

ADOLESCENT PERCEPTIONS OF  
HELP-INTENDED ACTS  
OF PEER HELPERS

by

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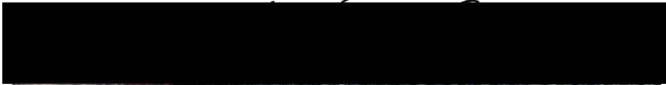
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## ABSTRACT

Adolescent perceptions of the counsellor effectiveness of peer helpers were examined by studying perceptions of simulated interviews. The subjects were 143 grade eleven students. The effects of the two factors, training (trained versus untrained) and the role label assigned ("friend" versus "peer counsellor"), were tested using an experimental design. Interactions between these two independent variables were also tested. In addition to the experimental conditions, the design provided for the testing of gender effects and the possible order effects of subject groups. Counsellor effectiveness was assessed using the following measures: Counsellor Rating Form (Barak and LaCrosse, 1975), Tape Assisted Recall Categories of Help-Intended Acts (Elliott, 1979), Helpfulness, 9-point Likert scale (Cherchia & Cooker, 1976). Descriptions of the adolescents' perceptions were also obtained from a random sample of subjects in a standardized interview. The subjects viewed four videotaped vignettes and rated the peer helper's effectiveness. Significant results for the effect of training were found on five variables. However, significant results were yielded on only two variables for the labelling effect.

The trained helpers were perceived as more effective in terms of the following counsellor behaviors: understanding ( $p < .001$ ), attractiveness ( $p < .004$ ), reassuring ( $p < .005$ ), gathering information ( $p < .001$ ) and guiding ( $p < .001$ ). Training and labelling interacted on the variable of expertness ( $p < .007$ ). Data from the quantitative and qualitative results indicate adolescents perceive trained peer helpers as more facilitative than untrained helpers. These findings support the training and use of adolescent peer counsellors. Implications and recommendations for future research were discussed.

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Dedication

To my daughter, Fiona Anne.

## Chapter I

### Statement of the Problem

Current literature on peer counselling supports the use of peer counsellors in secondary schools to provide an outreach counselling service and support system for adolescents attending school (Carr, Note 1; Buck, 1977; Kaplan, 1978; Rockwell, 1979). The benefits which have been attributed to the implementation of a peer counselling program include decreased absenteeism, drop-out rate, vandalism (Johnson, 1978), improved attitudes towards learning and school (Rapp, 1978), support for students experiencing difficulty who would not usually visit the school counsellor (Carr, 1980; Sparks, 1977), and preventive education and intervention to assist adolescents in coping with developmental concerns such as loneliness, friendships, sexuality, drugs, drinking, career choice, family and other school concerns. Carr, McDowell and McKee (Note 2), Saunders (Note 8) and Varenhorst (1974) reported that peer counsellors enhance the existing counselling services for students by intervening to provide the school population with trained helpful peers who are considered to be approachable by other adolescents.

The benefits and the increasing number of peer counselling programs are frequently reported in current literature, and yet there has been no research to investigate adolescent perceptions of trained peer helpers. The purpose of this thesis was to test the following assumptions on which adolescent peer counselling is built (a) trained peer counsellors are perceived as attractive and trustworthy helpers, (b) trained age mates are perceived as effective helpers, and (c) the help-intended communications of trained peer counsellors are perceived as facilitative. It has been argued that it is the helping process as the client understands and experiences it which results in client growth and change (Rogers, 1957). In order to understand the therapeutic process from the adolescent's point of view the

adolescent perceptions of peer helpers were examined in this study.

The success of peer counselling lies not only in the approachability of the peer counsellor but also in the quality of the relationship between the help-seeker and the peer counsellor. One assumption of peer counselling is that by training adolescents to use the skills of empathy, warmth and respect the probability increases that the peer counselling relationship will be viewed as effective by the adolescent help-seeker. The effective helper is perceived by the help-seeker as expert, attractive and trustworthy (Egan, 1975). It is particularly important to adolescents who are seeking help that trust and security are present when they are discussing inner thoughts and feelings (Conger, 1980). Adolescent peer counsellors are trained to use their facilitative skills of empathy, warmth, genuineness and unconditional regard to establish a relationship of openness, trust and caring. However, little is known about how adolescents perceive this helping relationship between an adolescent help-seeker and a peer counsellor.

A second assumption of adolescent peer counselling is that an adolescent experiencing frustration will generally seek out a friend or peer to discuss this personal concern. Recent research indicates that adolescents will disclose a personal concern to friends or peers and not usually to a school counsellor (Sparks, 1977; Swager, 1979; Carr & Saunders, Note 3). Adolescents often cultivate relationships which offer a safe climate in which the intense emotions associated with adolescent development can be freely disclosed and discharged providing a unique opportunity for growth which cannot be provided by adults (Conger, 1980). High school students describe a friend "as a person who listens, helps and communicates in depth" (Carr 1981), which also characterizes the qualities of a trained peer counsellor. However, friendship communications tend to differ somewhat from helping relationships (Whalen & Flowers, 1979). Therefore, there is

a need to examine (a) if adolescents do perceive differences between the helping communications of a friend and those of a trained peer counsellor, and (b) how do adolescents perceive friends and peer counsellors as helpers.

A third assumption of adolescent peer counselling is that by training age mates in the skills of empathy, warmth and respect the probability increases that communication between peers will be perceived as facilitative. The helper engaged in facilitative communication focuses on the help-seeker's thoughts and feelings, rather than on the presented problem (Carkhuff, 1969; Carkhuff and Berenson, 1977; Egan, 1975). Peer counsellors are trained not to give advice but to facilitate self-exploration mainly through the use of empathic listening. The helper is effective if the empathic responses are interchangeable in affect and meaning with those of the help-seeker (Carkhuff, 1979). A peer counsellor uses reflecting listening skills to help a troubled friend or acquaintance express and explore their emotions, doubts and anxieties. Discussions with friends also seem to help adolescents deal with their own emotions and concerns (Conger, 1980). While some adolescent friendships may be naturally facilitative, recent research shows that the making and keeping of friends is a major concern for high school students (Carr, Note 1). Since adolescent friendships are often in a state of flux, there is a definite need for trained peer helpers. Although it is clear that adolescents can benefit from peer relationship and that there is an intrinsic attractiveness to discuss personal concerns with an age mate, it is not clear how adolescents view the helping skills used by a trained peer counsellor.

The intention of this study is to provide counsellors, teachers, and peer counsellors with pertinent information on how adolescents view the helping process. Adolescent perceptions of friends as helpers were compared to adolescent perceptions of peer counsellors as helpers. The perceptions of the help-intended

communications of trained peer counsellors were compared to the perceptions of untrained peer helpers. This research clarified some aspects of the helping process between adolescent friends and peers and has provided feedback on the use of trained adolescent peer counsellors.

## Chapter II

### Review of Literature

Peer counselling programs have been successfully implemented at a variety of age levels (Carr, McDowell and McKee, Note 2). The theoretical foundations and origins of these programs are described by Carr (Note 1). Zaccaria (1981) summarized recent empirical research concerning the effects of peer counselling training on self-concept, self-understanding, tutoring, decision-making attitudes, and academic achievement. Zaccaria also outlined a wide range of programs identifying the focus of each peer counselling model. The purpose of this chapter is to review the current research in peer counselling which is specifically related to the adolescent clients' perceptions of the help-intended acts of peer helpers.

Adolescents are selective with whom they share their most personal concerns and usually choose to talk with peers rather than a school counsellor. It is difficult for adolescents to disclose highly personal concerns to counsellors and yet students are able to disclose with friends (Sparks, 1977; Carr, Note 1; Saunders, Note 8). In a large self-disclosure survey of high school students, Sparks found students indicated that they disclose significantly more about low risk topics than with personal items; disclose most to their closest same sex friend; disclose least to their school counsellor; and disclose more about school to the school counsellor than any other topic. These results reveal that students are electing to disclose more to friends rather than professional trained counsellors. Sparks (1977) suggested that training peer listeners would improve the quality of assistance students can provide for each other.

Self-disclosure studies indicate young people often turn to friends rather than professional counsellors. Whalen and Flowers (1977) questioned whether or not attaching a role label such as "counsellor" to a peer helper impedes the client's

perception of the helping style. An investigation was conducted of the type of verbal behaviors students use when intending to help a peer deal with a personal concern. Forty-one undergraduate students were randomly assigned to respond in either the counsellor or the friend condition. Those in the counsellor condition were asked to write down what they would say as counsellor following a segment of a videotaped vignette. The students in the friend condition were asked to write down how they would respond if they were friends of the individual on tape. Differences were found between the helping styles of friends and peer counsellors. Students assuming the role of counsellor used significantly more reflections than those in the role of a friend. Advice was given significantly more frequently by those students acting as friend. In both conditions information-seeking questions and advice together accounted for 50% of the total response units and were the two most frequently used response modes. Untrained students preferred to use advice-giving in friendly helping interactions. The role labels of "friend" or "counsellor" tend to influence the type of helping communication employed by students when intending to help peers deal with a personal concern. Students are choosing to disclose to friends who may be using different helping communication response modes than trained peer counsellors. It is important to examine if potential clients can discern differences in the helping communications and how these help-intended communications are perceived by adolescents.

Stone (1981) concluded that factors other than reflective communication may cause the client to perceive the trained peer helper as effective. In his study, immediately following a post-training counselling interview, undergraduate client perceptions and attitudes towards the counsellor were assessed. The following three measures were administered: (a) Counsellor Effectiveness Scale (Ivey & Authier, 1978), (b) Barrett-Lennard 1961 Relationship Inventory, and (c) two Likert

scales to measure client satisfaction and counsellor helpfulness (Stone & Stein, 1978). Only a modest relationship existed between reflective communication and client perceived helpfulness of trained undergraduate students. There may have been factors which influenced the perceived helpfulness of the peer counselling interview that were not measured by these tests and that were not perceived by empathy raters. Stone suggested that researchers question the clients immediately following the interview to examine the factors which clients perceive as important in counsellor performance.

Cooker and Cherchia (1976) examined adolescent client perceptions of the helpfulness of trained and untrained peer group leaders. In a pre- and post-experimental control group design, peers and experts rated the trained peer facilitators significantly higher in terms of helpfulness on a 9-point scale. Though peer ratings of the group facilitators were consistently higher than those rated by the expert judges, there was, however, a positive correlation between peer and expert ratings. The authors concluded that trained peer group leaders are more effective communicators and are perceived as more helpful by their peer group participants.

Clients' perceptions can influence the growth process and be a catalyst or hindrance to a helping process. Elliott (1979) concluded that the helping process, as the client experiences it, is the instrument of change in the client. Elliott employed a standardized tape assisted recall method immediately following a counselling interview to examine the client's perceptions of specific helper behaviors. The 16 clients and 16 helpers selected from a variety of outpatient settings were audiotaped in an actual counselling setting. After the counselling interview, trained recall consultants stopped audiotapes for the client after each helper response and asked the clients, "What do you think the helper was trying to

do?" These perceived intentions were then categorized and rated by three trained raters. Significant differences were found between trained helper behaviors and the client's perceived intentions. Clients were less likely to perceive reflections as communicating understanding and more likely to perceive acknowledgements as the helper's intention to understand. Prior to this study, the subjects had received 20-130 counselling sessions from their professional counsellors. Since the clients knew their counsellors as "professionals" this research did not have the opportunity to examine unbiased client perceptions of peer helping interviews, the effect of role labels or the client's ability to discern differences between trained and untrained.

Research on the effects of communication training provides evidence of differences between trained and untrained peer helpers in both the type of helping communications and the level of facilitation used in helping. Gray and Tindall (1974) demonstrated that adolescent peer counsellors can be trained in reflective listening to communicate facilitatively. The trained groups of peer counsellors demonstrated more competence to give effective responses both on written tests and verbally in groups when compared to a control group and a group counselling group. The experimental and two control groups were pre- and post-tested on helping discrimination skill level, helping communication skill level, frequency of verbal interaction and frequency of affective verbal interaction. Although this study indicated that junior high schools students can be trained to communicate reflective responses in a group there was no assessment of the students' ability to facilitate communication in a simulated individual helping interview or any investigation of how adolescents perceive the help-intended communications.

Saunders (Note 8) examined the effect of reflective communication training on the peer helpers' ability to give facilitative responses in a simulated interview. Saunders compared empathic listening skills and examined the self-esteem of high

school students in a pre- and post-test design (trained versus untrained). A small number of subjects, 8 in the experimental group and 12 in the control group, participated in the pre- and post-training videotaping with coached adolescent clients from the same high school. The trainees were instructed to be as helpful as possible and then left alone to counsel the client. Three graduate students independently rated the level of empathy in the randomly ordered videotape of the middle four minutes from each of the pre- and post-training interviews. The results of the analysis of covariance indicated the trained group were significantly more facilitative on the Carkhuff (1969) scale of empathy. This study demonstrated empirically that adolescents can be trained to be facilitative with peers in a simulated interview. These positive results support the reflective communication training of peer counsellors and indicate the need to examine adolescent perceptions of trained and untrained peer helpers in an individual simulated helping interview.

In summary, the literature reviewed differences between the help-intended acts of untrained and trained peer helpers. There are also differences between the response modes used in a friend role and in the peer counsellor role. Peers acting as friends tend to give more advice, while peers acting as counsellors tend to give more reflections. Adolescents are attracted to peers when facing a personal concern and yet the literature reviewed has not yet determined whether it is the peer's role label or the style of communication which adolescents perceive as effective.

Three hypothesis were tested in the present study. Based on the literature regarding peer counsellors, it was hypothesized that:

1. Trained peer helpers, when compared to untrained helpers, will receive high ratings of counsellor effectiveness by adolescent raters.

2. Adolescent helpers who are labelled "peer counsellor" when compared to those labelled "friends" will receive high ratings of counsellor effectiveness by adolescent raters.

3. In considering the combination of the two independent variables, training and labelling, it is hypothesized that the highest ratings by adolescents will be given to trained "peer counsellors" and the lowest to "untrained friends". It is also hypothesized that trained "friends" will receive higher ratings from adolescents than untrained "peer counsellors".

For each hypothesis, counsellor effectiveness was indicated by ratings on the following counsellor behaviors: expertness, attractiveness, trustworthiness, guiding, reassuring, understanding, explaining, gathering information and using the self.

## Chapter III

### Method

#### Sampling

The students used as helpers in the simulated interview on videotape were selected from an existing group of nine trained peer counsellors (2 male, 7 female) from Mt. Doug Senior Secondary School. Two female peer counsellors were randomly selected and assigned to coached clients. The males were randomly assigned to coached clients. The untrained helpers were selected from a group of students who expressed an interest in the peer counselling program but had received no training.

Eight clients were randomly selected from a grade 11 psychology class at Mt. Doug. These clients were coached to role-play a problem. Each met with one peer counsellor or helper. Coached clients were randomly assigned to helpers just prior to the filming.

One hundred and forty-three students from Spectrum Community School were the adolescent raters. Eight classroom groups were randomly assigned to each of the four conditions (Table I).

The subjects in this study represent Canadian urban grade eleven students in senior secondary schools. The peer counsellors represent peer counsellors with training of a similar communication skills content and length.

#### Procedure

The adolescent perceptions of the help-intended communications of peer helpers were examined by having potential clients view and give their perceptions of simulated helping interviews. Videotapes of either trained or untrained peer helpers were shown to a sample of 143 grade eleven students.

Classroom groups of raters were randomly assigned to each of the four

Table I  
Number of Subjects in Each Treatment Condition

Instructions	Gender of Rater	Training Condition	
		Trained	Untrained
Friend	male	15	23
	female	16	20
Peer Counsellor	male	18	17
	female	17	17

conditions. The subjects viewed and rated the videotape after being given the instructions that the helper was either (a) a friend, or (b) a peer counsellor. Four classrooms viewed the untrained helpers, half with the helper assigned the label of "friend" and half with the assigned label of "peer counsellor". Four classrooms viewed the videotape of trained peer counsellors as helpers, half with the helper assigned the label of "friend" and half with the label of "peer counsellor". The subjects did not know whether the helpers were trained or not, however, they were given the instructions that the helper was a "friend" or a "peer counsellor".

The first measure administered was the Counsellor Rating Form. After viewing each helping episode, the subjects rated each helper in terms of expertness, attractiveness or trustworthiness. The standardized tape assisted recall method was used after the third and fourth episode to guide the subjects in describing his or her perceptions of the helper's communication. Following each tape assisted recall the subject was asked to rate on a 9-point Likert scale the helpers of excerpts 4 and 5, in terms of helpfulness. Finally, a random sample of 6 subjects from the four conditions received a structured interview on their perceptions of the help-intended communications. These interviews provided a sample of subjects' perceptions for descriptive purposes.

Instructions to raters. All subjects were given the same basic set of oral instructions for viewing and rating the helpers. The students were told that they would view four helping interviews with two students in each excerpt. They were informed that one student would be seeking help with a personal concern and the other student would be trying to assist the troubled student. The subjects were then asked to rate the helpers in terms of effectiveness. The Counsellor Rating Form was passed out, and the rating system was explained. The students were asked to restate what they understood the directions to be. Any questions about

the procedure were answered.

Treatment instructions. Seventy-four subjects were told that the peer helper was a friend of the help-seeker and sixty-nine subjects were told the helper was a peer counsellor. A large printed sign with the words "friend" or "peer counsellor" was attached to the video machine. Students rephrasing the instructions and definitions functioned to ensure that subjects understood the treatment instructions (described in Treatment Instructions, Appendix B).

### Videotapes

Each videotape contained four segments edited from the middle four minutes of the helping interviews. These segments of interviews were assigned in random order to counterbalance any possible order effects on the two tapes. One videotape consisted of four excerpts of trained helpers and the other of four excerpts of untrained helpers. Each interview involved a coached client and a helper.

General Instructions. A general meeting of both peer helpers and coached clients was held to discuss place of filming, dates and the time schedule for the filming day. Students were given directions to the studio and guidelines for behavior while waiting their turn. All subjects were clearly informed: (a) the purpose of making the videotape and (b) the fact that student from another high school would be rating excerpts from their interviews. All subjects involved in the videotaping voluntarily signed a consent form permitting the tapes to be shown to students at Spectrum Community School. Immediately following the actual videotaping, both students involved in each interview were debriefed by a trained counsellor.

Instructions to Peer Helpers. The same basic instructions were given to both the trained and untrained helpers:.

"You will be videotaped with a "troubled student" for 10 minutes. The instructions I have for you are to be yourself, act naturally and try to help the student in the best way you know how."

Instructions to Coached Clients. The researcher provided a brief role-play example with a student volunteer. After discussing this model the students decided they preferred the term "troubled student" to "helpee" or "client". The subjects brainstormed a list of typical high school concerns. They were then asked to choose a problem that had personal meaning for them.

It was stipulated that (a) the problem should be one which was resolved and (b) they would be comfortable discussing on a videotape for other students to view. The "troubled students" were given four days to devise a situation and write a role-play. The instructions were: (a) write a sentence or two describing the problem and (b) prepare four statements stating the thoughts and feelings surrounding the issue.

The researcher held ten-minute individual interviews with each "troubled student". During this interview, the students rehearsed their problem and had an opportunity to practice a few key phrases. Each coached client was asked, "How do you feel about doing this role-play?" and "Do you have any concerns?" Finally, students were asked not to discuss their role-play with any of the helpers.

### Instrumentation

Counsellor Rating Form. The Rating Form was used to identify the subjects' perceptions of the effectiveness of peer helpers. One-half of the items from the original measure were used because of the time constraints involved in using classroom time. Six items from each of the three dimensions were randomly selected to form an 18-item measure.

The Rating Form was developed by Barak and LaCrosse (1975), based on Strong's (1968) hypothesis concerning the existence of three perceived dimensions

of counsellor behavior: expertness, trustworthiness and attractiveness. The original scale consists of 36 items which present bi-polar descriptors on a 7-point response scale. Each dimension contains 12 items with a score range from 12 to 84. The reliability of the scales was assessed by the split-half method. The reliability coefficients for the scales across counsellors were .874 for expertness, .850 for attractiveness, and .908 for trustworthiness (LaCrosse and Barak, 1976).

Tape Assisted Recall. This standardized recall procedure was used to assist the subjects to recall their perceptions of the third and fourth helpers. The procedure involved replaying the videotape excerpts to the groups of subjects. The videotape was stopped at predetermined helper responses and the subjects were asked, "What do you think the helper was trying to do in saying that?" The subjects wrote their responses on a standardized form.

The students' descriptions of perceived intentions were assigned according to Elliott's descriptions (Note 5) of the following categories: (a) guiding, (b) reassuring, (c) understanding, (d) explaining, (e) information, (f) using self (as described in Table 2). Elliott (1979, Note 4) derived these perceived intentions categories from clients' free response descriptions of help-intended acts. The six intention variables accounted for more than 90% of all intention descriptions. Elliott tested for reliability by comparing the rating of three trained videotape raters to retest ratings by four trained transcript raters. The average reliability for pooled ratings of perceived intention variables of helper behavior was .90.

The inter-rater reliability of the scoring of categories in this study was established by computing Pearson product-moment correlations for the ratings assigned to fifty-one subjects by two independent judges. The correlations between the number of scores in each category are presented in Table 3. Since all six coefficients are statistically significant,  $p < .001$ , and in excess of .89, it was

Table 2  
Perceived Intention Categories

Category	Description
Guiding	Descriptions of the helper trying to guide, influence, or control client; including the client's behavior, or thoughts; by trying to increase, decrease or maintain them; either in the helping interaction or in client's life in general; often by performing acts (such as suggestions) that are attempts to get client to do something.
Reassuring	Descriptions of helper supporting or building up client; making client more comfortable; agreeing with or validating client.
Understanding	Description of helper communicating back to client that helper understands or what helper understands of what client has said or communicated, including verbally empathizing; reflecting message back to client; improving client's message by clarifying, elaborating, or summarizing it.
Explaining	Descriptions of helper giving his or her point of view of client; pointing out connections involving client; classifying client; attempting to increase client's insight, awareness or understanding of himself or herself.
Information	Descriptions of helper seeking or obtaining information or understanding about the client or client's situation.
Using self	Descriptions of helper deliberately sharing or presenting himself or herself to client as part of the helping process.

Table 3  
Inter-rater Reliability Coefficients with  
Two Independent Raters on Tape Assisted Recall Categories

Category of Response	$r^*$
Guiding	.89
Reassuring	.94
Understanding	.90
Explaining	.94
Information	.91
Using Self	.95

N = 51

\* all  $r$  coefficients are significant at  $p < .001$

concluded that the rating method was reliable.

Perceived Helpfulness Scale. This 9-point descriptive scale is similar to that used by Carkhuff (1969) to rate the effectiveness of communication in individuals. This scale was designed by Cooker and Chercia (1976) for high school students to rate their peer group facilitators. Cooker and Chercia reported a reliability correlation coefficient of .68 between 5 expert judges ratings and 60 peer ratings.

The ratings ranged from "not helpful, detracting" (1.0), "somewhat helpful, although of little help" (2.0), "helpful to the progress of this student" (3.0), "very helpful, important to this student" (4.0), "extremely helpful, necessary for progress with this student" (5.0). Points midway between the above descriptions could also be used in the ratings.

Structured Interview. A random sample of 24 subjects, from the first group of subjects, participated individually in structured interviews which followed the format outlined by Good (1972). Three male and three female students from each of the four conditions were interviewed for ten minutes. The interview responses were intended to supplement the statistical findings. These interviews were audiotaped to provide additional information on adolescent perceptions of peer helpers that might otherwise have been missed by the paper and pencil measures. Descriptive phrases from these interviews were compared on each of the subject's four conditions.

### Design

This study used an experimental design to examine the influence of the two factors, training (untrained peer counsellor versus trained peer counsellor) and the label assigned ("friend" versus "peer counsellor") on adolescents' perceptions of peer helpers. The existence of relationships between the dependent variables of perceived counsellor effectiveness and the two independent variables: (a) training,

and (b) labelling of peer helpers, were tested. The interactions between these two variables on the dependent variables were also tested. In addition to the two experimental conditions, the design provided for similar numbers of male and female students in each of the four conditions to permit the testing of gender effects. Finally, the factor of subject group membership tested for possible order effects.

Differences in mean scores between groups were tested on the three measures of perceived counsellor effectiveness: (a) subjects' ratings of helper/counsellor expertness, attractiveness and trustworthiness, (b) subjects' descriptions of perceived intentions of the helper's communication behaviors and (c) subjects' ratings of helpfulness on a 9-point Likert scale.

Furthermore, a sample of subjects' descriptive statements of perceived helper/counsellor behavior in a structured interview were compared on each of the four conditions.

The first independent variable was tested by assigning the role label of "friend" or "peer counsellor" to the peer helper prior to the subject's assessment. The subjects were asked to rate the perceived effectiveness of a peer helper labelled either "friend" or "peer counsellor" helping in a interview with a troubled student. The second independent variable, training, was tested by assigning one-half of the viewers to segments of tapes showing trained peer counsellors who had received thirty hours of training in the communication skills of attending, empathy, questioning, self-disclosure, feedback, and decision-making. The other half viewed tapes showing peer helpers who were interested in peer counselling training but had received no formal communication training.

#### Data Collection

The data from the first three measures were collected from each group in

one hour of class time. Immediately following the rating of the videotape, a random sample of subjects from the first four classrooms were interviewed for fifteen minutes. Equivalent situations for all groups were maintained by (a) having the experimenter administer the measures to all groups, (b) conducting the study in the subject's school, and (c) standardizing the basic instructions to each group. It was impractical to select subjects randomly from classes. However, the class groups were randomly assigned to the various testing conditions. To provide some compensation for this lack of random selection, a second group of subjects,  $n = 69$ , was used to test the reliability of the findings in the first group,  $n = 74$ . This second study provided a replication of the first, using the same instructions and conditions.

#### Data Analysis

The data from the four different conditions were treated in a four-way factorial design. The four factors considered were training (untrained versus trained), label assigned ("friend" versus "peer counsellor"), gender of the subject (male versus female rater) and membership of subject group (first versus second). A four-way analysis of variance was conducted on the scores of the following eleven measures: 3 Counsellor Rating Scales (trustworthiness, expertness, attractiveness); 6 Recall Categories; and 2 Helpfulness scales. Descriptive phrases from the interview were compared to analyze the subjects' perceptions in each of the four conditions.

## Chapter IV

### Results and Discussion

The results from the study are discussed in two sections. The statistical results from the measures above are reported in part one; descriptions from the sample of post viewing interviews with the first group of subjects are summarized in part two.

#### Part One

#### Quantitative Results

##### Effect of Training

The first research question was concerned with whether or not adolescent raters would discern differences in counsellor behavior between the trained and untrained helpers. It was hypothesized that the trained peer counsellors would receive higher ratings of counsellor effectiveness on each of the counsellor behaviors measured by the dependent variables.

Significant mean differences between the trained and untrained groups were found in the expected direction on five out of the eleven dependent variables. These significant differences between the mean scores of the two groups occurred on the following five dependent variables: attractiveness, understanding, reassuring, guiding, and gathering information. A significant mean difference occurred on the variable of helpfulness of the third excerpt, however, this result was not replicated on the rating of the fourth excerpt. There were no significant mean differences between the trained and untrained groups on the following five dependent variables: trustworthiness and expertness (Table 4); explaining (Table 6); and the rating of the fourth excerpt (Table 4). The effect of training interacted significantly with labelling condition in the perceptions of expertness. Training

interacted with gender on the rating of "explaining".

Adolescents perceived trained peer helpers as more attractive than the untrained helpers,  $F(3, 139) = 8.37, p < .004$  (Table 4). This result was expected since the trained students had received training in communication skills to demonstrate warmth, enthusiasm, closeness, friendliness and interest. The skills in establishing a relationship with a troubled student are essential in peer counselling.

As shown in Table 5, on the Tape Assisted Recall category of understanding, the trained peer helpers were perceived as making understanding responses almost five times as frequently as the untrained helpers,  $F(3, 139) = 102.5, p < .001$ . This finding is consistent with the training which focused heavily on reflecting the thoughts and feelings of the troubled student. The skill of communicating understanding is the core element of facilitative communication involved in peer counselling.

The trained peer helpers were also perceived as giving more reassuring responses than were the untrained,  $F(3, 139) = 8.4, p < .005$ , on the Tape Assisted Recall (Table 5). This higher rating corresponds to the emphasis in the peer counselling training program to assist students seeking help to feel comfortable, accepted and respected.

As shown in Table 6, untrained peer helpers were perceived as guiding the troubled student more than three times as frequently as the trained peer helpers,  $F(3, 139) = 292.7, p < .001$ , supporting the view that trained helpers are perceived as less directive. The training program emphasized skills in encouraging self-exploration and resisting advice giving.

The trained peer helpers were perceived as gathering information in their responses three times more frequently than the untrained helpers,  $F(3, 139) = 20.6, p < .001$  (Table 5). Elliott (1979) defines gathering information as "descriptions of

Table 4  
Mean Ratings of Peer Helpers on the Counsellor Rating Form

Group	Rater's Group	Label		Total	
		Peer Counsellor	Friend		
<u>Expertness</u>					
Trained	m	133.5	(18)	115.1 (15)	124.9 (66)
	f	130.3	(17)	118.7 (16)	
Untrained	m	121.4	(17)	115.4 (23)	121.7 (77)
	f	126.0	(17)	126.6 (20)	
Total:		127.9	(69)	119.0 (74)	
<u>Trustworthiness</u>					
Trained	m	131.4	(18)	118.0 (15)	128.6 (66)
	f	131.7	(17)	132.3 (16)	
Untrained	m	125.4	(17)	119.8 (23)	126.3 (77)
	f	130.4	(17)	132.2 (20)	
Total:		129.7	(69)	125.3 (74)	
<u>Attractiveness</u>					
Trained	m	131.6	(18)	118.40 (15)	128.9 (66)
	f	131.3	(17)	133.1 (16)	
Untrained	m	118.8	(17)	116.0 (23)	120.8 (77)
	f	124.6	(17)	125.7 (20)	
Total:		126.7	(69)	122.6 (74)	

Note: number of subjects is reported in brackets

Table 5  
 Mean Percentage Ratings of Peer Helpers on Tape Assisted Recall Categories:  
 Understanding, Reassuring, Gathering Information

Group	Rater's Gender	Label				Total	
		Peer Counsellor		Friend			
<u>Understanding</u>							
Trained	m	27.0	(18)	29.7	(15)	31.1	(66)
	f	32.1	(17)	36.0	(16)		
Untrained	m	2.6	(17)	5.7	(23)	6.3	(77)
	f	9.5	(17)	7.5	(20)		
Total:		17.9	(69)	17.3	(74)		
<u>Reassuring</u>							
Trained	m	17.4	(18)	15.7	(15)	15.7	(66)
	f	15.0	(17)	14.6	(16)		
Untrained	m	8.6	(17)	10.9	(23)	9.8	(77)
	f	7.1	(17)	11.3	(20)		
Total:		12.1	(69)	12.9	(74)		
<u>Gathering Information</u>							
Trained	m	8.8	(18)	11.9	(15)	11.0	(66)
	f	11.6	(17)	11.7	(16)		
Untrained	m	4.5	(17)	3.0	(23)	3.5	(77)
	f	4.0	(17)	2.9	(20)		
Total:		7.3	(69)	6.6	(74)		

Note: number of subjects is reported in brackets

Table 6  
 Mean Percentage Ratings of Peer Helpers on Tape Assisted Recall Categories:  
 Guiding, Explaining, Using Information

Group	Rater's Gender	Label				Total	
		Peer Counsellor		Friend			
<u>Guiding</u>							
Trained	m	19.4	(18)	23.2	(15)	18.0	(66)
	f	16.6	(17)	13.0	(16)		
Untrained	m	59.2	(17)	64.0	(23)	60.5	(77)
	f	59.1	(17)	58.4	(20)		
Total:		38.8	(69)	43.7	(74)		
<u>Explaining</u>							
Trained	m	20.0	(18)	10.3	(15)	12.9	(66)
	f	11.3	(17)	9.1	(16)		
Untrained	m	11.4	(17)	8.7	(23)	11.0	(77)
	f	13.9	(17)	11.0	(20)		
Total:		14.2	(69)	9.7	(74)		
<u>Using The Self</u>							
Trained	m	2.9	(18)	6.7	(15)	4.9	(66)
	f	3.5	(17)	7.2	(16)		
Untrained	m	7.4	(17)	6.8	(23)	6.9	(77)
	f	8.3	(17)	5.6	(20)		
Total:		5.5	(69)	6.5	(74)		

Note: number of subjects is reported in brackets

the helper seeking or obtaining information or understanding about the client or client's situation." It was predicted that the trained students would be perceived as using open questioning skills to gain understanding of the client's world and to facilitate problem exploration.

As shown in Table 7, the untrained helpers received high mean scores on the helpfulness rating on the third helper,  $F(3, 139) = 59.5, p < .001$ . This result is interesting to note as it is not in the expected direction, also it is not consistent with the helpfulness rating of the fourth helper. In the fourth excerpt the opposite was found, the trained helper was rated higher than the untrained at an approaching significance difference,  $F(3, 139) = 3.65, p < .058$ . The varied behaviors which adolescents perceive as helpful are discussed in the descriptive results section. The ratings of helpfulness of the third and fourth helpers are not reliable as the findings are inconsistent.

#### Interaction Effects of Training

The effect of training interacted significantly with labelling on the dependent variable of expertness,  $F(3, 139) = 7.39, p < .007$  (Figure 1). Trained and untrained helpers received similar ratings of expertness when they were labelled "friends". However, under the label of "peer counsellor", the trained helpers were given higher ratings of expertness than the untrained. It was expected that adolescents would perceive and rate the trained helpers labelled "peer counsellor" as more alert, clear, insightful, intelligent, prepared and skillful on the Counsellor Rating Form (see Appendix C).

The effect of training also interacted significantly with the gender of the rater on the dependent variable of explaining,  $F(3, 139) = 5.38, p < .022$ . Figure 2 shows trained helpers received higher ratings from males than from females. However, untrained helpers received higher ratings in the explaining category from

Table 7  
 Mean Ratings of Peer Helpers on Helpfulness Scale

Group	Rater's Gender	Label				Total
		Peer Counsellor		Friend		
<u>Third Excerpt</u>						
Trained	m	3.1	(18)	2.6	(15)	2.7 (66)
	f	2.7	(17)	13.0	(16)	
Untrained	m	3.7	(17)	3.7	(23)	3.8 (77)
	f	3.9	(17)	3.8	(20)	
Total:		3.4	(69)	3.3	(74)	
<u>Fourth Excerpt</u>						
Trained	m	3.4	(18)	2.6	(15)	3.4 (66)
	f	3.4	(17)	3.9	(16)	
Untrained	m	2.9	(17)	3.3	(23)	3.2 (77)
	f	3.1	(17)	3.5	(20)	
Total:		3.2	(69)	3.4	(74)	

Note: number of subjects is reported in brackets

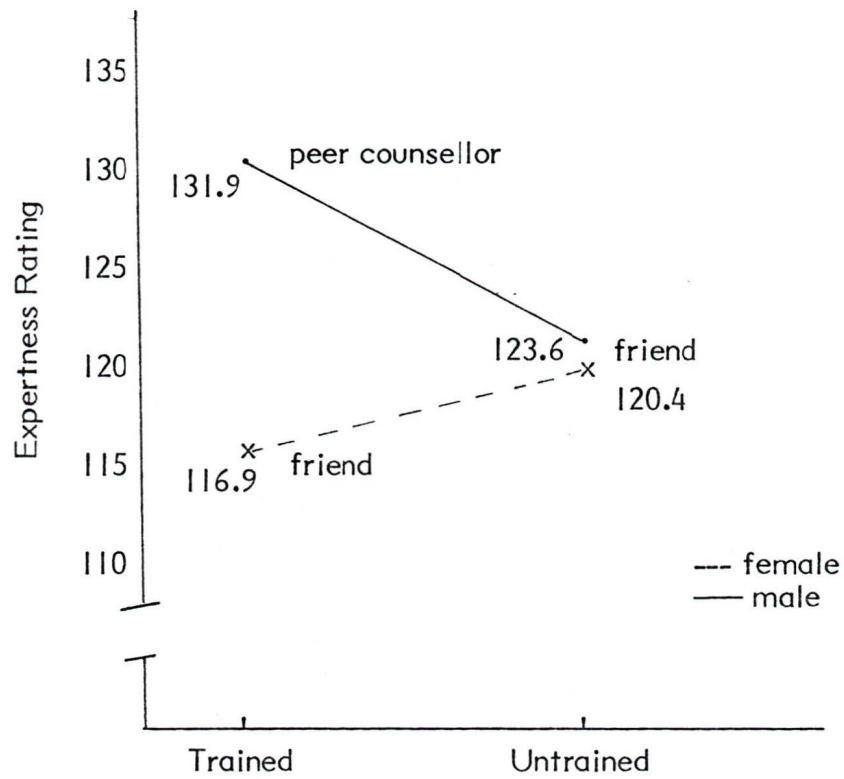


Figure 1: Mean Scores on Expertness by Male and Female Raters on the Basis of Training of Helpers

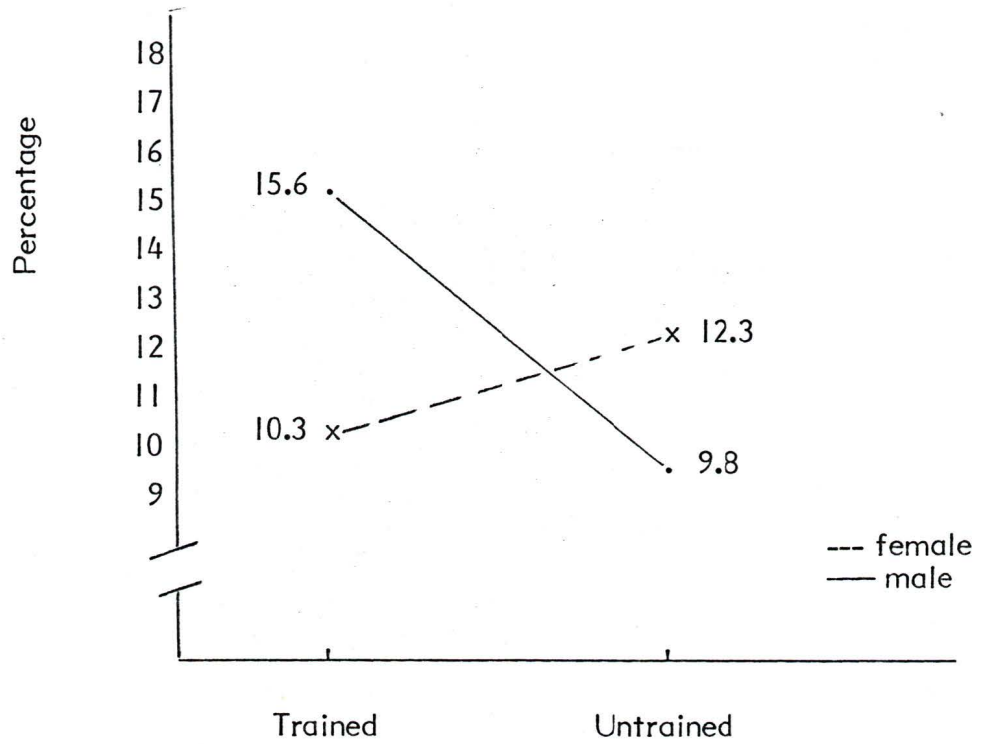


Figure 2: Mean Scores on Explaining Rated by Males and Females on the Basis of Training

female raters. It was expected that the trained peer helpers would be perceived as "attempting to increase the client's insight, awareness or understanding of himself or herself" (Elliott, 1979). However, it was not predictable that male subjects would rate differently than the female subjects.

The effects of training, labelling and gender of the rater interacted significantly,  $F(3, 139) = 5.85, p < .017$ , on the helpfulness rating assigned to the helper in the fourth excerpt. It is clear in Figure 3 females rated the trained helpers higher under both labels of "friend" and "peer counsellor". However, males rated the trained helpers higher only in the labelled condition of "peer counsellor." While it was predicted that trained helpers labelled "peer counsellor" would receive higher ratings, the gender differences were not expected.

#### Summary

Significant main effects for training were found on five of the dependent variables. All trained helpers were associated with higher scores on the following dependent variables: attractiveness; understanding; reassuring; guiding; and gathering information. However, in five of the variables (trustworthiness, expertness, explaining, and the rating of the fourth excerpt), no significant differences were found. The main effect of training interacted significantly with labelling on the expertness rating and gender on the rating of explaining. A three-way interaction occurred between training, labelling and gender of the rater on the helpfulness rating of the fourth excerpt.

#### Effect of "Peer Counsellor" and "Friend" Labels

The second research question was concerned with whether or not adolescents would perceive differences between the help intended communications between "friends" and "peer counsellors". The second hypothesis stated that adolescent helpers labelled "peer counsellor" when compared to those labelled "friends" would

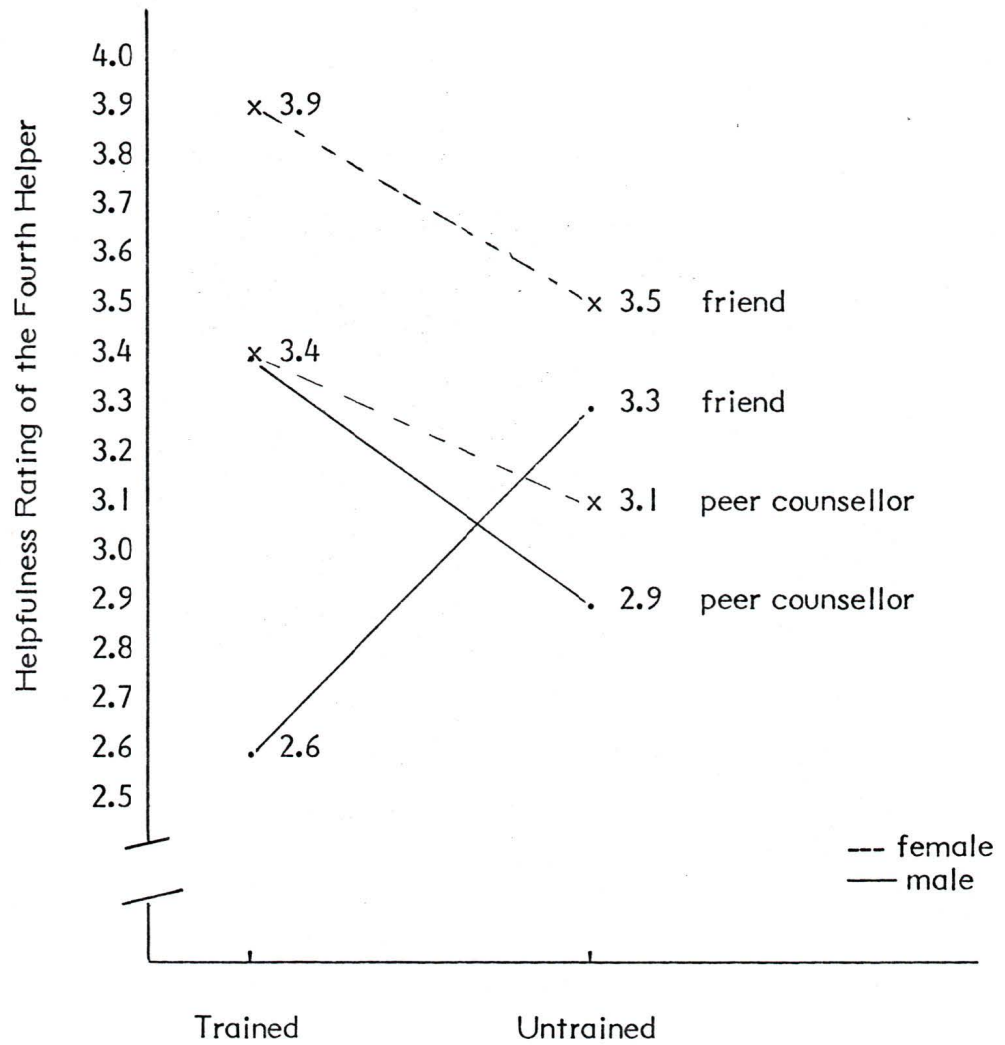


Figure 3: Mean Scores on Helpfulness Rated by Males and Females on the Basis of Training and Labelling

receive higher ratings of counsellor effectiveness on the following counselling behaviors: expertness; guiding; reassuring; understanding; explaining; gathering information and using the self.

For the purpose of clarity when reporting the following results on the labelled effect, the term "peer counsellor" refers to the student helpers who were assigned this label regardless of training. Similarly, the term "friend" refers to all helpers given this label, regardless of training.

Significant differences were found between the mean scores of the peer counsellors and friend on only two of the eleven dependent variables. These differences between the two groups occurred on the ratings of expertness and explaining. No significant mean differences were found on the following nine variables: attractiveness, trustworthiness, understanding, reassuring, guiding, information gathering, using the self, helpfulness of the third and fourth helper. The labelling condition interacted significantly with the gender of the rater on the ratings of trustworthiness and the helpfulness rating of the fourth excerpt.

As shown in Table 4, peer counsellors were rated higher in terms of expertness when compared to friends,  $F(3, 139) = 14.2, p < .001$ . These results reflect the direction stated in the second hypotheses, that adolescents would rate peer counsellors higher in terms of expertness since label is assigned in reality to students who are competent in communication skills.

Table 6 shows peer counsellors were rated more frequently as explaining than friends,  $F(3, 139) = 5.9, p < .017$ . It was expected that adolescents would perceive the peer counsellors as attempting to increase the student's awareness and pointing out connections between the troubled student's statements.

### Interaction Effects of Labelling

Figure 4 shows the interaction of the main effect with the factor of gender of the rater on the dependent variable of trustworthiness,  $F(3, 139) = 5.3, p < .022$ . Ratings by males and females are similar for peer counsellors, however, friends received slightly higher ratings of trustworthiness from female raters. The females rated the helpers similarly whether they were friends or peer counsellors. While the higher scores were expected to be associated with peer counsellors, only male raters perceived the peer counsellors as more trustworthy.

The effect of labelling interacted significantly with the factor of gender of the rater,  $F(3, 139) = 6.48, p < .012$ , on the rating of helpfulness of the fourth helper (Figure 5). Peer counsellors received similar ratings from male and female students. The higher scores of helpfulness on the fourth helper associated with friends were not expected as this result is not in the hypothesized direction. Since this finding is inconsistent with the rating of the third helper, this interaction is not a reliable finding.

### Summary

Significant main effects with labelling were found for two of the eleven dependent variables. Helpers labelled "peer counsellors" were associated with higher scores in the same direction as expertness and explaining. The effect of labelling interacted significantly with gender on ratings of trustworthiness and helpfulness rating of the helper in the fourth excerpt. No significant differences were found between peer counsellors and friends on adolescent perceptions of the following counsellor behaviors: attractiveness, trustworthiness, understanding, reassuring, guiding, using the self, information gathering, helpfulness of the third and fourth helper.

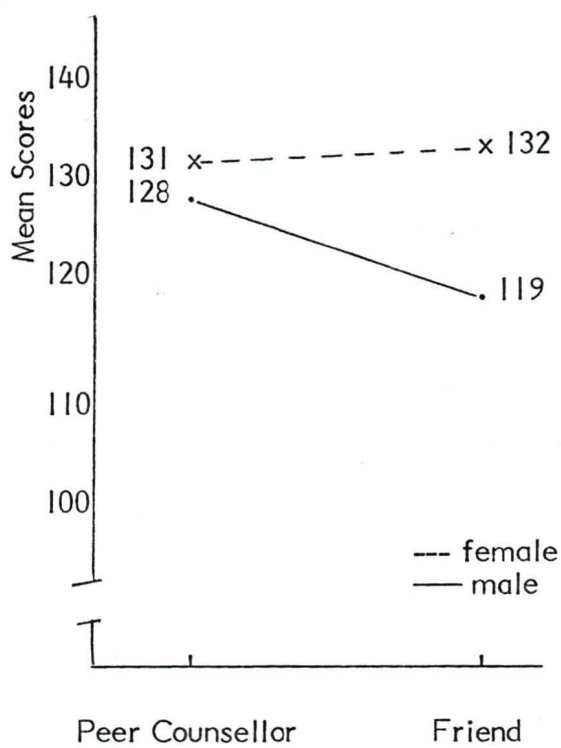


Figure 4: Trustworthiness

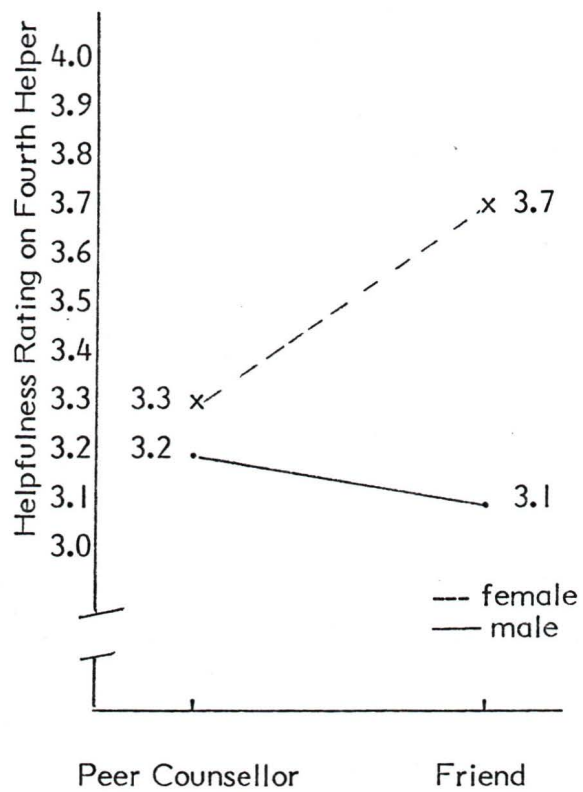


Figure 5: Helpfulness B

Figure 4 & 5: Mean Scores on Trustworthiness and Helpfulness B Rated by Males and Females on the Basis of Labelling

### Supplementary Findings

A four-way analysis of variance was used to test for mean differences between scores from the first and second group of subjects, and also to test for gender effects. In the eighty-four comparisons involving subject group membership, the effect of this factor interacted significantly only four times with the main effects of training and labelling. Since this occurrence falls at the level of chance alone, this finding does not appear to be reliable. The factor of subject group membership was not a significant main effect on any of the eleven variables. It would appear that in each of the four conditions the results of the second group of subjects,  $n = 69$ , replicate the results of the first group of subjects,  $n = 74$ .

In addition to testing for effects associated with training, labelling and subject group membership, statistical analysis were also conducted on the effect of gender of the rater. The rationale for this analysis was to check for any differences which may occur between male and female perceptions of the help-intended acts. When compared to male raters, females rated helpers higher in terms of trustworthiness,  $F(3, 139) = 10.92, p < .001$ . Helpers received higher scores from female raters on attractiveness,  $F(3, 139) = 8.52, p < .004$ . Female raters perceived helpers as giving more understanding responses on the Tape Assisted Recall,  $F(3, 139) = 4.72, p < .032$ . Female raters also gave the helper in the fourth excerpt higher ratings in terms of helpfulness,  $F(3, 139) = 8.04, p < .005$ . On each of these variables the female ratings of the peer helpers were higher than the male ratings.

### Part Two

#### Qualitative Results

A random sample,  $n = 24$ , from the first group of subjects, 3 males and 3 females from each of the four conditions, were interviewed immediately after the

viewing of the videotapes of peer helpers. The comments from these interviews are considered supplementary to the results in part one. Descriptions of students' perceptions are presented in terms of the hypothesis. In general, it appeared that the training had an effect on the student's perceptions. Labelling had little effect, but there was a strong interaction between training and labelling.

### Effect of Training

The first hypothesis stated that the trained peer counsellors when compared to the untrained would receive higher ratings of counsellor effectiveness. Few, if any differences, were found in the descriptions of the helper, in fact both helpers are described in positive terms. However, students described the helping behaviors of the trained and untrained helpers in distinctly different terms.

Questions two, three and seven elicited students' descriptions and perceptions of the peer helpers (see Appendix E). The trained helper was described as "caring", "really knows how she's feeling", "not judging or saying she was wrong", "open", "understanding", "alert" and "friendly". Similarly, the untrained helper was described as "understanding", "helpful", "intelligent", "sincere" and "knowing the type of thing she is going through". Both helpers are described in terms of effective qualities for establishing a helping relationship.

Differences were apparent, however, in perceptions of the help-intended behaviors (see Table 8). Adolescent perceptions of the trained helper reflect the inward exploratory initial phase of helping outlined by Carkhuff (1969). Carkhuff considers that, in the first phase of effective helping, the helper should focus on building a helping relationship and exploring the thoughts and feelings of the helper. The trained helper's actions were described as "he was concerned with her thoughts and feelings", "he tried to draw her out and help her make up her own mind", and "he was trying to help her help herself by just listening and clarifying

Table 8

Responses to the Question:  
 "What did the helper do when trying to help the troubled student?"

Condition	Descriptors Used
1	<ul style="list-style-type: none"> <li>- figure out her problem</li> <li>- bring it out into the open</li> <li>got her feelings out</li> <li>he helped her talk about her feelings</li> <li>- he said things back that she said and sometimes questioned to make sure he understood, he seemed to interpret</li> <li>- find out exactly what the problem was</li> <li>let her do most of the talking</li> <li>- he got her to talk more, he would summarize</li> <li>- he said what she said only in a way to clarify what she meant.</li> </ul>
2	<ul style="list-style-type: none"> <li>- he was concerned with her thoughts and feelings</li> <li>- he listened, tried to understand her feelings and encourage her</li> <li>- he tried to draw her out and help her make up her own mind</li> <li>- he was trying to get all her feelings about what he thought was going on</li> <li>- trying to help her to help herself just by listening and clarifying how she felt</li> <li>- really listened</li> </ul>
3	<ul style="list-style-type: none"> <li>- he put himself in her position and told her what to do</li> <li>- he put out what he thought he would do in her situation</li> <li>- he listened, gave suggestions, reassured her and told her to look at everything possible</li> <li>- he tried to make a choice, a decision for her, what to do in the future</li> <li>- explain to her she'll just have to go at it and tell her if the work gets too much to take a year off</li> <li>- he gave her an idea about her plans, he told her what he was thinking of doing and gave her some more ideas</li> </ul>
4	<ul style="list-style-type: none"> <li>- gave her suggestions</li> <li>- gave new ideas</li> <li>- made suggestions and gave ideas</li> <li>- gave examples about what he was doing</li> <li>- gave advice and solutions, talked about his own experience</li> <li>- he gave his opinion, he tried to sort out the problem</li> </ul>

Condition 1 = Trained "Peer Counsellor"

2 = Trained "Friend"

3 = Untrained "Friend"

4 = Untrained "Peer Counsellor"

how she felt". These comments correspond with the emphasis in the peer counselling program to encourage self-exploration and self-understanding.

In contrast to the trained helper, the untrained helper was described as taking an active part in directing the interview. Typical descriptions of the untrained helper were: "giving lots of advice", "giving lots of suggestions", "telling her what to do to get done to solve the problem", "trying to make a choice or a decision for her", "explaining she'll just have to go at it", and "telling her what to do". It would appear that the untrained helper was perceived as being actively involved in finding a solution to the problem. This directive approach goes beyond the action oriented second phase of the Carkhuff model, in that the untrained helpers shifted the focus from the helpee to the helper.

These differences in perceptions between the trained and the untrained reflect the two very different approaches to helping. The trained helper employed a reflective exploratory approach and the untrained helper took more responsibility for finding solutions to the presented problem.

Both trained and untrained peer helpers have been described as helpful. There appears to be a range of behaviors that are considered as helpful. In studying student responses, a division occurs again between the perceptions of the trained and untrained. Students consistently described the trained helper in facilitative terms, as compared to comments about the untrained helper which tend to emphasize the type of advice given. For example in response to a question about an untrained helper, "if someone needed some suggestions and ideas, he would probably be very helpful." Responses about the trained helper were positive, for example, "it was benefitting her, she wanted to talk", "he seemed to be picking out the threads of the conversation, she was pleased to get it out." For particular concerns, students find advice giving useful, and they also value the opportunity to

explore feelings.

Descriptions of the trained and untrained were very similar with the exception of one student who made the following statement after viewing the untrained helper: "His friends might go to him, others like him, not open students, cause if you're open, you want the other person to be open too." There were no consistent differences in approachability between the trained and the untrained, however, students frequently stated the condition under which they would go to the helper with a personal concern. A typical comment from students who had viewed the trained or the untrained was "Yeah, I would go to him if I knew him". Students also seemed to be discerning the type of problem they would be able to share with a peer helper. For example, after viewing the untrained helper, two students responded "if it were personal, I wouldn't go to the helper" and "it would depend on the concern." A similar pattern emerged in the following comment about a trained helper, "it would depend on the type of concern." When considering whether or not they would visit a peer helper, students frequently made their response conditional to the type of problem and the degree to which they might know the helper.

This pattern of students' discerning the type of problem they would be able to disclose resurfaced when students were asked about the perceived level of expertness of the peer helpers. This discerning pattern seems to be more prevalent with students who saw the untrained helpers. For example, "Well, he dealt with this okay, I don't think he would do so well on a serious problem." Another student made a similar comment on the seriousness of the problem when asked how helpful the untrained student was, "quite helpful but then I don't think this is a serious one." This type of response was also made in response to questions, "I don't know, it would depend on the type of concern. They might go to him with things not so personal." After viewing the untrained tape, students frequently

indicated that they would approach the helper if the concern was not highly personal. These conditional responses suggest that highly personal concerns would not be disclosed to an unknown and untrained helper.

### Summary

These descriptions suggest that untrained or trained peers are seen and helpful and approachable. The difference in perceptions was found when closely studying the actual helping behaviors. It appears that trained helpers are perceived as benefitting the student by active listening, whereas the untrained are seen as helpful by actively giving advice. Furthermore, students seem to differentiate between problems in which they might want advice and those in which they want to explore their feelings.

### Effect of "Peer Counsellor" and "Friend" Labels

The second hypothesis stated that those helpers labelled peer counsellor would receive higher ratings of counsellor effectiveness than those labelled friend.

There appears to be little difference in the perceptions of counsellor effectiveness between those labelled friend or peer counsellor. The importance of trust and openness are mentioned a few more times in the peer counsellor condition and the benefits of talking with someone your own age are commented on in the friend condition.

Peer helpers in both labelled conditions were described similarly. Peer counsellors were described as intelligent, interested, understanding, caring, helpful and friendly. Friends were perceived as understanding, "knows the type of thing she is going through", friendly, open, caring, and sincere. Helpers in both conditions are perceived positively in terms of facilitating a helping relationship.

### Interaction Effect Training with Labelling

Generally, the responses in the friend and peer counsellor condition tend to

reflect the differences found in the helping styles. In fact, the effect of training interacted with labelling. In the untrained friend condition the following responses demonstrate a directive approach, "yes, he was very helpful, giving ideas and a few opinions," and "yeah, he was helpful, he gave suggestions and told her what to do". These comments contrast with the following responses about trained friends which reflect self-exploration, "yeah, he helped, he listened, tried to understand her feelings and encouraged her," and "yeah, he helped bring it out to the open. It's like when you have a ton of bricks on your back and then you take them off. That's how it feels, all the pressure is taken off." While helpers in both conditions are viewed positively, those friends under the trained condition are perceived as using the skills emphasized in the peer counselling training program. Untrained peer counsellors were described as taking an active approach and sharing responsibility, "he tried to sort out the problem" and "yeah, I would go to him, he would give me suggestions". These comments again contrast with those of the trained peer counsellor which reflect the inward exploratory phase of helping (Carkhuff, 1969). For example, "he was helpful, he was concerned with her thoughts and feelings", "he said things back that she said, he tried to draw her out and helped her talk more."

### Summary

While all peer helpers were perceived positively, training seems to have influenced descriptions of the type of behaviors used in helping. Generally, students perceive the opportunity to share and receive ideas, as well as the opportunity to explore feelings as positive experiences. It appears as though students are accustomed to receiving directive remarks from their friends. This direct approach suggests that adolescent friendships have usually established firm trusting relationships, that it is permissible to confront, to question and generate

solutions to a presented problem. Friends are able to move rapidly into an action oriented problem-solving approach. This contrasts with the peer counselling helping style in which the helper sequentially moves through first building a trusting relationship, then secondly providing an opportunity to explore thoughts and feelings, prior to the third stage of problem-solving.

## Chapter V

### Implications and Conclusions

#### The Effect of Training

Data from the quantitative and qualitative results support the first hypothesis that trained peer helpers are rated as more effective in terms of counselling behaviors. The trained helpers were perceived as more facilitative on the following five of eleven dependent variables: attractiveness, reassuring, understanding, gathering information and guiding.

The trained helpers were seen as more attractive as helpers when compared to the untrained helpers. The communication skills of the peer counselling training has enhanced the attractiveness of the helping interactions. The students interviewed confirmed this finding and added that they found the trained students open and non-judgemental. Attractiveness is an essential characteristic of an effective helper and important in the operation of an outreach peer counselling program. Attractiveness is a highly significant finding in adolescent peer counselling because students are often the first to know when another is experiencing difficulty and are in a position to act as a bridge to professional help.

The trained students were rated higher in terms of communicating understanding and gathering information about the clients' world. The skills of empathic listening and seeing the world from the clients' point of view are closely related and essential to effective helping (Carkhuff, 1969). An effective helper must be able to communicate to the help-seeker, in such a way to show he has listened and understands the client (Peavy, 1977). The comments from the interview also describe the trained helpers in facilitative terms of reflecting the thoughts and feelings of the troubled student. The trained helpers were perceived as communicating effectively by showing an understanding of the clients' problem and world.

The adolescent raters perceived the trained helpers as highly effective in terms of the core counselling skills.

The trained helpers were perceived as non-directive when compared to the untrained peer counsellors who were perceived as directive. This is an important finding when discussing facilitative behavior. The facilitative helper focuses on the person's thoughts and feelings rather than the person's problem (Egan, 1975). A non-directive or rather an exploratory approach assists students to identify thoughts, feelings and behavior patterns, resolve the difficulty in accordance with the individual's values and teaches strategies for solving problems in the future. In comparison, untrained helpers were perceived as extremely directive and described as giving a lot of advice. Adolescents definitely perceived the trained peer helpers as more facilitative than the untrained in terms of the helping approach.

Trained peer helpers when compared to untrained helpers were perceived as more effective in terms of the core counselling skills. The trained helpers were perceived as more understanding, attractive and supportive. The untrained helpers were perceived as making fewer understanding responses, fewer reassuring responses, more directive statements and being less attractive as helpers. These results indicate that students trained in the communication skills involved in peer counselling training are perceived as facilitative by adolescent raters.

There were no significant differences between the trained and untrained on the following four variables: explaining, using self, trustworthiness and expertness. The ratings on the two overall helpfulness scales were inconsistent and considered unreliable findings. Further research into the behaviors which adolescents describe as helpful is necessary. The interview comments added little insight into the similar ratings of explaining and using the self. However, the interviews do indicate some possible explanations for the scores on trustworthiness and

expertness.

Adolescents rated the trained students as very similar to the untrained students on trustworthiness which indicates that training did not interfere with the natural trustworthiness of a peer. In the interviews students frequently added the condition of knowing the person before they felt confident to say whether they would trust the helper. This conditionality suggests adolescents may normally consider trust a function of friendship. These comments and ratings indicate a need to research the trustworthiness of peer helpers in an in vivo peer counselling setting.

When considering the level of expertness, interviewed students frequently referred to the nature of the problem as being a factor in determining the preferred skill level. For example, when a problem was purely academic, the level of expertness was not an issue, however, with a highly personal issue, such as suspected pregnancy, students mentioned preferences for a high skill level. These results demonstrate a need for further research to determine how adolescents' preference for levels of expertness are related to particular adolescent concerns.

While examining perceptions of expertness, it is interesting to note how the effect of labelling interacted with training on the expertness ratings. Adolescents perceived the helpers as more expert when the training was combined with the role label of peer counsellor. This suggests that the role label when combined with the trained helping behaviors lead adolescents to perceive higher levels of expertness. An important topic for future research would be to determine what relationship there might be between the type of personal concern disclosed to a labelled, trained peer counsellor, as compared to those topics disclosed to non-labelled, untrained helper.

### The Effect of Labelling

Data from the quantitative and qualitative results do not support the second hypothesis. The labelling of "peer counsellor" or "friend" had no significant effect on the majority of variables. The helpers labelled "peer counsellor" were rated higher on expertness and explaining.

Adolescents perceived the helpers with the "peer counsellor" label as alert, clear, dependable, insightful, intelligent, prepared and skilled. It is important that a helper is perceived as someone who has the tools and skills to help (Egan, 1975). In order to establish an effective helping relationship in peer counselling, it is essential that the helper is perceived as skillful. The interview comments confirmed the importance of believing the helper is capable. Students frequently responded they would disclose to someone who was knowledgeable and often determined the approachability of a helper in terms of whether he "knew what he was talking about." These findings suggest that adolescents perceive helpers with the role label of "peer counsellor" as more expert and more capable of helping. The implication is that the "peer counsellor" labelling has a positive effect of identifying helpers to potential clients.

The helpers labelled "peer counsellor" were perceived as engaging in explaining more often than those labelled "friends". Elliott (1979) describes explaining as the helper is perceived as pointing out connections and attempting to increase the client's understanding of himself or herself. The interview comments indicate that explaining behaviors are expected of peer counsellors. In contrast, the interview comments revealed that a more active involved solution-oriented approach was expected from "friends". The helpers with the assigned label of peer counsellor were perceived as more effective in terms of expertness and explaining behaviors.

In retrospect, the lack of influence of labels on the other variables is a

positive finding. It is particularly important that the labelling did not have any effect on the perceptions of the attractiveness or trustworthiness of peer helpers. Since adolescents turn to peers when they have a personal concern, it is crucial that the role label of peer counsellor does not interfere with this natural attraction. These findings imply that it is important that trained peer counsellors do not receive an elevated status which might set them apart from their peers. An area to study further would be an investigation of the adolescent perceptions of peer counsellors in terms of counsellor effectiveness within their own school environment. A particular question to answer is whether or not a close association with counsellors and teachers influences the perceptions of adolescents. In conclusion, this study found labelling does not effect the perceptions of the help-intended acts of peer helpers.

#### The Interaction Effect of Training and Labelling

In considering the combination of the two independent variables, training and labelling, the only significant interaction was found on the rating of expertness. Therefore, the interaction effect hypothesized in the third hypothesis is not supported.

#### Gender Effects

Further research in the area of adolescent peer counselling should consider the gender effects found in this study. Female raters gave higher ratings on the variables of trustworthiness, attractiveness and understanding. Males gave higher ratings of trustworthiness than female raters when the peer helpers were labelled "peer counsellors". Males also rated trained helpers higher than female raters in terms of explaining behavior. These findings demonstrate a need to examine in detail, differences in the male and female adolescent perceptions of facilitative communication by peers.

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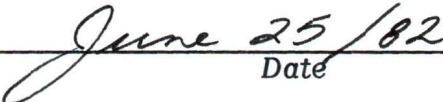
Adolescent Perceptions of Help-Intended Acts of Peer Helpers

Author

  
Signature

Christina Anne McDowell

Name

  
Date

In summary, the results strongly support the first hypothesis confirming that trained peer helpers were perceived as more effective than the untrained, in terms of essential counsellor behaviors. The second hypothesis which was concerned with the effect of labelling was not supported. In retrospect, this is a positive finding as it is clearly evident that the assigned peer counsellor label does not jeopardize the innate attractiveness of adolescent relationships. The third hypothesis which predicted an interactive effect of combining training with labelling was not supported.

These findings demonstrate the type of training adolescent received in communication skills enhanced the perceived quality of the helping relationships which adolescents naturally form. Therefore, the results support the tested assumptions behind peer counselling. Adolescents do perceive the peer counselling relationship as an effective helping relationship. Adolescents indicated in their ratings and interviews that they are attracted to peers when they have personal concerns. Students do discern differences between the help-intended acts of friends and peer counsellors. In conclusion, adolescents perceive the helping skills used by trained peer counsellors as more facilitative than untrained helpers.

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Appendix A  
Recruitment Speeches

## Recruitment Speech

Read by Counsellor at Mt. Doug Secondary School

My name is Christina McDowell, and I am a graduate student in Educational Psychology at the University of Victoria. I am interested in researching how adolescents perceive the helping communications used by other adolescents.

I will need some volunteers to help me make two videotapes for my study. If you were to volunteer you could either try to help another student with a concern or play the part of a student who has a problem. If you chose to be a helper, you would meet individually with a student who has rehearsed, and is in fact, acting as though the concern mentioned is hers/his. If you decided to play the part of a troubled student, you would be coached in your role-play.

The videotapes of these helping interviews will then be shown to another group of adolescents who are also interested in this research. They will be asked to anonymously rate the communications of the helper in terms of counsellor effectiveness. 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. If you have any concerns at any point during our work together, please feel free to talk with myself or Mrs. L. Robinson.

## Recruitment Speech

Read by Counsellor at Spectrum Community School

My name is Christina McDowell, and I am a graduate student in Educational Psychology at the University of Victoria. I am interested in researching how adolescents perceive the helping communications used by other adolescents.

I will need 120 volunteers to help gather information about adolescent perceptions. The students who volunteer will be asked to view a videotape of two grade twelve students talking to each other. One student will be attempting to assist the other with a personal concern. After viewing this helping interview, I would ask you to rate the helper in terms of trustworthiness, attractiveness and expertness as an effective counsellor. This rating would be done 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 your perceptions of peer helpers. The viewing of the videotape and rating would take one hour.

I am willing to answer any questions you may have and discuss my research with you. You may withdraw at any time from the project should you decide to volunteer. If you have any concerns at any point during our work together, please feel free to talk with myself or Mrs. Wendy Neuman.

Appendix B  
Treatment Instructions

### Treatment Instructions

Hi! I am Christina McDowell. I am a graduate student in counselling psychology at the University of Victoria. I am interested in counselling high school students. I feel it is very important to ask you as students what you find useful when you have a personal concern. Today, you will be helping me with some research.

You will be viewing four different examples of high school students helping another student with a personal concern. You will be rating the helper in terms of how trustworthy, how expert and how attractive you find the student as a helper.

I will be showing other videotapes to other classes today and tomorrow. Please do not discuss what you have seen or your reactions with other students.

The student helpers on the tape you are about to see are peer counsellors/friends. Can you tell me who are the helpers on this tape?

Can you give me a definition of a peer counsellor/friend?

A peer counsellor is . . .

A friend is . . .

Here are some definitions written by some other grade eleven students:

"A peer counsellor is someone who is a good listener, a person you can share confidential matters with, someone to keep you company and show compassion when you're down."

"A peer counsellor is someone who will listen to you without judgement or lend you a shoulder to cry on. You can confide in them, your secrets are safe. They will help you find what's best for you."

"A friend is someone who understands when you're hurt and shares your pain, but can rejoice with you in your happiness."

"A friend is someone who you can be yourself with; free to share your dreams, ideas and thoughts without fear of rejection."

Now on the top of the four long papers print your code name. This will be the initial of your mother's christian name. For example, if my mother's christian

name was Sarah. I would place an "S" on the line. Next to this initial, print the date of your birthday. For example, my birthday is on January 14, so I would place "14" next to my "S". On the next space, mark your gender, male or female.

On each long sheet are adjectives which are used to describe the helper in terms of trustworthiness, attractiveness and expertness.

You will place a check mark on each scale to indicate your opinion of the helper you are viewing.

Let's go through the example sheet together.

Please feel free to ask questions.

Before I start the tape, I would like someone to tell us what they understand the instructions to be.

Pause . . . . . (perception check on instructions)

Let's begin. After each 4 minute interview, I will stop the tape to make sure you have had a chance to complete your ratings. Remember to score each set of adjectives.

Appendix C  
Counsellor Rating Form  
and  
Tape Assisted Recall Standardized Form

## Counsellor Rating Form

EXAMPLES:

If you feel that the helper very closely resembles the word at one end of the scale, place a check mark as follows:

fair \_\_\_: \_\_\_: \_\_\_: \_\_\_: \_\_\_: \_\_\_: X unfair

OR

fair X: \_\_\_: \_\_\_: \_\_\_: \_\_\_: \_\_\_: \_\_\_ unfair

If you think that one end of the scale quite closely describes the helper, then make your check mark as follows:

rough \_\_\_: X: \_\_\_: \_\_\_: \_\_\_: \_\_\_: \_\_\_ smooth

OR

rough \_\_\_: \_\_\_: \_\_\_: \_\_\_: \_\_\_: X: \_\_\_ smooth

If you feel that one end of the scale only slightly describes the helper, then check the scale as follows:

active \_\_\_: \_\_\_: X: \_\_\_: \_\_\_: \_\_\_: \_\_\_ passive

OR

active \_\_\_: \_\_\_: \_\_\_: \_\_\_: X: \_\_\_: \_\_\_ passive

If both sides of the scale seem equally associated with your impression of the helper or if the scale is irrelevant, then place a check mark in the middle space:

hard \_\_\_: \_\_\_: \_\_\_: X: \_\_\_: \_\_\_: \_\_\_ soft

Your first impression is the best answer.

PLEASE NOTE: PLACE CHECK MARKS IN THE MIDDLE OF THE SPACES!!

## Counsellor Rating Form

Name (or code name): \_\_\_\_\_

Male \_\_\_\_ Female \_\_\_\_ Grade \_\_\_\_

Helper Number: (Circle) 1st, 2nd, 3rd, 4th.Please indicate, by placing a check mark ( ) on the scale below, your opinion of the helper in the videotaped interview that you have just seen.IMPORTANT

- (a) There is no "right" or "wrong" answer. I am interested in the way you personally feel about the helper.
- (b) Do not spend too much time in making your judgement; however, read each item carefully.
- (c) Be sure to check every item.

unalert	___:___:___:___:___:___:___	alert
unappreciative	___:___:___:___:___:___:___	appreciative
vague	___:___:___:___:___:___:___	clear
distant	___:___:___:___:___:___:___	close
suspicious	___:___:___:___:___:___:___	believable
undependable	___:___:___:___:___:___:___	dependable
indifferent	___:___:___:___:___:___:___	enthusiastic
unfriendly	___:___:___:___:___:___:___	friendly
insightful	___:___:___:___:___:___:___	insightless
stupid	___:___:___:___:___:___:___	intelligent
unlikeable	___:___:___:___:___:___:___	likeable
open	___:___:___:___:___:___:___	closed
prepared	___:___:___:___:___:___:___	unprepared
sincere	___:___:___:___:___:___:___	insincere
skillful	___:___:___:___:___:___:___	unskillful
deceitful	___:___:___:___:___:___:___	straightforward
genuine	___:___:___:___:___:___:___	phony
warm	___:___:___:___:___:___:___	cold

NAME (Code): \_\_\_\_\_  
 Male \_\_\_\_ Female \_\_\_\_

Tape Assisted Recall

When the videotape is stopped give you impressions of what you think the helper is trying to do. Please write clearly.

3rd Helper:

- 1.
- 2.
- 3.
- 4.

4th Helper: What do you think the helper is trying to do?

- 1.
- 2.
- 3.
- 4.

OVERALL HELPFULNESS RATING:

3rd Helper: \_\_\_\_\_

4th Helper: \_\_\_\_\_

Who were the helpers on the videotape that you just viewed?

\_\_\_\_\_ Friends \_\_\_\_\_ Peer Counsellors \_\_\_\_\_

How well do you think these students know each other?

\_\_\_\_\_ Hardly at all \_\_\_\_\_ Acquaintance \_\_\_\_\_ Friends \_\_\_\_\_ Good Friends \_\_\_\_\_

Expertness, Trustworthiness, Attractiveness

Dimension	Descriptors
Expertness	alert - unalert clear - vague insightful - insightless prepared - unprepared skillfull - unskillfull intelligent - stupid
Trustworthiness	dependable - undependable open - closed sincere - insincere believable - suspicious straightforward - deceitful genuine - phoney
Attractiveness	appreciative - unappreciative close - distant enthusiastic - indifference friendly - unfriendly warm - cold likeable - unlikeable

Appendix D  
Significant Values

Significant p Values for Anova

Source	Attractiveness	Trustworthiness	Expertness	Helpfulness A	Helpfulness B
<b>Main Effects</b>					
A	.004			.001	
B			.001		
C	.004	.001			.005
D					
<b>2-Way Interactions</b>					
A B			.007		
A C					
A D					.038
B C		.022			.012
B D					
C D					
<b>3-Way Interactions</b>					
A B C					.017
A B D		.007	.015		
A C D					
B C D					
<b>4-Way Interactions</b>					
A B C D					

A = Training  
 B = Labelling  
 C = Gender of Rater  
 D = Membership of Subject Group

Significant p Values for Anova

Source	Guiding	Reassuring	Understanding	Explaining	Information	Using Self
<b>Main Effects</b>						
A	.001	.005	.001		.001	
B				.017		
C			.032			
D						
<b>2-Way Interactions</b>						
AB						
AC				.022		
AD						
BC						
BD						
CD						
<b>3-Way Interactions</b>						
ABC						
ABD		.047				
ACD						
BCD						
<b>4-Way Interactions</b>						
ABCD						

Appendix E  
Structured Interview  
and  
Sample Interviews

## Standard Interview

1. Code Name.
2. How would you describe the helper you just saw?
3. How would you describe the relationship between the troubled student and the helper?
4. Do you think others would approach this helper with a personal concern?
5. What did the helper do when trying to help the troubled student?
6.
  - a) Would you go to this helper if you had a personal concern?
  - b) Why? (Why not?)
7. How would you describe the helper in terms of:
  - a) helpfulness?
  - b) trustworthiness?
  - c) degree of expertness?
  - d) attractiveness as a helper?
8. Imagine you are talking with a close friend about a personal concern? Can you picture that? Did you see the helper on this tape do anything differently than what you would expect from a friend?

Code name: L 15

Condition: I

Gender: female

---

I: What is your code name?

S: L15

I: How would you describe the helper that you just saw?

S: I think he's caring, but he's trying to relate to her problems, but he's asking more questions so that she can describe it better. I think that he really knows how she feels and how her boyfriend is.

I: Okay, so he seems understand the problem, and he's getting her to talk more about it?

S: Mmmm-hmmm, yes.

I: How would you describe the relationship between the helper and the troubled student?

S: What, do you mean do they know each other? I don't think they ever really talked; they don't seem like the type that would know each other.

I: So they seem like they hardly know each other at all?

S: Yes, just acquaintances at school.

I: Do you think that other students would approach this helper with a personal concern?

S: Some students would, I think. I don't know anyone who needs help. I think it's stupid to seem kind of sorry for yourself. Some students would think that way.

I: Do you think that other students would see this student as a helpful person?

S: Yes, some students.

I: What did the helper do when he was trying to help the student?

- S: He didn't talk much because he wanted her to talk more. He asked her questions so that she would talk more about her problems. He would summarize, I think, tell her what she already said so she could describe it more, I guess.
- I: Would you go to this helper if you had a personal concern?
- S: Yeah, I think I would.
- I: Okay, could you tell me a little bit about why you would?
- S: Cause I guess when I have a problem I have to talk to somebody and it helps a lot if you get it out in the open. Say you have a ton of bricks on your back, and you take them off your back--that's how it feels: all the pressure is taken off of you.
- I: In talking to someone if you feel the need, you can get rid of all that pressure. How would you describe the helper in terms of helpfulness? You were saying that you would go to this helper, and that by talking about a problem it would ease the burden. Was there anything about this particular helper that you've just seen that would make it easy for you to go and see him?
- S: He seems like the friendly type. You know, if you had an embarrassing problem, he wouldn't . . .
- I: He wouldn't laugh at you; he wouldn't tease you.
- S: Yeah, he would understand. He seems like the type of person who would understand.
- I: Okay, how would you describe the helper in terms of helpfulness? How helpful do you think he was?
- S: He was, I think he was very helpful, actually because she wasn't afraid to talk about her problems. I think he really helped her.
- I: Okay, and how would you describe him in terms of trustworthiness?

- S: I think he would be a good person to trust. He wouldn't go out and tell anybody that wanted, you know . . . he seems like a person who could keep it inside of him; he wouldn't tell anybody.
- I: How would you describe him in terms of his skills?
- S: He seemed really skilled. He seemed like he had counselled quite a lot of people.
- I: And do you think others would see him as a helpful person? I'd like you to imagine yourself talking with a close friend about a personal problem. And I'd like you to tell me if you saw the helper on this tape doing anything differently than what you would expect from a friend.
- S: No.
- I: Are there some things that are the same and some things that are different?
- S: What do you mean? I don't understand the question.
- I: If you were talking to a close friend about a personal concern, are there some ways in which you would talk the same way and are there some ways in which there is a difference?
- S: I would talk more, I would be more open with a friend cause I knew that person better, but they didn't know each other really well so they didn't know what to say and what not to say, I guess. So, I guess I would ask more questions if I were talking.
- I: If you were helping a close friend you would ask more questions? And you would probably talk a little bit more?
- S: Yeah, and I would probably relate more to their problem than he would cause he doesn't really know them.
- I: In some ways, does it seem the same?
- S: Yes, cause he was not asking as many questions so she would talk more.

Code name: D 9

Condition: I

Gender: Male

---

I: What is your code name?

S: D 9

I: How would you describe the helper you just saw?

S: He seemed intelligent. He didn't seem like he was putting on an act; he seemed genuine. I would go to him. He seemed interested in her problem.

I: How would you describe the relationship between the troubled student and the helper?

S: I think they were both on the same problem. I think they were right for each other. He understood her problems, and she related to him.

I: How would you describe their relationship in terms of friendship?

S: Do I think they're friends? Yeah, I think so.

I: Can you give me an idea of how close of friends they are?

S: Well, just acquaintances; I'm sure they know each other.

I: Do you think others would approach this helper with personal problems?

S: I think so.

I: Would you go to this helper if you had a personal problem?

S: Yeah. He seemed genuinely . . . he wasn't a guy who would go blabbing it around. He seemed genuinely trustworthy.

I: What did the helper do when he tried to help the troubled student?

S: It seemed to me that he tried to figure out her problem. I think she was a bit mixed up about what she thought, and he tried to get it out into the open so she could understand.

I: How did he seem to do that?

S: He asked her questions; he asked her what she thought and helped her to get it out into the open. When you have a problem, it's best to talk about it. He helped her to decide what was right.

I: How would you describe the helper in terms of helpfulness?

S: He didn't seem to want to tell her what was right and what was wrong. He was willing to help her make up her own mind.

I: How did you think of this helper in terms of trustworthiness?

S: I think you could confide in him, and it wouldn't be all over the school. He seemed to appreciate your situation.

I: How would you describe him in terms of expertness?

S: He's good at what he does. He seemed to know what he was doing, not to rush her, just to take his time.

I: How attractive do you think he is as a helper to other students? Do you think other students would see him as a helper?

S: Yeah, I think so. He could adjust to the problems.

I: Imagine you were talking over a personal concern with a close friend; did you see the helper doing anything different in trying to help to what a close friend would do?

S: I think if he was really close—I don't know how close he was—he seemed to know her as an acquaintance. A really close friend would maybe know the problem a bit more. He had to just take what she was saying and feed it back to her. But a really close friend knew your problem, knew your family and everything.

I: Did you notice anything different in what he was trying to do? Any difference in how he was trying to help her? You mentioned he was trying to feed

information back; was there anything else you noticed?

S: Well, he took time, he didn't rush her. He didn't pressure her into saying what was right. He didn't come right out and criticize what she said.

I: Is there anything else you'd like to add about the helper?

S: Yeah, he was the best one on it.

I: Do you know what it was that made you feel that way?

S: Yeah, cause he looked intelligent. He looked sharp, really understood. You could trust him.

Code name: D 15

Condition: 2

Gender: female

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I: What is your code name?

S: D 15

I: How would you describe the helper you just saw?

S: Understanding, caring.

I: How would you describe the relationship between the helper and the troubled student?

S: Friends. They seemed to get along really well.

I: Do you think other students would approach this helper if they had a personal concern?

S: Yes.

I: What did the helper do when he was trying to help the troubled student?

S: I think he was trying to help to her help herself just by listening and clarifying how she felt and making her think how she was feeling. He was good.

I: If you had a personal concern, would you go to this helper?

S: Yeah, well it depends how well I know him.

I: Can you give me an idea why? What reasons?

S: Because he listens, and he seems to understand the situation. He seems to show that he cares.

I: How would you describe the helper in terms of helpfulness?

S: Very helpful. Because he was helping her to help herself, not just stopping and complaining about the situation.

I: How about the level of trustworthiness?

- S: Very. He didn't seem to be the type to listen to all this and then was going to go out and advertise this.
- I: How about on a level of expertness?
- S: Fairly good. I don't think he's ready to take on all kinds of situations, but for a student he was pretty good.
- I: Can you give me some idea of the helper's attractiveness as a helper? Whether other people would go to him?
- S: Yeah.
- I: Did you see this helper doing anything different than someone close to you would do about a personal concern?
- S: Yeah. Usually when I would talk about something that was bothering me, people were telling me how I felt. He asked her how she felt, and listened and made her think twice about how she felt. He never told her how she felt. When I was talking to my counsellor, I didn't know which feelings were mine and which weren't.
- I: So this is a little bit different.
- S: Yeah, a lot of people tell you how you feel. Saying "oh, you don't feel like this. You haven't lived as long as I have."

Code name: B 3

Condition: 2

Gender: male

---

I: What is your code name?

S: B 3.

I: How would you describe the helper you just saw?

S: It sounds like he sort of knows what he talking about, but in some parts of it sounds like he didn't understand the way she felt. He didn't really understand the way she was feeling.

I: How would you describe the relationship between the helper and the troubled student?

S: It was good. He seemed like he was really interested in what she was talking about. He just wasn't sure.

I: Do you think others would approach that helper with a personal problem?

S: Probably, yeah. I think I would.

I: Can you say why you would go to that person? What attracted you?

S: Well, if she was a friend of mine, I probably would. But I wouldn't just go up to some stranger. But if it was a good friend of mine.

I: How would you describe the helper in terms of helpfulness?

S: He tried. He tried to do his best.

I: How would you describe the helper in terms of trustworthiness?

S: Yeah, he could be trusted.

I: How would you describe the person in terms of expertness?

S: Nah. He didn't look like he knew too much about what he was talking about. She was saying things, he wasn't . . .

- I: And how attractive as a helper . . . would you describe him? Would other people approach that person as a helper?
- S: No, I don't think so. His friends might.
- I: Did you see the helper doing anything different in trying to help the student than a close friend might do with you?
- S: No, I don't think so. He was paying attention. He wasn't wandering off somewhere, he was really paying attention. He didn't always understand what she was saying.
- I: How was the helper trying to help the student?
- S: He was trying to get her ideas across, encourage her a lot. Trying to understand the way she feels.

Code name: D 25

Condition: 3

Gender: female

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I: What is your code name?

S: D 25

I: How would you describe the helper you just saw?

S: Well, he seemed he wanted to help her, but I don't think they were close friends. I think they were just acquaintances, and they were put together to work together.

I: How would you describe the relationship between the helper and the troubled student?

S: Well, she seemed really nervous at first. Then she seemed quite calm. Maybe out of this they would get closer; they weren't close friends to begin with.

I: Do you think that others would approach this helper with a personal concern?

S: Not unless they were really close friends with him. Personally, I wouldn't. The way I look at people--one glance and I can tell. He'd be good to get to know right away, at first glance I would probably say, "Hey, I got a problem."

I: What did the helper do when trying to help?

S: Basically, he put out what he thought he would do in that situation. He put himself in her shoes.

I: Would you go to this helper if you had a personal concern?

S: No, because I don't go many people with my problems. I go to people that I really trust, and have to get to know them.

I: How would you describe this helper in terms of helpfulness?

S: Well, it seemed like he really wanted to help her and I think he was trying. As

far as if he did it, I'm not sure.

I: How would you describe this helper in terms of trustworthiness?

S: I don't think he would be the type to go out and say, "Hey, look at this problem." I'd trust him.

I: How would you describe him in terms of expertness?

S: I think he's got a lot to learn, but then so does everybody else. He's trying to help.

I: How would you describe him in terms of attractiveness as a helper?

S: Well, it's not something you can pick up in a crowd.

I: Did you see the helper doing anything different than someone close to you?

S: Yeah, it wasn't as if he even knew her or had a first-name basis with her that I saw anyhow. She didn't seem really open with him, and he didn't seem really too open with her. I'm talking about their conversation.

Code name: G 26

Condition: 3

Gender: male

---

I: What is your code name?

S: G 26.

I: How would you describe the helper you just saw?

S: He was very understanding type of guy. He tried to help the person. He knows the type of things she's been going through. He knows what he's trying to talk to her about. He basically is just trying to explain what she's going through to her cause she doesn't really know.

I: How would you describe the relationship between the troubled student and the helper?

S: Well, they're the same type of person, but they're not. They're different persons inside when it comes to feelings, and they just feel differently. They can't feel the same about the same things. They've both been there, and they know what she's going through so they keep trying to help her. But she's running into the same problems that he already had. He's just basically the same type of person as she is and he wants to help her get through.

I: Do you think that other people would approach this helper with a personal concern?

S: It depends on the person who's trying to find help. Personally, I don't know if I would approach him cause I basically like to talk to a friend that I really know. To talk to, and they can talk back to me.

I: What did the helper do when he was trying to help the troubled student?

S: Well, he explained to her that she doesn't just have to go at it; her work load

gets too heavy, she can take a year off, travel, see new places. Not to let her work load get too heavy, she'll think she'll fail and have to start over again. Just take a year off.

I: Would you go to this helper if you have a personal concern?

S: Depending on the kind of concern, it depends. If it was something really personal, probably not. If it was something to do with school, I probably would.

I: Why would you not want to go to this person?

S: I don't really know the person, and I don't really feel I can talk to someone I don't know about personal problems. I like to know the people. When I have a personal problem, I like to talk to a friend, and they can talk back to me. Then they can understand what I'm going through, make suggestions, and I go from there and see what happens.

I: Describe the helper in terms of helpfulness, trustworthiness.

S: He tried to be very helpful, but the girl isn't too sure if she can trust him or if she should hold back. That's the feeling I'm getting. He seems to hold back a lot and let her talk. I think maybe she started to come forward a bit and trust him, because after a while she started to talk to him, she started to trust him a little more.

I: Okay, how about on a level of expertness?

S: Well, more of a beginner-immtermediate. He hasn't done it for a while, but considering he's not very old, I figure he knows what he's doing. Talking, not trying to throw a scare into her. Talking to her, explaining the different situations she could do.

I: Okay, how about attractive as a helper?

S: Well, I guess you could say that, yes you could. To a person who had seen him

around school, he might seem the type of guy I think I could talk to. He looks like the type of person who understands problems, you know, a person you could talk to.

- I: Did you see this helper doing anything different in trying to help this person compared to what someone close to you might do?
- S: Not really, he seemed basically like a friend. Sat down, talked to, things you really wanted to do, not things you were pressured into doing. If you feel like doing something, go with it. Don't just back off and wait for something easier in life. It's not going to come that way; you have to go out and find it. You've got to be able to solve your problems, you can't leave them all behind you and start running. You've got to be able to solve them. Basically, he seemed to be saying that.

Code name: I 5

Condition: 4

Gender: male

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I: What is your code name?

S: I 5.

I: How would you describe the helper you just saw?

S: He was good, but he seemed to be giving too many ideas. I don't know.

I: How would you describe the relationship between the troubled student and the helper?

S: Talking about... they're not avoiding anything. They seemed like close friends.

I: Do you think other students would approach him with a personal concern?

S: I don't know. Things not too personal.

I: Why do you think they wouldn't?

S: Just his looks, and you get a general picture of him. You wouldn't want your concerns all over school. You don't even know him. To me, anyway. You walk in, and you don't really want to say whatever.

I: What did the helper do when trying to help the troubled student?

S: Different ideas, giving samples of what he was doing. Telling her to take the year off.

I: Would you go to this counsellor if you had a personal problem?

S: I don't know. I don't think so. It's just his appearance when you first see him. You wouldn't want to talk to someone about a personal concern. He makes me feel a bit uncomfortable.

I: How would you describe the helper in terms of helpfulness?

- S: Quite good. He brought up alternatives to what she wanted to do.
- I: How would you describe him in terms of trustworthiness?
- S: It's hard. I don't know from the time I saw him. He seems like a honest kind of guy.
- I: How much of an expert did you think he was?
- S: I don't think very much. He's just a counsellor, he can't have that much experience.
- I: Do you think others would see him as helpful?
- S: Some might.
- I: Imagine yourself talking with a close friend about a personal concern. Did you see the helper do anything different from what would expect from a close friend?
- S: No, it was pretty much the same, except . . . you don't . . . like you're more talkative about one thing than the helper was. Just the way to talk to him; you're more open. With a friend, you're more open; with the helper you're the same almost. Not quite.
- I: Is there anything else you'd like to add?
- S: I thought the third helper was better.
- I: Can you tell me why you thought she was better.
- S: Well, the way she went about what she was trying to get across was better. With questions and suggestions. She seemed more mature. She seemed more relaxed, somehow.
- I: Well, if she was more relaxed, how would you describe the helper in terms of being relaxed?
- S: Well, he was relaxed it seemed, but if I was with him, I wouldn't be relaxed. Premonition or something.

Code name: D 6

Condition: 4

Gender: female

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I: What is your code name?

S: D 6.

I: How would you describe the helper you just saw?

S: He seemed smart, but he seemed kind of cold. Kind of wanted to get out what he thought and not letting her get out what she thought.

I: How would you describe the relationship between the troubled student and the helper?

S: They seemed to get along. She didn't take anything he said the wrong way. They got along good. Probably not too close.

I: Do you think others would approach this helper with a personal concern?

S: Other that are like him. Not the open type. Because if you're going to be open you want the other person that you're talking to be open too. He seemed like, he said it, but he wasn't sincere.

I: What did the helper do when he was trying to help the troubled student?

S: He said what he would do, gave his opinion.

I: Would go to this helper if you had a personal concern?

S: No, he's not someone I would talk to. He doesn't seem open. He seems to talk, but he doesn't seem to be the type of person that you'd want to tell things to.

I: Okay, can you describe him then, in terms of helpfulness?

S: He helped her. He was smart, he knew what he was talking about. He put ideas into her head. He probably helped her. He was in-between.

I: Do you think he would be trustworthy?

- S: Yeah. Do you mean to tell him something that he wouldn't tell other people? Oh yeah, he probably wouldn't saying anything. It's just that I would feel uncomfortable telling him things.
- I: And how much of an expert do you think he was.
- S: I don't know. You feel he knew what he was talking about when he said what he would do. About average.
- I: Do you think other students would see him as someone who would be helpful?
- S: Yeah.
- I: Think about talking to a close friend about a personal concern. Did he do anything different in trying to help than a close friend?
- S: Yeah. I suppose when he's talking to a close friend he'd get more involved, more into it, and more understanding. And put himself in that position. When he's talking to someone he didn't know so well . . . A close friend would be more understanding. Maybe that's his way of being understanding. He didn't seem that understanding.
- I: Anything else you'd like to add about the helper?
- S: He seemed smart; he seemed like he listened. He let her talk, but there was something missing. Something to do with how I would talk with him.

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