

THE DEVELOPMENT OF A CLASSIFICATION SCHEME OF HELP-INTENDED  
RESPONSES OF ADOLESCENT PEERS: GRADES 7, 9, AND 11

by

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## ABSTRACT

The purposes of this research were to document adolescent help-intended responses, to develop a classification scheme of these responses, and to examine peer help-intended responses for similarities and differences across grades 7, 9, and 11. Help-intended responses were examined in simulated peer interactions using the following qualitative measures: Help-Intended Response Form; Tape Assisted Recall; and In-Depth Interviews. Subjects (n=92) listened to audiotaped peer problem statements and wrote responses to help the peer. Verbatim descriptions of peer help-intended responses were also obtained from a random sample of subjects (n=12) in a semi-structured interview.

Content analysis identified the following seven main categories of peer help-intended responses: Acknowledging; Offering the Self; Giving Perspective; Encouraging; Demonstrating Understanding; Information Seeking; and Guiding Strategies. In addition, twenty-three subcategories were documented.

The following help-intended responses were the most frequent at each grade level: Acknowledging (grade seven); Guiding Strategies (grade nine); and Encouraging (grade eleven).

These findings confirm that adolescents do engage in reciprocal peer helping relationships and do use a broad repertoire of action oriented peer help-intended responses. Implications for peer training programs and future research are discussed.

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## ABSTRACT

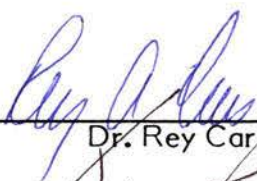
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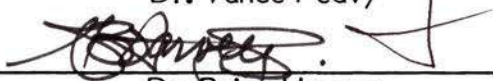
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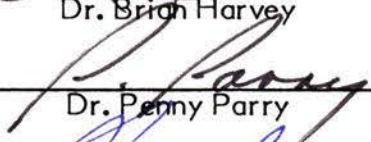
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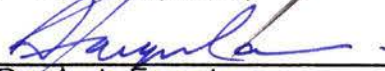
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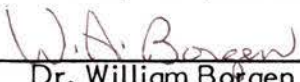
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Dedication

To my loving daughter, Fiona Anne and her close community of friends: Cory Neumann, Kim Tufford, John MacDonald, Stephanie Eyton and Jody Hanson.

## Chapter 1

### Statement of the Problem

Thornburg (1982) provides a conceptual framework for understanding the developmental changes which occur during adolescence. He outlined the following four components of adolescent change: development; socialization; behavior; and identity. Adolescent social development is characterized by the process of reorientation of the following relationships: parents; peers; authority; and large and small groups (Coleman, 1974). Coleman (1980) recognized the important influence peer relationships have on socialization during adolescence. Peers are defined by Coleman as friends, companions, and others of similar age who are facing similar life events. He stressed the significance of the increased dependence on peers for social support while the adolescent is undergoing considerable reorganization in the social and emotional spheres. The reorganization of relationships involves adolescents gradually severing their earlier emotional ties to parents. Coleman points out the paradox which occurs in that many adolescents requiring emotional support find it difficult to turn to parents. It is during these circumstances that peers and friends play an important role in social support, by helping each other deal with developmental tensions and conflicts. Gottlieb (1983) defined social support as consisting of "... verbal and/or nonverbal information or advice, tangible aid, or action that is proffered by social intimates or inferred by their presence and has beneficial emotional or behavioral effects on the recipient" (p. 28).

Adolescent peer relationships provide the social support that is an integral part of adolescent socialization.

Adolescent peer relationships permit the psychological experience of reciprocal relationships, in contrast to the earlier unilateral relationship between the child and parent (Piaget, 1926, 1932, 1972; Coleman, 1980; Chandler and Boyes, 1982). As adolescents engage in peer relationships, they become less egocentric and develop the ability to socially role-take (McGuire and Weiz, 1982; Elkind, 1970; Chandler and Boyes, 1982). Chandler and Boyes (1982) noted developmental differences between middle childhood and adolescence in social role-taking (understanding the thoughts and feelings of another person) which are consistent with the emergence of formal operational thought. This developmental shift from unilateral, one-way relationships, such as between child and parent, towards more reciprocal relationships, as between peers, appears to occur gradually during the adolescent period (Chandler and Boyes, 1982; Thornburg, 1982). Peer relationships are the adolescents' primary social environment, an environment which provides the opportunity to develop the following peer relationships skills: initiating; maintaining and repairing conversations; problem-solving; and forming mutually reciprocal relationships (Elkind, 1970; Piaget, 1926; Kohlberg, 1981; Hartup, 1979).

Selman (1980) identified the following five stages of developmental changes that occur in peer relationships:

Stage 0: Close friendship as momentary physical interaction.

Stage 1: Close friendship as one-way assistance.

Stage 2: Close friendship as fair weather co-operation.

Stage 3: Close friendship as intimate and mutual sharing.

Stage 4: Close friendship as autonomous interdependence.

These developmental differences in peer relationships represent a qualitative shift from a physical orientation to a reciprocal orientation. The quality of friendship shifts from the young child's view that friendship is momentary, to an older child's understanding that friends attend to the deep psychological needs of each other. Meichenbaum (1981), Guralnick (1981), Hartup (1979), Burke and Weir (1979), Adams (1983), and Selman (1983) concluded that the peer relationship skills of empathy, role-taking, reciprocity, and social problem-solving are necessary for health social development and success of future relationships. Significant developmental trends have been observed between middle childhood, pre-adolescence, and adolescence in social development (Adams, 1983; Kurdek and Krile, 1982; Burke and Weir, 1979; Gottman, 1976). However, it is not clear if such developmental differences will exist when adolescent help-intended responses are documented. The lack of documentation applies not only to help-intended responses, but it also applies to the repertoire of social skills used between adolescent peers. Yet peer relationship skills are described as critical to adolescent social development (Havighurst, 1953; Meichenbaum, Butler and Gruson, 1981)!

This gap between the existing research on adolescent social development and what actually occurs in help-intended responses between peers seems to have occurred for three reasons. First, the focus of social

developmental research has been limited to specific social competency skills, such as empathy, peer popularity, perceived self-competence, locus of control and social sensitivity. Second, the diversity of terms and definitions used in the literature including: social knowledge, communicative competency, reciprocity of thought and feeling, and interpersonal understanding has led to isolated findings with little integration of the results. Finally, the characteristics and functions of adolescent peer helping have received little attention in research literature. The limited focus on specific social skills together with discrepant meanings for each term and lack of research on adolescent peer relationships have led to difficulty in linking research findings to developmental theory (Ladd, 1984).

In summary, peer relationships play a critical role in the social development of adolescents (Bierman and Furman, 1984; Guralnick, 1981; Coleman, 1980). Meichenbaum (1981), Sarason (1981), and Hartup (1979) outlined a wide variety of skills associated with social development. These skills can be synthesized as: (a) specific social-change skills; (b) social problem-solving; (c) responding appropriately to the social context; (d) social sensitivity; and (e) peer relationship skills. Peer relationship skills are noted to play a significant role in adolescent development; yet it is not known how adolescents respond when intending to help a peer. Peer help-intended responses refer to all those verbal responses adolescents use when intending to help a peer, a companion, or a friend with a personal concern. What are the help-intended responses adolescents use with a peer? Can a valid classification scheme be developed to document the peer help-intended

responses? Are there similarities and/or differences in adolescent peer helping across grade levels? The purpose of this research is to investigate and document the peer help-intended responses across the grades 7, 9, and 11.

If adolescent peer help-intended responses can be documented as they occur in simulated peer interactions, practitioners may have a valuable resource of information about adolescent social development. This documentation would assist practitioners to identify the stages and characteristics of adolescent social development and to make developmentally appropriate social interventions. If counsellors and educators working with adolescents can match their interventions with typical helping responses at different developmental levels, then it is likely that the interventions will be effective. It would, therefore, be helpful to provide practitioners with an empirically developed profile of typical help-intended responses which occur between adolescent peers at different development levels.

This research will add to the adolescent social development literature by providing empirical examples of the help-intended responses which will use between peers. It is necessary to use qualitative method to permit both an in-depth investigation and to document empirical examples of help-intended responses. This research will use qualitative methodology to document the type and the range of verbal adolescent peer help-intended responses. While qualitative methods have been used to study social development in young children (Selman, 1983; Piaget, 1926), there has been little qualitative research with adolescents. The use of qualitative methods will also permit

an investigation of the nature and characteristics of verbal help-intended responses used between adolescent peers (Gottschalk and Glasser, 1969; Miles and Huberman, 1984). Moreover, qualitative methods may yield a more comprehensive range of these responses.

## Chapter 2

### Review of Literature

Hartup (1979) emphasized the importance and function of peer helping relationships in adolescence. Hartup stated that (a) peer relationships lessen anxiety; (b) peer interactions allow adolescents to discharge their impulses and emotions safely within their relationships; (c) sexual socialization takes place through peer relationships; (d) adolescents who are leaders can empathize with their peers and tend to exhibit advanced levels of moral reasoning; and (e) students who are rejected by their peers have a higher delinquency rate as adolescents and are at risk for emotional difficulties. Guralnick (1981) supports the view that peer relationships play a critical role in the social development of adolescents. Peer relationships contribute to the development of empathy, problem-solving ability, negotiation skills, general state of well-being, and the success of later intimate relationships (Adams, 1983; Burke and Weir, 1979; Meichanbaum, 1981; Sarason, 1981; Selman, 1983). Adolescents are attracted to peers when they are facing a problem and find help from peers effective (Burke and Weir, 1979; McDowell, 1983). Adolescents disclose a wide variety of daily and developmental concerns to peers rather than to parents or other adults (Burke and Weir, 1979; Speigel, 1979; Whalen and Flowers, 1977; Carr, 1981). Developmental trends such as an increase in interpersonal understanding, social competence and social understanding have been observed between middle

childhood, pre-adolescence, and adolescence (Adams, 1983; Kurdek and Krile, 1982; Gottman, 1975; Selman, 1980, 1983), yet there is little research investigating any different which may occur during the critical period of adolescent social development. The purpose of the following section is to review the current research which specifically relates to adolescent peer helping responses.

Gottlieb (1978) identified twenty-six informal helping responses used by adult helpers. He classified the wide range of helping responses into four classes of social influence: emotionally sustaining, problem-solving, indirect personal influence, and environmental action. Forty single mothers discussed their three most severe problems during taped interviews. The interviewer asked two scheduled questions: (a) How has "X" become involved in helping you deal with the problem or your feelings about it? (b) Is there anything particular about "X" as a person or about his or her way of helping you deal with the problem that stands out for you? The interviewer then probed the initial response to obtain an explicit example of the helping response which was given by the helpers. Content analysis of the interview transcripts examined and documented specific descriptions of verbal and active helping responses. This research confirms that adults respond in the role of helping with a broad range of helping responses. Gottlieb concluded that an important step in research is to test the utility of his informal helping scheme with other samples. Gottlieb's classification scheme is based on the perceptions of the helpees, not on the direct observation of helping responses, therefore, it is necessary to clarify the helping responses

which occur between adolescent peers. While this study has contributed valuable information on informal helpers, the subjects were from an older age group than the present study.

Whalen and Flowers (1977) attempted to simulate a peer helping situation with older adolescents and identified a wide repertoire of help-intended responses. Forty-one untrained undergraduate students were randomly assigned to take on the role of friend or peer counsellor. The effect of the helping roles of friend and counsellor on the help-intended responses was examined by using videotape roleplays as stimuli. The videotapes presented either a male or female with a realistic problem from the personal-social or academic spheres. Those students responding in the role of counsellor gave significantly more reflections than those in the friend role. Information-seeking and advice were the two most frequently used responses by students in both helping roles. There were some differences between the responses used by students in both helping roles and also gender differences. Females elicited more advice and more information-seeking questions than males. The ability to generalize these findings is limited since the sample involved subjects who were interested in the human services careers. Although this study indicates that older adolescents can respond with a broad range of help-intended responses in peer relationships, there was no examination of these skills in early or middle adolescent development.

Burke and Weir (1979) included younger adolescents and confirmed that help-intended responses of peers and parents have a direct relationship

to well-being. The subjects were two hundred and seventy-four adolescents ranging from 13-20 years of age who completed questionnaires assessing typical help-intended responses from parents and peers. Students were asked to rate a list of 15 typical help-intended responses. Disclosure of problems, level of satisfaction with help, general well-being, and feeling states were also assessed. Adolescents indicated that within their support system, peers provided the most emotional and concrete support. The results indicate that adolescents are more likely to let their peers know, than the adults in their lives, when they are experiencing difficulty. Adolescents were more satisfied with help received from peers rather than from parents. The subjects also reported that they disclosed more types of problems to their peers than to their parents. There was a positive relationship between adolescents reporting that peers provided Concrete Support or Emotional Support and those adolescents that had a sense of well-being. Since this study used a priori selection of five categories of help-intended responses, there was no opportunity to examine naturally occurring verbatim responses or document the total range of adolescent verbal help-intended responses.

Kurdek and Krile (1982) found evidence that the relationship between interpersonal understanding and peer acceptance was stronger for older children than for younger children. The subjects were a large, representative sample consisting of 313 children from grades 3 to 8. While there was a significant developmental increase between peer acceptance and both interpersonal understanding and perceived self-competence, there was no

significant relationship between social self-competence and peer nomination. The results indicated that there were gender differences, girls scoring significantly higher than boys on interpersonal understanding. High peer ratings were related to high interpersonal understanding and perceived social self-competence. Interpersonal understanding was assessed by asking the subjects to write their responses to questions after viewing a 6-minute sound filmstrip depicting a boy (rather than a boy and a girl) in a personal dilemma. Interview questions were derived from Selman's (1980) descriptions of interpersonal understanding. The interview questions were read aloud to subjects. The interview questions encompassed the following concepts: friendship formation, conflict resolution, interpersonal understanding, closeness and intimacy, trust and reciprocity, jealousy and exclusion, and friendship termination. This study supports the notion that positive peer relationships provide children with the opportunity to develop interpersonal understanding. While the interview questions on interpersonal understanding encompassed a broad range of concepts, the personal dilemma presented is not derived directly from the sample group and the subjects' responses were not documented.

Gottman, Gonso, and Rasmussen (1975) examined the peer help-intended responses of 198 elementary students. Developmental increases were significant in the social skills, particularly in the helping roles of friend and peer helper. Significant differences were found between third and fourth graders' social interaction, social competence, and friendship. Popular children demonstrated more knowledge about how to make friends

and how to help peers. Peer relationship skills were assessed in a series of tasks and social behaviors and observations in the classrooms. Popularity was assessed by a sociometric measure. Subjects included students from two different elementary schools, two third-grade and two fourth-grade classrooms. Friendship skills were measured by asking children to pretend that the photograph of a child was a new child in the school with whom they wanted to make friends. The children were also asked to help a peer who was having difficulty with three arithmetic problems. In the friend role, the responses were scored from one to four points as follows: greeting, one point; asking for information, two points; extending inclusion, three points; giving information, four points. In the peer helper role, the responses were assessed on the extent to which the child switched strategies. A response scored zero if an answer was given, one point if the child used any strategy at all, two points if a strategy was clearly applied, and five points if the child shifted strategies. The results state there are strong relationships among measures of friendship, social skills, and social interaction. These findings indicate that the strategies of negotiation, problem-solving, and friendship skills contribute to the development of peer relationship skills in young children. While this study demonstrated that young children do use a variety of peer help-intended responses, the scope of this research did not include documenting the specific responses. In fact, Gottman et al (1975) recommended that research is needed to identify the help-intended responses in peer relationships.

Adams (1983) examined social development during adolescence and found evidence that age influenced peer help-intended responses. This study included a small sample of subjects aged 14, 15, 17, and 18 (n=20) from two different junior high schools and the neighbouring high school. The students watched dramatic vignettes based on short stories by Rothenberg (1970) and were then asked to describe how the focal character felt and why he or she felt that way. Empathy level was assessed and peer popularity was obtained on a 5-point rating by peers. Developmental trends were similar for males and females, although females scored higher on empathy across all age levels. Older adolescents scored higher in social understanding, on descriptions of feelings, and understanding motives. Older adolescents also scored higher on social competency and demonstrated more complex and comprehensive understanding the appropriate emotion with the social context. This research was limited by restricting the definition of social competency to include social knowledge, empathy, and locus of control. This study confirms that during adolescence developmental changes occur in help-intended behaviors, especially empathy. This research indicates a need to examine and document the range of verbal help-intended responses used by adolescents.

Selman, Schorin, Stone and Phelps (1983) used naturalistic inquiry to demonstrate that young children taking the role of friend and peer helper used a wide repertoire of social skills in a natural setting. This study examined the relationship between children's level of social understanding demonstrated in an interview and the level of social understanding expressed

verbally and non-verbally in the context of real-life situation. Six girls from grades 2, 3, 4, and 5 participated in this study of the developmental aspects of social competency. Developmental trends were observed on the levels of social understanding, reflectivity, and the frequency of competent communications. During the interviews children demonstrated empathy in their responses. In group discussions children tended to use negotiation strategies of self-referential, other-referential, and self-other referential. In the reflective interview children who expressed high levels of social understanding tended to use both reflective communications in the role of helper and a higher level of skill in task negotiation. Both the interview and the observations in the natural group settings indicated that children who demonstrate higher levels of social understanding in the individual interviews tend to employ a range of social skills in both self-other reflections and negotiations and in group discussions. These findings indicate that there is a relationship between the developmental level of social understanding and the repertoire of social skills.

During Selman et al (1983) interview, children were presented with an interpersonal dilemma, and then were asked a series of standard questions. The questions covered topics of friendship formation, closeness, trust, jealousy, conflict resolution, and termination. The interviewer used probing strategies to fully investigate each issue. The children's responses were taped and later transcribed for scoring. Each interview was assigned six scores, one score for each issue. In the role of helper, the children were asked to help each other and co-operate in group activities. Videotapes of

group discussions and weekly 10-minute classroom observations of each girl also provided data. Data collection took seven months including pre-selection interviews, group activities, and post-assessment. The group activity involved the 24 girls for 12 weeks, once a week for 2 hours. Triangulation of data collection occurred from the following: participant observers, videotapes, tape-recordings, group leader's notes and interviews, interviews of all girls and observers, and weekly staff meetings. The results of this study indicate that females, aged 6 to 10, are capable of responding in a reflective mode, showing both self-understanding of thoughts and feelings, and sharing subjective experience with others. It is clear that, during the development period between the ages of 6 to 10, children begin to develop a repertoire of verbal peer relationship skills which are effective in a variety of social contexts. While this research has broadened the study of children's social understanding in a natural setting, Selman recommends that a similar study is needed on samples of children other than those aged 6 to 10. Peers may differ in the type and style of helping responses with children of different ages and sex. It is necessary to examine for differences between males and females, and students of different ages on a wide range of helping responses.

In summary, a review of the literature indicated the important influence peer helping skills have on healthy adolescent development. It is evident that young children demonstrated reflective communication, negotiation, friendship and help-intended problem-solving in peer relationships. Developmental differences in interpersonal understanding (Kurdek

and Krile, 1982), help-intended responses and social problem-solving (Gottman et al, 1975), and empathy (Adams, 1983) have been observed between young children and young adolescents. It has also been documented that older adolescents and adult helpers respond with a broad repertoire of peer helping responses within a natural context. Research on naturally occurring peer helping behaviors has tended to emphasize early childhood and early adulthood. There is a definite need to examine peer help-intended responses during the developmental period of adolescence.

In summary, adolescence is a critical period for the development of relationship skills of peer helping, and yet, the the documentation of adolescent peer helping responses has not occurred. It is evident that an in-depth investigation is necessary both to bridge this gap in the research literature and to document the type and range of verbal help-intended responses used between adolescent peers. The purpose of this research is basically, to provide a profile of adolescent verbal peer help-intended responses.

Based on the literature regarding adolescent social development, the following research questions were asked: (a) What are the verbal help-intended responses between adolescents peers?; (b) What classification scheme might be developed to reflect the range and diversity of such help-intended responses?; and (c) To what extent are there differences and similarities between the help-intended responses of adolescents in grades 7, 9, and 11?

## Chapter 3

### Method

#### Overview

The present research examined peer help-intended responses at three different developmental stages in order to improve the validity of a classification scheme. The sample of grades 7, 9, and 11 were chosen in that they represent students in their adolescent years aged twelve to eighteen. These grades represent the beginning, middle and late adolescent periods. Qualitative research instruments were used to examine the nature of peer help-intended responses across the grades (Hayes, 1985; Miles and Huberman, 1984; Gottschalk and Gleser, 1969).

#### Subjects

Two groups of subjects participated in this study. The members of the first group were recruited to play the roles of adolescents who were experiencing typical development concerns. Members of the second group were recruited to provide written responses to the role-played peer problem statements. The researcher visited classes and provided a brief oral description of the nature of the research and the role of student volunteers (see Appendix A).

Twenty-four subjects were recruited from English classes at Quadra Elementary and Reynolds Secondary schools to simulate peer problem statements on audiotape. Eight students at each grade level (7, 9, and 11)

were randomly selected from three groups of twenty volunteers to play the role of the "troubled students". The subjects role-playing the "troubled students" created the scripts and voices for the audiotapes of the peer problem statements (see Development of Scripts, p. 21).

Ninety-two adolescents from Quadra Elementary and Reynolds Secondary Schools in classroom groups provided written responses to audiotaped peer problem statements (see Instrumentation section, p. 24). The grade 7, 9, and 11 groups were selected randomly from three classroom groups of forty volunteers. The school principals identified the classroom groups as containing a wide range of academic ability levels. A random sample of 12 subjects (6 male, 6 female) from the sample of 92 participated in individual semi-structured interviews. The volunteer subjects in this study attended regular school programs in the Greater Victoria School District and represented Canadian urban adolescents.

### Design

This developmental study used a cross-sectional design to examine the repertoire of adolescent peer help-intended responses across grades 7, 9, and 11. This cross-sectional design provided (1) the attainment of a set of verbal responses from students from each age level and (2) the inclusion of a large number of subjects from which frequency scores on the help-intended responses were compared across the grades (Van Dalen & Meyer, 1966; Sax, 1979). The measures of help-intended responses, subjects' verbatim responses to audiotaped statements and in-depth accounts of personal

experience were used to gather descriptions of peer help-intended responses. These descriptive data simulate represent the range of help-intended responses used by students in daily conversations.

These descriptive data were collected from randomly selected subject classroom groups and randomly selected individuals in each of the three grade levels. A classification scheme of adolescent peer help-intended categories was derived from the content analysis of the descriptive data. Cross-tabulation frequencies were applied to the scores on the response categories across the grades 7, 9, and 11. A similar number of male and female students in each of the three grades was included to permit the examination of gender differences (Table 1).

### Procedure

Subjects' peer help-intended responses were obtained by having adolescents listen to and provide their written responses to an audiotape containing four problem statements. Audiocassettes of four peer problem statements were played to classroom groups at grade levels 7, 9 and 11.

The first measure administered was the Help-Intended Response Form (see Appendix B). After listening to each problem statement, the subjects were asked to write their responses to the peer problem on the standardized Help-Intended Response Form. Secondly, a standardized Tape Assisted Recall method, adapted from Kagan (1975), and modified by Elliott (1979) and McDowell (1983), was used to assist the subject to identify the feelings and thoughts of the troubled student. Finally, a random sample of 4

Table 1

Number of Subjects by Gender, and Grade

Grade	Gender	Subjects
7	female	15
	male	14
9	female	16
	male	17
11	female	16
	male	14

students from each grade (2 female and 2 male) participated in a semi-structured interview conducted by the assistant. These interviews provided samples of the subjects' personal accounts and verbatim descriptions of adolescent peer help-intended responses.

### Materials

Development of Scripts. The researcher provided brief stimulus role-play examples for each group of eight subjects role-playing the "troubled students" from the grades 7, 9 and 11. The three role-plays used at each grade level were constructed from student descriptions of their experience of typical adolescent concerns. The role-play examples were: (a) "I am really upset about my French mark. I failed the last exam"; (b) "I am so mad at my mom, she has grounded me this weekend"; (c) "My friend isn't talking with any of our group anymore, I am worried". The subjects at each grade level were asked to brainstorm a list of typical adolescent concerns. They were asked, "What are some of the problems that you talk over with friends?" A list of problems was generated and written on the chalkboard. Subjects were asked which problems would be considered typical daily problems. The subjects by consensus listed the following problem topics: friendship, school, homework, teachers, grades, curfew, parties, death, parents, siblings, boyfriends, girlfriends, careers, and sports. The "troubled students" were asked to choose a problem from the group-generated list that had personal meaning for them. They were told to think either of a problem that was causing some frustration in the present or of an experience that

had occurred recently. The instruction was given to choose a concern that they would feel comfortable role-playing and not one which would constitute a serious crisis situation. The subjects were told that the purpose of the role-play was to gather help-intended responses to their problem statement. The "troubled students" were given one hour to discuss, to role-play the situation, and to write a script for audiotaping. The students chose partners to rehearse their role-play and develop a script. The researcher conducted 10-15 minute individual interviews with each "troubled student" to clarify the problem, to rehearse the problem statement, and to practice four key phrases. Each key phrase of a problem statement expressed a feeling and a concern.

#### Audiotapes

The researcher audiotaped individually the subject's role-play of the problem statements. Three audiotapes, one for each of the grades 7, 9 and 11 levels contained instructions (see Instruction for Friendship Scripts) and four edited problem statements. The four problem statements were selected on the basis of clarity, volume, and inclusion of a feeling in the problem statement. The problem statements were edited to include both a feeling and the nature of the problem in one brief statement. Each problem statement was between 15-30 seconds long with 30 seconds between each statement. The individual problem statements were assigned in random order to counterbalance any order effects. The audiotapes contained the peer problem statements listed below:

Grade 7 Friendship ScriptsSituation 1

"Today I am really upset because my grandfather passed away yesterday afternoon. So I think I'll just go to the library for lunch and read a book so I can be alone instead of going to lunch with you." (f)

Situation 2

"My teacher was really upset that I didn't do my homework that she phoned my parents, and I am disappointed because I can't go downtown with you tomorrow." (m)

Situation 3

"I am really mad at my mom. She won't let me go to the movie with you because I didn't do my homework last night." (f)

Situation 4

"I am worried because I might get grounded. I didn't do so great on the test." (m)

Grade 9 Friendship ScriptsSituation 1

"I am really mad because my parents won't let me out past eleven p.m. on Saturdays and that's when there is a big party at my friend's house." (m)

Situation 2

"This is really bothering me. Usually my parents let me go out, but this time when I really want to go out, they won't let me." (f)

Situation 3

"I wish you could have come over this weekend. I really miss you. Why did you have to move so far away?" (f)

Situation 4

"I am really upset because I don't see enough of my father." (m)

## Grade 11 Friendship Scripts

### Situation 1

"I am really ticked off at my parent's because they won't lend me the extra cash I need to go see the tractor pulls in Vancouver." (m)

### Situation 2

"I am so mad he never showed up again." (f)

### Situation 3

"I am really upset. I just found out that my friend has been gossiping about me. Have you heard the things he said?" (f)

### Situation 4

"I am so mad about losing my soccer game Sunday. We had a two-goal lead over Gordon Head and we blew it. I feel like I want to be sick." (m)

## Instrumentation

Help-Intended Response Form. This standardized procedure was used to collect the subject's written responses to peer problem statements. The subjects received written and verbal instructions to imagine the student on the tape as someone that they know. Subjects were asked to think about a friend that they knew and to consider what that friendship meant to them. They were asked to write a response to complete the statement on the chalkboard: "A friend is someone who . . .". Five minutes was allowed for subjects to complete this friendship definition on the back of the Help-Intended Response form. All subjects received the following instructions from the researcher, on the audiotape and on the Help-Intended Response form:

### Instructions for Friendship Scripts

You are about to hear four taped friendship concerns of grade (7, 9, 11) students. These grade (7, 9, 11) students were talking with friends about some of their thoughts and feelings. Imagine the student on the tape is your friend. Imagine you are standing face-to-face with your friend. Now listen closely to you friend's concern. Now try to help your friend. Write down what you would say to your friend.

After listening to the audiotaped peer problem statement, the subjects were asked to try to help the student. The subjects were asked to follow the procedure outlined by Whalen and Flowers (1977) and to respond in writing as if they were in face-to-face communication with the student on the tape. Each subject provided responses for each of the four peer problem statements to yield a total of 368 written response statements.

Tape Assisted Recall. This standardized recall procedure was used to assist subjects to recall the feelings of the troubled student on the third and fourth audio-taped problem statements. This tape-assisted recall procedure (TAR) was adapted from the Kagan (1975) method of replaying tapes to groups of subjects. McDowell (1983) and Elliott (1979) employed this method to examine helping responses. The audiotape was stopped at predetermined points and the subjects were asked the following questions:

1. How is this person feeling?
2. What is this person thinking?

Each subject wrote his/her responses to two problem statements on the TAR form. This measure yielded 184 descriptive responses.

Table 2

Instrumentation		
Instrument	Data Collected from All Grades 7, 9, 11	Use of Data
Help-Intended Response Form	368 samples of help-intended responses	Development of classification scheme of adolescent peer help-intended response  Examined for differences across grades 7, 9, 11
Tape Assisted Recall	184 adolescent statements of the thoughts and feelings of the troubled student	Examined for differences across the grades 7, 9, 11
In-Depth Interviews	12 in-depth personal accounts including verbatim descriptions of explicit examples of peer help- intended responses	Supplementary findings for: (1) Classification Scheme: provided detailed descriptions for categories (2) Examined for differences between grade levels

Semi-Structured Interview. A random sample of 12 students, four from each of the three grade levels (2 female, 2 male), participated in semi-structured in-depth interviews which followed the format outlined by Good (1972), Guba & Lincoln (1982), and Miles and Huberman (1984). Two female and two male students from each grade were interviewed by the school counsellor for twenty minutes in order to gather descriptions of verbatim examples of peer help-intended responses. These interviews were audio-taped and later transcribed for verbatim content analysis. This interview procedure to attain descriptive data on a broad range of help-intended responses was adapted from Gottlieb (1978). The subjects were asked to recall a situation when they were talking over a personal concern with a friend. The subjects responded to the following scheduled questions: (1) What did your friend do when trying to help you?; and (2) What did your friend say when helping you? The interviewer was reflective and probed to obtain specific statements on personal accounts of peer help-intended responses (see Appendix F).

### Data Collection

The data from the Help-Intended Response Form and Tape-Assisted Recall Form were collected from grade 7, 9, and 11 students during regular school class time. After listening to the peer audiotapes and providing help-intended responses, a random sample of 12 subjects was interviewed for twenty minutes (Table 2). Equivalent situations for all groups were maintained by: (a) having the researcher administer the instructions to all

groups; (b) standardizing the basic introductions and procedures to all groups; and (c) conducting the study in the subjects' school.

## Chapter 4

### Results

#### Overview

The data from the Help-Intended Response Form, the Tape-Assisted Recall, and the individual interviews were analyzed according to the methods outlined in Data Analysis. Post-hoc cross-tabulation examinations confirmed similarities and differences between grades. The results are divided into two parts. Part One reports the findings of the first two research questions regarding the identification of peer help-intended responses and the classification scheme. Part Two summarizes the findings of the third research question focusing on grade similarities and differences.

#### Data Analysis

Content analysis has been defined as the process in which "content units are coded into categories descriptive of some condition of the communicator or of the relationship between him and his communication" (Gottschalk and Gleser, 1969). Content analysis was used to: (1) sort continuous responses into understandable units; (2) examine for patterns and themes; and (3) check for frequency of responses across all grades. The following measures were used: Help-Intended Response Form; Tape-Assisted Recall Form; and in-depth semi-structured interviews. Qualitative methods were applied following the guidelines recommended by Miles and Huberman (1984), Guba and Lincoln (1981), Viney (1981), Sax (1979), and

Gottschalk and Gleser (1969). The content analysis has provided: (1) formation of a classification scheme which closely simulates a peer helping situation; (2) intensive examination; (3) explicit examples from each grade level of verbatim adolescent peer help-intended responses.

The iterative method was used by two judges to develop the help-intended categories (Mostyn, 1985; Bainbridge, 1985). The two judges independently developed a set of categories. The judges then used each other's categorization schemes. The judges consulted after classifying 650 units to assess and compare the categorization schemes. This process of assessment involved the collapsing of sub-categories, re-naming categories and consulting a third judge on any discrepancies of opinion. The development of the help-intended categories involved the judges' repetition of this process and the immersion in the data. Mostyn (1985) noted the importance of immersion during content analysis. The judges repeatedly listened to the taped interviewees, read the transcripts, and re-read responses intensively. This iterative method involved a month's work by the two judges.

The following techniques were used by the two judges to evolve categories of adolescent help-intended behaviors: overview, memo, patterns and themes, compare and contrast, and the formation of general descriptions stating the nature of each category. These qualitative procedures were systematically applied to the data from: (1) 368 verbatim response units to peer problem statements; (2) 184 response units to Tape Assisted Recall; and (3) 12 in-depth personal accounts including explicit examples of naturally occurring peer help-intended responses.

Overviewing verbatim responses involved: coding separate responses with the subject's code name, grade, and gender; reading each response; focussing on "How is this student trying to help?"; documenting and listing typical responses; recording researcher's reactions; separating responses into units; retrieving data for examination by grade and gender; sorting into tentative categories. Responses which included several sentences or phrases from more than one category were considered multiple responses, and examined for reoccurring patterns. A response was considered a unit if it was a complete sentence, question, phrase, or separated with "and" or "but". Multiple responses were separated into single units for classification. For example:

I-22-11 (m) (Subject's code name)

Ask your parents why they wouldn't lend you the money / maybe they have a good reason. / But also try to to express your feeling to them / let them know in a polite way how you feel. / Try to compromise. //

C-28-11 (f)

I really think you should talk to him about it / and try to work something out. / Maybe he had reasons. //

C-8-9 (m)

Sometimes my parents seem to have no reason for what they do, / but don't be upset. / My parents sometimes do that / but I love them anyway. //

H-30-9 (f)

How come? / I know how you feel. / I don't see mine either. / It's so hard sometimes. //

A-22-7 (m)

That's all right. / I'm sure you'll do good on the next test. //

S-10-7 (f)

Why don't you come to my house for lunch. / I'm sorry about your grandfather. / Maybe you want to talk about it. //

Multiple responses were separated into primary and secondary response units. The primary response unit contained the main focus, emphasis, or was self-contained. The secondary response unit was frequently second in sequence or a qualifying addition to the primary unit. For example: S-8-9 (m) (subject's code name): "My parents used to be separated / and so I know how you feel." "My parents used to be separated" was considered primary and "so I know how you feel" was considered secondary for contingency analysis. Contingency analysis counted all multiple responses at each grade level (Tables 5, 6, and 7).

Each judge listed similar responses from all three grade levels to test out the plausibility of tentative categories. The following were the sets of tentative categories formed by the two judges. Judge 1: Acceptance, Alternatives, Offering Friendship, Questions, Suggestions, Understanding, and Advice. Judge 2: Acknowledgement, Offering Self, Explaining, Role-taking, Providing Alternatives, and Questioning. The judges then switched categorization schemes and began to build sub-categories. Second set (with sub-categories): Judge 1: Recognition (acceptance, sympathy, showing concern, reassurance); Offering Self (as alternative, opinion, (we) recognition of friendship, (us) involving group, (shared) experience, (shared) feelings); Suggestions (explaining, reasoning, alternatives, direct advice, concrete plan); Giving Perspective; Encouragement (positive statement, esteem building); Understanding of Emotional Responses (recognition of feeling, reflection of feeling, role-taking, getting involved); Questioning

(information, confrontive, supportive). Judge 2: Acknowledgement (acceptance, sympathy, demonstrating concern, reassurance); Offering Self (alternative, opinion, offering friendship, group support, personal experience, sharing feelings); Decatastrophizing (context, global); Enhancing Self-esteem (confidence building); Demonstrating Understanding (recognizing emotional content, role-taking); Questioning (explore, information, interrogate); Directing (explain, suggest, alternatives). Judges again switched categorization schemes and then consulted a third judge. The two judges independently used a composite list of categories to again categorize response units and check for plausibility by clustering examples together and doing a frequency count for each category across all grade levels (see Table 3).

Judges met to reassess and decided to collapse and join several sub-categories together. E3: Role-taking and A3: Demonstrating Concern were collapsed together to form a part of the new A1: Sympathy sub-category. A1: Acceptance and A4: Reassurance were combined together to make the new sub-category, A2: Reassurance. The "A" main category was re-named Acknowledgement, with the two sub-categories of A1: Sympathy and A2: Reassurance. The two judges also compared and revised the general descriptions they had formed on the main categories. For example: G. Guiding Strategies (general descriptions); Judge 1: providing a rationale or explanation in efforts to find a solution to the friend's concern. Judge 2: an effort to provide a plan or a solution or reasons for a friend's concern.

Table 3

Composite List of Help-Intended Responses

---

- A. Acknowledgement**
    - A1. Acceptance
    - A2. Sympathy
    - A3. Demonstrating Concern
    - A4. Reassurance
  
  - B. Offering Self**
    - B1. Alternative
    - B2. Opinion
    - B3. Recognition of friendship
    - B4. Group Support
    - B5. Personal Experience
    - B6. Sharing feelings
  
  - C. Giving Perspective**
    - C1. Global
    - C2. Relativity
    - C3. Context
  
  - D. Encouragement**
    - D1. Positive Statement
    - D2. Esteem Building
  
  - E. Demonstrating Understanding**
    - E1. Recognition of feeling
    - E2. Reflection of feeling
    - E3. Roletaking
  
  - F. Questioning**
    - F1. Explore
    - F2. Information
    - F3. Clarify
    - F4. Interrogate
    - F5. Support
  
  - G. Guiding Strategies**
    - G1. Explain
    - G2. Suggestion
    - G3. Suggestion for Alternative
    - G4. Direct Advice
    - G5. Concrete Plan
-

These descriptions were combined in consultation with Judge 3, to form the present general description of G. Guiding Strategies: Providing suggestions, advice and reasons in an attempt to find a solution to the friend's concern. Judges added sub-categories and listed typical examples as evidence of different sub-categories from all three data sources (Table 4). Comparing and contrasting occurred each time a response was clustered with other similar responses. This constant re-examination continued with the analysis of the data from both Tape-Assisted Recall and interview comments. The category of Perspective-Taking emerged as a result of the constant cross-checking between responses and all three measures.

The plausibility of the main categories were confirmed with the search for similarities and differences (Miles and Huberman, 1984; Bainbridge, 1985). When overlaps occurred between categories, responses from all grades were examined for commonalities and differences. The main category of questioning required in-depth examination when a response such as, "Why don't you sell your stereo?" appeared to overlap between suggesting and questioning. This re-examination revealed that 85% of the questions were seeking information. Seeking Information became the name for the main category including all those questions which focussed on content and information. Questions similar to the suggestion of "Why don't you . . . ?" were placed in the suggestion category. Any inquiries about feelings, for example, "How do you feel?", were clustered with the Recognition of feeling category.

Table 4

Typical Help-Intended Responses with Sub-categories: Grades 7, 9, and 11

---

A. Acknowledgement

## A1. Sympathy

- That's all right.
- It's okay.
- I know what you mean.
- I'm really sorry.
- That's too bad.
- I hope you are going to be okay.

## A2. Reassurance

- Things will be okay.
- It will work out.
- Nobody listens to gossip, anyway.
- It will turn out.
- Hey, it'll be okay.

B. Offering Self

## B1. Recognition of friendship

- Let's go and see what he has been saying.
- Do you want me to come with you?
- We will go another time.
- I'm not that far away and the phone is good when you want to talk.
- We can do our homework together.

## B2. Opinion

- I think you should study more.
- I think they just want you to stay home with them so they can get to know you.
- They're not a real friend if they go around talking about it.
- I think your parents are right not to let you go downtown.

## B3. Group Support

- Come outside and play with us.
- Well, my friends and I will come over before we go out and tell you what is going on.
- Those of us who are your friends, we'll help you through.
- We'll wait and go when we can all go together.

## Table 4 continued

## B4. Personal Experience

- My mom wouldn't ground me.
- My parents sometimes do that but I love them anyways.
- I don't see much of my dad either.

C. Giving Perspective

## C1. Global

- It's life, these things happen, just let it pass.
- That's the way life is.
- There will always be other times.
- Sometimes that happens.

## C2. Relativity

- 11 p.m. isn't bad, you're lucky compared to some people.
- Well, the tractor pull is not that big a deal.
- It is just a game.

## C3. Context

- Just remember you tried. That's what is important!
- Think of the times you can go, rather than when you can't.
- You can't win every game.
- You can go out some other time.

## C4. Minimizing Feelings

- Don't be upset.
- Don't worry.
- Don't sweat it.
- Try not to worry about it.
- Well, don't be discouraged.
- Don't freak out.

D. Encouragement

## D1. Positive Statement

- I'm sure you'll do good on the test.
- You guys will make a compromise.
- You'll make other good friends.
- You'll do better in the next game.

## D2. Esteem Building

- You guys are good.
- You'll win the next game, besides you played really well.

## Table 4 continued

- Next time your team will win.
- Now you know their weakness — when you play them next, beat them.

E. Demonstrating Understanding

## E1. Projecting Feeling

- I know how you feel, my dad died last year too.
- I miss you too.
- I'd be angry too.
- I would feel depressed.
- I know how you feel.

## E2. Reflection of Feeling

- It is so hard, sometimes.
- It hurts when guys do that.
- I know you're disappointed.
- You're hurt.

F. Information Seeking

## F1. Explore

- Can you come another day?
- Can I come and visit you?
- Have you talked with him?
- Do you really want to be with him?

## F2. Information

- How do you know?
- Did you explain why you didn't do it?
- Well, what did you do?
- Do you have the money to pay for it yourself?

## F3. Clarify

- What can one test do?
- What is so important?
- Why do you want to go out anyways?

## F4. Interrogate

- Why didn't you study?
- Why won't they let you out?
- Why not?
- Why don't you confront him?

## Table 4 continued

G. Guiding Strategies

## G1. Explaining

- They are only doing what they think is right.
- They probably want you to stay home 'cause something special is happening.
- Parents do things like that sometimes.
- They don't want you to get hurt, killed or kidnapped by some stranger.

## G2. Suggestion

- You could ask her again and maybe she will let you go.
- You could make arrangements to visit him when he's home.
- Why don't you pawn your stereo or something?
- Try to settle it with your mother.

## G3. Suggestion for Alternatives

- Well, maybe next time you can study and I'll help.
- Well, you could write to him and maybe you could phone him once a week and then maybe go and visit him once a month or so.
- Talk about your feelings and how you think it should be handled.

## G4. Direct Advice

- Well, just tell your parents that you will do your homework and you will keep doing your homework.
- Well, get in touch with him, tell him how you feel. It's the only way to see him more.
- Tell them you will pay it back by doing odd jobs around the house.
- Phone me instead.

## G5. Concrete Plan

- Why don't you go home and tell your mom and ask her if you can play out with me.
  - We'll find out where he lives and then go see him.
  - Ask your parents why they wouldn't lend you the money, maybe they have a good reason. But also try to express your feelings to let them know in a polite way how you feel. Try to compromise.
  - Go to your mom, tell her you want to go and you want to talk about it. Tell her you'll agree to what she says.
-

The plausibility check revealed differences between the intention of some responses within each category. The following five responses from the suggesting category demonstrated these differences: (a) "They probably want you to stay home because something special is happening."; (b) "You could ask her again and maybe she will let you go."; (c) "Well, you could write to him and maybe you could phone him, once a week and then maybe go and visit him once a month or so."; (d) "Tell them you will pay it back by doing odd jobs around the house."; and (d) "Ask your parents why they wouldn't lend you the money. Maybe they have a good reason. But also try to express your feelings to let them know in a polite way how you feel. Try to compromise.". The following subcategories were formed to reflect the qualitative differences: explaining, suggesting alternatives, direct advising, and concrete planning. The main category of suggestions was re-named "Guiding Strategies" to encompass the diversity of these directing responses.

Contingency analysis (Gottschalk and Gleser, 1969) was applied to all main, sub-categories, and multiple responses. Contingency analysis is qualitative analysis that involves counting. Main categories and sub-categories were checked to determine similarities and differences across the grades 7, 9, and 11. Multiple help-intended responses were counted to determine how often a response occurred in conjunction with another. Multiple responses were also counted as they occurred at each level to check for similarities and differences (Tables 5, 6, 7, and 8).

Table 5

Contingency Analysis of Multiple Help-Intended Responses: Grade 7

	<u>Secondary</u>			<u>Primary</u>				
	Questioning	Acknowledgement	Offering Self	Giving Perspective	Encouragement	Demonstrating Understanding	Guiding Strategies	
Questioning			3		2	2	2	9
Acknowledgement			11	1			1	13
Offering Self	2	1		2			2	7
Giving Perspective		2	2			1		5
Encouragement		1						1
Demonstrating Understanding			1				2	3
Guiding Strategies	2		2	1				5
								Total = 43

Table 6

Contingency Analysis of Multiple Help-Intended Responses: Grade 9

	<u>Secondary</u>		<u>Primary</u>					
	Questioning	Acknowledgement	Offering Self	Giving Perspective	Encouragement	Demonstrating Understanding	Guiding Strategies	
Questioning			1	1			4	6
Acknowledgement			2				3	5
Offering Self						2	2	4
Giving Perspective			2				2	4
Encouragement								
Demonstrating Understanding	1		4	3				8
Guiding Strategies			1	1	2	1		5
								Total = 34

Table 7

Contingency Analysis of Multiple Help-Intended Responses: Grade 11

	<u>Secondary</u>			<u>Primary</u>				
	Questioning	Acknowledgement	Offering Self	Giving Perspective	Encouragement	Demonstrating Understanding	Guiding Strategies	
Questioning			2		3		8	13
Acknowledgement				1	1		1	3
Offering Self	1					1	4	6
Giving Perspective			1		1	1	2	5
Encouragement			2	1			2	5
Demonstrating Understanding	1						1	2
Guiding Strategies	1		2	1	1	3		8
								Total = 41

Table 8

Frequent Multiple Help-Intended Responses Across Grades: 7, 9, and 11

Grade	Main Categories	Response
7	Acknowledgement and Offering Self	Well, I'm sorry about your grandfather. Would you want me to come with you to the library?
		Well, that's too bad. Maybe I could come over tomorrow instead of going downtown.
9	Demonstrating Understanding and Offering Self	I miss you too, you know. Maybe some weekend we can visit each other.
		I know I feel the same way. What can we do about it? I'll come over to your place.
11	Seeking Information and Guiding Strategies	Do you know why they won't? Maybe if you try and talk to them first.
		Why is it so important? Maybe they are worried about how safe you would be. Vancouver is a big place.

Part One:  
Peer Help-Intended Categories

Data from the three measures used in this study generated seven main and twenty-three sub-categories of adolescent help-intended responses. Approximately one-third of the responses at each grade level was a Multiple Response. There was evidence of a typical reoccurring Multiple Response at each grade level (Tables 5, 6, 7, and 8). There was no evidence of any typical reoccurring multiple help-intended responses, sequence, or combination of categories across the grades. Multiple responses were found to be a naturally occurring phenomena in adolescent peer help-intended responses.

Classification Scheme

Descriptive data were analyzed and classified according to the methods described in Chapter Three. General Descriptions of the seven main categories and Major Descriptors (verbatim responses) appear in Table 9. The category numbers are for classification purposes and do not reflect any hierarchy. Table 10 provides an overview of the percentage and frequency of the following seven helping behaviors: Acknowledging, Offering the Self, Giving Perspective, Encouraging, Demonstrating Understanding, Seeking Information, and Guiding Strategies.

Validity

Validity of the above classification scheme was established by using the triangulation of data sources, phenomenon recognition and member

Table 9

Typical Adolescent Help-Intended Responses Main Categories

Response	General Description	Major Descriptors
1. Acknowledgement	- demonstrates to the friend recognition of the importance of their concern	"That's okay with me." "I'm really sorry." "That's all right." "I know." "That's too bad." "Well that's too bad." "Are you okay?"
2. Offering the Self	- indicates verbally that they are available to their friend in a variety of concrete ways, including the offering of their opinions, friendship, and experiences	"I'll lend you the money." "We'll help you through it." "My friends and I will come over." "I think you should study more." "We'll go another time." "My parents sometimes do that too." "I'll come with you." "Want to talk about it?"
3. Giving Perspective	- decatastrophizing, minimizing feelings, and/or widening the friend's perspective	"It's life, these things happen." "Don't be upset." "Well, don't worry, you tried your best." "You'll just get grounded." "There will always be other times." "Well, it is not that big a deal." "It's just a game."
4. Encouraging	- reinforcing or validating presupposed abilities in their friend to persevere and make positive change	"You'll do better in the next game." "You'll do a good job." "When you play them next time, beat them." "You'll make other good friends." "Try better later." "If you study you'll do a good job." "I'm sure you did fine on the test."

Table 9 continued

5. Demonstrating Understanding	- identifying with, reflecting and/or recognizing any feeling component of the friend's message	<p>"I know how you feel."            "I miss you too."            "I know, I feel the same way."            "It's so hard."            "I know you're disappointed."            "It hurts when guys do that."            "How do you feel?"</p>
6. Seeking Information	- seeking factual information or clarifying issues for the friend or friend's situation	<p>"How do you know?"            "Did you explain why you didn't do it?"            "Well, what did you do?"            "What is so important?"            "Do you really want to be with him?"            "Why don't you confront him?"            "Have to talked with him?"            "Why won't they let you out?"</p>
7. Guiding Strategies	- providing suggestions, advice and reasons in an attempt to find a solution to the friend's concern	<p>"They don't want you to get hurt."            "Try to settle it with your mother."            "Well you could write to him and maybe phone him."            "Find out where he lives and go see him."            "Ask your parents why they won't lend you the money. Listen to them. But also express your feelings. Try to compromise."            "Why don't you talk to her?"</p>

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Table 10

Distribution of Responses by Main Categories

Category	Percent
Offering the Self	26
Guiding Strategies	26
Giving Perspective	18
Acknowledging	10
Encouraging	7
Demonstrating Understanding	7
Seeking Information	6

checks, as outlined by Miles and Huberman (1984), Guba and Lincoln (1981) and Webb (1966). Triangulation involved cross-validating (Miles and Huberman, 1984) the data from the following three measures: Help-Intended Response Form; Tape Assisted Recall; and In-depth Interviews.

Phenomenon recognition involved presenting the 650 units of responses and descriptions of categories to students (n=24), teachers (n=6), and counsellors (n=3) at the three grade levels. Informants were asked to classify each phrase individually. The informants were instructed to study each unit individually and to check for distinguishing characteristics which contradict the first category. If the response was yes, then they were instructed to proceed to consider the next category. Informants were asked, does this phrase fit under the General Description or any of the Descriptors? They were then asked to print the number of the category in which the phrase fit in the rating column. Informants were later interviewed to clarify and check for any discrepancies. During this interview, informants were asked: Were there any phrases you had difficulty placing in categories? All informants mentioned the following units as both atypical, and the units did not receive a category: (1) Your parents are really scummy; and (2) He is a jerk anyway. One informant remarked, " 'He's a jerk anyway' could help you get mad although if you liked him at all, this is not a very helpful comment." Informants reviewed, rated, and cross-referenced verbatim responses from the three data sources. Informants collaborated on the representativeness of responses, as well as rated the 650 verbatim responses. This cross-validation feedback confirmed that the ratings

matched the existing seven main categories with a high degree of accuracy. This feedback, phenomenon recognition, and collaboration validated that both the General Descriptors and Major Descriptors accurately represented adolescent peer help-intended responses.

Member checks with interview subjects and role-play groups validated the analysis of the personal accounts. Interview subjects (n=12) were shown transcripts of interviews and gave testimony to the accuracy of transcripts and interview summaries. In addition, role-play subjects (n=24) gave testimony as to the representativeness of interview transcripts and help-intended verbatim responses.

Verbatim responses were cross-referenced by comparing for congruence across the three grade levels (see Appendix E). Percentage scores on the help-intended responses provided a post-hoc examination for both grade and gender differences. The validity check of verbatim responses, plus the post-hoc examination of frequencies and percentages confirmed the existence of the seven main categories of adolescent help-intended responses.

### Reliability

The inter-rater reliability of the seven main categories generated by this study was established by computing Pearson product-moment correlations for the ratings assigned to a random group of sixty subject responses (n=450) by three independent raters. The pooled correlations of these ratings are presented in Table 11. All seven coefficients are

Table 11

Inter-rater Reliability Coefficients on Adolescent Help-Intended Categories

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Category of Response	*
Acknowledgement	.93
Offering the Self	.95
Giving Perspective	.92
Encouragement	.94
Demonstrating Understanding	.92
Seeking Information	.96
Guiding Strategies	.95

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\*All coefficients are significant at  $p < .001$ .

Table 12

Inter-rater Reliability Coefficients on Help-Intended Response Units

Rater	*
A + B	.96
A + C	.98
B + C	.95

n=150

\*All coefficients are significant at  $p < .001$ .

statistically significant  $p$ . .001, and in excess of .92, and, therefore, it was concluded that the rating system was reliable. In addition, correlations by three independent raters on a random sample of 150 individual units of responses are presented in Table 12. All three ratings are in excess of .95 which confirmed the reliability of the rating of single units of responses.

## Part Two:

### Similarities and Differences across Grades

The post-hoc cross-tabulation provided percentages and frequencies for grades 7, 9, and 11 on each of the seven main categories and twenty-three subcategories of adolescent peer help-intended responses (Tables 13 and 14). While all grades contributed to the seven main categories, contingency analysis of the sub-categories revealed differences across the grades in the following categories: Giving Perspective; Encouraging; Seeking Information; Acknowledging; and Offering the Self.

#### Main Categories

Guiding Strategies. The percentage of Guiding Strategies tended to increase as grade level increased. Grades 9 and 11 together accounted for 88% of the Guiding Strategies. Across all grades, females and males tended to make similar percentages of Guiding Strategies, as follows: grade seven females 33%, males 43%; grade nine females 94%, males 94%; grade eleven

females 94%, males 100%. Both females and males contributed 50% of the overall percentage of Guiding Strategies.

Acknowledging. Acknowledging responses diminished in percentage as grade level increased. Grade nine females were the exception to this general pattern as indicated by the low percentage of 6.2. Males tended to make more acknowledging responses 61%, as compared to females at 39%.

Offering the Self. The percentage of responses tended to decrease as the grade level increased. Grade sevens accounted for 50% of the Offering the Self responses. It is interesting to note that every grade seven female made a response in which they offered the self as a help-intended response. Females across each grade consistently contributed 60% as compared to the males at 40%.

Giving Perspective. Giving Perspective responses tended to increase as grade level increased. Grade elevens accounted for 42%, while grade nines contributed 28%, and grade sevens similarly showed 29%. Grade eleven females made the highest percentage of Giving Perspective responses (88%). All females contributed 61%, as compared to the male percentage of 39%.

Encouraging. The percentage of Encouraging responses increased with grade level. Grade eleven accounted for 65% of the total responses in this category. Grade seven contributed 17%, while grade nines accounted for 19%. There was no definite direction with gender.

Demonstrating Understanding. There was no direction in the difference in percentage across grades. Grade nines contributed 48% of the

Demonstrating Understanding responses. Grade sevens accounted for 30%, while grade elevens contributed 22%. Across all grades, females contributed 85% of the Demonstrating Understanding, in contrast with the male figure of 15%.

Seeking Information. Seeking Information responses tended to increase in percentages as grade level increased. Grade elevens accounted for 41% of the Seeking Information responses. Grade nines contributed 29%, while grade sevens accounted for 31%. Across all grades, females tended to seek information at 74%, as compared to 26% for males.

In summary, five out of the seven main categories showed an overall difference across the grades 7, 9, and 11. The following three peer help-intended response categories tended to increase in percentages as grade level increased: Giving Perspective; Encouraging; and Seeking Information. The two help-intended categories of Acknowledging and Offering the Self showed a decrease in percentages as grade level increased. There was no direction found as grade level increased on the two help-intended categories of Demonstrating Understanding and Guiding Strategies. Females accounted for higher percentages of responses in the following four help-intended categories: Offering the Self; Giving Perspective; Demonstrating Understanding; and Seeking Information. Males accounted for higher percentages of the Acknowledging category. Males and females contributed equally the help-intended category of Guiding Strategies.

Seven help-intended responses accounted for 50% of the subcategories: Recognizing Friendship; Minimizing Feelings; Direct Advice; Explaining;

Sympathizing; Giving Opinions; and Relative Perspective. Table 14 shows the most prevalent subcategory was Recognizing Friendship which contributed 15%.

Nine subcategories increased in the percentage of responses as grade level increased: Positive Statement; Esteem Building; Reflecting Feeling; Exploring Questions; Information and Clarifying Questions; Relative Perspective; Direct Advice; and Concrete Plan (Table 14).

The following five sub-categories decreased in percentage of responses as grade level increased: Sympathy; Reassurance; Recognizing Friendship; Personal Experience; and Interrogating Questions (Table 14).

There was no direction of change as grade level increased with the following nine subcategories: Giving Opinion; Group Support; Global Perspective; Context Perspective; Minimizing Feelings; Projecting Feelings; Suggesting; Explaining; and Alternatives (Table 14).

In summary, these results indicate fourteen out of the twenty-three sub-categories showed an overall difference across the grades 7, 9, and 11. Nine sub-categories showed an increase and five showed a decrease in percentage of responses as grade level increased. Nine categories showed no direction across grades.

Table 13

Percentage and Frequency of Responses on Peer Help-Intended Categories: Encouragement, Demonstrating Understanding, Seeking Information, Guiding Strategies, Acknowledging, Offering the Self, Giving Perspective

Help-Intended Sub-Category	Gender	Grade			Total
		7	9	11	
Encouraging	f	20.0 (3)	18.7 (3)	81.2 (21)	56.3 (27)
	m	35.7 (5)	29.4 (6)	53.8 (10)	43.8 (21)
	Total:	16.7 (8)	18.8 (9)	64.6 (31)	100.0 (48)
Demonstrating Understanding	f	26.7 (13)	68.7 (18)	37.5 (8)	84.8 (39)
	m	7.1 (1)	17.6 (4)	7.7 (2)	15.2 (7)
	Total:	30.4 (14)	47.8 (22)	21.7 (10)	100.0 (46)
Seeking Information	f	33.3 (8)	25.0 (7)	50.0 (16)	73.8 (31)
	m	35.7 (5)	17.6 (5)	7.7 (1)	26.2 (11)
	Total:	31.0 (13)	28.6 (12)	40.5 (17)	100.0 (42)
Guiding Strategies	f	33.3 (11)	93.7 (38)	93.7 (35)	50.3 (84)
	m	42.9 (9)	94.1 (36)	100.0 (38)	49.7 (83)
	Total:	12.0 (20)	44.3 (74)	43.7 (73)	100.0 (167)
Acknowledging	f	66.7 (19)	6.2 (1)	53.8 (4)	38.7 (24)
	m	85.7 (20)	52.9 (13)	38.5 (5)	61.3 (38)
	Total:	62.9 (39)	22.6 (14)	14.5 (9)	100.0 (52)
Offering the Self	f	100.0 (45)	75.0 (33)	75.0 (23)	59.8 (101)
	m	85.7 (39)	82.4 (20)	38.5 (9)	40.2 (58)
	Total:	49.7 (84)	31.4 (53)	18.9 (32)	100.0 (169)
Giving Perspective	f	73.3 (22)	62.5 (19)	87.5 (30)	61.2 (71)
	m	50.0 (12)	58.8 (14)	61.5 (19)	38.8 (45)
	Total:	29.3 (34)	28.4 (33)	42.2 (49)	100.0 (116)

Note: frequency of responses is reported in brackets.

Table 14

Frequency and Percentage of Responses in Sub-Categories: Sympathy, Reassurance, Recognition of Friendship, Opinion, Group Support, Personal Experience, and Global Perspective

Help-Intended Sub-Category	Gender	Grade			Total
		7	9	11	
A1. Sympathy	f	11	1	3	15 (40.5)
	m	12	7	3	22 (59.5)
Total:		23(62.2)	8(21.6)	6(16.2)	37(100.0)
A2. Reassurance	f	8		1	9 (37.5)
	m	7	6	2	15 (62.5)
Total:		15(62.5)	6(25.0)	3(12.5)	24(100.0)
B1. Recognizing Friendship	f	30	17	9	56 (56.6)
	m	25	14	4	43 (43.4)
Total:		55(55.6)	31(31.3)	13(13.1)	99(100.0)
B2. Opinion	f	10	6	10	26 (74.3)
	m	1	3	5	9 (25.7)
Total:		11(31.4)	9(25.7)	15(42.9)	35(100.0)
B3. Group Support	f			1	1 (25.0)
	m	2	1		3 (75.0)
Total:		2(50.0)	1(25.0)	1(25.0)	4(100.0)
B4. Personal Experience	f	8	11	3	22 (75.9)
	m	3	4		7 (24.1)
Total:		11(37.9)	15(51.7)	3(10.3)	29(100.0)
B4. Global Perspective	f	3	3	1	7 (46.7)
	m	2	3	3	8 (53.3)
Total:		5(33.3)	6(40.0)	4(26.7)	15(100.0)

Note: percentage is reported in brackets.

Table 14 (continued)

Frequency and Percentage of Responses in Sub-Categories: Relative Perspective, Context Perspective, Minimizing Feelings, Positive Statement, Esteem Building, Projecting Feeling, Reflecting Feeling

Help-Intended Sub-Category	Gender	Grade			Total
		7	9	11	
C2. Relative Perspective	f	4	8	14	26 (74.3)
	m	2	3	4	9 (25.9)
Total:		6(17.1)	11(31.4)	18(51.4)	35(100.0)
C3. Context Perspective	f	3	5	2	10 (47.6)
	m	2	4	5	11 (52.4)
Total:		5(23.8)	9(42.9)	7(33.3)	21(100.0)
C4. Minimizing Feelings	f	13	7	13	33 (63.5)
	m	7	5	7	19 (36.5)
Total:		20(38.5)	12(23.1)	20(38.5)	52(100.0)
D1. Positive Statement	f	3	3	7	13 (41.9)
	m	4	6	8	18 (58.1)
Total:		7(22.6)	9(29.0)	15(48.4)	31(100.0)
D2. Esteem Building	f			13	13 (81.3)
	m	1		2	3 (18.8)
Total:		1 (6.3)		15(93.8)	16(100.0)
E1. Projecting Feeling	f	4	15	3	22 (75.9)
	m	1	5	1	7 (24.1)
Total:		5(17.2)	20(69.0)	4(13.8)	29(100.0)
E2. Reflecting Feeling	f		3	5	8 (66.7)
	m		2	2	4 (33.3)
Total:			5(41.7)	7(58.3)	12(100.0)

Table 14(continued)

Frequency and Percentage of Responses in Sub-Categories: Exploring, Information, Clarifying, Interrogating, Explaining, Suggesting, Alternatives

Help-Intended Sub-Category	Gender	Grade			Total
		7	9	11	
F1. Exploring	f	3	1	6	10 (71.4)
	m	1	3		4 (28.6)
Total:		4(28.6)	4(28.6)	6(42.9)	14(100.0)
F2. Information	f	3	3	7	13 (81.3)
	m	2	1		3 (18.8)
Total:		5(31.3)	4(25.0)	7(43.8)	16(100.0)
F3. Clarifying	f		1	4	5 (83.3)
	m		1		1 (16.7)
Total:			2(33.3)	4(66.7)	6(100.0)
F4. Interrogating	f	2	2		4 (66.7)
	m	2			2 (33.3)
Total:		4(66.7)	2(33.3)		6(100.0)
G1. Explaining	f		15	11	26 (53.1)
	m		15	8	23 (46.9)
Total:			30(61.2)	19(38.8)	49(100.0)
G2. Suggesting	f	6	8	5	19 (61.3)
	m	3	3	6	12 (38.7)
Total:		9(29.0)	11(35.5)	11(35.5)	31(100.0)
G3. Alternatives	f		5	6	11 (61.6)
	m		7		7 (38.9)
Total:			12(66.7)	6(33.3)	18(100.0)

Table 14 (continued)

Frequency and Percentage of Responses in Sub-Categories: Direct Advice, Concrete Plan

Help-Intended Sub-Category	Gender	Grade			Total
		7	9	11	
G4. Direct Advice	f	5	3	12	20 (40.8)
	m	5	9	15	29 (59.2)
Total:		10(20.4)	12(24.5)	27(55.1)	49(100.0)
G5. Concrete Plan	f		7	9	9 (32.1)
	m	1	9	9	19 (67.9)
Total:		1 (3.6)	16(57.1)	11(39.3)	28(100.0)

## Chapter 5

### Discussion and Conclusions

This discussion section is organized into four sections. The first three sections discuss the following research questions: (a) What are adolescent help-intended responses?; (b) Can a classification scheme be developed?; and (c) To what extent are there differences and similarities across the grades 7, 9, and 11 in help-intended responses? Supplementary findings are summarized in the fourth section.

#### Adolescent Peer Help-Intended Responses

The first research question regarding the identification of help-intended responses was clarified by classifying a set of seven main peer help-intended responses and twenty-three subcategories which were found to occur in adolescent peer helping relationships.

The results suggest that untrained adolescents in grades 7, 9, and 11 have a diverse repertoire of peer help-intended responses. The repertoire of adolescent peer help-intending responses includes a broad range of social problem-solving responses. The frequency of Guiding Strategies and Offering the Self suggest that untrained adolescents frequently use a range of action-oriented help-intended response (Table 10). Encouraging, Acknowledging, Seeking Information, and Demonstrating Understanding categories are more reflective and similar in content to the core peer counselling skills (Carr, 1983) (see Appendix E). The repertoire of peer help-

intended responses not only appears to be similar to the helping skills taught in peer counselling, but in addition, the range of responses seem to reflect Egan's (1986) necessary components for responsible action. The essential helping skills of trust and caring (Egan, 1986) appear to be a natural part of peer helping relationships.

Egan (1986) discussed four ways to strengthen self-efficacy and to assist clients in taking responsible action. He stated that people take action and experience a sense of self-efficacy, if they experience the following: (a) a belief they will be successful; (b) see other's modelling desired behavior; (3) receive encouragement from others; and (d) receive support to reduce their fear and anxiety. The results of this study indicate that the adolescent help-intended responses in the category of Perspective Taking appear to serve the function of reducing the peer's fear and anxiety. This is an important finding because Egan states that people who are overly fearful generally take no action. It is speculation that the categories of help-intended responses identified in this research play a critical role in assisting adolescents deal with typical developmental concerns. Coleman (1974) emphasized the significance of quality peer relationships during the adolescent period. He described adolescence as the period of the greatest degree of tension, conflict, uncertainty and upheaval, in comparison to other life stages. The adolescent help-intended responses documented in the findings of this research suggest that the following help-intended response categories would increase adolescent self-efficacy: Offering the Self (support); Guiding Strategies (modelling); Encouragement (encouragement and

success); Demonstrating Understanding (support and reducing fear); and Giving Perspective (reducing fear and anxiety).

In addition to the essential helping skills outlined by Egan (1986), adolescents reported reciprocity and problem-solving to be important influences on peer helping. Adolescents reported in the semi-structured interviews that they considered problem-solving to be reciprocal and a natural part of peer relationships. Interview comments reflected both the mutuality and the active problem solving approach of the peer helper: (a) "Why don't we discuss this and then we can come up with some solutions and try them out."; (b) "Tell me what is wrong. Let's talk about it."; and (c) "Why don't we try some alternatives, and discuss it some more." Adolescents reported that the peer helper used an action-oriented approach while the helpee's choice in decision-making remained intact; for example, "and let me decide what solution I would decide," and "let me decide what to do." Peer helpees' comments included: "all he did was listen first, then . . .," "to begin, she came over and sat with me," and "talked one-to-one and then . . ." which indicate that adolescents may engage in a two-step helping process, the first step being establishing trust, listening and the second being problem-solving. This is not a surprising finding because well known counselling practices employ a two-stage approach to helping (Egan, 1986; Carkhuff, 1977). What is not known, however, is whether adolescent peer helping follows a parallel helping process. It is speculation that the adolescent peer helping process may differ in that trust appears to be already well established between peers.

Adolescents described the peer helping relationship as consisting of trust, caring, understanding, sharing problems, and reciprocity. The Help-Intended Response Form included the following comments about peer helping relationships: (a) "will listen to my problems and help me solve them, trust enough to confide in, I can talk about my innermost thoughts and feelings, and keep a secret, is always there to comfort you when you are upset or embarrassed, have fun together, have a lot in common." (grade 11); (b) "listens to your problems, you get along well with them, have a good time with, always there for you and vice-versa, and you trust them." (grade 9); and (c) "I really trust them, is there for you when you have a problem, to talk to, someone who really cares for you and understands me." (grade 7). The responses to the interview question, "What did your friend do when trying to help you?" suggested the acceptance, "reassured me and understood my feelings," and helpfulness, "got my feelings out . . . it really hurt . . . it was such a blow . . . and then comforted me and encouraged me," which adolescents find in peer helping relationships. The responses to the interview question, "What did your friend say when trying to help you?" included, "Let's talk," "I'll help you out," "I'll go with you," and "Let's go sit and talk." These responses illustrate how adolescents display their willingness to Offer the Self to help their peer take action. In fact, adolescents consider helping each other a naturally occurring phenomenon. These findings confirm the importance of adolescent peer relationships and support statements made by Hartup (1979) regarding peers as essential agents in the socialization process: "peer interaction is central in childhood socialization, contributing

to the acquisition of social and communicative competencies in a manner that is unlike the contributions made by interaction with adults . . . Peer relations are necessities rather than luxuries in child development." (p. 158). In summary, adolescents use a broad repertoire of peer help-intended responses to assist their peers deal with developmental concerns. This repertoire of help-intended responses appears to reflect both the skills taught in peer counselling programs (Carr, 1983) and the necessary social support for taking responsible action (Egan, 1986). Adolescents may engage in a two-step helping process. These findings suggest that adolescent peers provide a strong potential for helping each other when experiencing difficulty.

#### Classification Scheme

The second research question addressed the likelihood of developing a classification scheme to describe the patterns which exist in adolescent peer helping. Reliable General Descriptions and Major Descriptors have been documented within the following seven main categories of adolescent peer help-intended responses: Acknowledging; Offering the Self; Giving Perspective; Encouraging; Demonstrating Understanding; Seeking Information; and Guiding Strategies. The seven main categories reflect a broad range of help-intended responses and the skills used in well accepted counselling models (Egan, 1986; Carkhuff, 1977).

A closer examination of the two most frequent categories reveals patterns and trends in these help intended responses. Offering the Self and Guiding Strategies (Table 10), illustrate how adolescents spontaneously

engage in peer problem-solving as a naturally occurring phenomenon. Adolescents' responses in the Offering the Self category included sharing thoughts, feelings and friends, arranging group activities, and disclosing similar personal experiences. The most prevalent subcategory in Offering the Self was Recognition of Friendship. Recognition of Friendship was characterized by mutual use of "let's," "us," and "we" statements. Adolescents using Guiding Strategies tended to state reasons, give action-oriented solutions, generate alternatives, point out specific solutions and provide a step-by-step plan. The two most common subcategories within the Guiding Strategies category are Explaining and Direct Advice. Explaining involved adolescents problem solving by identifying connections between the peer helpee and a third person's actions to gain understanding. Adolescents using Direct Advice problem solved by providing a specific solution and modelling what to say.

Semi-structured interview comments suggest the main category, Giving Perspective responses, serves the function of restructuring and diminishing the trauma of the problem (Meichenbaum, 1981; Egan, 1986), as well as diffusing fears about imaginary audiences (Elkind, 1970). Adolescents using the response category Giving Perspective provided an expanded view of the problem, compared the situation to other life events, presented an overall context of the problem, and minimized the fear and anxiety. The most prevalent subcategory was Minimizing Feelings. During the interview, adolescents discussed the phenomenon of minimizing feelings. Interviewees stated that comments such as, "Don't worry about what other people think

of you" and "Lead your own life," were reassuring and validating. The following interview comments revealed the function of minimization in problem-solving: "and when someone says that to you, you find out what you were worried about was little and you feel so much better," "you need someone to say to you, 'Don't worry, you're okay,' because you can't tell your own self; you need someone to say it to you — it is always helpful." The above comments suggest that adolescents helped each other to diminish their fears of what others may think about their situation and reduce the impact of the initial problem to be more manageable.

Adolescents using Acknowledging responses recognized the importance of the peer problem statement, such as: "I know what you mean," "I hope you are going to be okay." These comments illustrated adolescents engaging in basic peer verbal attending skills while providing sympathy or reassurance. Adolescents using Acknowledging responses made general responses containing little specificity about the peer problem (Table 15).

Within the Encouragement category adolescents reported positive effects on the self. The Positive Statement subcategory was the most prevalent within the Encouraging Category. The following interview comments reveal the function of positive statements: "gave me a real boost, like was positive," "... helped me by saying, 'You will meet other friends' ...," "... said positive things and encouraged me ...," "... it feels good when your friend is encouraging ...," "... study hard and you will do better next time," and "you'll beat the team next time ... ." These

Table 15

Adolescent Peer Help-Intended Responses

Main Categories	General Description	Subcategories Descriptors	Verbatim
A. Acknowledgement	Demonstrates to the friend recognition of the importance of their concern.	A1. Sympathy A2. Reassurance	- I'm really sorry. - It will work out.
B. Offering the Self	Indicates verbally they are available to the friend in a variety of concrete ways, including the offering of their opinions, friendships, and experiences.	B1. Recognition B2. Opinion B3. Group Support B4. Personal Experience	- We can do our homework together. - I think your parents are right not to let you go downtown. - We'll wait and go when we can all go together. - I don't see much of my dad either.
C. Giving Perspective	Decatastrophizing, minimizing feelings, and/or widening the friend's perspective	C1. Global C2. Relativity C3. Context C4. Minimizing Feeling	- It's life, these things happen, just let it pass. - 11 p.m. Isn't bad, you're lucky compared to some people. - Just remember you tried. That's what is important. - Try not to worry about it.
D. Encouragement	Reinforcing or validating presupposed abilities in the friend to persevere and make positive change.	D1. Positive Statement D2. Esteem Building	- You'll make other good friends. - You'll win the next game, besides you played really well.
E. Demonstrating Understanding	Identifying with, reflecting, and/or recognizing any feeling component of the friend's message.	E1. Projecting Feeling E2. Reflection of Feeling	- I'd be angry too. - It hurts when guys do that.
F. Information Seeking	Seeking factual information or clarifying issues for the friend or friend's situation	F1. Exploring F2. Information F3. Clarifying F4. Interrogating	- Can you come another day? - How do you know? - What is so important? - Why didn't you study?
G. Guiding Strategies	Providing suggestions, advice, and reasons in an attempt to find a solution to the friend's concern.	G1. Explaining G2. Suggestion G3. Suggestion for Alternative G4. Direct Advice G5. Concrete Plan	- They don't want you to get hurt, killed or kidnapped by some stranger. - You could ask her again and maybe she will let you go. - Talk about your feelings and how you think it should be handled. - Get in touch with him, tell him how you feel. It's the only way to see him more. - Ask your parents why they wouldn't lend you the money, maybe they have a good reason. But also try to express your feelings to let them know in a polite way how you feel. Try to compromise.

comments indicate that adolescents use positive esteem-building statements to validate their friends' ability to persevere and make a positive change. This important finding provides evidence of Kegan's (1982) theory of the important influence peers have on the evolving self-concept of adolescence.

Within the Demonstrating Understanding category, adolescents recognized the feelings of the peer helpee. Initially, adolescents did not respond to peer problem statements with reflection of emotion. When prompted with the Tape Assisted Recall method, adolescents accurately identified the emotions of peer problems.

Finally, adolescents' responses in the category Seeking Information included a variety of questions which explored and clarified issues, gathered facts and probed the context of the peer problem. Gathering Information was the most common subcategory. Generally, Seeking Information questions concerned the content or facts about a peer's problem.

#### Similarities and Differences in Peer Help-Intended Responses Across the Grades 7, 9, and 11

Cross-tabulation was used to address the third research question concerning similarities and differences in peer help-intended responses across the grades. In keeping with the exploratory nature of this study, frequencies and percentages in Tables 13 and 14 are presented for descriptive purposes only since the descriptive data does not meet the assumptions necessary for statistical analysis. The results confirm that there are definite similarities in peer help-intended responses across the

grades. Each grade level used all seven main categories. An in-depth examination of the results identified the most prevalent responses at each grade level 7, 9, and 11.

Grade sevens preferred the two main help-intended responses of Acknowledging and Offering the Self. Adolescents at the grade seven level provided four times (63%) as many Acknowledging responses, in contrast to the grade elevens (15%). In addition, grade sevens accounted for 50% of the main category, Offering the Self, as compared to 19% at the grade eleven level. The examination of the Acknowledging subcategories revealed that grade 7 accounted for 63% of the Sympathy comments, as compared to 13% at the grade eleven level. A study of the Offering the Self subcategories reveals that grade sevens contributed 56% to Recognizing Friendship, in contrast to the 13% at the grade eleven level. These results indicate the most prevalent grade seven response was Acknowledging with an emphasis on Sympathetic comments.

Guiding Strategies and Demonstrating Understanding were the two most frequent help-intended responses for grade nine. While grade nines contributed 48% to the main category of Demonstrating Understanding, the majority of grade nine responses in this category lie in the subcategory of Projecting Feelings (69%). Grade nines also accounted for 42% of the subcategory Reflecting Feelings, as compared to 58% at the grade eleven level. Grade nines and grade elevens each contributed 44% to the main category, Guiding Strategies, in comparison to 12% at the grade seven level. Subcategory scores reveal that grade nine adolescents contributed more

than the grade sevens and the grade elevens to the Explaining, Alternatives, and Concrete Plan responses. These results indicate the active peer influence approach (using Explaining, Alternatives, and Concrete Plan were the most frequent help-intended responses at the grade nine level).

The most prevalent help-intended responses at the grade eleven level are Encouraging and Guiding Strategies. Subcategory examination showed that the emphasis in Guiding Strategies for grade elevens was on Concrete Plan (40%) and Direct Advice (55%). These two subcategories are characterized by specific suggestions, and modelling and detailed planned solutions. In the Encouraging category grade elevens contributed 65% of the responses, in contrast to 17% at grade seven and 19% at grade nine. Examination of the subcategory Esteem-Building indicated that grade elevens accounted for the high percentage of 94%. The results confirm that the subcategory Esteem-Building, within the major category Encouraging, was the most frequent help-intended response of grade eleven adolescents.

This research has answered the third research question by identifying similarities and differences across the grades 7, 9, and 11. The study confirms similarities in the manner in which adolescents across the grades do engage in reciprocal peer relationships, social problem solving and active peer influence. The research has identified a different most frequently occurring help-intended response at each grade level. Grade sevens tend to respond with recognition, acceptance, and sympathy, grade nines tend to respond with problem-solving and an active peer influence approach, and grade elevens tend to respond with positive esteem-building statements

(Table 16). While adolescents across the grades 7, 9, and 11 use all seven main categories of help-intended responses, there were differences in the frequency of responses within the main categories at each grade level. This study has documented a broad range of verbal help-intended responses which are an important part of active peer influence during adolescence.

### Supplementary Findings

In addition to the original research questions, this study has provided information on three related areas: definitions of friendship, recognition of emotion, and motivation. These supplementary findings illustrate how adolescents: (a) consider the peer helping relationship reciprocal; (b) reflect emotions and demonstrate empathy; and (c) demonstrate interest and motivation to help peers. It would appear that adolescents sharing these characteristics are in a powerful and influential position as adolescent peer helpers.

#### Friendship Definitions

Content analysis on friendship definitions indicated similarities and differences across the grades 7, 9, and 11 occurred in response to the statement, "A friend is someone who . . ." on the back of the Help-Intended Response Form. Subjects' responses across all grades were similar in that they included spending time, doing things together, sharing emotions, caring, trust, understanding, and support. Differences in the subjects' responses occurred as grade level increased. Grade seven responses tended to be one or two sentences, as compared to grade eleven comments which were

Table 16

Frequent Peer Help-Intended Responses

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Grade	Frequent Help-Intended Response
7	Acknowledging
9	Guiding Strategies
11	Encouraging

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between half a page to a whole page in length (Table 17). Generally, comments provided additional detail and depth with each increase in grade level.

Grade seven adolescents consistently mentioned caring, understanding, and trust. In addition to the above, comments from grade nines stressed the importance of availability, reciprocity, sharing the good and the bad times, sorting out problems, moral support, and listening (Table 17). Grade elevens described how reciprocity encompasses listening to each other, listening to problems, sharing emotions, telling secrets, giving constructive criticism, discerning good and bad points, recognizing uniqueness, being loyal, giving ideas, and growing together (Table 17). These findings provide descriptions of the characteristics of natural helpers at each grade level. While these findings on friendship definitions are considered supplementary, it appears that older adolescents are more specific than younger adolescents in describing reciprocity and the process of friends helping each other.

#### Recognition of Emotion

Differences occurred across grade levels on the Tape Assisted Recall Responses (Table 20). While these findings are supplementary, there appears to be definite direction observed in the data towards increased recognition of different intensities of emotions as the grade level increased. Grade sevens tended to use a limited range of words when reflecting emotions. Grade nines showed some recognition of intensity using the qualifier, "a little angry," "a little hatred," or "a little mad" to describe an emotion. Grade nines also recognized that emotions are often clustered, for example,

Table 17

Summary Verbatim Responses to the Statement:A friend is someone who . . . "


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Code Name: L13	A friend is someone who trust you, talks things over with you and cheers you up when you're feeling down.
Gender: f	
Grade: 7	
Code Name: J17	A friend is someone who understands you and is easy to talk to. She's there when you are down and in trouble.
Gender: f	
Grade: 7	
Code Name: W7	Someone you can depend on and you can trust him or her.
Gender: m	
Grade: 7	
Code Name: G15	A friend is someone who is around to talk to, to play with. He can help you when you are hurt or troubled.
Gender: m	
Grade: 7	

Table 17 (continued)

Summary Verbatim Responses to the Statement:A friend is someone who . . . "


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Code Name: J13	A friend is someone who listens to your problems.
Gender: m	A friend is someone who you get along with and
Grade: 9	have good times together. A friend should always
	be there for you and vice-versa. You should be able
	to trust them.
Code Name: S7	A friend is someone who you can spend time with
Gender: m	and someone you can be happy spending time with.
Grade: 9	A friend is someone that you can talk to. A friend
	is someone who understands you and someone you
	understand and can share times of all kinds with.
Code Name: V2	A friend is someone who cares about what happens.
Gender: f	A should to cry on, moral support and always
Grade: 9	willing to help you sort your mind and deal with
	your problems. They're there when you're depress-
	ed.
Code Name: A21	A friend is someone who is there when you need
Gender: f	she or he. They don't just talk but also listen.
Grade: 9	Sometimes when you have a problem your friend
	can just tell by looking at you. You share all the
	good and the bad.

Table 17 (continued)

Summary Verbatim Responses to the Statement:A friend is someone who . . . "


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Code Name: J27	A friend is someone who helps you out in a troublesome situation, shares the good and the bad times with you, and understands what you feel and vice-versa.
Gender: m	
Grade: 11	
Code Name: D4	A friend is someone who cares about you and your feelings. He recognizes your bad points and your good points and he lets you know, only to make yourself a better person. You usually spend time together and if he has problems at home, he lets you know. Sometimes you may disagree with him, but that's okay. Nobody is actually alike. He may have problems that you, his best friend, could solve, not his mom or dad, or his brothers or sisters.
Gender: m	
Grade: 11	
Code Name: A10	A friend is someone who is always there when you need someone to talk to. This would mean your problems of any kind. A friend would not mind to listen to your problems, whether they it would solve them or not. In a friendship there is give and take. You have to do both. You tell each other problems, you share happiness or even sadness. You also share secrets. But these secrets may mean a lot to an individual, so a friend will be loyal to you and both discuss with you if it is an upsetting "secret" problem, etc. and help you with it and give their support, ideas, and help. A friend should grow with you. They usually know so much about you and a good friend understands you in a very special way. A friend is so hard to come by. I mean a <u>real</u> friend.
Gender: f	
Grade: 11	
Code Name: 17	A friend is someone who can be patient with you when you're impossible, offer their should when you need one to cry on and can cry with you. A friend can offer constructive criticism and should enrich you, not make you feel like you're doing all the giving. A friend is someone you can grow with, not someone you outgrow. Friends find you unique and you find them unique.
Gender: f	
Grade: 11	

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Table 18

Tape Assisted Recall Responses to the Question:"How is this student feeling?"


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Grade 7	(m)	angry+++++	mad
		upset	worried+++
		mad	scared+++
		mad and sad	sad
		sad	
		worried	
		angry, worried	
		blank	
	(f)	upset, need to relax	tense inside
		mad, worried	worried and sad
		mad	scared, worried
		angry, sad	worried, sad
		worried	worried+++
		angry	sad, worried
		disappointment	worried
		mad and angry	sad
		worry	scared
		worried, mad	really bad
		upset	scared, upset
		wanted to go	

Note: (+) indicates repeat of same response.

Table 18 (continued)

Tape Assisted Recall Responses to the Question:"How is this student feeling?"


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Grade 9	(m)	<ul style="list-style-type: none"> <li>- lonely, sad, left out</li> <li>- lonely</li> <li>- emptiness</li> <li>- worried</li> <li>- made, lonely</li> <li>- bored</li> <li>- upset</li> <li>- upset, betrayed</li> <li>- sad, depressed, self-centered, undermined</li> <li>- alone, sad</li> <li>- upset, sad</li> <li>- sadness, a little hatred</li> <li>- anger</li> <li>- sad, not loved</li> </ul>	<ul style="list-style-type: none"> <li>- sad, depressed, upset</li> <li>- left out</li> <li>- upset, a little mad</li> <li>- sad</li> <li>- sad, upset</li> <li>- lonesome, left out</li> <li>- upset</li> <li>- very upset, angry</li> <li>- sad, confused, down</li> <li>- worried, afraid</li> <li>- distressed, upset</li> <li>- upset</li> <li>- upset, deprived</li> <li>- upset, lonely, rejected</li> <li>- lonely, missing fun</li> </ul>
	(f)	<ul style="list-style-type: none"> <li>- anger, upset</li> <li>- lonely, alone</li> <li>- alone, afraid, upset</li> <li>- a little, angry</li> <li>- left out</li> <li>- upset, disappointed</li> <li>- upset, sad, unhappy</li> <li>- angry, lonely</li> <li>- lonely</li> <li>- upset, sad, anger, lonely</li> <li>- remote, wistfulness, loneliness</li> <li>- upset, alone, depressed</li> <li>- rejected, upset</li> <li>- sad, alone, neglected</li> <li>- lonely, sad, dejected</li> <li>- alone, afraid, upset, a little angry</li> </ul>	<ul style="list-style-type: none"> <li>- sad, depressed, anger</li> <li>- unwanted, worthless, unsure</li> <li>- upset, may be a little angry, lonely, afraid</li> <li>- sad, regretful, upset</li> <li>- sad, down, disappointed</li> <li>- upset, worried</li> <li>- upset, maybe worried</li> <li>- lonely</li> <li>- sad, worried, miserable</li> <li>- unhappy, upset, confused</li> <li>- alone, needs someone</li> <li>- upset, neglected, deprived</li> <li>- upset, hurt</li> <li>- upset, a little angry, lonely, afraid</li> </ul>

Table 18 (continued)

Tape Assisted Recall Responses to the Question:"How is this student feeling?"


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Grade 11 (m)	<ul style="list-style-type: none"> <li>- defied, stabbed in back</li> <li>- upset, betrayed, let down</li> <li>- depressed, sad</li> <li>  mad</li> <li>- upset, down, scared</li> <li>- scared</li> <li>- worried, violent</li> <li>- mad</li> <li>- angry, depressed</li> <li>- upset, mistrusted</li> <li>- embarrassed and mad</li> <li>- depressed, let down</li> <li>- hurt</li> <li>- dejected, violent</li> </ul>	<ul style="list-style-type: none"> <li>- distraught</li> <li>- mad, depressed</li> <li>  humiliated</li> <li>- mad, angry</li> <li>- depressed</li> <li>- upset, put down</li> <li>- disappointed</li> <li>- no luck</li> <li>- rejected, loser</li> <li>- upset</li> <li>- regret/anger</li> <li>- let down, disappointed,</li> <li>  angry</li> <li>- mad at himself</li> <li>- depressed, frustrated, mad</li> <li>- like its his entire life</li> <li>- mad</li> </ul>
(f)	<ul style="list-style-type: none"> <li>- depressed, rejected,</li> <li>  betrayed, angry,</li> <li>  confused</li> <li>- betrayed, upset</li> <li>- disappointed</li> <li>- upset, disappointed</li> <li>  angry</li> <li>- disappointed</li> <li>- upset, surprised,</li> <li>  betrayed</li> <li>- rejection, anger</li> <li>- upset, betrayed, alone</li> <li>- angry, disappointed</li> <li>- anger, frustration, grief</li> <li>- hurt, anger, resentment</li> <li>- sad, upset, mad</li> <li>- betrayed, upset</li> <li>- upset, betrayed, worried</li> <li>- shocked, surprised,</li> <li>  worried, hurt</li> <li>- hurt</li> <li>- upset, mad, confused</li> </ul>	<ul style="list-style-type: none"> <li>- disappointed, angry</li> <li>- angry, failed at</li> <li>  having control</li> <li>- frustrated, angry</li> <li>- mad, disappointed</li> <li>- angry, disappointed,</li> <li>  frustrated</li> <li>- mad, frustrated</li> <li>- anger, frustration</li> <li>- mad, frustrated</li> <li>- disappointed, upset</li> <li>- anger, appalled,</li> <li>  embarrassment</li> <li>- resentment, anger</li> <li>- mad</li> <li>- mad, frustrated</li> <li>- upset</li> <li>- let down, almost</li> <li>  sick</li> <li>- mad</li> </ul>

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"lonely, sad, and dejected." Grade elevens generally clustered emotions together, such as hurt, anger, and resentment. Grade elevens frequently recognized that a mixture of emotions were experienced at one time, for example, "shock, surprised, worried, and hurt." Grade elevens used a great diversity and depth of vocabulary to reflect emotions such as "appalled, grief, betrayed, stabbed in the back, humiliated, distraught, defied, shocked, and scared" (Table 13). In addition, grade nine and eleven adolescents not only reflect the emotion accurately, in addition they recognized different intensities of the emotion, for example, "anger, disappointed, frustrated." Adolescents in grade 7, 9, and 11 demonstrated accurate understanding of the feeling when prompted with the Tape Assisted Recall method.

#### Motivation

The researcher noted that students showed a high degree of interest in this study. Students who had not participated in the study approached the researcher to ask if they could be involved. In addition, many students who did participate in the study approached the researcher wanting to know if there would be additional sessions. A curious observation is that students who participated were reported to initiate conversations more frequently after completing the peer Help-Intended Responses procedure. While these observations are informal, it appears that adolescents are highly interested and motivated to learn about peer helping.

In summary, reciprocity and empathy increased across the grades 7, 9, and 11. The literature on adolescent development would suggest these differences appear to be consistent with the increased capacity for formal

thought. The following characteristics of adolescent development reflect the differences which occur in reciprocity and empathy: an increase in formal thought (Piaget, 1926); increase in decentering and less egocentrism (Elkind, 1970); and increase in mutual relationships (Havighurst, 1953; Kegan, 1981).

The patterns of empathy and reciprocity illustrate the characteristics of adolescent peer relationships. Students in grade eleven described the reciprocal quality of peer helping relationships as: "understands what you feel and vice-versa"; "You tell each other problems, you share happiness or even sadness. You also share secrets, too". Grade nines describe a similar mutual quality: "A friend is someone who understands you and someone you understand." It appears that grade nines and elevens have had more opportunity than grade sevens to engage in peer helping to develop reciprocity. The finding that reciprocity is mentioned more frequently with grade elevens leads to speculation that peer helping relationships afford adolescents with the opportunity to achieve the developmental task of reciprocal relationships. Peer relationships are the context in which adolescents develop the skills which contribute to social competence (Garbarino, 1985). It is speculation that reciprocity in peer relationships is an important influence on adolescent social competency. It is also speculation that the peer helping relationship provides the opportunity to develop role-taking and social problem-solving. Piaget (1972) noted that role-taking was necessary for the development of reciprocity. Gottman, Gonso and Rasmussen (1975) state that children who are better role-takers

are more sociable and more competent in their social interactions than children who are less capable role-takers. Guralnick (1981) also concluded that peer interaction is a necessary condition for the development of reciprocity. These results suggest that an important research question to examine would be to test if engaging in the role of peer helper facilitates the development of empathy and reciprocity.

The increase in empathy suggests that grade eleven students may have experienced the shift from ego-centrism to paying attention to others and engaging in more social perspective taking behaviors. This finding suggests that grade eleven students have acquired the ability to decenter attention from the self and focus more on the concerns and needs of a peer. This increase in empathy appears to reflect the developmental shift from unilateral to reciprocal relationships outlined by Chandler and Bayes (1982) and Selman (1980). Piaget (1972) and Elkind (1970) also noted the importance of decentering in adolescent social development. Adolescents indicated in the interviews that empathy and reciprocity in peer helping play an important role in helping a peer feel accepted, understood, supported, encouraged, and successful. It is speculation that peer problem solving is an important part of developing a sense of self during adolescence. An interesting question to research would be how do peer helping relationships contribute to the evolution of the identity of the self.

### Implications

Counsellors and teachers need also to consider the characteristics of natural peer helpers when selecting positive peer models, as peer helpers must be able to demonstrate trust, caring, understanding, and a willingness to help others. In the past research with adults has served as the basis for deciding which skills to teach young people (Bierman and Furman, 1984). Ladd (1984) pointed out the importance of designing intervention programs to match the target group's social development level. Traditionally, peer training programs have focussed on the core counselling skills of empathy, questioning skills, self-disclosure and problem-solving. In addition to the core counselling skills, this study suggests the need to include the following help-intended responses for adolescent peer training programs: Perspective-Taking; Encouragement; Guiding Strategies; and Offering the Self. The broad range of peer help-intended responses found in this study suggests two goals for future peer training programs: (1) to retain the spontaneity of typical helping responses; and (2) to increase the adolescent's repertoire of social problem-solving skills. Training procedures need to provide peer models to encourage the use of the total range and type of help-intended responses found in this study.

The identification of frequent help-intended responses at each grade level may assist practitioners and educators to plan peer intervention programs to match appropriately the target developmental level. Ladd (1984) suggested developing a curriculum for peer helping based on what normally occurs between adolescents to ensure that trainees are learning

skills that are likely to be effective in daily peer interactions. Ladd suggested examining the individual's skill repertoire and designing the curriculum to correct an absence of a skill from the repertoire or to adjust a reliance on an inappropriate social behavior. Ladd also pointed out there was a need to identify the repertoire of helping skills used between peers at different levels. The development of a classification scheme of Adolescent Help-Intended Responses may provide some guidelines for professionals designing peer programs. Training procedures could reinforce existing multiple response patterns, reciprocity and encourage spontaneity in order to match the untrained help-intended responses. Based on the findings in this study, a training program could begin with the existing patterns of Multiple Help-intended responses at each grade level. Grade seven students could begin training by learning basic verbal attending and Acknowledging skills. The pattern which exists at the grade seven level was Acknowledgment and Offering the Self. Grade nine students being trained in empathy could be taught to follow the existing pattern of Demonstrating Understanding, followed by Offering the Self. For example, "I know you feel lonely. I'll come and keep you company." Students at the grade eleven level could begin training with the existing pattern of Seeking Information and Guiding Strategies. This could lead into discussing open communication techniques, such as building rapport, open questions, and exploring alternatives. In addition, the following skills to increase self-efficacy should become an integral part of any adolescent peer training program:

Encouragement; Guiding Strategies, using modelling; Esteem Building, encouraging success; and Perspective Taking, to reduce fear.

### Limitations

The limitations of the present study are: (1) the simulation of peer helping situations; (2) the restriction of responses to include only verbal, not non-verbal; (3) the adolescents were cued prior to responding to the peer problem statement; and (4) the restricted space for responses on the Help-Intended Response Form. While this study used simulated peer interactions, the responses were still a substitute for the spontaneously occurring interactions. One purpose of this research was to identify verbal help-intended responses; however, it is interesting to note that the interview comments revealed the following non-verbal help-intended responses: "started smiling"; "sat with me"; "waited with me"; "held me"; "walked with me"; "made me laugh"; "stayed with me"; "came over to me"; "stood there"; and "listened to me totally" (Appendix F).

A future study might use video equipment to assist in identifying non-verbal help-intended categories. The documentation of natural interactions is difficult because adolescents engage in peer problem solving in a spontaneous and unplanned manner. Adolescents problem solve with those they trust within their own social network, and these interactions are difficult to research with adequate control. These difficulties suggest that documenting an intact, naturally occurring interaction would be problematic. While the intention of this research was to gather documentation on initial adolescent help-intended responses, further

research might investigate whether or not the repertoire of help-intended response found in this study may exist in longer two-way conversations. This research study used a large sample of ninety-two adolescents to gather data on the range of help-intended responses; further research might investigate a small number of subjects in longer conversations.

This present study indicates four necessary areas for further research: natural context; influence of problem tapes; effects of training; and clarification of the peer helping process. The first need is to confirm this present classification scheme in as natural a setting as possible. Do these help-intended responses occur in two-way conversations? What range of responses exist in a lengthy two-way conversation? The second topic centers on the need to examine the influence of the type of problem on the existing categories. While this study was designed to elicit responses to daily adolescent concerns, there is no doubt a range of severity of problems shared by adolescents. Does the nature of the problem statement influence the type of response? In the present study adolescents responded to a variety of peer problem statements. Is there a relationship between the type of personal concern and the type of peer helping skill? A third area for research is to examine the effect peer counselling training would have on the repertoire of peer help-intended responses. What effect does traditional peer counselling training have on the repertoire of untrained help-intended responses? Lastly, based on the evidence of a two-step process, there is a need to clarify the process of adolescent peer helping in as natural a setting as possible. Is there a unique process involved in adolescent peer helping?

While this study focussed on the initial verbal help-intended response, the supplementary findings suggest that trust may already be established between adolescent peers. Is adolescent peer helping based on the existence of a pre-existing trusting relationship?

In summary, the documentation of the unique qualities of adolescent peer help-intended responses has clarified the first research question. Multiple responses, active peer influence, Demonstrating Understanding, Guiding Strategies, Offering the Self, and reciprocity are characteristics of adolescent peer helping behaviors at each grade level. The documentation of the classification of Adolescent Peer Help-Intended Responses has confirmed the second research question concerning the possibility of the development of such a classification scheme. Adolescents across all grades used all seven main categories: Acknowledgement; Offering the Self; Giving Perspective; Encouragement; Demonstrating Understanding; Seeking Information; and Guiding Strategies. The identification of similarities and differences in peer help-intended responses across the grades 7, 9 and 11 has answered the third research question. The following developmental differences were observed as grade level increased: (1) the increase of specificity in the reflection of feeling and content; (2) the active involvement and use of peer influence; (3) the focus on building the positive self-image of the peer; and (4) increase in reciprocity; and (5) the encouragement of success.

Supplementary findings suggest both that adolescent peer relationships provide the opportunity for role-taking, and the development of empathy, reciprocity and problem-solving ability and that they spontaneously take the

role of helper in peer problem-solving. Practitioners and educators need to recognize the positive active influence adolescent peers have on each other to develop role-taking and problem-solving ability, and it appears that adolescents would benefit from the integration of peer interaction training in teaching and counselling activities.

This research has clarified the unique qualities of adolescent social development, and it will, perhaps, assist practitioners to design developmentally appropriate social interventions. Adolescents demonstrated trust and caring in the peer helping relationships, spontaneous role-taking, and a broad range of help-intended responses. In the interviews, adolescents described peer relationships as being characterized by acceptance, mutually caring, respect, understanding, mutual trust, and a positive boost. Adolescents reported that they regard the peer relationship as a safe environment to tell secrets, explore thoughts and feelings, explore alternatives, and plan solutions. Adolescents indicated in their responses and interviews that they do behave mutually in social problem-solving and in offering friendship for support. Adolescents reported in the interviews that they naturally take the role of peer helper to diffuse emotions, discuss developmental concerns, and problem-solve. Adolescents demonstrated accurate understanding of the feelings of their peers and confirmed during the interviews that peer helping is a reciprocal and an important daily influence when making decisions. This study confirms that adolescents do engage in reciprocal peer helping relationships and do actively problem-solve with their peers.

In conclusion, this research has identified seven main categories and twenty-three sub-categories of verbal help-intended responses involved in typical adolescent peer helping interactions. These categories reflect both the core peer counselling skills (Carr, 1983) and the requirements to strengthen self-efficacy (Egan, 1986). It is not known whether the total range which is documented in this study would occur within any one help-intended conversation or to what extent untrained adolescents employ this range of help-intended responses. This research has, however, documented a broad repertoire of action-oriented peer influence responses. It is evident from these findings that there is a definite need to add the following peer help-intended responses to the existing peer training curriculum: Perspective-Taking; Encouragement, particularly Esteem-Building; Guiding Strategies, particularly Concrete Plan (modelling) and Offering the Self. This research indicates that adolescents have the potential to have a positive influence on peers. The findings that grade 7, 9, and 11 adolescents readily engage in peer helping, and use all seven main categories of help-intended responses, suggests that peer helping training programs are appropriate interventions for the young, middle, and older adolescent. In addition, this research supports the notion of early intervention to assist young adolescents to develop the necessary peer relationship skills for healthy adolescent social development.

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Appendix A  
Recruitment Speech

My name is Christina McDowell. I am a graduate student in Educational Psychology at the University of Victoria. I am interested in researching adolescent peer relationship skills.

I will need 100 volunteers to help gather information about how adolescent peers help each other. The students who volunteer will be asked to listen to an audiotape of a student who is making a statement to a friend. After listening to this audiotape, the volunteers will be asked to write down how they would respond to this person if he/she were a friend. You would write your response down on a paper form on which your name would not be recorded. I am not collecting any names in this research. I am only interested in typical adolescent friendship responses. The listening and responding to the audiotape will take one classroom block (50 minutes).

I am willing to answer any questions you may have and discuss my research with you. You may withdraw at any time from this project should you decide to volunteer. Should you decide to withdraw from the project, you may: 1) return to your regular classroom block, or 2) switch to working on a homework assignment. If you decide to volunteer to help with my study, you may bring along a homework assignment.

If you have any concerns at any point during our work together, please feel free to talk with myself or the school counsellor.

Appendix B  
Help-Intended Response Form

Code Name: \_\_\_\_\_

Male                       Female

The student you have just heard on the tape is in the same grade as you. Imagine that this person is someone you know. Now try to help this friend. Pretend you are standing face-to-face with the friend you know. What would you say? In the appropriate space below, write your response to your friend.

Situation 1

My response to my friend would be:

---

---

---

Situation 2

My response to my friend would be:

---

---

---

Situation 3

My response to my friend would be:

---

---

Situation 4

My response to my friend would be:

---

---

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Appendix C  
Tape Assisted Recall Form

Code Name: \_\_\_\_\_

\_\_ Male            \_\_ Female

Tape-Assisted Recall Form

The third and fourth statements we listened to will be replayed. The tape will be stopped and you will be asked to write down how the student is feeling and what the student is thinking. You will write your response in the appropriate space below.

Situation 3

How is the student feeling?

---

---

What is the student thinking?

---

---

Situation 4

How is the student feeling?

---

---

What is the student thinking?

---

---

Appendix D  
Friendship Definitions

Sample Responses to the Statement:

A friend is someone who . . . "

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- Grade 7 (f)
- really trust, treats you as friend.
  - is there for you when you have a problem, to talk to.
  - helps you when you're down.
  - cares for you and listens to what you have to say.
  - you can talk to.
  - help you through troubled times.
  - helps you when the chips are down and when you need help, they will help.
  - help you and would do activities with you.
  - understands you and easy to talk to and is there when you are down and in trouble.
  - trusts you, talks things over with you and cheers you up when you're feeling down.
  - you can talk to when you having problems or life isn't really going the way you want it.
  - understands me and someone who helps me.
  - cares for you and helps you when you need it.
- (m)
- you can talk too, who helps you when you're in trouble.
  - is part of my life.
  - helps you when you need help or feel lonely.
  - you can tell your secrets to and be able to talk with easily.
  - you can trust and talk to when you are sad or lonely.
  - around to talk, to play with; he can help you when you're hurt or troubled.
  - believes you when others don't.
  - spends his time with you to do things.
  - shares things with you, lend you money or put you up if you were having troubles at home.
  - can depend on, you can trust him or her.

Sample Responses to the Statement:A friend is someone who . . . "

(continued)

- 
- Grade 9 (f) - I can trust, if something is bothering me, a friend would want to listen and help me.
- is there when you need she or he.
  - can tell you have a problem just by looking at you.
  - I can show true emotions: happiness, sorrow.
  - share you feelings with and know that it won't get out.
  - cares about how I feel, helps me when I need someone to talk to, I can confide in and trust.
  - trust with all your secrets, sticks with you through bad times.
  - helps you when you are in trouble, it helps to talk with him or her.
  - understands you and your problems.
  - does things with me.
  - trusting and honest.
  - is always there when you're upset or depressed.
  - you can trust and confide in, will cheer you up when you are sad.
  - believes in your trust, they will listen, you can trust with secrets, you feel comfortable with, shares good and bad.
  - cares about what happens, shoulder to cry on, moral support, always willing to help you sort out your mind and deal with your problems, helps when you're depressed.
- (m) - understands how I feel and cares when I'm upset.
- share the good and the bad.
  - is always there, doesn't tell on you or talk about you behind your back.
  - help you when you need help, stick up for you and defend you, listen to you.
  - helps with personal problems, helps you stay on the straight and narrow.
  - spend time with, talk with, understands you and you understand them, they care and share times of all kinds with.
  - listens to your problems, you get along with, have good times with, always there for you and vice-versa, and you trust them.

- talk to and lend you money.
- someone you can turn to, who knows what you're like, a generous, caring person.
- helps you when you have a problem and vice-versa.
- trust in, joke with, be with.
- honest and cares for you.
- cares for your feelings.
- trust, go out with and cares.
- trust and you can tell your problems to.
- you can talk to, lends you stuff, go places with.

Sample Responses to the Statement:A friend is someone who . . . "

(continued)

- 
- Grade 11 (f)
- I can trust and talk to about anything, who understands me, can read my feelings, is there when you need them, it works both ways.
  - cares, will be there, will try to understand, very important, friends need to be cared for and caring for you.
  - is there when you need someone, will stick up for you, will laugh with you, you can tell your hopes to and and admit your fears to, to love.
  - can be patient with you, offer their shoulder and can cry with you, offer constructive criticism, can grow with.
  - always there, talk with, laugh with, be yourself with, stick up for you, is loyal.
  - you can trust and trust, talk to when in trouble, respects moral, do things for each other.
  - accepts you for who you are, share special moments and secrets with, gives time and energy in return for time and energy, be there through good and bad times, sometimes patient.
  - talk to, trust your secrets with, tell your wildest dreams to, count on to do things, tell you thing you can improve, laugh with, build memories with, will stick up for you, a kind, caring person.
  - will listen to my problems and help me solve them, trust enough confide, innermost thoughts and feelings and keep a secret, is always there to comfort you when you are upset or embarrassed, have fun together, have a lot in common.
  - listen to my problems, share in my joy, to cry to, scream at, laugh with and sit quietly with, forgive without hesitation, listen and care about what I'm saying, give a shoulder to cry on.
  - talk to and tell your most personal secrets and not worry about it being told.
  - trust, rely on, tell anything to and feel comfortable with, supportive through good and bad, tell secrets to and depend on them, reliable and trustworthy, will help you in what you want to achieve, be an outlet for your depression.

- will listen to me privately, maybe offer advice, may have similar experience, I trust them and they can trust me to listen to her secrets also, completely trustworthy, has similar interests and tastes.
- (m)
- you can talk to about things that are problems, cares about your feelings and respect you, he or she can make you feel good in times of unhappiness or depression, they know you care to come to them in times of hardships and confusion.
  - cares about you and understands you, is there to help you when you need it and someone who wants you to help them, knows the real you and still likes you, can confide in, trust, supports your idea and doesn't pressure you.
  - is there when you need them most, someone who you can trust and understands you inside out, cares about how you feel, will help you, share good and bad times, talks truthfully and trust you back.
  - can depend on, not only in good times but also in bad, help you out when you need help.
  - help you through all your problems, you can talk to, have a good time with.
  - helps you out in a troublesome situation, share the good and bad times, understands what you feel and vice-versa.
  - respect.
  - very important to growing up.
  - friendship is special.
  - does not leave when the going gets tough, sticks with you through thick and thin. Someone who does not lie behind your back.
  - cares about your feelings, recognizes your bad and your good points and he lets you know, only to make you a better person, if he has a problem he will let you know, helps you in a way your family cannot.
  - treats you with respect, sticks with you in a hard time.
  - help with your problems, share good times with, don't try to change you or force you into something you don't want to do.
  - talk to, borrow things from, and understands things, usually the same age and they will understand and are good company because they are not adults.
  - lend moral support, cares for your feelings and values.
  - helps you through hard times, cares about you.
  - faithful, you can trust, tell secrets to, sharing in a way that is giving and receiving.
  - help you through good and bad.

- listen to your problem, go out of his way, be reciprocal, never talk behind your back.
  - there when you need them, laugh or cry with, share experiences with, someone you can help or can help you.
-

## Appendix E

## Cross-Referenced Adolescent Peer Help-Intended Responses

Cross-Referenced Adolescent Peer Help-Intended ResponsesGrades 7, 9, and 11

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A. Acknowledgement

## A1. Sympathy

- That's all right.
- It's okay.
- I know what you mean.
- I'm really sorry.
- That's too bad.
- I hope you are going to be okay.

## A2. Reassurance

- Things will be okay.
- It will work out.
- Nobody listens to gossip, anyway.
- It will turn out.
- Hey, it'll be okay.

B. Offering Self

## B1. Recognition of friendship

- Let's go and see what he has been saying.
- Do you want me to come with you?
- We will go another time.
- I'm not that far away and the phone is good when you want to talk.
- We can do our homework together.

## B2. Opinion

- I think you should study more.
- I think they just want you to stay home with them so they can get to know you.

- They're not a real friend if they go around talking about it.
- I think your parents are right not to let you go downtown.

### B3. Group Support

- Come outside and play with us.
- Well, my friends and I will come over before we go out and tell you what is going on.
- Those of us who are your friends, we'll help you through.
- We'll wait and go when we can all go together.

### B4. Personal Experience

- My mom wouldn't ground me.
- My parents sometimes do that but I love them anyways.
- I don't see much of my dad either.

## C. Giving Perspective

### C1. Global

- It's life, these things happen, just let it pass.
- That's the way life is.
- There will always be other times.
- Sometimes that happens.

### C2. Relativity

- 11 p.m. isn't bad, you're lucky compared to some people.
- Well, the tractor pull is not that big a deal.
- It is just a game.

### C3. Context

- Just remember you tried. That's what is important!
- Think of the times you can go, rather than when you can't.
- You can't win every game.
- You can go out some other time.

### C4. Minimizing Feelings

- Don't be upset.
- Don't worry.
- Don't sweat it.
- Try not to worry about it.
- Well, don't be discouraged.
- Don't freak out.

## D. Encouragement

### D1. Positive Statement

- I'm sure you'll do good on the test.
- You guys will make a compromise.
- You'll make other good friends.
- You'll do better in the next game.

### D2. Esteem Building

- You guys are good.
- You'll win the next game, besides you played really well.
- Next time your team will win.
- Now you know their weakness — when you play them next, beat them.

## E. Demonstrating Understanding

### E1. Projecting Feeling

- I know how you feel, my dad died last year too.
- I miss you too.
- I'd be angry too.
- I would feel depressed.
- I know how you feel.

### E2. Reflection of Feeling

- It is so hard, sometimes.
- It hurts when guys do that.
- I know you're disappointed.
- You're hurt.

## F. Information Seeking

### F1. Explore

- Can you come another day?
- Can I come and visit you?
- Have you talked with him?
- Do you really want to be with him?

### F2. Information

- How do you know?
- Did you explain why you didn't do it?
- Well, what did you do?
- Do you have the money to pay for it yourself?

## F3. Clarify

- What can one test do?
- What is so important?
- Why do you want to go out anyways?

## F4. Interrogate

- Why didn't you study?
- Why won't they let you out?
- Why not?
- Why don't you confront him?

G. Guiding Strategies

## G1. Explaining

- They are only doing what they think is right.
- They probably want you to stay home 'cause something special is happening.
- Parents do things like that sometimes.
- They don't want you to get hurt, killed or kidnapped by some stranger.

## G2. Suggestion

- You could ask her again and maybe she will let you go.
- You could make arrangements to visit him when he's home.
- Why don't you pawn your stereo or something?
- Try to settle it with your mother.

## G3. Suggestion for Alternatives

- Well, maybe next time you can study and I'll help.
- Well, you could write to him and maybe you could phone him once a week and then maybe go and visit him once a month or so.
- Talk about your feelings and how you think it should be handled.

## G4. Direct Advice

- Well, just tell your parents that you will do your homework and you will keep doing your homework.
- Well, get in touch with him, tell him how you feel. It's the only way to see him more.
- Tell them you will pay it back by doing odd jobs around the house.
- Phone me instead.

### G5. Concrete Plan

- Why don't you go home and tell your mom and ask her if you can play out with me.
  - We'll find out where he lives and then go see him.
  - Ask your parents why they wouldn't lend you the money, maybe they have a good reason. But also try to express your feelings to let them know in a polite way how you feel. Try to compromise.
  - Go to your mom, tell her you want to go and you want to talk about it. Tell her you'll agree to what she says.
-

## Appendix F

## Semi-Structured Interview Format

## Transcripts

## Summaries

## Responses to Scheduled Questions

Semi-Structured Interview Format**Goal:**

To get specific examples of words and actions (behaviours)

**Time:**

Twenty minutes

**Rapport Building:**

- o Hi!
- o Thank you
- o Helping us gather information about adolescent friendships
- o Tape recorder, microphone, and test equipment (let students work equipment)
- o Relax
- o Are you comfortable? Chair?
- o This will take about ten minutes

**Code Name:**

Since this study is not collecting names, I will give you a code name.

- o S-guardian's/mother's/father's first name
- o 14-birthdate
- o S-14 (f) or S-15 (m)

I am going to ask you to recall a situation where a friend helped you. Imagine yourself talking with your friend. I am not going to ask you what

you were talking about. I am only interested in how your friend helped you. Take a minute or two to remember the situation. Check. Have you got a picture of the situation when a friend helped you? Okay? Take your time.

Encourage the student to relax. You may give an example of a situation.

Two scheduled questions:

1. What did your friend do when trying to help you? (explicit behaviours)
2. What did your friend say when trying to help you?

Please use probes to get specific examples. For example:

In what ways?

Tell me exactly what he/she did

Can you tell me more?

Can you describe \_\_\_\_\_ in more detail?

Tell me exactly what words she used

Could you repeat that please?

And then what did she do?

And then what did she say?

Let's role-play the situation. I will be you and you will be your friend.

Is there anything you want to ask me?

Thank you.

Closure.

Good-bye.

Code name: W4

Grade: 7

Gender: male

Detail

I: What is your code name?

S: W-4-7.

I: Are you comfortable there in that chair?

S: Yeah.

I: Good, okay. Thank you for helping me this afternoon. I am going to ask you a couple of questions about friendship. First, I am going to ask you to think of a situation when a friend helped you out. So take a moment and get a picture of that situation in your mind.

S: Okay, I see. Well, like I got this ball out of a tree one time. It was a basketball and like, my friend was getting it down, and this big guy came and said, "Hey, let me try." And he went and tried and got it down and . . . then he said it was his because he got it down. He said, like . . . well, I said it was mine because I wanted to get it down and he just kept saying, like it was his. And my friend came along and he asked me, "Well, like what's going on?" I said, "Well, like the guy won't give me back the ball." And my friend went up to him and said, "Why don't you give him back his ball?" And then he said, "You say it is his ball. He's the one who said he was going to get it." So he said to me, "If you found a vein of gold in the rock and I mined it out, it would be yours, right?" I said, "No, it would be yours because you're the one who mined it out." He said, "It's the same about the ball." But I said, "I was trying to get in and you said, 'Here, let me help, let me have a try', and then you got it down." He said, "Okay, how about I just kick it back up in the tree and you get it." I said, "Go for it", and he kicked it back up there.

I: That's really clear in your mind. I can see in your mind as you are describing it to me. I imagine that you can actually see the picture of it happening in your head. You certainly gave a really clear description. It is remarkable how well you remember the situation.

S: Yeah.

I: Let me see if I have this right. So your friend went over and talked to the other guy, the bigger guy. He asked him some questions and tried to reason with him and that was helpful. Was there anything else that he

did or said? You have given me a lot of the exact words that he said, so that's exactly what I wanted to know.

S: Well, he said . . . well, he said, "Why don't you give back the ball?"

I: Why don't you give back the ball . . . and he walked over and talked to the guy who was bothering you?

S: Right.

I: That's great. Thanks a lot.

Code Name: J17

Grade: 7

Gender: female

Detail

- I: Hi. I appreciate you helping me out. I will be asking you some questions on friendships. And I appreciate the information you are willing to give me. What is your code name?
- S: J-17-7.
- I: I would like you to take a few minutes. Imagine a situation where a friend helped you out. The two of you were talking over a concern and your friend was able to help you. Just take a few minutes and recall the situation.
- S: Well . . .
- I: Have you got a situation in your mind? Okay?
- S: Yeah.
- I: Okay. I have two questions I am going to ask you. The first one is: what did your friend do when trying to help you?
- S: Well, she told me to go . . . well, we went over to sit down, and she asked me what was wrong so I told her what was wrong.
- I: So she said, "Come sit down", and then went over with you to sit down.
- S: Yeah, she knew something was wrong.
- I: How did she know?
- S: I don't know, maybe . . . she saw the expression on my face or something.
- I: So she said . . .
- S: "Something's wrong. Let's go sit down and talk. What's wrong?"
- I: What did she said exactly? (pause) Can you give what she said, sort of?
- S: She said . . . "Tell me what is wrong . . . well, go and talk about it with your mother and maybe you can figure something out. You can talk it over with each other."

- I: So she encouraged you to talk to your mom and suggested you talk with your mom. She seemed quite positive and hopeful that you would be able to work something out. Is that more or less it?
- S: Yeah, yeah.
- I: Was there anything else that she did? (pause) It seemed as though she listened to the problem too. How did she do that?
- S: Well, she just sat there and waited until I was finished. She understood.
- I: How did you know that she understood?
- S: Because she has . . . because she told me that and she understood and she has problems with her mother sometimes too . . . We talk about it together.
- I: You felt you could confide in her and she had a similar situation and you already trust each other and so you were talking it over.
- S: Yeah.
- I: Is there anything else you would like to add?
- S: No.
- I: Well, thank you. I really appreciate you helping me. This will add valuable information for my study.

Code name: V2

Grade: 9

Gender: female

Detail

I: I appreciate your willingness to help with the peer relationship study. What was your code name?

S: V-2-9.

I: I am going to ask you to remember a situation when a friend helped you. Imagine yourself talking with a friend. I am not going to ask you what you were talking about. I am only interested in how your friend helped you. You can take a minute or two and try to remember the situation where a friend helped you.

S: Uh-huh.

I: Great. Okay . . . What did your friend do?

S: She reassured me and said everything would be okay. She didn't pry into my life and she said she would help me with it.

I: So she didn't pry into what was going on. Do you remember what she actually said? Do you remember the behaviour she came up with?

S: She started smiling and tried to make me laugh. She made me feel comfortable.

I: She made you feel comfortable.

S: Yeah.

I: Now, you mentioned a second ago about what she said. Can you be more specific about the words that she might have used?

S: She said, "Don't worry about it." She just said, "Try not to worry about it. Everything will be okay." She didn't make a big deal out of it. She was trying to make it seem like a smaller problem so I wouldn't worry about it so much.

I: Trying to encourage you to have a look at it and not get discouraged by it.

S: Yeah, yeah.

I: And she said, "Try not to worry about it."

S: Yeah, yeah.

I: Anything else?

S: That's it, pretty much.

I: That's really helpful, thanks. We are interested in how friends help each other: the words they use and what they do. That's great. Thank you.

Code name: D7

Grade: 9

Gender: male

Detail

I: I appreciate your willingness to help with the peer relationship study. What was your code name?

S: D-7-9.

I: I would like to ask you to remember a specific situation when a friend helped you out. Imagine talking with a friend. I am not going to ask you what you talked about. I am only interested in finding out how your friend helped you. Take a minute, or however long you need, to remember the situation.

S: Okay . . . My friend helped me by offering me condolence. He understood my feelings. He didn't turn me off, he stood there and he helped me. He reassured me that things would be okay, and that maybe I should talk to the person it was happening with. I should explain it so that I could get the whole problem.

I: Do you remember the words that he used?

S: Well, he said, "If you go talk to this person, you should have confidence in what you are saying . . . (pause) Try to reason with him and be reasonable . . . (pause) and show that you're there to solve the problem, and you do not want to cause one."

I: So these are the words he would use.

S: Yeah.

I: That was really clear and helpful. We are trying to find out how young people help each other and what are the words that they use. Thank you. Anything else still on your mind that you want to add?

S: Well, say I was in the other position — well, you should . . . well, you shouldn't try to put them off because, well, you'll be in that position because, like you'll be the person that's being down and you'll have to ask someone.

I: So always try and help the person because you never know when the roles will be reversed.

S: Yeah.

I: Well, that is very useful. Thank you.

Code name: M21

Grade: 11

Gender: female

Detail

I: What is your code name?

S: M-21-11.

I: I would like you to remember a situation where someone helped you out. You don't have to give me any details about what it was about. Can you picture in your mind a situation when someone was helping you? Have you got something?

S: Yes.

I: Okay, great. Do you remember how that person helped you? What did the person do?

S: Basically she listened to me. I was having a problem and she wasn't there. Well, I walked down the hall into the front hall and she sat and listened to what I was saying, and she offering things I could do, like solutions that were possible and she let me decide if I... which solution I would decide. She didn't make me choose any; she just offering something that might help me.

I: She gave you some alternatives and kind of went over them and not saying, "do this and that", but that you could look at those.

S: She said you could if you want to. She said that I should make up my mind and find out what I want before I get into anything.

I: What kind of words would have she used?

S: "Talk: talk it over", that's what she basically said.

I: Talk it over with . . .

S: Talk it over with my parents and tell them what my problem is and explain it to them. And don't just talk to her, talk to my parents and make them know what I am feeling and maybe we could work together.

I: All right, let's take it a step further here. Imagine that I am you and you are the friend. You are going to tell me. You are going to use the words all right.

S: That she used?

I: Yes. All right?

S: Okay . . . uh, hum . . . What you're probably feeling is that no one is listen to you. But maybe you are just feeling that just yourself. It is possible that you are paranoid like your parents say, but maybe they are not listening to you and you should just go up to them and say, "Listen to me," and work it out, and "This is what I am feeling and I would like you to respect it and listen to what I am trying to tell you instead of just disagreeing."

I: Great! That is really helpful. That is exactly what we are trying to find out: the words that people use in helping one another and how they help each other. So this is very helpful. Thank you.

S: Okay.

Code name: J22

Grade: 11

Gender: male

Detail

I: What is your code name?

S: J-22-11.

I: What I am going to ask you is to remember a situation where a friend helped you. You don't have to give me the details about what it was or anything. Have you got a picture of that situation in mind?

S: Yes.

I: The first thing I would like to ask you is how did your friend help you? What did your friend do?

S: Well, the first thing he did when I talked to him was all he did was listen first. He listened to my problem and then he encouraged me to do the right thing.

I: So the person listened to you and encouraged you to do the right thing.

S: Uh-huh.

I: And how did you arrive at what that right thing might be?

S: Well, we discussed how . . . the different things we could do . . . and came up with a good answer.

I: Okay . . . so . . . alternatives.

S: Yeah, and then came up with a solution.

I: Okay. Do you remember the words that person used in talking with you? Can you think of some examples of what the person said?

S: Mostly he said, "Why don't we discuss this and then we can come up with some solutions and try them out."

I: Anything else?

S: "Why don't we try something and discuss it more?"

- I: Let's think about it again in your mind. Imagine that person talking with you and what he is saying. What sorts of things is he saying? Without being specific, what sorts of things?
- S: Mostly encouraging things, like positive reinforcement.
- I: Like positive reinforcement?
- S: Yeah.
- I: What kinds of statements or things would he say to encourage you?
- S: Well, say . . . It would be really good if we could try this and . . . uh . . .
- I: It would be really good if we tried this.
- S: It will turn out better in the long run if we did this.
- I: So, really positive statements?
- S: Yeah.
- I: This is really helpful. We are trying to find out how young people help out their friends and the kind of statements they make to one another. Thank you for helping us.

Code name: J17

Grade: 7

Gender: female

SummaryBehavioral Descriptors

- she asked me what was wrong
- she saw my expression and knew something was wrong
- she listened
- she sat there and waited until I was finished
- she understood

Verbal Descriptors

- Come sit down, let's talk
- Something's wrong. Let's go sit down and talk. What's wrong?
- Tell me what is wrong . . . well, go and talk about it with your mother and maybe you can figure something out. You can talk it over with each other.

Code name: D23

Grade: 7

Gender: female

SummaryBehavioral Descriptors

- we help each other
- talked with me, told me I would get into trouble if I did what I was going to do
- she held me back
- talked me out of it
- not two-faced, you can trust them to be your friend
- important to be loyal
- their attitude is important, to be positive
- it's okay if they want to smoke or drink as long as I can't smell it or they don't do it near me

Verbal Descriptors

- think of what people would think of you if you did that
- Everyone . . . the little kids would think you were a bully
- You are going to get a detention if you do that
- Cool down

Code name: D24

Grade: 7

Gender: male

SummaryBehavioral Descriptors

- covered up for me
- encouraged me
- backed me up
- walked with me around the school
- he stayed with me and walked and talked to me about it
- agreed with me about the teacher
- told me the teacher shouldn't have given me a detention
- supported me
- my friend makes me laugh, that's important
- when you're down, a friend will make you laugh, jokes and fools around and makes you laugh — really helpful

Verbal Descriptors

- I'll help you out
- I agree with you
- He shouldn't have given you a detention

Code name: W4

Grade: 7

Gender: male

SummaryBehavioral Descriptors

- my friend went up to him
- my friend talked to him
- he asked the big guy some questions
- he tried to reason with him and that was helpful
- talking to the guy who was bothering me
- he listened to me

Verbal Descriptors

- Well, what's going on?
- Why don't you give back the ball?

Code name: V2

Grade: 9

Gender: female

SummaryBehavioral Descriptors

- reassured me
- she said she would help me with it
- she smiled, try to make me laugh
- she made me feel comfortable
- she tried to make it seem like a smaller problem so I wouldn't worry about it so much

Verbal Descriptors

- Don't worry about it.
- Try not to worry about it. Everything will be okay.

Code name: D27

Grade: 9

Gender: female

SummaryBehavioral Descriptors

- she went to talk to him
- she didn't interrupt me when I told her what the problem was
- she kept on the same subject and she didn't say anything, she just listened to me
- she showed she was concerned
- after I told her, she asked me questions
- she encouraged me to keep talking
- got my feelings out, it really hurt...it was a blow...and then tried to comfort me and encourage me
- just knowing she was concerned was really helpful
- she was listening to me totally

Verbal Descriptors

- When did you find out about this?
- Did you know about it beforehand?
- It will be all right
- You have to keep going. You can't let it hit you that hard
- Keep going. Keep going on.
- Don't let it faze you.

Code name: J13

Grade: 9

Gender: male

SummaryBehavioral Descriptors

- told me what to do
- tried to help me by giving me stuff, giving me some advice
- told me what to say
- suggested I think about it
- reassured me
- told me what to do
- gave me a boost, like was positive

Verbal Descriptors

- don't worry about it
- don't worry about what other people think
- it will blow over
- it is not a big deal
- other people have been through it
- go for it
- don't worry what other people might think

Code name: D7

Grade: 9

Gender: male

SummaryBehavioral Descriptors

- offering me condolence
- understood my feelings
- he stood there
- he helped me
- reassured me
- always try and help the person because you never know when the roles will be reversed

Verbal Descriptors

- If you talk to this person, you should have confidence in what you are saying (pause) Try to reason and be reasonable and show that you're there to solve the problem and that you do not want to cause one.

Code name: A10

Grade: 11

Gender: female

SummaryBehavioral Descriptors

- talked to me on a one-to-one basis; she tried to make me feel better about the situation and help me through it
- you need someone like that to be there, you need someone to say to you, "Don't worry, you're okay" because you can't tell your own self; you need someone to say it to you — it is always helpful
- And sometimes when someone says that to you you find out what you were worried about was little and you feel so much better

Verbal Descriptors

- don't worry about what other people think about you
- just go on leading your own life, you've got your own life to lead
- you don't have to worry about what other people think about you; stop worrying, it's okay

Code name: M21

Grade: 11

Gender: female

SummaryBehavioral Descriptors

- she listened to me
- she sat and listened to what I was saying
- offered things I could do, like solutions
- she let me decide which solution I would decide

Verbal Descriptors

- Talk. Talk it over.
- Find out what you want before you get into anything.
- Talk it over with (your) parents and tell them what the problem is and explain it to them. Let them know how you're feeling and maybe you can work together.
- Say to your parents, "Listen to me". Say, "This is what I am feeling and I would like you to respect it and listen to what I am trying to tell you instead of just disagreeing."

Code name: J22

Grade: 11

Gender: male

SummaryBehavioral Descriptors

- all he did was listen first
- he encouraged me to do the right thing
- we discussed the different things we could do
- we came up with alternative
- then a solution
- said encouraging things like positive enforcement

Verbal Descriptors

- Why don't we discuss this and then we can come up with some solutions and try them out.
- Why don't we try something and discuss it more.
- It will turn out better in the long run if we try this.



Interview Response to the Question:"What did your friend do when trying to help you?"


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Grade	Action Descriptors Used
7	<ul style="list-style-type: none"> <li>- Went and talked with the guy bothering me.</li> <li>- Listened to me.</li> <li>- Asked me what was wrong.</li> <li>- Understood.</li> <li>- Walked with me around the school.</li> <li>- Encouraged me.</li> <li>- Supported me.</li> <li>- Made me laugh.</li> <li>- Was trustworthy.</li> <li>- Held me back.</li> </ul>
9	<ul style="list-style-type: none"> <li>- She kept on the same subject and she didn't say anything, she just listened to me.</li> <li>- Encouraged me to talk.</li> <li>- Asked me questions.</li> <li>- Got my feelings out — it really hurt . . . it was a blow . . . and then tried to comfort me and encourage me.</li> <li>- Listened to me totally, didn't interrupt me.</li> <li>- Suggested I think about it.</li> <li>- Gave me a boost, like was positive.</li> <li>- Gave me advice.</li> <li>- Understood my feelings.</li> <li>- Tried to make it seem like a smaller problem.</li> <li>- Smiled, tried to make me laugh, made me comfortable.</li> </ul>
11	<ul style="list-style-type: none"> <li>- Listened first.</li> <li>- We discussed different alternatives.</li> <li>- Encouraged me.</li> <li>- Let me decide what to do.</li> <li>- Helped me through it.</li> <li>- Talked to me on a one-to-one basis.</li> <li>- Said positive things.</li> <li>- Came up with many solutions.</li> <li>- Talked with me about it.</li> <li>- Encouraged me to do the right thing.</li> </ul>

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Interview Response to the Question:"What did your friend say when trying to help you?"

(continued)

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Grade	Verbal Descriptors Used
7	<ul style="list-style-type: none"> <li>- I'll help you out.</li> <li>- Cool down.</li> <li>- Well, what's going on?</li> <li>- Why don't you give the ball back?</li> <li>- Come sit, let's talk. Something's wrong. Let's go sit down and talk. What's wrong?</li> <li>- Tell me what is wrong . . . Well, go and talk about it with your mother and maybe you can figure something out. You can talk it over with each other.</li> </ul>
9	<ul style="list-style-type: none"> <li>- When did you find out about this?</li> <li>- You have to keep going. You can't let it hit you that hard.</li> <li>- Don't let it faze you.</li> <li>- It will blow over.</li> <li>- Other people have been through it.</li> <li>- If you talk to this person, you should have confidence in what you're saying (pause) Try to reason with him and be reasonable and show that you're there to solve the problem and that you do not want to cause one.</li> <li>- Everything will be okay.</li> </ul>
11	<ul style="list-style-type: none"> <li>- Talk. Talk it over.</li> <li>- Find out what you want before you get into anything.</li> <li>- Say to your parents, "Listen to me." Say, "This is how I am feeling and I would like you to respect it and listen to what I am trying to tell you instead of just disagreeing."</li> <li>- Every time that you go wrong . . . or whatever you do in life, there is going to be some problem that arises in your life and you just have to . . . like not make it a major worry and go on with your life because you have so many years ahead of you, it is not going to do any use you worrying about them all.</li> <li>- It will work itself out, it's okay.</li> <li>- Don't worry about what other people think about you.</li> <li>- Just go on leading your own life.</li> <li>- It will turn out better if we try this.</li> <li>- Why don't we discuss this, come up with different solutions and try them out?</li> </ul>

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### Publications:

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The Development of a Classification Scheme of Help-Intended Responses of Adolescent Peers: Grades 7, 9, and 11

Author \_\_\_\_\_

  
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