indicators</th>
<th>Techniques 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>$x^2$</th>
<th>P(5df)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokens</td>
<td>41.2</td>
<td>39.1</td>
<td>29.5</td>
<td>48.7</td>
<td>48.2</td>
<td>54.2</td>
<td>6.2</td>
<td>N.S.</td>
</tr>
<tr>
<td>Self-reference</td>
<td>3.4</td>
<td>3.6</td>
<td>2.7</td>
<td>4.3</td>
<td>4.4</td>
<td>2.8</td>
<td>.7</td>
<td>N.S.</td>
</tr>
<tr>
<td>Ambivalence</td>
<td>1.9</td>
<td>1.6</td>
<td>1.3</td>
<td>2.6</td>
<td>2.2</td>
<td>2.2</td>
<td>.9</td>
<td>N.S.</td>
</tr>
<tr>
<td>Indefinites</td>
<td>.9</td>
<td>1.1</td>
<td>.8</td>
<td>1.0</td>
<td>1.5</td>
<td>.9</td>
<td>.3</td>
<td>N.S.</td>
</tr>
<tr>
<td>Positive emotional</td>
<td>1.2</td>
<td>1.5</td>
<td>1.2</td>
<td>1.7</td>
<td>1.5</td>
<td>2.2</td>
<td>.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Negative emotional</td>
<td>.7</td>
<td>.3</td>
<td>.2</td>
<td>.61</td>
<td>.4</td>
<td>.2</td>
<td>.5</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

* 1-Interpretation; 2-Clarification; 3-Probe; 4-Reflection; 5-Restatement; 6-Summarization

As Table 6 shows, hypothesis 5 was tenable. No significant differences exist between the effects of the six techniques on each of the client verbal indicators.

Summary

For hypothesis 1, which investigated differences between the verbal indicators emitted by clients treated with the reconstructive style and those clients in the control treatment, five of the six verbal indicators were found to demonstrate significant differences. The verbal indicators of tokens, self-references, indefinites, ambivalence constructions and negative emotional words were found to be significantly different. No significant difference was found to exist for the verbal indicator of positive emotional words. The overall null hypothesis was therefore rejected.
Hypothesis 2 stated that as a result of counseling with the reconstructive style, client behavior on each of the verbal indicators will be predicted to occur in an ordered manner, an increase in frequency from segment one to segment six. The predicted trend did not hold, and therefore no test of trends was computed. With the exception of tokens, there was a non-significance in every case for differences between segments on each verbal indicator. Although there was a significant difference between segments for tokens, there was no order to their occurrence. Hypothesis 2 therefore was rejected.

Hypothesis 3 was designed to investigate the differences in client verbal behavior as a result of counselor influence. The overall null hypothesis was rejected since significant differences existed between five of the verbal indicators as a function of counselor influence. Significant differences were found to exist for the verbal indicators of tokens, self-references, indefinites, ambivalence constructs, and negative emotional words. No significant differences were found to exist for the verbal indicator of positive emotional words. The clients with counselor three were consistently higher on all verbal indicators than those clients with either counselor one or two. The clients with counselor two had higher frequencies for tokens, indefinites, ambivalence constructs, and positive emotional words than those clients with counselor one. However the clients with counselor one had higher frequencies on self-references and negative emotional words than those clients with counselor two.

Hypothesis 4 was concerned with the differences between counselors' use of the six techniques. The overall null hypothesis was accepted
because the counselors demonstrated no significant differences in their use of the clarification, interpretation, reflection, restatement, and summarization techniques. However a significant difference was found to exist for the use of the probe technique. On the average, counselor one used twice as many probes as counselor two and thrice the number used by counselor three.

Hypothesis 5 investigated the differences between the effects of the six techniques on each of the client verbal indicators. Hypothesis 5 was accepted. No significant differences were found to exist between the effects of the six techniques on the verbal indicators.

Conclusions

Three of the five hypothesis were rejected and two were accepted. Chapter V will present a detailed discussion of these findings. In addition, the following chapter discusses the limitations of this study, suggestions for future research, and implications of the findings in this study.
The primary purpose of this study was to determine if experienced counselors, trained under a highly specified training program, can produce specified client behaviors. A secondary concern of this study was training counselors by the use of a "client-interactive" model.

There were three major problems confronted in this study:

1. Conceptualization of a reconstructive style of counseling.
2. Development of a "client-interactive" training model.
3. Determination of the effects of reconstructive style on client behavior.

The five following hypotheses were tested:

1. As a result of counseling, there will be no significant difference on each of the six verbal indicators as emitted by clients treated with the reconstructive style and those clients in the control treatment.
2. As a result of counseling with the reconstructive style, client behavior on each of the six verbal indicators will be predicted to occur in an ordered manner.
3. There will be no significant difference on client behavior as measured by six verbal indicators as a result of counselor influence.
4. There will be no significant difference between counselors' use of the six techniques as measured by the number of occurrences of each technique.
5. There will be no significant difference between the effects of the six techniques on each of the six client verbal indicators.

Results of the Training Program

The results of the training program demonstrated the strength and success of the client-interactive model as a viable method for training counselors in a particular counseling orientation. The terminal objectives of phase 1 and 3 were successfully met by all three counselors with percentage scores of 90 or above. The terminal objective for phase 1 was a seven item objective test. The terminal objective for phase 3 required that the counselor correctly tag 21 of 24 responses with at least two correct responses in each of the six techniques. Counselors had more difficulty meeting criteria in phase 2. Phase 2 required that the counselor obtain 19 of 24 correctly tagged responses with at least one correct response in each of the six techniques. The problem was not in the inability of the counselors to use the techniques properly because they both met criteria in trial 1. Apparently it was difficult for the counselors to remember which techniques they had used and tagged. For example, both counselor 1 and counselor 2 did not use or tag a summarization technique. At the end of phase 2, the counselors were informed of their failure to meet the criteria. Both counselors were able to recall the definition of a summarization without a review but couldn't remember if they had or had not used one during phase 2.

This finding would suggest that a method be devised for phase 2 which informed the counselor which techniques he had not properly used.
or tagged. One method might be a lighting fixture that was visible to the counselor but not to the client, and equipped with six bulbs, each corresponding to one of the six techniques. Designated as to technique by some classification such as numbers or colors, the lights would be turned on or off to inform the counselor he had used and tagged a particular technique.

With the exception of the above problem, phase 2 underlined the possible strength of the programmed text to effectively teach counselors the syntactical use of the six techniques in reconstructive therapy. In phase 2 and 3, all three counselors used the correct syntax. The problem that occurred in phase 2 was not related to syntax but to the cumbersome task of remembering all the techniques. If the program text had failed to adequately teach the syntax of each technique, it would seem likely that one of the three counselors would have had difficulty in phase 2 or 3 in that area. However the strength and effectiveness of the program text is highly subject to question since no comparison with other methods was considered. The counselors might have learned the material just as well by reading it.

The study demonstrated the actuality of developing a counseling style that is operational, flexible and replicable. By reading the transcripts of the six sessions, it is possible to see from the content that the counselors dealt with both the manifest and dynamic content of the interaction. Techniques were used to explore behavior that was observable to the counselor such as the client biting his fingernails. In that instance, the techniques were being used to deal with manifest content. In another session, the counselor ex-
explored the client's motivation for certain behavior which was discovered to be hostility toward his mother. The counselor's use of the techniques in this situation would be considered dealing with dynamic content.

One of the most important and interesting aspects of the style was the degree of flexibility available in the development. It was possible to develop a style which each counselor was able to "individualize" to a degree while not impairing the validity. What seems to have occurred was a style within a style that did not jeopardize the internal consistency of the therapy. For example, it is possible to sort all the correctly tagged reflections from the six transcripts by the individual language patterns of each counselor. Counselor 1 tended to rigorously adhere to the syntax of the examples set forth in the program text. Counselor 2 used strings of descriptive phrases as he talked; while Counselor 3 continually used certain words such as "yeah," "you know" or "um-hum." While these characteristics do not hold 100% over all techniques, the language pattern of each counselor was apparent.

These findings suggest that counselors can be trained in a style without becoming mere "parrots" or "robots" as has been thought by some. It is apparent that the individuality of the counselor, as reflected by his language style, is not stifled by an operationalized counseling approach.

In developing this style, some of the deficiencies present in previous research were overcome. This style contained specific verbal parameters for each technique which makes it possible for them
to be duplicated. The failure to verbally specify techniques was a criticism of the Jenks, Schwartz, and Dubitzky (1963) investigation. And as a result, it was impossible to replicate that study.

Another important aspect of this style was the concurrent development of a systematic training model. Ashley, Ford, and Guerney (1957) reported that some therapists, once in the live counseling session, refused to use the style in which they were trained consistently. Having achieved consistency in counselor performance during the training program, the present study continued to require counselor usage of the style during the actual counseling session.

The need for ex post facto analysis was avoided in this study by defining all techniques beforehand. The failure of certain well-known counseling approaches to specify some of their verbal interventions, necessitated the study done by Zimmer and Pepyne (1970). Through factor analysis of typescripts, they were able to define some of the verbal interventions used. Other researchers such as Volsky (1965), and Whitely and Allen (1969) have discussed the importance of defining the verbal parameters in studies which investigate the relationship between counseling style and client variables. The study done by Jenks, Schwartz and Dubitzky (1969) failed to define the verbal parameters of the techniques and as a result not only was it impossible to replicate the study but it was difficult to speculate about the relationship between client behavior and the counseling style.

Clearly specifying the independent variable such as verbal definitions of techniques is an unavoidable step in studies of client outcome and counseling style. Too often this step is overlooked and generali-
zations about client outcome is attributed to some vaguely defined counseling approach. This study demonstrates that it is possible to isolate the independent, as well as, the dependent variables in a systematic way. Therefore, it is not necessary to analyze the data, ex post facto, to determine the nature and specificity of the counseling approach. The fact that so many researchers have failed to attend to the problem of clearly defining their variables has rendered much of past research invalid. Once attention is focused on this problem, valuable information shall be forthcoming in the area of counseling and client outcome.

Summary. With the exception of the problem incurred in phase 2 of the training program, the client-interactive model was successful in teaching counselors a particular counseling orientation. The problem in phase 2 seemed to revolve around the difficulty of counselors to remember all six techniques and which ones they had used. One method was suggested as a possible remedy to that problem.

The development of the style appears to have been flexible enough to allow for a "individualized" style but systematic enough to maintain validity. By specifying the verbal parameters of the style and maintaining consistency in counselor performance, the study was able to avoid some of the deficiencies of past research such as the need for ex post facto analysis to determine the verbal interventions, the inability to replicate the study because of verbally undefined techniques, and counselors refusing to consistently use the style during an actual session.
The Effects of the Reconstructive Style of Counseling

The main focus of this study was to determine the effects of reconstructive therapy on client behavior. Four of the five hypotheses investigated were concerned with the client related dependant variable. The fifth one was concerned with a counselor related variable.

**Hypothesis 1.** As a result of counseling, there will be no significant difference on each of the six verbal indicators as emitted by clients treated with the reconstructive style and those clients in the control treatment.

The frequency of the six verbal indicators over six segments make a possible comparison of 36 cells. From that comparison, it was apparent that out of 36 cells, there was only one case in which the experimental group did not surpass the control.

The main thrust of the study was to determine if experienced counselors, trained under a highly specified training program, can produce specified client or dependant variables. These findings seem to suggest that the reconstructive style of therapy utilized by experienced counselors can produce specified client behavior as compared with the behavior of clients in the control treatment.

In examining the results, it was confirmed that the reconstructive style engendered and increased self-exploration on the part of the clients. The style increased clients' willingness to talk about themselves and their problems. It is apparent that clients counseled with the reconstructive style were able to engage in discussion of more negative kinds of feelings and thoughts than the clients in the control treatment. The clients were given the options of talking about anything they wished. It would have been easy for them to en-
gage in a discussion of superficial or fabricated problems. However, all six clients in the experimental group discussed problems which were very personal. Three clients talked about conflicts with a parent; two discussed race as it was personally affecting their lives; and the third client discussed the responsibility and burdens incurred with an illegitimate baby. The clients in the control group talked about similar problems but in an intellectual manner. In most cases, the clients in the control group pursued several different topics during the hour sessions; none of which seem to be of any emotional concern to them. However it was not the intent of the style used in the control group to explore feelings and emotions. The clients seem to continually search for a topic with which they could engage the counselor. The session never seemed to go beyond the client's testing of the counselor.

There is another implication that the intervention of reconstructive therapy sets a tone which would increase more negative words being spoken by the client than positive ones. Since there was a significant difference for indefinites and ambivalences between the experimental and the control group, it might follow that the anxiety accompanying these verbal indicators would give rise to a negative posture in the client. Thus a tone was set in the reconstructive therapy session which was not the case in the control treatment.

Perhaps this is due to the fact that both styles are problem oriented but the reconstructive style focuses on conflict resolutions. The counselor engages in a tremendous amount of client confrontation through presentations of contradictions in verbal, and non-verbal behavior.
As a result of these confrontations, the anxiety level of clients treated with the reconstructive style might have been maintained at a higher level than the level for those clients in the control group. If the premise that a certain client anxiety level is necessary for an effective counseling relationship, then the reconstructive style may be a good facilitator of the counseling process. The anxiety level could have served as a motivating factor in getting clients to work at a problem with some tenacity. This speculation is supported by the fact that the clients in the experimental group tended to concentrate on one problem during their session while clients in the control group tended to superficially deal with many problems.

These two factors may have contributed to the fact that positive emotional words were not significant while negative emotionals were found to be significant.

**Hypothesis 2.** As a result of counseling with the reconstructive style, client behavior on each of the six verbal indicators will be predicted to occur in an ordered manner.

From inspection of Table 3, it was obvious that client verbal behavior did not occur in an ordered manner. Thus no trends of analyses were computed. Tokens were found to be the only verbal indicator that was significantly different between segments but with no observable trends.

In examining the results, only one observation stands out. The client's use of the verbal indicators, except tokens, seem to be consistent in their occurrence. The variability between segments for the other verbal indicators was much less than that for tokens. For ex-
ample, the occurrence of self-references for clients with Counselor 2 did not vary more than a frequency of 26 between any segment. However, there was a variance of almost 400 tokens between two segments for the same clients. This range in variability for tokens but consistency in occurrence for the other verbal indicators was an observable pattern among all the clients. It is quite difficult to speculate why a trend did not occur, but it rather appears the client's behavior with measures used in this study are consistent throughout a one hour session.

There seems to be no relationship between any of the segments; for example, some consistently high, others consistently low. Counselors seem to be consistent in their amount of verbalization and did not dominate the sessions. It seems that there is greater variability in quantity but not quality of verbalization across clients.

Further research is needed to determine if client verbal behavior is consistent regardless of counseling style and length of time involved in a session, or if client verbal behavior becomes a function of the number of hour counseling sessions.

Hypothesis 3. There will be no significant difference on client behavior as measured by six verbal indicators as a result of counselor influence.

Hypothesis 4. There will be no significant difference between counselors' use of the six techniques as measured by the number of occurrences of each technique.

In testing Hypothesis 3, it was found that there was a significant difference between the verbal indicators, except for positive...
emotional words, as a result of counselor influence. In testing hypothesis 4, it was determined that there was no significant difference between counselors' use of the six techniques as measured by the number of occurrences of each technique except for probe. The interesting factor here is that in spite of the fact that the counselors were using the techniques in the same manner and frequency, clients were affected differently. There are several possible explanations.

One explanation was that the clients were influenced by non-verbal cues given by the counselor such as facial expression, posture, gestures, or eye contact. As was discussed in the review of literature experimenter influence has been shown to be a major factor in effecting variables under investigation. Thus counselors have demonstrated the same ability to influence clients' verbal behavior. It appears that imposing a certain amount of control on counselors' verbal behavior does not account for all the variability associated with a counselor's use of a style. Consequently different counselors effected different clients verbal behavior in different ways.

As was discussed earlier, each counselor had a distinctive verbal style. It was not possible to isolate that variable to determine its effect but it is not inconceivable to believe that individual verbal style effect clients differently. The same counselors, trained in a different style and counseling different clients, participated in the control group. One client in the control group was very concerned with a counselor's verbal style. The client, obviously affected by it, constantly challenged the counselor on his usage of certain words and phrases. The client did not believe that the counselor was sincere.
This study points out that a certain amount of a counselor's verbal behavior can be controlled. However, this control does not suppress the individual verbal style of the counselor. Apparently the counselors verbal style is perceivable and affects clients differently.

These findings would suggest that researchers must begin to look at the individual verbal style of a counselor, and client outcome. Controlling some of the counselor's verbal behavior makes it possible to maintain a certain level of counselor performance. This however, does not necessarily imply that all clients will be affected in the same manner. It becomes necessary to look at the counselor's individual style and the effects on those clients counseled. For example, it would be of value to know that a certain counselor's distinctive verbal style, when he is utilizing a specific counseling approach, is effective in producing certain client outcomes. A greater question being posed here is whether it is possible to determine the characteristics of a counselor and those of certain clients which serve as catalyst in consistently producing identifiable client outcomes. Perhaps each combination of counselor and client is unique. And the human chemistry of that relationship is not amendable to analyses for the individual ingredients. However, it is encumbent upon researchers to continue investigating and providing more understanding and knowledge in the field of counseling.

Another possible explanation for differential counselor effectiveness was the attitude of the counselor toward the style. Counselor 1 verbally expressed an inability to accept the reconstructive style
which might have been reflected in his need for a second trial during phase 2 of training. In addition, Counselor 1 appears to have strongly influenced the differential use of the probe technique. He used twice as many probes as Counselor 2 and almost four times as many probes when compared with Counselor 3. Apparently Counselor 1 found it easier to use and tag probes more than any other technique. Since the reconstructive style of counseling appeared to be alien to Counselor 1's orientation and style, he may have found questions, in the form of probes, the easiest form of communication between he and the client.

Counselor 2 was strongly oriented toward a gestalt type of therapy. Although he did not express a strong dislike for reconstructive therapy, he did seem to have difficulty shifting his orientation. At some points, it appeared as if he had to stop and think through a reconstructive technique before emitting and tagging it. He also required a second trial 2 during phase 2 of training. Counselor 3 did not present a detectable attitude toward reconstructive therapy in either a positive or negative direction.

From this style, it was demonstrated that experienced counselors can be trained in a specific style of counseling without producing differential effects in their syntactic use of the techniques. In spite of the training and consistency of performance between counselors, an interaction occurred in the client-counselor relationship which affected the verbal indicators.

The ages of the counselors was another factor which might have contributed to differential effects. The ages of the counselors were approximately 28, 39, and 40. Along with the age factor was the factor
of personality. The three counselors had very strong, and varied personalities. One counselor appeared very soft, meek, and quiet; one was very aggressive and extremely verbal; while the third counselor presented an image of the kind but firm father.

The conclusion drawn here is that in spite of the fact that experienced counselors were trained in a specific counseling style for which the syntax of the techniques were defined, and in spite of the fact that consistency in counselor performance was maintained, an interaction occurred in the counselor-client relationship which produced differential client outcomes. The interaction was noted from the effects on client verbal indicators.

Any counselor influence such as non-verbal communications, age, personality, verbal style or attitude toward the style may have contributed to the effects. It may have been one, a combination or all of these factors plus some not mentioned. Since this study has demonstrated that it is possible to control some of the verbal behavior, investigations can now be undertaken to define and control some of the other counselor variables.

Research investigations should be oriented toward shedding more light on combinations of counselor variables and their effects on clients with certain characteristics. This research should be used for a fuller understanding of the dynamics of human relationships and interaction. Researchers must be concerned with the moral and ethical issues of how their findings will be utilized. Perhaps the knowledge forthcoming in this area should not be used to control the counseling relationship to the point where unpredictable human interaction is at
a minimum. However, there are areas in which this knowledge can be quite useful.

For example, criteria for selecting counselors into training programs have always been an issue. Academic success is not necessarily the best criteria to judge whether an individual becomes an effective counselor. On the other hand, an individual who is extremely sincere in his desire to help people may not develop into the most effective counselor either. However knowing some combinations of counselor characteristics which seem to produce effective client outcomes, it would be possible to begin selecting counselors with some forethought about their future training and growth. It might even be possible to speculate about highly individualized training programs with varied time needed for completion, specific experimental offerings, and varied theoretical exposure.

Perhaps counselors have been forced to work under the illusion that to be good counselors they must be equally effective with all clients. Maybe it is time to maximize the potentials of counselors to work with those clients he enjoys most, and with whom he tends to be most effective. This is not to exclude any counselor from working with a varied client population but to focus on his strengths with certain types of clients.

Hypothesis 5. There will be no significant difference between the effects of the six techniques on each of the six client verbal indicators.

This hypothesis was accepted; there was no significant difference between the effects of the six techniques on each of the six client
verbal indicators. Since the techniques were conceived within the idea of a counseling style, they were defined to facilitate the counselor-client relationship. It was hoped that each technique would be equally effective in influencing client verbal behavior. Functionally, all six techniques equipped the counselor with skills to deal with the manifest and dynamic content of each session. As was demonstrated by another hypothesis, there was no significant differential use of the techniques by the counselors, with the exception of the probe technique. Each technique seems to have been functioning as an integral part of the total process.

Although the following trends did not reach significance, the data seem to suggest that summarizations were effective in producing tokens and positive emotional words more than the other techniques. Restatements and reflections both were effecting the occurrence of self-references but reflections seem to be producing ambivalent constructions also, while restatements were effecting indefinites. Interpretations and clarifications were strong in effecting self-references but not as strong as reflections and restatements. These are mere trends in the data which did not effect any significant differences. The trends suggest that there may be relationships between certain techniques and verbal indicators.

Further research is needed to determine if such relationships do exist; and if so, the nature of those relationships.

Limitations of the Study

There are several limitations of this study which need to be identified and discussed. One such area involves the use of frequency rather than ratios as the unit of measure.
Herdan (1960) reported that the type/token ratio is affected by the total number of (words) tokens. That is, the probability of repeating a token becomes less as they increase in number thus decreasing the type/token ratio. A significant difference was observed when frequency was used as the unit of measure rather than ratios. The direction of the frequency was with greater frequency of words used in the reconstructive style as opposed to the analytical style. When observing the ratios, however, the analytical style ratios are somewhat higher (but not significantly so) than the reconstructive style. This means that more words were spoken under the reconstructive style, but a limited number of different kinds of words. Under the analytical style, the trend was in the opposite direction. Fewer words were spoken as compared with the reconstructive style but there was more diversity in kinds of words spoken.

Herdan makes the point that an occurrence such as the one demonstrated is an artifact of lawful probability and the ratios are not representative. In spite of the consistently greater type/token ratios of the analytical treatment, ratios were not significant in that style. This strengthens the argument that the reconstructive style was able to produce high enough frequencies to off-set the natural probability of occurrence represented by the ratios in the analytical style. In essence, while the hypothesis was not supported with ratios, it does not negate the findings when frequency is used as a measure. The use of ratio vs frequency as the unit of measure will probably remain a controversial issue in research.

A second limitation of the study deals with the use of a small and biased sample. However, the study was concerned with clients
assumed to possess certain characteristics such as a specific language style, an inability to verbalize emotions and, a negative attitude toward counseling. These characteristics have been attributed to this client population but was not the focal point of this study. Further research is needed to assess the relevance of the findings in this study to other client populations.

The counselor population was a third limitation. The three counselors used were very experienced counselors. The use of inexperienced counselors would add a totally new dimension to the training program as well as the evaluation of effects on client behavior. Consideration could be extended to variables such as race, age, sex, etc. The possibilities are unlimited.

The final limitation to be discussed is that the training method was not tested against another one. There may be other methods or models which are quicker and more efficient. Until this task is undertaken, there is no valid way to evaluate the strength of the training model used in this study.

Recommendations for Further Study

There are two recommendations suggested for procedure in future studies. One is a device for phase 2 which will reduce the onerous task of the counselor in remembering the six techniques and to inform him as to whether he has utilized each one. A possible method was suggested in the previous discussion of phase 2. Another method which is easier and more simple would be to place a chart listing the techniques in view of the counselor. This method would help the counselor remember the six techniques but it would not inform him as to whether
he had utilized each one.

A second procedural improvement recommended is to allow the judges to rate tagged responses during the actual counseling session rather than afterwards. First of all, this would eliminate the number of hours needed to process each tape. The session would be taped, the tagged responses rated and the typing process could begin more quickly. Secondly, it would avoid sound problems in the tapes. There were no major difficulties; however, slight defects made it necessary to replay some tapes several times. In addition to clarity in sound, the judges would be able to observe which signals the counselor was using.

The client-interactive model was demonstrated to be an effective method for training experienced counselors. It would be possible to apply this model to various counseling approaches in counselor training programs. Not only would it broaden the student's experience with training models, and counseling approaches but it would allow the student to evaluate the success of learning specific approaches with specific training models.

It would be of interest to investigate if the present training model can be used for inexperienced counselors. If it is too compact for inexperienced counselors, it would be of value to detect the number of additional phases or revisions needed to make the present program equally effective for the inexperienced counselors as for the experienced ones.

The application of this training model makes it possible to hypothesize about the functional relationship between the counseling style and subsequent client behaviors. Using this model to train counselors, an investigator could cross-tabulate the effects of
various counseling approaches with various client behaviors.

As a result of the study, some clarification of questions posed in the review of literature have been obtained. The following is a summary of those clarifications.

1. The reconstructive style of therapy presents the investigation of the relationship between collective use of skills and an integrated theory.

2. The client-interactive model demonstrated the use of a programmed text as an instrument in counselor training.

3. A methodology for using coached-clients in a counselor program was developed, and proved to be very effective.

4. This study considered experimenter influence to be a major issue; and postulated a hypotheses on experimenter influence which was tested.

5. This study demonstrated the use of content analysis with an empirical study in which both the dependent and independent variables were isolated.

6. This study selected a particular client population and recognizes the results of this study can not be generalized to any other client population.

Summary

It was possible to develop a counseling style and specified techniques in an integrated manner. The style has been called the reconstructive style and its main characteristics are as follows:

1. The counselor makes explicit references to feelings.

2. The counselor explores past events and their relationship to present behavior.
3. The counselor uses the techniques to identify manifest content which is in the client's overt expressions, and to focus on dynamic content which refers to inferred forces that are responsible for observable behavior.


A training methodology was developed and described as client-interactive with three phases and built-in criteria. Phase 1 consisted of a programmed text; phase 2 consisted of 24 items to be presented by a trained actor-client; and phase 3 was a 30 minute role playing session which contains 24 items developed around a central theme of school adjustment, also to be presented by a trained actor client. The criteria for phase 1 was an 80% correct response score on the post test. In phase 2 the criteria required the counselor to obtain 19 out of 24 correctly tagged statements with at least one correct response in each technique. To successfully complete phase 3, the counselor needed a minimum of 21 of 24 correctly tagged responses with at least two correct responses in each technique.

Upon completion of training, six counseling sessions were held as part of the experimental group, and six others were held as part of a control group. All counseling sessions were tape recorded and eventually keypunched for analysis using program Content Analysis.

Conclusions

The reconstructive style of counseling produced more verbalization from the client than the analytical style, the control treatment. However, the verbalization did not occur in an ordered manner as was predicted there appeared to be no trend in the occurrence of the verbal
indicators. The only conclusion drawn was that a client's verbal output was consistent over a one hour session.

In spite of the fact that counselors did not demonstrate a significant difference in their use of the techniques with the exception of probes, five of the six verbal indicators were effected as a function of counselor influence. Although a certain amount of the counselor's verbal behavior was controlled, it did not account for the large variability among counselors to differentially effect clients. Speculations were made concerning other attributing factors. Such variables as the counselor's age, personality, attitude toward the counseling approach, language style and non-verbal communications were considered as influencing factors. It was demonstrated that training counselors to perform in a consistent manner and to use techniques of a style in a prescribed way, does not eliminate the powerful effect of the individual counselor's presence upon the client.

The techniques were not significantly different in their ability to effect the six verbal indicators. Although some trends were observed, no significant differences existed. It was felt that the techniques were equally used by the counselor except for the probe were also equally effective in producing the six indicators.
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BIBLIOGRAPHY


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APPENDIX A
PART I

Introduction to the Reconstructive Style of Therapy

Turn to next page and begin

The inferred forces that cause behavior is called dy(______) content.

The reconstructive style of therapy focuses on dy______ content.
There are many styles of therapy.

(dy)namic
Dynamic content is inferred from __________ content.

(dy)namic
Through manifest content, the reconstructive style of therapy focuses on __________ content.
Reconstructive therapy is a ______ of therapy.

manifest

Manifest behavior is necessary in order to make inference about the ______ content.

dynamic

The reconstructive style of therapy focuses on ______ content through ______ content.

Test Page 3
Many of the conventional characteristics of psychotherapy are contained within the style of therapy.

Interaction is implied in the word content.

Counselors taking a stance that gives implicit recognition to feelings is a third characteristic of the style of therapy.
reconstructive  One of the characteristics of both psychotherapy and the ___________ style of therapy is that the counselor must identify manifest content.

1-3 1-4

dynamic  The word dynamic implies that the inferred forces are inter_________.

1-24 1-25

reconstructive  A third characteristic of the reconstructive style is that counselors give recognition to ___________.

1-44 1-45
In the reconstructive style of therapy, the counselor must identify ___________ content.

Internal conflicts result from the inter____________ of the forces.

If a counselee said, I feel depressed, under certain circumstances, the counselor could make inference about the words ___________.
Identifying manifest content is a characteristic of the ________ style of therapy.

If an individual's sexual needs are antithetical to his religious beliefs, there is internal ________.

The counselor gives implicit recognition to words implying ________.
reconstructive

Content which refers to the counselor's actual observable and verbal expressions is called content.

conflict

If an individual's need to achieve is antithetical to his need for self-punishment through failure, there is internal

feeling

In the statement, I am excited, the counselor must give implicit reference to the word
manifest

All audible responses from the counselor are considered verbal expressions.

conflict

Expressions that are stated figuratively rather than explicitly are internal.

excited

In reconstructive therapy, counselors give implicit recognition to.

Testing
All counselor statements are __________ expressions.

Internal conflicts are expressed ____________.

The three characteristics of the reconstructive style of therapy are

________________________

________________________

________________________
All responses of the counselee that can be seen are considered observable expressions.

Metaphors are examples of internal being expressed figuratively.

Teaching the counselee new methods of problem solving is the goal of therapy.
 Observable
 If the counselee begins to bite his nails, this response would be considered an ________ expression.

 conflicts
 The statement, I feel like I am walking on eggshells, is an example of a ________.

 reconstructive
 Through identifying manifest content and focusing on dynamic content, the counselor teaches the counselee new methods of ________ solving.
Manifest content refers to all visible responses made by the counselor.

A word or phrase used to suggest an idea or object is called a ___________.

There are six techniques necessary for teaching new ______________ of problem solving.
All verbal responses made by the counselor are content.

The statement, "I blow through my homework every night" is the use of a

In order to teach more effective methods of problem solving, the counselor must know the six
manifest

An observable behavior exhibited by the counselor is considered __________________ content.

1-13

metaphor

Struggle and tedious could be inferred from the word __________________ in the statement above.

1-34

technique

There are six techniques necessary for teaching more effective methods of __________________ solving.

1-54
If a counselee fidgets in his seat, this would be called __________ content.

Metaphors are examples of the figurative speech a counselee might use in manifesting internal __________.

Generally, the systematic procedure of reaching a desired goal is called a __________ qua.
manifest

Manifest content refers to counselee responses which are...

1-15

conflicts

Internal conflicts are manifested figuratively rather than explicitly.

1-36

technique

Each technique helps render the desired goal of reconstructive therapy.

1-56
The reconstructive style of therapy identifies content.

Internal conflicts refer to the interaction implicit in dy_ _ _ _ _ content.

There are six techniques in the style of therapy.
Focusing on dynamic content is a second characteristic of the __________ style of therapy.

Dynamic content focuses on internal __________.

END OF PART I
reconstructive

Content which refers to inferred forces is called content.

conflicts

The reconstructive style of therapy focuses on dynamic content through content.

1-19

1-39

1-40

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Test

Page 21
PART II

Techniques of the Reconstructive Style of Therapy

Turn to next page and begin

clarifications

Clarification are open-ended ____________________.

probe

Counselee: My grades have always been excellent but now I am having difficulties in everything.

Counselor: You mentioned before that your studies become difficult for you when all your sisters and brothers come home to visit...

The counselor's response would be called a ____________________.
Interpretation is one in the reconstructive style of therapy.

Clarification statements are __________.

Counselor statement: My uncle is such a nice parasite.

Counselor statement: You mean he's nice but he's a parasite....

The counselor's response would be called a ______________________.
If the counselor connects two or more statements together which have been presented separately by the counselee, the statement is called an

open-ended

Counselee statements: Everything is wrong....school, my job, my love life....

Counselor statement: You seem to be saying that your whole life is going wrong.........

The counselor's response would be termed a

clarification

Counselee: I want to get a divorce but I won't have a job or anything.........sometimes Jack can be sweet but other times.....I don't have any friends.

Counselor: Give a counselor response: reflection:

..............................................................

..............................................................

..............................................................
Interpretation

An interpretation is to connect together one or more

clarification

Counselor statement: My uncle is such a nice parasite.

Counselor statement: You mean he is nice but he’s a parasite.

The counselor’s response would be called a

Interpretation, probe, clarification, restatement and reflection are of the reconstructive style of therapy.
Interpretation which usually link or explain observations is a __________ question.

Clarification:

Counselor: I am falling in love with her... and I can't study or do anything when I don't see her... and yet I know she would not be faithful to me... I just don't know which way to turn.

Counselor: You want to continue seeing Tanu but you are afraid she will hurt you.

The counselor's response is termed a ________________.

Communication is another ________________ of the reconstructive style of therapy.
technique

Interpretations usually link or explain _________.

clarification

Counselor statement: I want to get married but not next year; I want to finish my education. J. insist we get married next year, and that I move to Ill.

Counselor statement: It sounds as though you are caught in a bind; on the one hand you want to get married and on the other hand, you want to finish your education.

The counselor statement would be called a(n)

__________________________.

technique

If a counselor restates one or more points that a counselor has verbalized, the response is called a

__________________________.
Interpretations usually _______ or _________ observations.

Counselee: I hate to visit our neighbors; I always get upset and angry with them.

Counselor: What makes you angry?

The counselor's response would be termed a _________.

The technique of summarization restates one or __________ points that a counselee has verbalized.
Counselor's statement: I can't seem to write my English paper.... the words won't come... I am going to fail English... I always do.

Counselor's statement: Perhaps the feeling that you're going to fail English keeps you from being able to even begin writing.

The counselor's statement would be called an

probe

Counselor: I really would like to keep the baby but I know I should give it up for adoption....

I want to go to school but I must have money to take care of the baby....

Give the counselor's response: clarification:....

more

Counselor: I hate school.... I can't find a job without a high school diploma.... my folks need money.

Counselor: Thus far you've said 1. you hate school 2. you can't find a job without a high school diploma & 3. your folks need money. The counselor's response would be termed a...
interpretation

Counselor's statement: I want to get married but not next year; I want to finish my education. J. insist we get married next year, and that I move to Ill.

Counselor's statement: It sounds as though you are caught in a bind; on the one hand you want to get married and on the other hand, you want to finish your education.

The counselor's statement would be called an


summarization

Counselor: I don't want to go in the service but I don't want to go to jail either......perhaps I could go to Canada......I could try for a C.O.

Counselor: You've said that you don't want to go in the service, however you don't want to go to jail; you could go to Canada or you could try for a C.O.

The counselor's response would be termed a
interpretation

Counselor statement: (as the counselee talks, the counselor notices that the counselee's hands are trembling) I really don't want to get a divorce.

Counselor statement: The thought of a divorce upsets you so much it makes you tremble.

The counselor's response would be termed an

interpretation

probes

clarification

The technique that links or explains observation is called a(n) ________________________ .

summarization

Counselee: I'm tired of worrying about all these problems, I can't solve any of these things.

Counselor: I hear you saying all of your problems are really getting you down......

The counselor's response would be called a r_________________.

Test Page 31
interpretation

Counselee: I suppose if I really faced the fact I would have to admit that I have never loved my father. There is something about him that bugs me.

Counselor: You have never felt comfortable with your father.

The counselor's responses would be termed an _________________.

The technique that questions counselee statements is called a _________________.

Counselee: Jamie and I fight all the time now, we never use to fight like this before.

Counselor: You said before that you and Jamie never fought during the last three years of your relationships, now all of a sudden you're fighting.

The counselor's response would be termed a _________________.

interpretation


Give the counselor's response: interpretation:...

probe

The technique that explores ambiguous or conflicting statements is called a ____________________________.

restatement

Counselee statement: Everything is wrong....school ....my job...my love life....

Counselor statement: You seem to be saying that your whole life is going wrong......

The counselor's response would be termed a ___________________.
Interpretation is one technique of the style of therapy.

Restatement is a fourth technique of re-constructive therapy.

Counselor: I think I'll travel to Europe this summer, I have a good offer for a job. If I fail math at school, I'll have to go to summer school.

Counselor: Give the counselor response: summarization:

..............................................................
..............................................................
A probe is a second ________________ of the
reconstructive style of therapy.

If a counselor brings counseling presented experiences
to bear upon content presently being discussed, the
technique is called ________________.

Name the six techniques of the reconstructive style
of therapy.

Inter ________________
Pr ________________
Clari ________________
Pest ________________
Ref ________________
Sum ________________
Interpretation is one technique of the reconstructive style, a second technique is called a ____________.

The technique of restatement brings counselee presented ex__ __ __ __ __ to bear upon new content.

Counselee: I've always gotten into jams....I can't get out of....like now with the principal.

Counselor statement: You see yourself getting into jams like you did with your 7th grade teacher and the guidance counselor.

The counselor's statement would be called a ________________.
probe

If a counselor examines, through a question, a counselee’s statement, the questioning is called a ____________.

(ex)periences

Counselee: I've always gotten into jams...I can't get out of....like now with the principal.

Counselor statement: You see yourself getting into jams like you did with your 7th grade teacher and the guidance counselor.

The counselor's statement would be called a ________________.

restatement

The technique that restates one or more points that a counselee has verbalized is called ________________.
Probes examine counselor statements by means of

Counselor: Jamie and I fight all the time now, we never used to fight like this before.

Counselor: You said before that you and Jamie never fought during the last three years of your relationships, now all of a sudden you're fighting.

The counselor's response would be termed a

The technique that restates the counselor's comment, giving recognition, to feelings and to the main substance of the statement is called
Questions which elicit further information from the counselor are called

restatement

Counselor: I am falling in love with her......and I can't study or do anything when I don't see her......and yet I know she would not be faithful to me......I just don't know which way to turn.

Counselor: You want to continue seeing Tこういうが you are afraid she will hurt you......
The counselor's response is termed a

reflection

Counselor: I hate school......I can't find a job without a high school diploma......my folks need money.

Counselor: Thus far you've said 1. you hate school 2. you can't find a job without a high school diploma & 3. your folks need money.
The counselor's response would be termed a
**probes**

Counselor statement: I don't dig school; it's a real bore!

Counselor statement: What do you mean?

The counselor's response would be considered a

---

**clarification**

Counselor statement: I feel strange all the time....

Counselor statement: Can you tell me a little more about this strange feeling?

The counselor's response would be considered a

---

**summarization**

The technique that brings counselor presented experiences to bear upon new content is called

---
Counselor: I feel strange all the time....
Counselor: Can you tell me a little more about this strange feeling?
The counselor's response would be considered a

Counselor: I suppose if I really faced the fact I would have to admit that I have never loved my father. There is something about him that bugs me.
Counselor: You have never felt comfortable with your father.
The counselor's response would be termed a

The technique that links or explains observation is called


probe

Counselor statement: (As the counselor talks, the counselor observes that the counselor's voice is quivering)

Counselor statement: Why is your voice quivering, does this topic upset that much?

The counselor's response would be termed a ______________________.

interpretation

Counselor: My grades have always been excellent but now I am having difficulties in everything.

Counselor: You mentioned before that your studies become difficult for you when all your sisters and brothers come home to visit.....

Counselor response would be termed a ______________________.

interpretation

The technique that questions counselor statement is called a ______________________.

Test Page 42
probe

Counselee: I hate to visit our neighbors; I always get so upset and angry with them.

Counselor: What makes you angry?

The counselor’s response would be termed a

probe

The technique which brings counselee experiences to bear upon new content is called

restatement

Counselee: I am afraid to go for the audition because all the others have had formal training; I’m sure they are much better than me but I did win five awards already.

Counselor: I hear you saying you feel insecurity about competing at the audition in spite of all the awards you’ve won.

The counselor's response would be termed a
Counselor statement: I can't seem to write my English papers...the words won't come...I am going to fail English....I always do.

Counselor statement: Perhaps the feeling that you're going to fail English keeps you from being able to even begin writing.

The counselor's statement would be termed a(n) ____________________________

Reflection is another ____________________________ of reconstructive style of therapy.

The technique that explores ambiguous or conflicting statements is called ____________________________.
Two techniques of the reconstructive style of therapy are _____ and _____.
Clarification is a third technique of the reconstructive style of therapy.

Reflections restate the counselor's comment giving recognition to feelings and to the substance.

Name the six techniques of the reconstructive style of therapy.
If a counselor restates a previously ambiguous or conflicting statements, the technique is termed

reconstructive.

Counselor: I'm never going to amount to much.
Counselor: In other words, you feel you're doomed......
The counselor's response would be termed a

interpretation probe clarification reflection summarization restatement

END OF PART II
clarification

Clarification is used to investigate ambiguous or statements.

2-26

reflectopn

Counselor: I'm tired of worrying about all these problems, I can't solve any of these things.

Counselor: I hear you saying all of your problems are really getting you down.

The counselor's response would be called a

2-56

2-57
Ambiguous statements are explored through the technique termed _____________.

Reflection

Counselor: I am afraid to go for the audition because all the others have had formal training; I'm sure they are much better than me but I did win five awards already.

Counselor: I hear you saying you feel insecurity about competing at the audition in spite of all the awards you've won.

The counselor's response would be termed a _____________.

Test Page 50
clarification

Open-ended statements which explore ambiguous or conflicting statements are called

reflection

Counselor's statement: I don't dig school; it's a real boomer!

Counselor's statement: What do you mean?

The counselor's response would be considered a
PART III

Use of the techniques in exploring manifest content and focusing on dynamic content

Since restatements bring counselee experiences to bear upon new content, restatements explore manifest content.

The counselor explores manifest content explicitly and dynamic content figuratively by use of the que.
Content which refers to the counselee's actual observable and verbal expressions is called manifest content.

Restatements deal with ________________ content.

The techniques are used to explore dynamic content
The counselors use the six techniques to explore content.

Restatement is a ________ que.

Counselee statement: Things are really getting me down.

Counselor: You feel depressed!

The counselor's response would be a figurative use of the re______ technique.
Manifest content refers to all counselee expressions which are __________ and ____________.

In the reconstructive style of therapy, manifest content is explored by use of ____________ ques.

Counselee: (The counselor observes that as the counselee is talking, she is vigorously striking her wrist with some metals bracelets.)

Counselor statement: Whom are you beating?

The counselor's response would be a figurative use of the ____________ technique.
verbal observable Since interpretations connects together observable or verbal expressions interpretations deal with content.

technique Reflection and summarization are questions.

probe In the previous example, if having noticed the counselee's behavior, the counselor says, you seem very hostile when we discuss your husband instead of whom are you beating, the response would be the figurative use of the technique.
manifest

Interpretations may deal with observable or expressions.

technique

Since reflection and summarizations are techniques, reflection and summarization deal with content.

restatement

Counselor's statement: I want to finish high school but it's really a drag... I am really interested in theatre... I got fired from my job so I have no income, guess I go to my parents.

Counselor's statement: You seem confused, first you want to finish high school but you don't like it, secondly, you are interested in theatre and third, you have no income so you're considering going to your parents.

The counselor's response is a figurative use of the technique.
verbal

By means of a question, probes elicit further information in the form of ___ or ___ expressions.

manifost

In the reconstructive style therapy, the counselor focuses on dynamic content through ___ content.

summarization

Counselor statement: (Counselor is slouched in the chair looking distraught, frowning, eyes focusing away from the counselor) I am very happy with my new job; the people are just great!

Give the counselor response using the clarification technique figuratively.

Test Page 58
verbal observable probes explore content.

manifest

The inferred force that cause behavior is called content.

Counselor statement: (Counselor has asked the counselor a question....counselor scratches her head ....rub her eyes...yawns....) Silence..............

Give the counselor's response using the interpretation technique figuratively.
While clarifications restates counselee remarks, probes counselee remarks.

3-7

3-8

Manifest behavior is necessary in order to make inferences about content.

3-7

3-8

3-19

3-20

While the techniques are used to explore manifest content explicitly, they are used to explore dynamic content.

3-32
The technique that restates counselee ambiguous or conflicting remarks is called _____________.

If, during a session a counselee began to wring his hands, this behavior would be termed mani________ content.

END OF PART III
clarification

Clarifications are concerned with manifest content because they are used to restate the counselee's ver____ expressions.

(manif)est

The counselor uses the techniques to explore _____________ content.
Techniques in the reconstructive style of therapy are used to explore content.

The counselor would use the techniques to obtain further information in the form of counselee expressions.
APPENDIX B
Phase 1

Post Test and \( b_r \) for each item used

<table>
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| .6     | 1. Reconstructive therapy contains conventional characteris-
|        | a) directive therapy b) client-centered therapy c) ges-
|        | talt therapy d) psychotherapy |
| .5     | 2. Internal conflicts are expressed a) figuratively b) expli-
|        | citly |
| .6     | 3. Counselor statement: I can't seem to write my English
|        | papers...the words won't come....I am going to fail English.
|        | I always do. |
|        | Counselor statement: Perhaps the feeling that you're
|        | going to fail English keeps you from being able to even
|        | begin writing. |
|        | The counselor's statement would be called __________________. |
| .6     | 4. The technique that restates one or more points that a
|        | counselee has verbalized is called a) proble b) summariza-
|        | tion c) reflection d) interpretation |
| .6     | 5. Manifest content confers to counselee expressions that are
|        | a) implicit and verbal b) observable and explicit c) verbal
|        | and observable d) implicit and explicit |
| .5     | 6. Manifest content is to observable as dynamic content is to a) verbal b) inferential c) audible d) interactive |
| .5     | 7. In reconstructive therapy, counselors give implicit recog-
|        | nition to a) ideas b) problems c) feelings d) behaviors |
APPENDIX C
Twenty four client statements developed for phase 2

1. I remember John being kicked out of class for throwing a notebook across the room.

2. My teacher's attitudes are the same as they were when I was in junior high school.

3. When I was seven I remember throwing a glass at my sister, causing her to have 13 stitches.

4. I expected to find a new world when I turned 21 but found that things did not change so fast.

5. I don't know anyone so I stay to myself; it's nice being a hermit most of the time.

6. I hate being around those girls. They always have a way of making you feel humiliated.

7. I've been depressed lately. My boyfriend and I am not understanding each other.

8. I want to keep my baby. In order to keep the baby, I'll have to go on welfare which I don't want to do.

9. The last couple of weeks have been very depressing.

10. I like to speed.

11. I just don't understand...

12. Last summer was really something.

13. He thinks there is nothing wrong with sex before marriage...I want to be a virgin when I go down the aisle...perhaps he will break the engagement if I don't sleep with him.

14. It will be nice if I could speak out but I know I lack self-confidence...sometimes its better not to say anything...I use to be a blabber-mouth.
15. I like the job... I think everything is going fine... I will be here next summer if I am hired.

16. My roommate and I get along really well... we both have problems however it's fun trying to work them out together... we are very different personalities.

17. I'd like to get married but I feel that there is a need for me to finish school.

18. I really don't want to teach but I'm sure I'll have to teach wherever I go.

19. I set my alarm every nite but I can't seem to get out of bed in the morning.

20. Sometimes I would like to slap him but I always feel guilty.

21. Sometimes I find it hard to like the people whom I love.

22. Everyone here depresses me.

23. I hate a person who constantly lies in order to impress people.

24. Everytime I see a sick child, I feel like I want to cry.
APPENDIX D
Twenty four client statements developed around a central theme for phase 3

1. My appearance...my long hair and bell bottoms is not appreciated by some of the people in town or in school. They think I should be a little bit neater. I know how they feel and it disgusts me. I am going to leave school...pack my bags and take off for Europe.

2. My parents don't understand me at all, although my father understands me a little more than my mother. I am not going on to college...I have no reason not to go to Europe.

3. The service will be on my back.

4. I have two groups of friends, one group is the straight kids. They always want to do what's right. The other group is more with it.

5. I can't quiet reconcile myself to being a high school drop-out.

6. I don't want to get a job...I'll be a free lance liver.

7. If I go to Europe, I don't have to be hassled, pressured or have some one on my back or telling me what to do.

8. I can do my own thing in Europe!

9. Nobody really understands me.

10. My girl will be hurt if I go to Europe but if she really cares about me she'll pack her bags and come.

11. I've always hated people who tell me what to do and when to do it. Now I just never listen to them. I tell everyone to go to hell whenever they start to hassle me. I just don't give a damn.

12. I've been to Europe before...I don't have to worry about money or food...I'll make a lot of friends...People will let me do my own thing and dress the way I like.
13. I don't know what I'll do if I get drafted while I'm there. Perhaps if I stay in Europe long enough, the laws will change and I can come back to the states.

14. I feel very happy with my decision to go to Europe.

15. All the teachers look at me funny because of the way I dress.

16. School is a real farce...I am not learning anything! It's a total waste of time.

17. When I tell my parents, they'll be all upset and will start lecturing me.

18. If I remain a draft dodger and can never return, I just settle somewhere else.

19. Everyone thinks I'm stupid for dropping out of school but no one has given me an alternative.

20. I am really not concerned about not having a high school diploma; I can always get a job as a waiter or something.

21. I'll stay in youth hostel and save some money.

22. Europe is just so different from the states.

23. If I got in a real jam, parents would send me some money.

24. I think I'll find myself there.
APPENDIX E
Summary of Techniques

An interpretation is to connect together one or more statements which usually link or explain observations.

A probe examines counselee statements by means of a question.

A clarification is an open-ended statement which is used to investigate ambiguous or conflicting counselee statement.

A restatement brings counselee presented experiences to bear upon content presently being discussed.

A reflection restates the counselee's comment giving recognition to the main substance and to the feelings.

A summarization restates one or more points that a counselee has verbalized.
APPENDIX F
### Positive

- enjoyment
- enjoy
- nice
- stimulating
- wonderful
- fulfill
- potential
- worth
- close
- love
- understand
- delighted
- thrill
- accept
- care
- proud
- gratitude
- loyal

- pleasure
- fascinate
- pretty
- surprise
- competence
- great
- respect
- affection
- friendly
- need
- cheerfulness
- content
- hope
- free
- concerned
- secure
- invites
- expressing

- beautiful
- good
- relax
- terrific
- able
- pass
- smart
- love
- help
- open
- happiness
- happy
- luck
- kind
- sensitive
- thanks
- reassure
- appeal

### Negative

- anxious
- tremble
- spanked
- turmoil
- fuck
- hurt
- disappointed
- despair
- choke
- shitty
- withdraw
- argument
- defense
- deceive
- concerns
- pressure
- upset
- failure
- puzzle
- dismay
- disillusioned
- tired
- avoid
- argue
- hit
- grimness
- pessimistic
- prejudiced
- accuse

- afraid
- corrupt
- sorry
- slutty
- gripes
- miserable
- mad
- aggressive
- confused
- shit
- worry
- bitch
- ignore
- burden
- frightens
- scare
- worried
- flunk
- skeptical
- sadness
- discouraged
- unhappy
- flee
- competitive
- kill
- dislike
- serious
- resent
- embarassing

- bothers
- hassel
- spoiled
- whose
- dead
- rotten
- beat
- badly
- damn
- sorry
- wrong
- bullshit
- irks
- hopeless
- lonely
- shy
- doubt
- mediocre
- stupid
- alone
- sad
- pain
- attack
- criticize
- offend
- hate
- defensive
- quarrelsome
- pissed

- interesting
- satisfy
- tremendous
- can
- perfect
- success
- appreciate
- like
- peace
- excited
- laugh
- optimistic
- protect
- trust
- change
- strength
- try

- weak
- threaten
- socked
- cry
- sneak
- mistrust
- bastard
- frustrated
- spite
- abuse
- dirty
- liar
- violent
- nervous
- tense
- endecision
- moody
- unsure
- depressed
- terrible
- awful
- offensive
- fight
- surliness
- nasty
- against
- angry
Verbal Indicators of Anxiety Used as Dependant Variables

Indefinites

all
any
anybody
either

anyone
both
each
many

everybody
everyone
few
are

neither
nobody
none
someone

several
some
somebody

things
them
something

Ambivalent Constructs

but
should
would
since

if
because
for
probably

well
however
maybe
guess

possibly
seems
appear

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Frequency of Dependant Variables Emitted Under the Treated Control

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Frequency of Dependant Variables Emitted Under the Reconstructive Style

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