

SELECTED READINGS OF RESEARCH IN
GROUP THERAPY COUNSELING

by

Ruth L. Thibeault

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Chapter 1

INTRODUCTION

This report was an attempt to depict the rapid growth in the professional practice of group counseling by abstracting many various approaches, theories and applications of related research from studies published in professional journals. The bulk of the research literature in the professional journals reviewed for this study dealt with the utilization of group procedures in schools; only a relatively small portion of it related to group procedures in other areas.

A brief summary of the group counseling process illustrated that (Christensen, -1962) individual counseling and therapy have a long and detailed history, but group approaches to counseling and therapy are more recent discoveries and have developed in an erratic and fitful fashion. Prior to World War II group work in counseling and therapy was limited primarily to clinical and mental hospital settings. Since that time, counselors from all areas have become concerned about the techniques of group counseling. "The vitality and magnitude of the application of group effort promise an eventual professional stature for groups in counseling and therapy that may provide equal acceptance with any individual, one-to-one, concept." This prediction was supported by two universally significant events (1) the pressures of the tidal wave of school population resulting from the birth increase at

the end of World War II, and (2) the stimulation by Title V of the National Defense Education Acts of 1958 and 1963. Educators were forced to consider more efficient methods of working with students and their needs.

The tremendous number of students for whom our schools became responsible, and as a result of the early beginnings of group counseling, caused an uncoordinated development of the various group procedures especially in the school setting. The expansion of case loads, the lack of adequately trained personnel, and, of more significance, the possibility that group counseling (Hewer, 1968) might be more effective in some areas than individual counseling, encouraged counselors to explore group methods particularly in high schools and colleges. However, the rationale for its popularity in secondary and higher education was based on a firmer foundation than just being able to reach more students. As pointed out by Ohlsen (1960), working with students in groups at this age level had a very real psychological and sociological basis. These two age groups seemed to derive some comfort from the fact that others in their peer group were experiencing the same or similar problems and they felt more comfortable discussing personal problems in the perceived security of the company of others in their age-level. In addition, they were afforded an opportunity to interact with an adult who did not criticize, blame or punish. Research demonstrated that clients of all ages might benefit from

discussing problem areas, attitudes and opinions with others of similar background and difficulties.

In a three-year review, 1962-1965, of pertinent literature, Kagan (1966) concluded that with the broad realm of group procedures, numerous variations in structure and in emphasis were possible, yet very few studies attempted to compare the relative advantages of different approaches.

Anderson (1969) in a later review, 1965-1968, emphasized that Kagan's evaluative comments were still valid. Although dimly perceptible, the spelling out of specific procedures and techniques in sufficient detail to permit replication was still essentially lacking. Most studies, as indicated in this study, were relatively unrelated, small-scale efforts which provided only the accumulation of bits of evidence.

THE PROBLEM

There is a growing awareness in counseling, psychology and personnel work of the possibilities of assisting the "normal" person to make better use of his life. The basic rationale behind this approach seems to be not only the betterment of the individual involved, but also the ultimate benefit of society. Group procedures (Christensen, 1962) have been suggested as methods which can be appropriately used, in conjunction with individual counseling, to assist in developing the

"fully functioning, self-actualizing, adequate" person we desire. Counselors are now presented with great numbers of persons who are reasonably well-adjusted to their environment and who might profit from developmental rather than curative counseling.

Statement

The controversy between the clinical psychologist and the counseling psychologist on the differences between therapy and counseling, finds its counterpart in group therapy, group counseling and group guidance. This controversy seems increasingly sterile because clients with kinds and degrees of problems find their way to both psychologists and counselors. In this study, group counseling was considered to include professional attempts to assist clients to examine and modify their values or behaviour through small-group interaction. The problem in this study was to collect and abstract a number of the more significant journal articles pertinent to this thought.

Limitations

This study was conducted at Montana State University and only the library was used. A further limitation was that only professional journals and dissertation abstracts were used. Books, pamphlets or monographs were not included.

METHOD AND PROCEDURE

The present study is an attempt to collect some of the most recent significant articles that pertain to group procedures. In this study, the Montana State University Library was used to collect the most recent significant articles that pertain to group procedures and to form noncritical abstracts of group counseling research. Dissertation abstracts were also selected and reviewed because they contained information which appeared to lend clarity and objectivity to the topic. Final selection of the articles to be included was based on their relevance and significance to the field of small-group interaction and procedures.

Design

The organization of the study was determined by the resources at Montana State University Library. Most journals reviewed for a background on group counseling, Chapter 2, were concerned primarily with group processes within the school setting. Articles actually abstracted from the Montana State University Library, Chapter 3, seemingly fit into a pattern relating to client population served. However, in an overall view of these abstracts, little interest was reflected using client selection as a major independent variable. In order to lend more clarity to the commonly accepted conclusions, Chapter 4 was arranged in sections which enumerate the concerns a counselor

has in setting up and conducting a counseling group.

Definitions and Assumptions

As previously stated, group counseling in educational settings have generally been preceded by group work in clinical settings, typically termed group psychotherapy. Traditionally, psychotherapy or therapy in the psychological sense has been defined to refer to treatment of patients who are rather seriously ill, mentally or emotionally, and who are being treated in a clinical or hospital setting. The cause may be organic or functional but the treatment has been distinguished from counseling by the setting and the severity of the problem, but not necessarily by the technique used. Thus, group counseling and group psychotherapy or therapy have been previously distinguished by the severity of the problem of the patients or clients involved. Group counseling has been described as basically the same as personal counseling on an individual basis, with the very important addition of the interaction of other members of the group.

The inappropriate use of terms and definitions continued to perpetuate the confusion in research on group procedures. Researchers continued to apply to group activities labels which were misleading and confused attempts to catalog findings. Inevitably studies of basically different kinds of group activities were assigned the same label; the two most common rubrics used were "group counseling" and "psychotherapy groups." Nevertheless, none of these procedures are trade-marked and

procedures which appear to be the same kind of group activity were found under such labels as educational counseling, encounter groups, group guidance, group processes, group therapy, group dynamics, group work, inter-group exercises, interaction groups, interpersonal relations, orientation groups, multiple counseling, primary groups, psychotherapy groups, personnel service, sensitivity groups, school counseling, social interaction, sociological groups, small-group experiments, student groups, T-groups and vocational counseling.

Another confusing factor was the assumption by the researchers that most experienced group practitioners functioned in much the same manner; yet journal articles were found to correspond with Kagan's (1966) conclusion that many areas of opinions were clearly divergent on such basic issues as (1) the kinds of problems which could be remediated by group procedures, (2) the importance of such phenomena as transference, (3) whether the counselor should focus on the individual within the group or on the dynamics of the total group, and (4) a difference in relative emphasis on helping clients understand the derivations of their attitudes and behaviors as opposed to helping them become more aware of the impact clients had on each other.

Because the traditional labels have apparently not served as a useful system, categorizing articles as group counseling and/or group therapy have been avoided in this paper in favor of an attempt to include as many different types of small-group procedures and populations

in as many varying situations as possible. A sampling of many different types of professional journals and authors were also included in order to present the numerous and varied applications of small-group interaction.

Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to examine the information published in the professional journals pertaining to the use of group procedures during the period from 1960 to 1965. Only a relatively small portion of the reviewed literature covered areas other than those directly related to school personnel.

Some experts have turned increased attention (Shaw and Wursten, 1965) to group procedures in an attempt to meet the continually increasing needs of the schools for counseling services, and many counseling specialists are beginning to realize that skill in group procedures is an indispensable part of the techniques of the school counselor. Paralleling the need for the use of group processes in schools has been an increasing sophistication with respect to the nature of the group process, as well as greater understanding of the "varieties of problems for which it may be used and the kinds of outcomes that may be achieved." (Shaw and Wursten, 1965)

Research prior to 1966 left essentially unanswered many of the elemental questions related to the use of group procedures in schools. Due to inadequate controls (Shaw and Wursten, 1965), inadequate statistical procedures and inadequate outcome criteria, it was difficult to accept at face value the reported outcomes of many studies. In spite

of these shortcomings most studies reported "successful" outcomes. The possible screening out of "unsuccessful" group experiments in schools as a result of the unwritten publication policies of some psychological journals can not be ignored as a possible contributing factor to the preponderance of "successful" outcomes reported.

The research on group procedures in schools constitutes one of the frontiers of psychological research but many kinds of technical information that would contribute to more rigorous experiments was lacking. As with any new research area, trial and error has been necessary. Recognition of the relatively nebulous state of affairs in the use of group procedures came from the United States Office of Education which in 1964 brought together a small group of experts on group procedures, research and measurement. The resulting report from this meeting was a useful guide for those involved in research in this area.

Hewer (1968) stated that future research workers in the schools must give attention to such questions as the kinds of problems most effectively dealt with through group procedures, the composition of groups that lead to greater effectiveness and the most appropriate group size for dealing with particular problems. She also stressed that new ways of utilizing group procedures needed investigation, for example, more systematic attempts to reach students through dealing directly with those who had the greatest influence on them, including their parents and teachers. Hewer further concluded that group

procedures appeared to offer the school counselor at least a partial solution to increasing both his effectiveness and the size of the population he reached. More rigorous attempts to study such procedures are necessary in order to test and increase their efficiency.

In a concise review of the research in medicine through the use of group psychotherapy, Anthony (1968) reported that each decade makes its own special emphasis, however, the major concerns were still there (1) the individual in the group versus the group as a whole, (2) psychoanalytic psychology versus group dynamics, (3) insight and understanding versus experience, (4) analytic group psychotherapy versus psychoanalysis of the group, (5) the here-and-now versus the there-and-then. In order to examine their own ideas, innovators in the field of this type of group therapy tended to practice the orthodoxy of tomorrow, as well as to stimulate the orthodoxy of today.

The number of methodologically sound studies on group procedures in schools during the period from 1960 to 1965 provided considerable evidence for the conclusion (Kagan, 1966) that certain as yet unspecified group procedures--in the hands of some counselor, with some clients, in some settings and at certain times--would result in improved client grade point average, attitudes, knowledge and behavior. However, the degree of change was such that it was apparently powerless to overcome the negative influence on students of a few weeks of fraternity pledging.

A resumé of the literature through 1965 indicated that further research was needed to identify the important conditions necessary for change through counseling and to identify a language for communicating these dimensions objectively. These needs were not unique to counseling in group settings, but research in group settings might well afford the best opportunity to find the answers. Studies in which inter- and intragroup variables were examined could well lead to an understanding of these dimensions and their relationship to specific outcomes.

Other research (Kagan, 1966) deemed necessary in 1965 was (1) studies of the effect on clients of counselor personality since some of the findings suggested that client change may have been related not only to what the counselor did but also to what he is, (2) research could profitably be undertaken in schools and by permanent staff to determine client change after extended periods of time and (3) greater care in the selection of criterion instruments.

The increasing number of research studies in group counseling in schools necessitated some structure of the findings. Emphasis was given to group techniques presumed to be useful in reaching the goals of group counseling in the school setting and the criterion for the evaluation of these group procedures.

DEVELOPMENT OF INSIGHT

The client's attainment of increased awareness of self and

others, especially the covert affective processes, was the principal objective most generally desired in studies of group procedures; but the objective became incompatible with the most frequently stressed criterion--improvement in school functioning.

Improvement of Academic Performance

Reported research on evaluating counseling efforts to assist individuals in improving their academic proficiency was prevalent in the literature. Group techniques were increasingly being used. In two of these studies, Hewer (1968) discussed two methods of group counseling, leader-structured and group-structured. Both of these studies highlighted the structured group and the effectiveness of differential techniques.

Prior to 1966, many authors referred to all the group procedures as group counseling; however, topics of greatest interest included methods of study, individual academic difficulties, relations with professors in class and on the campus, dormitory life, vocational goals and to a lesser extent, matters relating to personal and social adjustment problems. An incidental but important finding of the study by Kagan (1966) was the extent to which subjects who engaged in fraternity pledging, within two years, suffered a highly significant decline in grade point average compared with those subjects who did not pledge. Thus it appeared that under certain undefined circumstances group procedures did positively influence academic performance.

One of the most detailed and controlled studies in recent years on the effect of small-group procedures on grade point average of college students was that undertaken by Ofman. (Kagan, 1966) A finding which may be of value in explaining the often contradictory results in the literature on the effects of counseling on grade point average was that significant improvement in grade point average for the treatment groups did not appear until after three semesters had passed. Very little information was presented in the article about the nature of the group procedures used, but this was reported in an earlier article by the author.

Changes in Attitude

Studies were also numerous in which change in attitudes about self or others was the major goal. The very nature of the goal often made adherence to tight designs and sophisticated statistical analysis difficult, but there was a tendency for such studies to use larger samples and longer treatment periods and to rely more on instrumentation than on researcher testimony. In many of the studies (Kagan, 1966) a potpourri of criterion instruments were used. Many of these were homemade to meet immediate needs, were inadequately validated and were often of unknown reliability and objectivity. In reviewing recent research in psychotherapy (Kagan, 1966) one author commented on what he perceived as a crisis in psychotherapy. One of the symptoms of the crisis was the tendency for researchers to develop their own

instruments according to their own theoretical position. In counseling, too, the generalization from conclusions continued to be seriously hampered because researchers did not choose criterion measures from a common pool of instruments.

Individual Processes

There was also an increase in systematic evaluations of ways in which members within groups were differentially affected by the procedures used. Speculations about the types of clients who would benefit from various types of counseling procedures had rarely been researched. Basically there were two different types of group procedures established, one type structured for the solution of relatively specific problems and the other relatively unstructured with major focus on eliciting affect responses rather than idea responses. The conclusion (Kagan, 1966) that the open-minded individuals (scored on a dogmatism scale) were more likely to benefit from affect-oriented group activities than were the closed-minded should be evaluated by subsequent study in which a criterion of growth is employed. In an upset of traditional assumptions one research (Kagan, 1966) found no support for the hypothesized positive relationship between successful participation in group counseling and increases in positive-negative affect ratios associated with self, other persons, immediate family members and authority figures. The researcher based his conclusions on content analysis of counseling sessions of six groups with a total of forty-

seven subjects.

ACQUISITION OF NEW BEHAVIORS

In this section research was reviewed in which relatively specific behavioral changes were sought—where clients were encouraged to try or practice new modes of behavior. The procedures (Kagan, 1966) used seemed to cluster near opposite ends of a hypothetical continuum of client awareness. At one end there were group procedures in which the focus of attention was primarily on members' reactions to each other in the immediate situation rather than on the sharing and gaining of insight about common problems outside the groups. These procedures differed only in emphasis from the more traditional insight procedures of allowing students to perceive behavior and interpersonal reactions on an intimate basis and to become more aware of their own characteristic reactions in interpersonal situations, to group procedures on the other end of the behavior continuum where procedures in which more specific behaviors were repeatedly "reinforced," often without the client's awareness of or conscious cooperation in the changes. The extent of the differences between treatments of reinforcement procedures warranted the conclusion that specific types of behavior could be changed by these methods. Whether more complex behavioral patterns can be similarly conditioned remains to be determined.

IMPROVEMENT OF ACCURACY IN SELF-APPRAISAL

E. Wayne Wright (Hewer, 1968) compared the relative effectiveness of individual and multiple counseling in test interpretation interviews, using pre- and post-counseling measures. Four criteria were used (1) accuracy of self-rating, (2) acquisition of information about tests, (3) feasibility of vocational choice and (4) satisfaction of counselees. Measures of the criteria taken after counseling showed significant gains by both experimental groups and of the control group. Few post-counseling differences of any significance were observed between the individual and multiple counseled. A majority of student goals were judged feasible before and after counseling. Wright did not describe the techniques used in the group and individual counseling.

Folds and Gazda (Hewer, 1968) reported on the effectiveness and efficiency of three methods of test interpretation. The three methods were individual, small group and written. The criteria were accuracy of self-estimates of test scores, change in concept of self and others and evaluation of test interpretation. Results indicated that the three treatment groups receiving test interpretations were more accurate in self-estimates of test scores than the control groups. Those receiving individual interpretations expressed the greatest satisfaction with the test interpretation procedures.

The tendency for persons with high measured-aptitudes to underestimate themselves and the tendency for low scorers to overestimate

themselves seemed to be so universal that the potential of group procedures to provide students with greater objectivity about their measured traits merited the attention of many researchers. One repeated criticism of this type of research (Kagan, 1966) dealt with the idea that although pupils might well be quite resistant to changing their self-estimates, one must question the personal value of a short-term group instructional session on test interpretations. As a result of the research cited in this review, the data warranted the conclusion that group test interpretation interviews under specific conditions, were an effective means for disseminating and interpreting test information.

ACQUISITION OF OCCUPATIONAL AND EDUCATIONAL INFORMATION

Although the majority of individuals seeking counseling in the school situation (Hewey, 1968) asked for assistance in making a vocational decision, little research on group techniques in vocation counseling was found. Group procedures designed specifically to provide students with knowledge about future or potential environments received even less research attention as a separate entity during the years from 1963 to 1966 than it had during the period from 1960 to 1963. One reason for the limited research was the tendency to incorporate the acquisition of such knowledge into other types of group and individual procedures. Several of the experimental groups described under other

headings provided occupational or educational information "when appropriate" but only as a secondary goal of the group procedure under study. Wease, Eberly and Iaconetti (Kagan, 1966) found that high school students preferred a series of television guidance information programs to their regular homeroom program. Little other research had been done in this area for the period from 1963 to 1965.

EVALUATION OF COMPARATIVE PROCEDURES

A research done in 1965 by A. R. Anderson (1969) studied four small groups, two of which used role play in addition to a repertoire of small-group procedures. The groups that used role playing tended to interact more openly and perceptively at the end of two sessions, but the non-role-playing groups were superior in these two variables by the end of ten sessions. No other differences in interaction variables between traditional procedures and the addition of role playing were observed.

An identification of the important conditions necessary for change through counseling and a language for communicating these dimensions objectively could result from studies in which inter- and intra-group variables are considered. Very few studies attempted to compare the relative advantages of different approaches of group procedures.

Chapter 3

ABSTRACTS OF PERTINENT ARTICLES

A review of some of the typical research which has been done will be given so that the reader may have some knowledge of the various research designs as well as the results of these investigations. In these non-critical abstracts, terminology peculiar to each article was utilized in order to portray the intent of each author. It is possible to categorize this kind of research in a variety of ways for ease of comprehension, for example, by problem type, by purpose, by differences in process or approach. The method utilized here relates to client population served. In nearly all studies, the basis for client selection was convenience; groups were assembled according to a single common factor such as age or a common problem. Many counselors who work with groups find this to be a primary advantage of group counseling. This approach also seemed appropriate in terms of the general focus of this review and in the light of the current status of research in this area. The client populations considered are: Pre-Adolescent; Junior High Adolescents; High School Adolescents; College Students; Teachers, including Counselors and Administrators; Prison--Adults and Juveniles; Hospitalized Adults; Miscellaneous Assortment.

Research in group counseling may be roughly divided into two general areas of emphasis (1) investigation into the value of group

counseling with different populations, as compared to no counseling or other types of attention and (2) investigation of the processes of group counseling, such as group-member interaction, amount of emotionally laden responses, personality factors and differential roles of group members. A review of the literature revealed that the first type of research was by far the most prevalent.

It should be emphasized that although this review is restricted to research reported in current periodicals, 1966-1969, the broadest possible interpretation of the word "research" is necessary to include some of the reports presented here. In many cases only conclusions without supporting data were reported, probably reflecting the current lack of understanding of how to study this complex process of group procedures.

PRE-ADOLESCENT

Brooks, Doris, "Summer Guidance Program," National Association of Secondary School Principals, March, 1966, 50:308, 60-63.

The summer guidance program at Perry East Junior High School was conceived initially, as a means of orienting the incoming seventh grade students. This gave the students an opportunity to become acquainted with the counselors, meet some of their classmates, and familiarize themselves with the building. As plans developed, the program was enlarged to offer guidance serves to all students would be enrolled the following year. The daily routine of this summer guidance

program was planned to accommodate almost any student who was interested in participating. The group discussion periods, primarily used for discussing pertinent problems of students in this age groups, were also learning situations, and in them some emotional problems were uncovered that could ultimately affect a student's adjustment to school and life. The individual conferences provided an opportunity for more depth in counseling interviews, served to build rapport between counselor and student, disclosed in some cases weaknesses in the school work of students, and increased the opportunities for talks with parents. One of the most notable achievements was the unusually good adjustment of the new seventh-grade class members when school resumed in September.

Schaefer, Harry David, "Group Counseling of Students Exhibiting a Significant Discrepancy Between Ability and Grade-Point Averages." Dissertation Abstracts, University of California, Los Angeles, 1968.

It was the purpose of this study to investigate whether participation in a group counseling approach would influence selected under-achieving public school students as measured by changes in pre and post grade-point averages.

The following major hypotheses were proposed: Under-achieving students, who decide on procedures and topics utilized in a group counseling club, will increase their grade-point averages to a significant degree over that of students in a group counseling class, where a

counselor decides on procedures and topics. Underachieving students in group counseling clubs and group counseling classes, will increase to a significant degree their grade-point averages over that of students in a control group who do not participate in group counseling sessions.

Two hundred and eighty-eight students, twenty-four from each of twelve schools (grades three through seven) were identified as under-achievers and randomly separated into three groups of eight students each at each school. One counselor was assigned to each school.

The students were matched on the basis of grade and age in school and intelligence quotient. The differences in personalities of the counselors was minimized by having one counselor work with both a counseling club and a counseling class at the same school.

The group counseling clubs consisted of a series of ten meetings in which problems related to learning were discussed. The discussion focused around club procedures. Topics and procedures were chosen from a list provided by the counselor. Procedures included such activities as role playing, incomplete sentences, play therapy, finger painting, and feedback.

The group counseling classes focused on the same discussions and procedures as the group counseling club, except that the counselor chose topics and procedures.

The design used in this study was a one-way analysis of variance and t ratios were computed for the effects of the treatments,

and also for factors of homogeneous and heterogeneous sex groupings, sibling number and birth order, grade and grade level. Correlations were computed for all factors in question.

The results of this experiment showed significant results for the effects of participation in group counseling sessions on grade-point averages. Significant differences were seen in comparing pre and post grades for counseling clubs when compared to counseling classes, and non-participating control groups.

Leard, Hugh M. "Group Counseling: A Study of Changes That Accompany Operant Reinforcement," Dissertation Abstracts, 1968, Arizona State University.

The purpose of this study was to describe and assess the use of an operant model in the acquisition of specified verbal behaviors. Acquisition of the verbal behaviors was assessed throughout a series of six counseling sessions each of which lasted approximately thirty minutes. The assessment was made in terms of the self-explorative and facilitative verbal behaviors exhibited by the clients. The study sample consisted of thirty-six clients who had been randomly chosen from six, grade four and grade five classrooms. The Berzon Scale for the Evaluation of the Therapeutic Climate in Small Groups was utilized to detect changes in the criterion behaviors occurring during counseling.

Three of the six class samples were randomly assigned to the experimental phase of the study. A set of red and green lights were

placed before each member of the experimental group. The reinforcing value of each light was explained. Two types of behavior were reinforced. Self-explorative and facilitative verbal behaviors were reinforced whenever they occurred. A second series of reinforcements were designed to shape the behavior patterns of high verbal and low verbal participants. At the outset, verbally inactive group members were reinforced for any verbalization and they were then shaped toward self-explorative and facilitative behaviors. Group members who dominated the group interaction were reinforced for shorter statements, less participation, and more meaningful verbalizations in terms of the Berzon Scale criteria.

The primary conclusion of the study was that operant techniques appear to be most effective in changing the quantity rather than the affective quality of verbal behavior. That is operant conditioning may be most effective when the outcomes are behavioral rather than emotional.

Mayer, G. Roy, and others. "Group Counseling with Children: A Cognitive-Behavioral Approach," Journal of Counseling Psychology, March, 1969, 16:2, 142-149.

Salient factors from social learning theory and cognitive dissonance theory were applied to elementary school group counseling. Several examples were presented to illustrate how dissonance could be created in a group-counseling setting. Conditions applicable to group counseling, which would increase the probable efficacy of dissonance,

were discussed in relation to probable concomitant behavioral outcomes. Group Counseling, which utilizes such factors, may prove to be a powerful means for assisting and/or influencing changes in elementary school students' attitudes and behaviors.

Watson, Kenneth W. and Harold Hoverman, M.D. "Preadolescent Foster Children in Group Discussions," Children, March-April, 1968, 15:2, 65-70.

The Chicago Child Care Society, faced with trying to meet all the needs of the foster children in its care decided to explore the possibility of using small group sessions as a method of reaching foster children. The agency's decision was based on the speculation that children who share a background of foster care might support each other in discussing openly the problems of their status in a group focused on foster care. It conceived of the project as a way to use a group method to reach a fuller understanding of the unique problems faced by children growing up in foster care and the methods they develop to cope with these problems and to move the children, through their anxiety, to seek out and more effectively use the agency's casework services. Evaluation procedures were not set up as part of the project. Therefore, the success or failure of the experience can only be measured by its apparent effects on the children and on the agency. The problems and feelings of the foster children who took part seemed to be brought into sharp focus and reflected meaningfully through sharing in the groups. The group sessions helped the agency see the

problems of these children with greater clarity and improved its ability to plan effectively. For many of the children, the group was the doorway through which they were propelled to a meaningful relation with their case workers by the anxiety the group sessions released. For the staff and board of the agency, the reports from the group sessions underscored and dramatized that fact that a child welfare agency's responsibility must go beyond basic caretaking and planning.

JUNIOR HIGH ADOLESCENTS

Kuntz, Albert B. "An Experimental Evaluation of Short-Term Group Counseling With Nonconforming Adolescents," Dissertation Abstracts, The University of North Dakota, 1966.

In this study an attempt was made to assess experimentally the effect of short-term group counseling as a treatment for nonconforming ninth grade students, and to compare the effectiveness of this treatment with male groups, female groups and mixed groups.

The study extended over a ten-week experimental period and utilized ninety nonconforming students attending three public junior high schools. The subjects were assigned to fifteen groups of six subjects each, which included six experimental groups, six control groups, and three groups designated as Hawthorne groups. Three counselors were utilized for the experimental groups, each counseling the two groups taken from the school in which he was guidance counselor. A fourth counselor supervised the Hawthorne groups. The experimental groups met

once a week for ten weeks. The Hawthorne groups also met for the experimental period but received no counseling. The control groups received only pre-testing and post-testing.

Conclusions derived from this study were: (1) short-term group counseling with nonconforming ninth grade students does effect some personality and self concept changes, (2) short-term group counseling seems to effect more significant changes on scales related to social or inter-personal behavior than on scales measuring personal, non-social behavior, (3) short-term group counseling appears to be equally effective with male and female groups, but not as effective with mixed groups, (4) male groups tend to show more conforming behavior after the treatment period, while female and mixed groups do not, (5) students meeting in groups without a counselor show minimal personality and self concept changes, and (6) self-reported satisfaction seems to be a poor criterion of success in group counseling, because all experimental and Hawthorne groups indicated satisfaction with their group experience, regardless of the number of significant changes found.

Laxer, R. M., Quarter, J. J., Isnor, Catherine, and Kennedy, D. R.
"Counseling Small Groups of Behavior Problem Students in Junior High Schools," Journal of Counseling Psychology, 1967, 14:5, 454-457.

The purpose of this study was to begin a series of evaluations of the effects of counseling small groups of junior high school students having behavior problems. The particular emphasis was on grades

and detentions. It was predicted that there would be a reduction in the number of detentions and an improvement in school grades for the experimental group as compared to the control group.

The prediction that group counseling of behavior problem students would bring about modifications on criteria such as school performance and school detentions was not confirmed by the results. Since this study was of a global nature, important variables such as counselor experience, counseling technique, and length of counseling, as they might affect the specific behavior of junior high school students with behavior problems, were not manipulated. Further research could well focus on these variables.

Perrino, Carl A. "Effects of Two Types of Group Counseling Approaches on Selected Variables of a Junior High School Population,"
Dissertation Abstracts, St. John's University, 1968.

This study examined two questions: (1) what are the effects of using group counseling with boys exhibiting academic and behavioral problems; and (2) what are the effects of using two different group counseling approaches with the same experimental groups? The two different group counseling approaches were designated Treatment A and Treatment B. Treatment A was essentially a client-centered (Rogerian) approach. Treatment B included both client-centered and non-client-centered approaches.

Criteria used to determine the effects of group counseling included: (1) decreases in negative behavioral referrals; (2) decreases

in subjects failed; and (3) increases in grade-point average. Analysis of variance was utilized to measure the effects of the two group counseling approaches at the conclusion of the study and, again, six months later.

The following are conclusions drawn from an interpretation of the data:

1. Group counseling, regardless of approach used, does not effect immediate; (1) decreases in negative behavioral referrals; (2) decreases in subjects failed; and (3) increases in grade-point average.

2. Six months after conclusion of experiment group counseling caused: (1) decreases in negative behavioral referrals; and (2) increases in grade-point average.

3. Six months after conclusion of experiment, the utilization of different group counseling approaches revealed that: (1) Type A group counseling is more effective than Type B group counseling in decreasing number of negative behavioral referrals; (2) Type A group counseling is as effective as Type B group counseling in increasing grade-point average; and (3) neither Type A nor Type B group counseling is effective in decreasing number of subjects failed.

4. Adherence to a prescribed group counseling approach alone does not insure the desired outcomes of the treatment approach with junior high school boys exhibiting academic and behavioral problems.

The probability that other factors influence the effectiveness of the treatment must be considered.

Trotta, Frank; Rouff, Lynne, and Daniels, Neal, "Group Counseling With Underachievers," Education, February, 1967, 87:6, 333-337.

Bright but failing seventh-graders were given the opportunity of participating in a group discussion. This group was ostensibly for the purpose of helping them resolve whatever difficulties prevented their functioning at a level in keeping with their intellectual potential.

After their parents' permission had been obtained, eight Negro and white boys and girls met weekly for one and one-half hours with the two group leaders for spontaneous but guided discussion. The group meetings were held at the school during school time.

Our observations suggested that most of the children did not become fully involved in trying to resolve their difficulties until the end of the semester, when the time limit loomed before them. The pressure of ending enabled those who were so inclined to make beneficial use of the group for discussion of the pertinent and important topics relating to their under-achievement.

The groups are now begun in the last half of the school year, since it is most purposeful to the youngsters at that time. Following the first report period the failing students are easily selected and most open to help. We have concluded that purposefulness of group

discussion is strategic for a student's meaningful involvement. Nearness and clarity of reward (that of being more effective in coping and obtaining better grades) established by setting a time limit, furthers this strategy. It is suggested that yearly promotion may not be as adapted to the pupils' needs as shorter periods of time to promotion.

The results obtained with five separate groups since 1961 have been consistent; more than half of the students improve in their major subject grades, behavior, or attitudes. The changes could be verified in report card grades, teacher comments, or the two group leaders' observations of the pupils. The changes were not spectacular. Most of those who were doing better were judged "mildly improved" by an overall rating by the group leaders. One or two from each group were judged as "markedly improved."

Cheatham, Richard B. "A Study of the Effects of Group Counseling on The Self-Concept and On The Reading Efficiency of Low-Achieving Readers in a Public-Intermediate School," Dissertation Abstracts, The American University, 1968.

The purpose of this study was to determine whether group counseling—when used in conjunction with remedial-reading instruction—was an effective techniques for improving self-concept and reading efficiency of low-achieving readers in a public-intermediate school. Problem was investigated by determining whether group counseling made a difference in students with reference to (1) self-concept, (2) separate factors on a personality test used in measuring self-concept,

(3) reading efficiency, (4) comparative degrees of change between self-concept and reading efficiency, and (5) changes in relationship between self-concept and reading efficiency.

The subjects were twelve students (six boys and six girls) selected from sixty seventh and eighth-graders participating in remedial-reading instruction.

1. Based on evidence derived from statistical treatment of data, findings and conclusions were as follows:

a. Group counseling did not significantly change self-concept. Mean decrease on self-concept variable for counseled students was attributed to development of anxious-awareness regarding reading and personal inadequacies.

b. A statistically significant difference occurred between groups with respect to mean changes on community relations scale of personality test. Difference was attributed to formation among counseled students of social cohesiveness, resulting in less need for neighborhood affiliation than in case of non-counseled students.

c. Group counseling did not significantly change reading performance of low-achieving readers, although reading efficiency changed in a positive direction.

d. Comparison of changes in self-concept and in reading efficiency indicated that difference in changes on these variables was not significant.

e. Group counseling was considered responsible for statistically significant change in relationship that developed between self-concept and reading efficiency.

2. Based on counselor's observations, findings and conclusions related to activities occurring within counseling sessions were as follows:

a. Goals established for counseling sessions were obtained in following proportions: Group relationships--23 percent; expression of feelings--13 percent; reduction of anxiety--23 percent; conversation interaction--20 percent; and understanding and clarifying behavior--21 percent.

b. Problems of counseled students seemed related to family differences in community, sex-role confusions, family-member rivalries, unsatisfactory interpersonal relationships, poor school performance, and parent-school conflicts.

c. Group counseling appears to fulfill a need of early adolescents to explore feelings, opinions, and experiences with an adult in a controlled but permissive environment.

d. Group counseling seems to offer promise to educators as a means of assisting students in personal and educational development.

SENIOR HIGH STUDENTS

Lipscomb, Imogene F. "The Effects of Counseling, Both Group and Individual, on Changes in Self-Concept of High School Sophomore Girls of Low Socio-Economic Background," Dissertation Abstracts, The University of North Carolina at Chapel Hill, 1967.

The purpose of this investigation was to determine the effects of counseling, both group and individual, on changes in self-concept of high school sophomore girls of low socio-economic background. The subjects were selected for the study on the basis of information that was gathered from a questionnaire that was administered when the subjects were in the ninth grade and on the basis of Hollingshead's Two Factor Index of Social Position. All subjects come from social classes IV and V which are the lowest classes according to Hollingshead.

The original group consisted of sixty-six students who were randomly assigned to three groups; however, during the study three students were lost. The three groups were assigned randomly for treatment with Group A as the control group that received no treatment, with Group B as the group that received individual counseling, and with Group C as the group that received group counseling. Those students in the experimental groups met once a week for counseling sessions of thirty minutes to one hour for thirteen sessions.

On the whole, the results of this study fail to refute the null hypotheses that there would be no statistically significant differences between the control group and the experimental groups that received individual and group counseling on the following variables: (1) concept of self, (2) acceptance of self, and (3) concept of ideal self.

Nash, Kermit B. "Group Guidance and Counseling Programs: A Vehicle for the Introduction of Sex Education for Adolescents in the Public School," *The Journal of School Health*, November, 1968, 38:577-583.

The Syracuse, New York public school system granted permission for a limited program of sex education on the secondary level (grades seven through nine). Change or innovation in an effort to offset the effect of cultural deprivation had become the motto of the Madison Area Project--Laboratory for Change. One innovation was the utilization of mental health personnel to conduct classes in group guidance. Personnel in this program included three guidance counselors, one psychologist and one psychiatric social worker. A total of twenty-five classes per week were scheduled to serve approximately three hundred and eighty students.

In summary, sex education can be incorporated into existing programs of the school. Group counseling programs represent only one vehicle in which this can be done appropriately. The role of the social worker was that of a catalyst for change in the direction of group process which can enable students to obtain knowledge to master themselves and their environment. Mental Health personnel can be instrumental in helping existing school personnel incorporate the principles and techniques for sex instruction rather than coming in as outside experts spot-lighting the subject. The outside resource person should be blended into the existing group by the leader. The use of the outside resource person can serve a two-fold purpose--that of

offering technical assistance to the teaching program, as well as being a role model for children. This allows the students to know and to interact with a wider range of adults. This group counseling program is but one approach to include sex education in the school program, but one which encompassed objectivity, subjectivity and interpersonal feelings.

Hansen, James C., and others. "A Study of the Relationships in Multiple Counseling," *The Journal of Educational Research*, July-August, 1967, 60:10, 461-463.

The purpose of this study was to investigate the relevance of the perceptions of the counseling relationship to the self-concept of secondary school students participating in multiple counseling. More specifically, it was designed to answer the following questions: To what extent are the student's pre-counseling expectations of the counseling relationship related to changes in their self-concept? To what extent is the relationship the student perceives the counselor offering related to changes in his self-concept? To what extent is the relationship the student perceives the group offering related to changes in his self-concept?

The counseling groups were established in different public secondary schools in the greater Buffalo, New York area. Each group participated in at least twelve multiple counseling sessions, approximately forty-five minutes in length, held twice weekly over a six-week period. In addition, two pre- and two post-sessions were devoted

to data collection.

Before counseling, each student gave his expectations of the counselor by completing the future tense form of the Relationship Inventory. Each student also sorted the statements describing himself and his ideal self. Following twelve counseling sessions each student described using the Relationship Inventory, the relationship he perceived as having been offered by (a) the counselor, and (b) the group members. Each student also described his real and ideal self with the Q-sorts. Post data were collected at the conclusion of the twelfth session, but the groups did not necessarily terminate after the twelfth session.

The Rho correlations between the Relationship Inventories and the Q-sorts indicate that according to groups there is a high correlation between the perceived counseling relationship and change in self-concept. The combination of the mean group and counselor relationship scores yields what most of us would expect—when the total atmosphere is good the group members have a better chance for growth. If a student perceives the other group members, including the counselor, to be genuine, accepting, and understanding, he has a better chance for personal growth than if he were in a group offering a poorer relationship.

The findings of this study lend support to Wright's terminology of "multiple counseling". He stated that the group members serve as

"multiple counselors" for each other in that they assist each other in expressing feelings, interpreting meanings, clarifying feelings, giving support, and exerting some influence on behaviors.

When students perceived a lack of acceptance and understanding, they were then less likely to reorganize their self-concepts in the process of counseling. Hence, congruence of real-ideal self remained the same or decreased. A t test revealed students expecting a positive relationship with the counselor made significantly more gain in self concept congruence than students expecting a negative relationship.

Zimpfer, David G. "Expression of Feelings in Group Counseling," The Personnel and Guidance Journal, March, 1967, 45:7, 703-708.

Seventy high school students in nine counseling groups were administered outcome instruments for self-evaluations and evaluation by peers. Interaction in counseling was classified according to underlying feeling early and late in the series of twelve sessions. Tests of six hypotheses relating feeling changes occurring during counseling to counseling outcomes showed two results significant at the .05 level. Change in feeling seemed to correlate more with evaluation by peers than with self-evaluation. The nine groups were found to differ widely in type and amount of affective interaction. Methodological problems were considered. Discussion focused on implications for counseling practice and on relationships to published research.

Mezzano, Joseph, "Group Counseling With Low-Motivated Male High School Students—Comparative Effects of Two Uses of Counselor Time," The Journal of Educational Research, January, 1968, 61:5, 220-224.

A two fold goal of modern educational institutions has been to discover methods that identify underachieving high ability students and to also find ways to develop their potential to the fullest. The study by Mezzano investigated the effects of two types of counseling on self-concept, study habits and attitudes, behavior, and academic achievement of low-motivated male high school students. One treatment was group counseling. The second treatment was group counseling and individual counseling done in conjunction. In both treatments the group counseling was conducted by a team consisting of a male counselor and a female counselor. The question arose whether or not a counseling approach that used both individual counseling and group counseling in conjunction was relatively more effective than a more conventional approach which used only group counseling.

The study was designed to answer questions about the effectiveness of two different types of group counseling that might be used with low-motivated student needs to become aware of his underlying personality dynamics and relate them to his underachievement. It was assumed that by combining the advantages of individual counseling and group counseling this awareness would become greater and, therefore, would produce greater change than an experience which used group counseling only.

The results of the study indicated that ten weeks following the counseling experience, group counseling, as defined for this study, conducted with low-motivated male high school students by a male counselor and female counselor jointly, produced an observably positive change in grade point average when compared to a no-treatment control group.

Marx, Sanford H. "Group Counseling With Potential High School Dropouts," Dissertation Abstracts, New York University, 1966.

The purpose of this study was to determine the effect of group counseling on selected ninth grade male students identified as potential dropouts, when contrasted with a similar group not receiving counseling.

The participants were tested in five areas: 1. school subject failure rate; 2. absence rate; 3. achievement, through the use of the Iowa Tests of Educational Development; 4. adjustment, through the use of the Minnesota Counseling Inventory; 5. mode of behavior, through the use of the Minnesota Counseling Inventory.

The discussions in the group counseling sessions centered around four major topics. They were (1) teacher reactions to students, (2) student feelings about school and teachers, (3) employment, and (4) parental attitudes.

The participants believed that teachers rejected the poorer students; that leadership was not demonstrated on the part of the

teachers; that a high school diploma was necessary for employment, but that they desired vocational training, and that their parents' attitude toward school was apathetic.

Each group of participants met with the experimenter at the conclusion of the group counseling sessions. The participants, at this time, generally expressed their approval of the counseling program, and, in addition, believed that they had benefited from participation in the group sessions.

During the course of the study most of the group sessions were recorded. The use of a tape recorder during these sessions did not appear to hinder the dynamics of the discussions.

Students in the Experimental Group expressed favorable attitudes toward the group counseling. They stated that the counseling sessions helped them recognize the importance of (1) developing effective study skills, (2) getting along with teachers, (3) obtaining a high school diploma.

Finney, Ben C. and Van Dalsem, Elizabeth, "Group Counseling For Gifted Underachieving High School Students," Journal of Counseling Psychology, 1969, 16:1, 87-94.

Sixty-nine academically gifted but underachieving sophomore high school students were given four semesters of weekly group counseling and then compared with a control group of eighty-five. There were no differences nor improvement in grade-point averages, nor in the scores of the California Study Methods Survey. The counseled students

were rated by their teachers as being less resistive and more cooperative in the classroom. They were absent from class less, but there were no significant differences in department referrals. On the California Psychological Inventory differences favored the counseled students on the Capacity for Status, Sociability, Social Presence, Tolerance, Achievement via Conformance, Achievement via Independence, and Psychological-Mindedness scales; also on the factor scores "Social Poise" and "Capacity for Independent Thought and Action."

Vriend, Thelma J. "High-Performing Inner-City Adolescents Assist Low-Performing Peers in Counseling Groups," The Personnel and Guidance Journal, May, 1969, 897-903.

Operating from the theoretical base that the adolescent social system and group procedures could be incorporated into strategies for improving the school performance of disadvantaged students, a supervised program of peer leadership in counseling and study groups was developed for a group of inner-city high school students. A method of training students to be peer leaders in the groups was developed, and the effects of the program on the academic performance of the selected students were evaluated. In the demonstration program, the example of achieving peers and the support and reinforcement of a group with similar goals provided the impetus for inner-city high school juniors to develop better classroom skills, higher grades, and higher levels of vocational and educational aspirations and expectations.

Bates, Marilyn, "A Test of Group Counseling," The Personal and Guidance Journal, April, 1968, 46:1, 749-753.

In an effort to determine whether or not group counseling did indeed belong in the public schools, a study of the effectiveness of group counseling in meeting the goals of guidance in education was conducted by the writer during the school year 1965-66 at Western High School, Anaheim Union High School District in California. Two contrasting group counseling formats were used during the thirteen week experimental period. The "traditional" format involved weekly class period meetings, while the "accelerated interaction" format involved an equal amount of group counseling time, but with the time being concentrated into a two-day continuous session held during school hours. Thirty-six boys and girls were assigned to each group, which, in turn, was broken into three subgroups containing equal numbers of tenth, eleventh, and twelfth graders. Students were matched on the basis of sex, grade level, academic potential, socio-economic level, and academic achievement, then randomly assigned to groups. Each experimental group was paralleled by a control group, and evaluation was made by means of a matched-pairs t formula, using the pre-test-post-test gains scores.

The goals of group counseling were related to the goals of guidance, then analyses were made to determine if these goals could be implemented through counseling with groups.

According to the findings of the study, which was concerned

with middle class adolescents, either of the group counseling formats--traditional or accelerated interaction--might be used in the school setting to make the student more receptive to the learning process through a reduction of tensions and hostilities.

Apparently the process of group discussion, which involves venting feelings in the safety of the group counseling situation, is an effective means of providing release from internal pressures. Presumably the students are then better able to attend to classroom instruction, thereby gaining in cognitive knowledge. Whether or not this is sufficient reason to include group counseling in routine procedures is open to conjecture. If a reduction of adolescent tensions, however, is considered sufficient justification, either the traditional format or the accelerated interaction format could be used with equal effectiveness. Then additional purposes, cognitive or otherwise, are involved, the interchangeability of the two contrasting formats ends.

The group counseling and guidance goal of positive behavioral change was measured in several ways and only the traditionally counseled groups demonstrated a statistically significant improvement. When citizenship grades were analyzed, it was found that apparently the process of meeting on a weekly basis over a period of time was necessary for students to demonstrate behavioral changes in the classroom.

According to the findings concerning behavioral changes, the group counseling process, if organized on a weekly basis, can be used

to help the counselees demonstrate better behavior in the classroom, both in general attitudes and in manifested effort. It is important to point out, however, that this statement is based on the findings of group data. If a counselor were to assure teachers that the nonconformity of every counselee might be corrected through the group counseling process, some unfortunate repercussions might occur.

Klitgaard, Guy C. "A Gap is Bridged," Journal of Secondary Education, 44:2, February, 1969, 55-57.

An academic counselor at Overfelt High School, San Jose, California, conceived and initiated a program to eventually involve Mexican-Americans in a successful college experience. To accomplish this goal he decided to try to establish a common bond between students of this minority to provide identity and mutual support for them. By working with a small group he hoped to build a nucleus that would set the pace for similar students in the school. The students were not pressured to attend meetings. The same students would not necessarily attend each day, but all students of this original group of twenty attended quite frequently during their first year in high school. The counselor met with this group almost every lunch during their first year, about twice per week for the second year and only occasionally during their last two years.

Experience of the program suggests twenty to twenty-five students as the number a teacher or counselor can handle effectively at a

given time. The continued support given the students by the counselor, the demonstration that the counselor really cared, constantly telling the students they can do the job necessary to get into college and actually helping them step by step in preparing, application, planning interviews and seeking financial help were key aspects of the program that made it succeed. The majority of these students are now finishing their first or second year in college. This program is not the only answer, but it certainly is one answer to the problem of bridging the gap between minority students of college potential and their achieving a successful college experience.

Carter, Woodrow W. "Group Counseling For Adolescent Foster Children," Children, 15:1, 22-27.

Reliance on the worker-client relationship as the only therapeutic tool in casework with adolescents is considered unrealistic. The development of a group counseling program of adolescent foster children is described, emphasizing the training and key position of the group leader. Some of the major subjects the adolescents discuss include their hostile feeling toward adults who "negotiate" their lives, concern over their natural parents, and their insecurity about living with families with whom they have no biological ties.

Gilliland, Burl E. "An Evaluation of the Effects of Small Group Counseling With Negro Adolescents," Dissertation Abstracts, The University of Tennessee, 1966.

The purpose of the study was to evaluate the outcomes of small

group counseling with Negro high school students in the technical and scientific community of Oak Ridge, Tennessee, where the Negro minority was about six per cent of the student population in a large, competitive, academically oriented public high school. The investigation sought to determine whether small group counseling for an academic year could produce statistically significant changes in: (1) academic achievement in verbal skills of vocabulary, reading, and English usage as measured by the Cooperative English Achievement Tests; (2) school grades; (3) occupational aspirations as determined by the Occupational Aspiration Scale (Haller and Miller); (4) vocational maturity as rated on the Vocational Development Inventory (Crites); (5) self-concept as measured by the Index of Adjustment and Values (Bills); (6) school attendance; and (7) movement or change of counselees' expression of feeling or involvement between periods in the study as judged by the Experiencing Scale of the Process Rating Scale for Psychotherapeutic Interviews (Gendlin and Tomlinson). A secondary objective was to provide opportunities for protocol evaluations and counselor observation of affective behavior of students during the group process.

Group counseling was concluded to be an invaluable resource in improving scholastic achievement and coping behavior of Negro adolescents. The principle findings were: (1) experimental groups showed gains, compared with control groups, at the .01 level of significance, in vocabulary, reading, English usage, occupational aspirations, and

vocational maturity, (2) gains in grade-point averages approached significance, (3) experimental subjects showed a decline, which approached significance, in self-concept, (4) no significant differences were attributable to sex, (5) ratings on the Experiencing Scale showed positive movement, between periods in the counseling, of experimental subjects toward inward references: degrees of involvement of experimental girls reached optimum at mid-year, experimental boys—progressing more slowly—reached optimum near the end of the year, (6) no appreciable differences in attendance percentages were noted between groups, (7) mid-year tests of experimental subjects indicated no significant difference between pre- and mid-year tests on any academic or personal measure except that experimental boys' scores showed a decline in self-concept at the .01 level of significance. (This finding correlates with other research which has indicated that adolescent Negro males tended to "over-rate" themselves on self-concept scales in an effort to enhance their self-esteem in the face of prejudice). The degree of negative difference of measured self-concept was greater between pre- and mid-year testing than between pre- and post-tests. Counseling apparently reduced the tendency to compensate, (8) from protocol evaluations and counselor observations it was concluded that group counseling enhanced students' studying and coping behavior, group counseling led to the formation of spontaneous counseling groups, and that a longer period was required to establish productive

group rapport with Negro males than with females.

Bates, Marilyn, "Themes in Group Counseling With Adolescents,"
Personnel and Guidance Journal, February, 1966, 44:6, 568-574.

A group of counselors met in seminar over a period of a year, critiquing tapes of their group counseling sessions. It was found through analysis of these recordings that certain themes could be identified which occurred and reoccurred in the content of group counseling with adolescents. These themes were entitled: "My Vices," "Outwitting the Adults," "Problem Parents," "My Brother, the Brat," "My Public Image," "Nobody Loves Me," and "Let's Change the Rules." Illustrative material is presented in the article which was transcribed from the recordings.

Phillips, Clinton E. "Teaching Young People to Help Each Other,"
Adolescence, 1968, 3:10, 133-138.

People tend to talk most effectively within their own age groups, and ... the young, in particular, are in need of and are capable of learning more effective methods of helping one another on the counseling level. Ways and means of implementing this are suggested for application especially within the educational systems of the public schools. Specific techniques of counseling graded to the novice are indicated for immediate application.

COLLEGE STUDENTS

Roth, Robert M., and others. "The Non-Achievement Syndrome, Group Therapy, and Achievement Change," Personnel and Guidance Journal, December, 1967, 46:393-398.

One hundred seventy-four selected failing students at Illinois Institute of Technology were provided group counseling as a condition of their remaining in school. The assumption of the psychodynamics of the non-achievement syndrome was made regarding these students and a group counseling approach derived from an approach delineated by Roth and Meyersburg seemed appropriate and was utilized. Fifty-two male subjects in this population were randomly selected for study as were fifty-two probationary, noncounseled males who were used as a comparison group. The results indicated that the counseled group increased their GPA's significantly and that these changes held over time. The GPA's of the comparison group did not increase significantly. The differences were attributable to the counseling experience.

Gilbreath, Stuart H. "Group Counseling With Male Underachieving College Volunteers," Personnel and Guidance Journal, January, 1967, 45:5, 469-476.

The effects of two different methods of group counseling on those personality characteristics that typify the male academic underachiever and on grade-point average was studied. Eight groups (N of 81) of male underachievers who volunteered for counseling were equally divided between two counselors who each led two groups in the leader-structured

method and two in the group-structured method. A like group served as a control. Men in the leader-structured groups increased in ego strength when compared with those in the control group and had significantly greater rate of positive change in GPA than men in either the group-structured or control groups. The group-structured groups' rate of change in GPA was also greater than the controls' after counseling. Counseled men were more able to overtly express hostile feelings than controls. Three months following counseling the leader-structured groups' rate of positive change in GPA was significantly greater than the controls' but not greater than the group-structured groups. The results indicated that the leader-structured method of group counseling does significantly affect both the personality characteristics and academic achievement of male college underachievers who volunteer for counseling.

Gilbreath, Stuart H. "Appropriate and Inappropriate Group Counseling With Academic Underachievers," Journal of Counseling Psychology, 1968, 15:6, 506-511.

In a recent study Gilbreath investigated the effects of two different methods of group counseling on the college male underachiever. He found that male underachievers who have strong dependent needs are more likely to improve in GPA if they participate in a high-authority, leader-structured (LS) method of group counseling and conversely that underachieving men who are more autonomous and independent are more likely to improve in GPA if they participate in a low-authority, group

structured (GS) method of group counseling.

These results are similar to the conclusions of McKeachie (1951, 1958) and Wispe (1951) who discovered that some normal achieving students, characterized as emotionally insecure and dependent, could not progress satisfactorily unless they were participants in a highly structured learning situation. The findings are also consistent with the research of Grimes and Allinsmith (1961) who analyzed the interaction of both structured and unstructured methods of teaching children how to read and the personality characteristics of the students. The authors concluded that the condition of structure was so important that it had a significant beneficial effect upon the achievement of the anxious child, even though personal relationships and support from the teacher did not exist, and that emotional support for such children was of little avail in the absence of structure.

On the basis of the above cited research, Gilbreath postulated that high-dependent underachievers will improve academically only when they experience a high-authority, LS method of group counseling and conversely, that independent underachievers will improve academically only when they experience an unstructured low-authority method of group counseling.

The results of the study clearly support the research hypothesis that male underachievers who have strong dependent needs and are described as guarded, orderly, deliberate, submissive, and emotionally

constricted will show greater improvement in GPA if they participate in a high-authority, leader-structured method of group counseling and will show less improvement in GPA if they participate in a low-authority, nondirective method of group counseling. Conversely, underachieving men who are more autonomous and independent, who express their emotions more spontaneously, and who avoid deliberativeness and routine in organization will show greater improvement in GPA if they participate in the unstructured, low-authority method of group counseling and will show less improvement in GPA if they participate in the LS high-authority method of group counseling.

Brown, Robert D. "Effects of Structured and Unstructured Group Counseling With High- and Low-Anxious College Underachievers," Journal of Counseling, May, 1969, 16:3, 209-214.

The purpose of this study was to examine whether the degree of structure present in a group experience would have a varying impact, depending upon the level of anxiety of college underachievers. High- and low-anxious probationary freshmen were randomly assigned to three treatments, which varied in the degree of structure present. The research hypothesis that there would be significant observed interaction effects between level of anxiety and the degree of structure in the treatments was supported for grade-point average, and on scales measuring anxiety, attitude toward others and a willingness to accept limitations. The high-anxious student benefited most from an unstructured group experience, while the low-anxious student profited

more from a structured group experience.

Leib, Jere W. and William U. Synder, "Effects of Group Discussions on Underachievement and Self-Actualization," Journal of Counseling Psychology, 1967, 14:3, 282-285.

Measurements of self-actualization were determined for twenty-eight underachieving college students. These students withdrew from their remedial study skills psychology classes and participated either in a discussion or a lecture group for the remainder of the semester. Significant increments in self-actualization and grade-point averages occurred without significant differences between lecture and discussion groups. It is felt that the special attention awarded these under-achievers fulfilled lower level needs and released them for self-actualization, as well as producing significant gains in grades. A pre-established approach to the discussion groups was verified by both the subjects' evaluations and those of eight naive judges. This plan is considered a guide for further research in counseling underachievers.

Semke, Charles W. "A Comparison of the Outcomes of Case Study Structured Group Counseling With High Ability, Underachieving Freshmen," Dissertation Abstracts, University of Colorado, 1967.

This study was designed to ascertain if time-limited group counseling (eight one-hour sessions) was effective in changing high ability underachievers to achievers during the second semester of their freshman year and focused on the assumption that the primary problems faced by these students were affective rather than cognitive.

The basic findings were: group counseling, of the kind used in this project, was not associated with significant academic improvement nor with change in congruence or adjustment scores. There were also no statistically significant differences between the two group counseling approaches on any grade-related criteria. Although, as would be predicted, some individuals made very significant gains, there was no evidence that this occurred more frequently with the assistance of counseling than by the usual processes employed by students.

No support was found for the hypotheses that choice of major and vocational certainty were associated with higher first semester grade point averages for either achieving or underachieving students.

This study adds to the mounting evidence that short-term group counseling is ineffective in producing improved academic performance.

Jones, Stephen C. "Some Effects of Interpersonal Evaluations on Group Process and Social Perception," Sociometry, June 1968, 31:2, 150-161.

Forty-eight groups of four members participated in discussions and ostensibly made evaluations of one another's comments. These evaluations were experimentally controlled so that one member received 80 per cent positive evaluations, two members received 50 percent positive evaluations, and one member received only 20 percent positive evaluations. In addition, knowledge of feedback was manipulated so that in 16 groups each member received evaluations on only his own comments, in 16 groups he received evaluations of only his peers'

comments, and in 16 groups he received complete evaluation information. The results showed that, when individuals received evaluations of their own comments, the 80 percent member said more quantitatively but less qualitatively, rated the group more highly, and, only when social comparison was possible, rated himself more highly than the 20 percent member. Furthermore, when individuals received evaluations of only their peers' comments, they tended to conform to the group's judgment and rate the 80 percent member more favorably than the 20 percent member.

Koile, Earl A., Draeger, Carolyn, "T-Group Member Ratings of Leader and Self in a Human Relations Laboratory," The Journal of Psychology, 1969, 72:1, 11-20.

Changes in human behavior continue to be extremely difficult to measure and yet intriguing to discover, whether through carefully designed research or by simple observation. The present study focuses on change. It is an investigation of how members of a human relations laboratory change in their perceptions of their group leaders during different T-Group sessions and in their perceptions of themselves as the laboratory experience progresses. More specifically the study investigates whether or not (a) members of T-groups and their group leaders become more like each other during the laboratory, (b) members see their leaders differently from session to session, (c) members become more like each other in the ways they rate their leaders as the T-Group continues to meet, (d) member ratings of T-Group leaders become

more like the leader's ratings of himself as the sessions continue, and (e) whether or not members tend to rate themselves differently at the end as compared to the beginning of the human relations laboratory experience.

To measure change in members' perceptions of leader and self, data obtained early and late in the laboratory were compared. The statistical data included (a) mean number ratings of leader and of self, (b) variances in members' ratings of leader and of self, and (c) mean absolute differences between each member and his leader in ratings of self and of leader. The statistical methods included the analysis of variance with single classification and repeated measurements, and the t test of the difference between correlated variances.

Contrary to expectations, T-Group members' self-ratings did not become more like self-ratings of their leaders at the end of the group experience. Analysis of members' ratings of leaders, however, indicated (a) that members saw leaders more positively in the last T-Group session than in the first session, but (b) that the shifts in members' perceptions of the leaders from session to session were not continuously positive.

The forty-four members as a whole and the members in the separate T-Groups did not become more alike in their perceptions of the group leaders at the end compared to the beginning, of the group experience. It was found, however, that members came to perceive the leaders more

like the leaders perceived themselves.

T-Group members saw themselves more positively at the end than at the beginning of the laboratory experience. In essence, they regarded themselves as being more authentic and natural; more sensitive and supporting; and more able to trust and to care for others and themselves. The significant positive change in the mean of members' self-ratings, however, was not accompanied by a tendency for group members to become more similar in their self-ratings. There was considerable variability in the self-perceptions of members at the outset of the laboratory experience. Even though it was possible, then, for members to become more similar during the experience, comparison of variances in their initial and final self-ratings--both for the forty-four laboratory members as a whole and for members of each of the four T-Groups--yielded no significant difference. Thus, parallel to the finding that the forty-four members as a whole and the members of separate T-Groups did not become more alike in their perceptions of the group leader was the finding that these members did not become more alike in their ratings of self.

Wood, Roy V. and Goldberg, Alvin A. "The Effects of Three Types of Training Upon Small Group Effectiveness," The Speech Teacher, Summer, 1968, 17:1, 238-245.

The purpose of this investigation was to compare experimentally and under laboratory conditions the personal reactions of group members to three different training methodologies. Traditionally, speech

scholars have approached the teaching of discussion from the vantage point of a "critic-teacher." The critic-teacher attempts to stimulate group growth by periodically providing group members with critiques of their performance and by giving them data about how groups can function more effectively.

Unlike critic-teachers, small group practitioners who have been influenced by the work of the National Training Laboratory and who engage in "T-Group training" deliberately avoid evaluating the performance of group members. Instead, they try to stimulate group development by encouraging member self evaluation and discovery.

The logical extension of T-Group theory, according to Blake and Mouton, is to remove the trainer completely from direct participation in the group. He need not even be present during the group's deliberations. Self-administered instruments such as rating scales and questionnaires can be used to provide the feedback necessary for group growth. Blake and Mouton claim that "instrumented training" avoids dependency on the trainer and creates an atmosphere for learning that is free from the evaluative restraints normally associated with both the traditional critic-teacher approach to discussion group training and the T-Group strategy.

The present investigation was designed to study elements of the traditional (critic-teacher), T-Group, and instrumented types of training in a laboratory setting to compare the effects of these types

on group sentiment, interaction, and productivity. From the rationale behind trainer-led T-Group training approach, it was hypothesized that, when compared with traditionally led and instrumented (trainer-less) groups, subjects receiving a T-Group experience would be significantly higher in sentiment, interaction, and productivity. It was further hypothesized that the members of instrumented groups would score significantly higher in sentiment, interaction, and productivity than members of traditionally led groups.

This study investigated the effects of three types of training (the critic-teacher approach, T-Group training, and instrumented training) upon group sentiment, interaction, and productivity. Subjects (N-91) were undergraduate volunteers from the required speech course at the University of Denver. The volunteers were divided into groups of six, and each group was placed in one of these experimental conditions.

The traditional critic-teacher approach was represented by a condition with thirty subjects where an experienced trainer periodically gave the group criticism and suggestions for improvement. T-Group training was represented by a condition where thirty subjects were systematically questioned by an experienced T-Group trainer in an effort to stimulate self-insight and group awareness. In the instrumented training condition a questionnaire was substituted for the trainer. There were thirty-one subjects in the questionnaire condition.

Subject responses were measured by eleven items on a post-session questionnaire which explored the subjects' feelings about group atmosphere, willingness to contribute to group goals, and group morale. Interaction was measured by trained interaction observers who recorded the utterances of each subject. Activity data were obtained by six items on the post-session questionnaire, by content analysis of problem solutions and tape recordings, and by inference from sentiment and interaction data.

The findings revealed that (1) instrumented training groups rated highest in sentiment; (2) instrumented training groups interacted at a level that was nearly twice as high as interaction in the critic-teacher and T-Group conditions; (3) the activity level in the instrumented groups was equal to or higher than the activity level in the trainer-led groups.

Few significant differences were found between the critic-teacher and the T-Group approaches. Subjects in critic-teacher groups felt they had learned more than did subjects in T-Groups. Subjects in T-Groups felt more understood and accepted in their groups. T-Group subjects also felt that their groups were less competitive than did critic-teacher subjects.

Foley, Walter J. and Bonney, Warren C. "A Developmental Model For Counseling Groups," Personnel and Guidance Journal, February, 1966, 44:6, 576-580.

During the second semester of the 1962-63 academic year, students in the group guidance course at the University of Illinois were given an opportunity to participate in group counseling. Participation in the counseling groups was presented to the students as of value in itself as well as a pragmatic corollary to the didactic presentation of group theory and technique. The class was divided into three groups of six persons each.

In the context of the group, the counselor was attempting to accomplish two goals: First, to create an atmosphere that would allow freedom of interaction among the group members and provide an opportunity for therapeutic gain; second, to present a teaching experience, defined as playback, to the group members. To accomplish this, each counseling session was tape-recorded. The playback was intended to be and was structured as that hour of the two-hour time period when significant portions of the tape of the preceding group session would be discussed in terms of group dynamics and counseling technique. This was to be done during each of the group meetings. In practice, two of the eleven play-back periods were spent administering and analyzing the group rating scale and sociometric device.

It was concluded that group members understood and accepted the standard presented by the course instructor. Support for this

conclusion was found in the pre-group self-rating scale in which "willingness to discuss personal concerns" was central to the group.

There was also evidence based upon the members having experienced:

(a) similarity of background in course work (the group guidance course occurs late in the counselor-training sequence), (b) the nature of the group (counselors in training), (c) the initial contact with the group counselor (administration of the pre-counseling rating scale). These data led to the conclusion that the group analysis that did not show an establishment stage was correct and also consistent with group development theory.

The group members spent approximately fifty percent of their verbalization on "self." This was taken as a gross indication of the relevance of the topic for the group. The second largest percentage of the group's verbal output was concerned with the "group" itself. This was followed by "significant others" and the least frequent, in terms of percentage of total talk, was "things and ideas."

There was a tendency for the group members to describe themselves positively at the beginning of the sessions, negatively during the middle sessions, and positively toward the termination of the group meetings.

An analysis of the affect classification showed that the topic "self" was discussed with positive affect 61 percent of the time, and negatively thirty percent of the time. The remaining nine percent was

classified as either no affect or as no describable affect.

LeMay, Morris L. and Christensen, Oscar C. "The Uncontrollable Nature of Control Groups," Journal of Counseling Psychology, 1968, 15:1, 63-67.

While there has been a growing interest in group counseling and its implications for assisting large numbers of students who have academic problems, research efforts to date have provided relatively little unequivocal evidence about the impact of group procedures on scholastic achievement. Chestnut (1965) reviewed fifteen studies and found only two which indicated that group counseling had significantly improved academic achievement. LeMay (1968) found eight college-level studies which reported success in academic recovery. In general, the studies attempting to determine the efficacy of group counseling have yielded diverse results, depending upon the subjects counseled and the procedures used in the selection of control groups.

The present study was designed to establish the amount of counseling which subjects in the control groups received from sources other than the investigator during a two-term experimental period. This study had as its primary objective an investigation of the importance of factors which affect control groups and which, consequently, distort experimental evidence involving the use of group counseling with academic underachievers.

The authors found no clear statistical evidence of positive affects from the group counseling and this would have gone unchallenged

in the present study, as it has in many similar studies, if the amount of counseling received by the "control" subjects had not been investigated. It was found that several subjects in each of the groups received counseling which would normally be unknown to the investigator and which could possibly distort experimental evidence. This finding suggests that the researcher must either exert more rigorous experimental control over "control" groups or find new methods of designing group counseling studies.

Lewis, Claudia, "The Conference Group Leader-A Model?" Journal of Teacher Education, Spring, 1969, 20:1, 61-65.

Student teachers at Bank Street College of Education frequently express the conviction that the conference group is the most fruitful and satisfying part of their year of training, exclusive of the student teaching that involves them in almost daily contact with children. The conference group, consisting of six to twelve students with their adviser, meets weekly as an informal discussion group, without an agenda planned by the adviser. Its aim is to offer the students an opportunity to talk over their professional experiences in a small-group setting where they can interact freely with one another.

Recently, as part of a program of evaluation of the teacher education program at the college, an informal study of students' reactions to the advisement program was undertaken. Graduates from three recent classes were invited to write evaluations of all aspects of the

advisement procedures. Thirty-two made comments on the conference group; their analyses of the dynamics, values, and group processes, as they looked back upon them, were insightful and included comments on the importance of the adviser as leader that have sharpened our own perceptions of the role.

The author states that they were not prepared for the extent to which the students expressed enthusiastic admiration for their advisers as individuals, e.g., "I was greatly influenced by the program because I admired my adviser as a teacher and a person, accepting her as a model for emulation." Another comment, "Perhaps my favorable impressions of these programs stem from my admiration for my adviser; for if the adviser had not been a dynamic, intelligent, sympathetic person, the programs would not have been nearly so effective as they were."

The study revealed that the adviser was seen as responsible for creating an atmosphere in which relaxed and frank discussion could take place. As one student put it, the adviser established a climate "where the student can learn from his own mistakes and accomplishments, as well as those of his fellows." In this climate, "an exchange of the trials and errors of student-teaching experimentation" can take place. This exchange is seen as valuable and supportive in a number of ways. "Discussing problems in the group," one student wrote, "helped you place your problem in proper perspective, were it very common, a little unusual, or very unusual."

Other respondents emphasized the importance of the opportunity to express feelings about individual problems. "The intimate atmosphere of the small group permitted us to get to know our fellow students; to raise any and all problems, ideas, or grievances." The majority of the students who mentioned the value of this opportunity to say what they think and feel simply took it for granted that it was valuable. One, however, wrote very perceptively: "I think being invited, encourage, and permitted to react emotionally to the deeply emotional experience of learning to be a benign, enabling adult inevitable leads to insight and growth." Another mentioned the role the adviser played in helping the students handle some of the feelings that arose: "The adviser would be able to sift through your emotional feelings about the problem and help with concrete facts, examples, and advice."

O'Dell, Jerry W. "Group Size and Emotional Interaction," Journal of Personality and Social Psychology, 1968, 8:1, 75-78.

The discussions of ten groups each of sizes two to five were coded into both the Bales and Leary category systems, and these scores were analyzed across group size. Almost all significant findings occurred in comparing dyads with groups of other sizes. The major finding was that the dyadic groups produced only three fourths as much total interaction as groups of other sizes. Dyadic groups expressed relatively less hostility and more tension than groups of larger sizes. These last two findings agreed with a previous study, but appeared more

acceptable in the present study because: (1) a larger sample was used, (2) raw data rather than percentages were analyzed, (3) distorting time pressures on coders were largely eliminated, and (4) time of discussion was increased with group size, thereby controlling for increasing resource input with the size of the group.

Miller, Norman, "The Ineffectiveness of Punishment Power in Group Interaction," Sociometry, March, 1969, 32:1, 24-41.

In order to influence others an individual must often rely on his ability to reward them for compliance and/or punish them for non-compliance. Hence one dimension of social power is the ability to communicate one's rewards and punishments to those whom one wishes to influence. The purpose of this study was to examine the relative effectiveness of reward and punishment power in group interaction. The major finding of the study was, as hypothesized, that increments in the ability to reward others had a greater effect on their behavior than did comparable increments in the ability to punish them. One explanation of this finding is that rewards may both cue rewarding responses and reinforce the habit of sending them while punishments merely cue punishing responses.

Giffin, Kim and Kendall Bradley, "Group Counseling for Speech Anxiety: An Approach and a Rationale," The Journal of Communication, March, 1969, 19:22-29.

This paper describes a program of group counseling for speech anxiety (sometimes called "stage fright") which is based upon theory

and research in the general of group counseling and therapy. The suggested approach is supported by a rationale based upon existing research on the problem of speech anxiety. This conceptualization of speech anxiety is based upon an analysis of interpersonal relations in the communication process. The personality dimensions which appear to be involved are: (1) the individual's self-concept, (2) general anxiety tendencies and (3) motivation to avoid failure. The communication environment which seems to have the greatest possibility for reducing speech anxiety is one that is based upon T-Group training and group psychotherapy. Paper ended with a general plea for more research. Although group therapy has been shown to be successful for many kinds of human problems, there is practically no research evidence available on the use of group counseling for speech anxiety.

Suinn, Richard M. "The Desensitization of Test-Anxiety by Group and Individual Treatment," Behavior Research and Therapy. 1968, 6:3, 385-387.

Test-anxious students were treated by desensitization using group training and individual meetings. Pre and post-therapy scores on the Suinn Test Anxiety Behavior Scale, the Sarason Test Anxiety Scale, and a modification of the Fear Survey Schedule, showed decreases indicative of improvement. These decreases were significantly greater for twelve treated Ss than sixteen untreated Ss. It is concluded that: (1) desensitization is useful in the treatment of test anxiety, (2) the use of group meetings for relaxation training is a distinct aid in the

economical use of therapist time, and (3) the effects of treating test anxiety appear to generalize to other anxieties and fears of the clients.

Deep, Samuel D., Bass, Bernard M., and Vaughan, James A. "Some Effects on Business Gaming of Previous Quasi-T Group Affiliations," Journal of Applied Psychology, 1967, 51:1, 426-431.

Ninety-three graduate business students were assigned to nine "companies" to play the Carnegie Tech Management Game. The game was the major portion of the fifteen week course in integrated decision making. Men were assigned to companies according to whether they had been in the same or different quasi-training (T) groups fifteen weeks earlier. Companies composed of two and three subdivided quasi-T groups performed significantly more effectively in the game than companies made up of a wholly intact quasi-T group. The latter reported less internal conflict but appeared to be less effective as companies because of overconfidence in each other's dependability.

Forward, John R. "Group Achievement Motivation and Individual Motives to Achieve Success and to Avoid Failure," Journal of Personality, June, 1969, 37:2, 297-309.

Several studies in group achievement motivation have demonstrated that tendencies toward group achievement can be aroused by certain group conditions. Differences in the strength of members' tendencies to engage in a group task have been shown to be a function of their centrality of peripherality of position in the group, the strength of

members' attraction to the group, and the relative frequency of prior group successes and failures.

A major assumption in these studies is that certain group conditions may have the effect of inducing temporary dispositions among members either to achieve group success or to avoid group failure. These dispositions, labeled desire for group success and desire to avoid group failure are further assumed to combine multiplicatively with subjective estimates of the probability of group success or failure with the incentive values of group success or failure, respectively, to produce a resultant tendency either to engage or not to engage in group achievement activity.

The hypothesis to be tested in this study was based on the assumption that both individual and group-oriented achievement tendencies can be aroused and that each constitutes an independent and additive source of motivation within the total resultant tendency either to engage or not to engage in group achievement activity.

The results for both the aspiration preference and self-report measures provided strong support for the hypothesis that individual and group-oriented achievement tendencies are independent sources of motivation for group achievement and that they combine in an additive manner to produce a resultant tendency toward engaging or not engaging in the group task.

The results of this study show that when tendencies based on

individual achievement motives are aroused in a group task setting, these tendencies have effects which are independent of effects due to the arousal of group-induced achievement tendencies. To the extent that tendencies based on group or individual achievement motives conflict in determining the choice of a preferred path to a group goal, they are found to summate to produce a resultant tendency to engage or not to engage in the group task. With reference to the limited set of individual motives investigated, the results of the study do not support the assumption that group achievement motivation is solely a function of the activation of individual motives which members bring to the group situation.

TEACHERS

Paris, Norman M. "T-Grouping: A Helping Movement," Phi Delta Kappan, April, 1968, 49:8, 460-463.

Lumping all T-group-oriented programs into one catch-all basket has limited usefulness and helps to explain some of the divergent opinions and misunderstandings about T-groups. T-groups represent only one element, albeit the major one, in what is properly called the laboratory method or approach to education. To provide experiences with social systems of varying sizes, there are sometimes laboratory program elements involving two, three, or more people and including laboratory situations where two or more groups are involved as a larger community

developing and sharing a common learning experience. With the dramatic increase in interest in the laboratory approach, decisions as to the best program become more difficult. It is entirely conceivable that attendance at some programs will be dysfunctional for either an individual or an organization, but this should hardly be the basis for a decision to disregard all or even most T-group oriented programs.

T-groups represent a significant departure from many other learning approaches. The group members are asked to generate their own data for scrutiny and consideration. This approach is sometimes referred to as experientially based learning. The emphasis is predominantly on each individual's obtaining and sharing data on how "our" particular group is functioning and how "I" am doing, how "we" as participants are learning and behaving in this specific situation. T-groups sometimes find it necessary to devote a considerable amount of time to analyzing communication breakdowns and either sharpening old skills or developing new ones whereby one can give and receive help more effectively.

The National Training Laboratory Institute for Applied Behavioral Science, which is associated with the National Education Association, has been the pioneer organization in the development of laboratory and T-group programs. The laboratory method is expanding because individuals and organizations have become convinced that it is a helping movement. There is a need for more and better research, how-

ever, information obtained from participants is valid scientific data and the growth of the "movement" is also valid evidence. The impression is erroneous that hardly any research data exists. The lag between basic research findings and practice is discouraging but no different in relationship to T-groups than it is to many other educational endeavors and practices. This does not make the lag any more comfortable to those who are directly involved in the practice, but it should not serve as an impenetrable barrier to attempts to apply the available knowledge.

Laboratory programs will continue to develop, grow, and expand. They are not a panacea for all personal, organizational, or societal malfunctions. They do meet a basic educational need for many individuals and organizations to continue to learn and to continue to seek out opportunities for learning. The article enthusiastically advocates the use of the T-group because, overall, it enhances the individual and, as a learning experience, has positive implications for use in education.

Seashore, Charles, "Sensitivity Training: Can It Work for the Schools?" Nation's Schools, March, 1969, 83:3, 83-84.

The main objective of sensitivity training originally was personal change of self-insight but as used now in the staff programs of leading corporations and non-profit groups, the emphasis has shifted to organizational development. The sensitivity training group may stand

by itself or be a part of a larger laboratory training design which might include role playing, case studies, theory presentations and intergroup exercises. The T-Group is the primary setting for sensitivity training, but it should be noted that there are many other components involved in laboratory training. The training unfolds in an unstructured group setting where the participants examine their interpersonal relationships. The process relies primarily and almost exclusively on the behavior experienced by the participants, i.e., the group itself becomes the focus of inquiry. Conditions are ripe then for the members, through examining data generated by themselves, to attempt first to understand and then to use constructively the dynamics of group behavior. The opportunity to link up a philosophy of management with specific behaviors that are congruent with or antithetical to that philosophy makes the T-Group particularly relevant to understanding the large organization.

Norman, Douglas, "Sensitivity Versus Inbreeding," Southern Education Report, December, 1968, 4:5, 28-31.

Through generations of hard going, public education in Tennessee's semi-isolated Upper Comberlands has had an inbreeding of ideas and attitudes. Most of the teachers were born there, went to school there and stayed away only long enough to attend a college or university. Such cultural limitations may be passed along to their students and down through the generations. A young superintendent of the

Overton County schools was among the school leaders who believed that this cultural and environmental inbreeding needed to give way for contemporary trends toward new things. Under his leadership, nineteen Upper Cumberland school systems applied for and received a federal grant under Title III of the Elementary and Secondary Education Act for a new kind of teacher-training program. The program was approved for three years, ending in 1970. The program emphasizes sensitivity training, a controversial approach to human relations that dates back two decades and has been widely used by industrial and church groups. Some recent efforts at adaptation by educators have run into problems. T-grouping was defined as being concerned with individuals' perceptions of one another; group therapy as seeking to help a person go back and find the cause of his problems. In contrast to most highly organized educational meetings, the T-groups were so unstructured as to be disconcerting, at least at first. The concept of nonverbal communication was especially intriguing to the teachers involved in the program who were accustomed to print and electronic media. Participants were reminded of how gestures, facial expressions and posture helped convey, or betray, true feelings. They were given to realize that teachers who scowled impatiently at a questioning student could cut off class discussion as surely as with a curt word.

Thomas, Hobart F. "Sensitivity Training and the Educator," National Association of Secondary School Principals Bulletin, November, 1967, 51:322, 76-83.

The sensitivity process described by the author stems from a group dynamics laboratory sponsored by the National Training Laboratories in group development in which he participated during the summer of 1955. The report is the result of his experiences as a psychologist and educator. The sensitivity training described could be used in education to enable each individual to discover, accept, and develop his unique potentialities within a social context. These guides to action extend far beyond the realm of psychotherapy and sensitivity training—they can be applied to education. Since the effectiveness of education depends very much upon the teacher's ability both to stimulate interest and to help the student pursue his own interests—this means moving toward individualized education. The role of the educator becomes two-fold; (1) he should open doors for students by providing resources, and (2) he should help the student to remove his own personal barriers to learning. An effective relationship between people hinges upon two important elements of behavior; (1) listening as attentively and openly as possible to what the other says, and (2) being willing to express one's own feelings and experiences honestly. These elements are important in establishing relationships that go deeper than top-layer. Finally, the author poses questions to secondary school principals concerning the real involvement of teachers

and students in important school decisions and concerning the channels of communication which could exist in a climate of mutual trust.

Thomas, Donald. "T-Grouping: The White-Collar Hippie Movement," Phi Delta Kappan, April, 1968, 49:3, 458-460.

An attempt was made to determine whether sensitivity training had a legitimate place in the in-service programs of educational personnel to be supported by public funds. Several conclusions were presented to indicate that there was no general agreement, nor any substantial body of research, nor a single longitudinal study to indicate that sensitivity training produced a beneficial change or that any change when produced was permanent. These conclusions, according to the authors, include the assumptions that sensitivity training does not help the education of boys and girls. As now practiced, sensitivity training is a good idea gone bad. The author also contends that trainers vary in skills and therefore any form of T-grouping in isolation from school district goals is a misuse of public funds. There is the general conclusion that sensitivity training and T-grouping as now practiced does not make a major contribution to filling the needs of education.

Welden, Terry A. "Small Group Applications of Q-Technique," Speech Monographs, March, 1969, 36:1, 68-72.

The project, of which this study was a part, was a search for methods to improve home-school communication. The structure of the

Q-decks was based on the hunch that parents and teachers might differ in their value orientation toward these three dimensions of child development (emotional, intellectual, and health and well-being statements).

Q-technique with its attendant methodology offers a potentially useful approach to empirical and theoretical research in task-oriented small groups, for it can provide a viable group task with a built-in measure of group behavior. This study utilized a structured Q-deck (emotional, intellectual, and health and well-being statements) and no theoretical hypothesis were under test. Two questions were investigated: (1) would the group Q-sort task generate active participation and involvement? (2) would the resulting Q-sorts reflect differences in value orientation? The first question required only that the task be administered and the ensuing group process observed. The second question required statistical analysis of the obtained Q-sorts. The conduct and completion of this study provided additional support for the position that a group Q-sort task generates active participation and involvement.

A general conclusion of the results is that while Q-methodology was developed to tap the subjective behavior of individuals, and has been so applied in psychology and communication research, it appears to be a useful tool for the study of small group behavior. Two extensions of these initial studies should prove valuable. First, if a taped record of the discussion process that accompanies group Q-sorting is

made, the analysis of the sorts may provide a framework within which verbal interactions can be studied and better understood. Second, individual Q-sorts obtained from group members prior to and after a consensus sort by the group might uncover facets of group influence on the individual member. Little can be assumed at this stage of application except that Q-sorting is a realistic group task which includes an inherent measure of group behavior.

Ohlsen, Merle M. "Adapting Principles of Group Dynamics For Group Counseling," The School Counselor, March, 1966, 13:3, 159-162.

The author believes that we have often failed to obtain significant results from the appraisal of outcomes of group counseling because we have often failed to define the treatment process with sufficient care; to define appropriate goals for the individuals treated; to define criteria for evaluating outcomes on the basis of these idiosyncratic goals; and to select appropriate evaluation techniques to appraise counseling outcomes. A list of principles of group dynamics that have been learned from experienced counselors and from process studies of both task-oriented groups and counseling groups can be used to improve group counseling. The seventeen statements include areas from the counselees' and counselors' perception of one another to size of groups and how various roles within the groups can be examined to study individual's personality as well as to study group behavior.

It was concluded that the methods of group dynamics in this

study could be adapted for use in the study of various types of small groups but that they may have special implications for counselor educators and for supervisors of counseling services. Educators and counseling personnel must better understand the described counseling process in order to help trainees identify critical incidents in group counseling, help them understand and cope with these instances, and help them decide who can be treated in groups. Future studies should take account of the general therapeutic climate in which the interaction occurs as well as the elements stated above.

Kimple, James A. "How South Brunswick Schools Developed an Inservice Training Program," Nation's Schools, March, 1969, 83:3, 85-86.

Recognizing the difficulty of building new working relationships and teaching patterns into actual school practice, the South Brunswick schoolmen decided to plan a summer program. This new program provided a combination of group dynamics training for the school staff with an experimental educational program for children. Financial support for the program came from an ESEA, Title III grant. By way of evaluation, it has been discovered that while individual reactions to the work in group dynamics varied, not one participant thought it a waste of time. South Brunswick schoolmen were convinced that effective change in a school could take place only when the principal and a substantial number of teachers and service personnel become deeply involved in a joint training effort. They regarded real change as directly related

to the attitudes and behavior of administrators, rather than the reshuffling of subject matter or the development of gimmicks and gadgets.

Manson, Joy. "Getting Grievances Out—Race Against Time," Times Educational Supplement, August 19, 1968, 2761:1986.

In the ghetto heart of Washington, D.C., a group of fifteen teachers have undergone group therapy every Friday. The psychotherapeutic session was only a minor part of the Model Schools Project to analyze the problem of the Cardozo area of Washington, D.C. The educationists were seeking to create the attitudes and understanding within the teachers' minds that would stimulate certain desirable endeavors. Their endeavors were (a) to work out the children's hostilities by letting them be spoken, (b) to emphasize their black consciousness (c) to improve their capacity for study through traditional teaching methods that were more closely related to their environmental situation. Obviously such psychotherapy had limitations nor was it the complete solution for any educational system. But as an experiment, kept within the context of a heartrending situation—with few tools, few funds and many endless difficulties—the psychotherapy sessions served a useful function.

Bridges, Edwin M. and others, "Effects of Hierarchical Differentiation on Group Productivity, Efficiency, and Risk Taking," Administrative Science Quarterly, 1968, 13:1, 305-319.

The authors hypothesized that hierarchically undifferentiated groups, such as peer groups, would (1) exhibit more risk-taking behavior, (2) be more efficient, and (3) be more productive than hierarchically differentiated groups where formally based status differences exist. Ten peer groups and ten hierarchically differentiated groups were formed from the staffs of ten elementary schools to solve a problem in logic (the doodlebug problem). Formally based status differences were found to inhibit group productivity at the analysis stage of problem solving, efficiency and risk taking. This hierarchical differentiation also seemed to attenuate one of the beneficial characteristics of group processes--competition for respect--as evidenced by the lower idea initiation rates.

PRISON ADULT AND JUVENILE

Leckerman, Laurence A. "The Effects of Counseling Preparation on the Outcome of Group Counseling With Institutionalized Juvenile Delinquents," Dissertation Abstracts, The Florida State University, 1967.

The purpose of this study was to evaluate the effects of vicarious counseling preparation on the outcome of group counseling. Vicarious counseling preparation was provided by means of a tape recording composed of three excerpts of actual group counseling sessions.

The subjects participating in this study were twenty-eight

institutionalized white male juvenile delinquents from a boys training school. According to the Otis Quick-Scoring Test of Mental Ability, the mean intelligence quotient for the subjects was 96. Their mean age was 15.9.

For experimental purposes, the subjects were randomly assigned to one of four groups. Each of the groups consisted of seven boys. These groups included a preparation-plus-counseling group, a counseling only-group, a preparation-only group, and a control group. Members of the preparation-plus-counseling group listened to the preparation tape recording prior to the first three, in a series of eight, group counseling meetings. The members of the counseling-only group participated in eight group counseling sessions but did not listen to the preparation tape recording. Preparation-only group members just listened to the tape recording at three sessions during the experimental period. The control group members received the pre- and post-counseling criterion measures but had no additional contact with the experimenter.

The results of this study led to the conclusion that vicarious preparation added to group counseling is more effective than either counseling alone or preparation alone in increasing the self-ideal congruency of institutionalized juvenile delinquents, whereas, vicarious counseling preparation alone did not increase institutional adjustment of the juvenile delinquents as measured by the frequency of misconduct reports.

Grob, Harry E., and Eric F. VanDoren, "Aggressive Group Work With Teenage Delinquent Boys," Children, May-June 1969, 16:3, 103-108.

The authors reported on their experience in a summer program for juvenile delinquents while working as program director and social worker at the Chaddock Boys School in Quincy, Illinois. They had begun extensive planning many months before for a summer program for the boys. However, the institution was faced with a shortage of relief house-parents that seemed likely to continue until fall. Therefore, they created the Valley Project to (1) provide a substitute summer program, (2) reduce pressure on houseparents, (3) demonstrate to the staff some of the principles involved in work with delinquent boys, (4) offer the boys added group experience, (5) learn more about teenage delinquent boys and (6) help with community relations by clearing up an unsightly section of the campus. Their experience convinced them that doing with, in addition to talking with, teenage delinquent boys makes it possible to demonstrate the principles being talked about and so adds an exciting, practical and useful dimension to group work with delinquent boys.

Arnette, Johnny L. "The Effect of Short-Term Group Counseling on Anxiety and Hostility of Newly Incarcerated Prison Inmates," Dissertation Abstracts, The University of Florida, 1966.

This study was an investigation of the effects of short-term group counseling upon the reduction of manifest anxiety and hostility of inmates entering the Florida Division of Corrections' Reception

Center, Raiford, Florida.

Group A received nine one-hour sessions and Group B three one-hour sessions of group counseling over a three-week period. All sessions were conducted by the same counselor. Group C did not receive counseling. The anxiety and hostility levels of the twenty-four subjects were redetermined through the second use of Taylor's and Siegel's scales preceding classification.

The hypothesis tested in this study were: (1) Group A's levels of manifest anxiety and hostility would show the greatest reduction following counseling. (2) Group B's levels of manifest anxiety and hostility would show a greater reduction than Group C's.

These analyses indicated that in this study short-term group counseling did not significantly reduce manifest anxiety and hostility as measured by Taylor's and Siegel's scales. Members of Group A with high levels of anxiety or hostility experienced greater reductions of anxiety or hostility than members of Groups B and C with high levels of anxiety or hostility.

There were several conclusions that appeared warranted from the data. Nine or three sessions group counseling does not allow sufficient time to reduce anxiety and hostility. Short-term group counseling may be more successful with subjects with high levels of anxiety or hostility rather than with subjects with a range of anxiety or hostility scores. Short-term group counseling of at least nine

sessions can help inmates to be more accepting of the place of confinement to which they are classified. Some inmates do not benefit from short-term group counseling and when recognized they should not be required to attend counseling sessions. Counselees should be inmates who volunteer for counseling rather than non-volunteers who are required to attend counseling.

Youmans, Robert D. "Group Counseling in a Jail," American Journal of Correction, May-June, 1968, 30:3, 35-37.

Group counseling is unique for a maximum-security, short-term, custodial jail to be involved with. The San Diego County Jail is such an institution with an average of more than 630 males and 70 females in custody. Each month there are nearly 2,000 people booked. The jail initiated a formal and systematic Group Counseling program following consultation the former Deputy Director of Corrections for California, Honor Camp advisors, jail personnel and interested, community people. With full administrative approval and support and under supervision of the author, the jail started one female and one male group, with ten inmates each, meeting for an hour on a weekly basis. The number of groups and participating inmates has steadily increased. Currently, there are three female and four male groups, with a total of 75 inmates, meeting on a regular basis. At the time the article was written, more than three hundred women and eight hundred men had participated in a counseling group.

Some results which the author has not been able to adequately verify were (1) that the recidivism rate was lower for inmates participating in the counseling groups, (2) the longer a non-group participant remained in jail, the more negative his attitude became and (3) male trustees in Group Counseling were involved in less disciplinary action than non-participants. The author concluded that the program is far from ideal, but that it is possible for a short-term maximum-security jail to institute and maintain a program that does provide positive help to the inmate and assist in the creating of a more positive custodial attitude.

HOSPITALIZED ADULTS

Meersman, Roger, "Creative Dramatics For The Mentally Ill Adult," The Speech Teacher, 18:1, 58-64, July, 1969.

Fifteen male patients from a continued treatment building at St. Elizabeth's Hospital for the mentally ill in Washington, D.C. were selected to participate in a six weeks creative dramatics program. The patients were given a choice whether to participate or not, and the six who participated in the entire program represented a cross-section of patients with varying degrees of mental illness.

The sessions were held twice a week in a large recreation porch area which provided more than ample room for the activities in an atmosphere which was pleasant for the patients. No visitors or other

patients were allowed in the room during the sessions. Because of the very limited attention spans of the patients, two or three members were active at all times keeping the activities moving. The taking of notes or sharing of observations by the team members and the author during the sessions did not interfere with the activities nor disturb the patients.

The first three sessions had three common objectives: (1) to get the patients out of their chairs and do some physical movement; (2) to introduce the much needed element of socialization; (3) to awaken the senses, particularly those of taste, smell, and touch.

In a final report to the authorities, the following values the patients received from participating in the project were enumerated: (1) although the patients at first showed a great reluctance to participate in what they termed "childish" or "silly" activities, their participation became more free and uninhibited. Eventually, the patients themselves made suggestions for improvisations which they then performed; (2) whereas some of the patients intermittently dozed during the first couple of meetings, their individual participation and awareness of other members of the group increased. By the fourth and fifth meetings, they were eagerly awaiting the sessions to begin; (3) as the individuals' awareness of one another increased, so the communication between the patients increased. At times the staff was ignored and the patients spoke to one another about the activity. This was a radical

change from the Therapist-Patient-Therapist pattern of communication which had begun the sessions; (4) as participation, awareness, and communication steadily increased among the group, there emerged a "We" feeling. Beginning with a collection of individuals, a group complete with a feeling of mutual concern, had emerged. Although one of the original group had quit midway in the sessions, the six who remained were at the time of the sessions and even afterward, a comparatively tightly knit unit participating together and sharing activity in spite of their vast differences.

Truax, Charles B. "Therapist Interpersonal Reinforcement of Client Self-Exploration and Therapeutic Outcome in Group Psychotherapy," Journal of Counseling Psychology, May, 1968, 15:3, 225-231.

Excerpts from tape recordings of thirty mental patients participating in group counseling or therapy with four different therapists were analyzed in relation to pre-, post-, and follow-up measures of outcome. The following hypothesis was evaluated: patients receiving high levels of therapist-offered differential reinforcement for self-exploration (using accurate empathy, non-passive warmth, and genuineness as reinforcers) will show greater overall self-exploration and greater therapeutic improvement than patients receiving low or negative reinforcement. Findings confirmed these expectations. Further, the counselor's or therapist's use of the therapeutic triad as reinforcers was unrelated to his mean level of these conditions offered during therapy.

Kirtley, Donald and Sacks, Joseph M. "Reactions of a Psychotherapy Group to Ambiguous Circumstances Surrounding The Death of a Group Member," Journal of Counseling and Clinical Psychology, April, 1969, 33:2, 195-199.

This paper describes the reactions of group-therapy patients on a psychiatric ward of a general hospital to the death of a group member who died in the hospital the day before the session in question took place. The circumstances of this patient's death were ambiguous as to whether the death was due to suicide or accident.

The body of one of the group members had been found in the basement of the hospital at the foot of a staircase from which he had apparently fallen. There was no way to determine whether the fatal fall had happened through accident or otherwise. The group meeting took place on the morning following the mishap. When the session began the entire room was permeated with an air of gloom and no one seemed to be willing to initiate any activity. After a few moments of silence, Dr. O commented that the staff as well as the patients were feeling very badly about the death. When the patients began talking it became apparent that most of them believed that the patient had committed suicide. By the end of the session the group still did not appear to have reached adequate closure with regard to the events leading up to the death. Contrary to the opinions of some staff members, open group discussion of death did not generate any increase in emotional disturbance. If anything, the opportunity to express feelings and to approach a consensus about the cause of death, seemed to have prevented

a build-up of tension in this group.

It was concluded that discussion of death and open consideration of the feelings of guilt, anxiety, and hostility involved can be therapeutic in a group as well as in an individual setting.

Scarf, Maggie, "In The 'Therapeutic Community', Patients are Doctors," The New York Times Magazine, May 25, 1969, 32-33, 109-116.

Dr. Thomas Detre established Tompkins 1, a ward of the Yale-New Haven Hospital, in 1960 and directed it for nine years. In the beginning the project had to weather controversy and criticism concerning its methods of treatment. This ward of the Yale-New Haven Hospital has no locked doors, padded cells or barred windows, and yet it handles patients suffering acute psychiatric disturbances exclusively.

Treatment is based on a revolutionary group-therapy concept in which each patient's business is everyone's business, not just a group of doctors treating a group of patients but also patients treating one another. One of the major efforts of the ward is toward boldly forthright communication. All day-to-day activities in the ward are regulated by an advisory board (composed of and elected by the patients); all decisions regarding problems or requests of individual patients are reached by open vote of the board. Because the unit is a teaching and research ward affiliated with Yale Medical School, every aspect of its program is still subjected to constant scrutiny and re-evaluation. Aside from informal studies, there have been over forty

published investigations of the ward; these have included research on such questions as the relationship between sleep disorders and symptoms; how disputes among staff members affect the patient community and even a paper on the tablemate choices of psychiatric patients as a guide for measuring social contacts.

The concept of the therapeutic or curative community may be described as an arrangement in which all of a patient's time in the hospital—not just the time he spends in therapy—is thought of as treatment. The milieu in which he finds himself, i.e., the hospital, is seen as exerting a powerful influence upon his emotional life and behavior. Every contact, every casual conversation with a fellow patient, a nurse, even a kitchen helper, is regarded as potentially therapeutic. "Milieu Therapy," as this approach is called, is an attempt to take into account what psychiatrists have called "the other twenty-three hours in the day" to treat mental illness through a careful structuring of the social environment.

Truax, Charles B., and Schuldt, W. John, & Wargo, Donald G. "Self-ideal Concept Congruence and Improvement in Group Psychotherapy," *Journal of Consulting & Clinical Psychology*, 1968, 32:1, 47-53.

Measures obtained from three studies on group psycho-therapy—hospitalized mental patients, psychoneurotic outpatients, and institutionalized juvenile delinquents—were used to evaluate the client-centered hypothesis that: (1) there is a negative relationship between self-ideal concept congruence and measures of anxiety or maladjustment;

(2) there is a positive relationship between increases in self-ideal congruence and positive therapeutic outcome; and (3) changes in self-ideal congruence are more related to changes in self-than in ideal-self concepts. The obtained results support the first two hypotheses relatively strongly with all three populations. The third hypothesis is supported only with outpatients and juvenile delinquents.

Becker, Robert E., "Influence of the Leader on The Activity Level of Therapy Groups," Journal of Social Psychology, 1968, 74:1, 39-51.

To determine the influence of designated leaders (psychotherapists) on therapy groups' activity levels, three groups of psychiatric inpatients attending both conventional group therapy meetings and unled group meetings were studied. Using a 3 x 3 x 3 design, 162 taped segments from the beginning, middle, and end of three types of group meetings were rated on five indices of group activity. Meetings without a psychotherapist present had significantly less seconds of silence, more seconds of simultaneous conversation, and more verbal interaction. Significantly more people spoke as each meeting progressed in time. The presence of a high-status leader, such as a psychotherapist, leads to less spontaneity, more self-consciousness and more inhibition, due to current reality factors, and patients' long-standing relationships with authority figures.

Hadden, Samuel B., "Group Psychotherapy for Sexual Maladjustments,"
American Journal of Psychiatry, 1968, 125:3, 327-332.

On the basis of the author's own experience and the reports of other therapists, it is concluded that group therapy is a sound approach to the treatment of sexual maladjustment. The group provides realistic and constructive criticism for each of its members, along with support that is conditional upon the individual's efforts to change. The authority of such a peer group does not activate the hostility often encountered by therapists in a one-to-one relationship with similar patients.

MISCELLANEOUS ASSORTMENT

Physically and Mentally Handicapped Children and Adults

Parents of Physically and Emotionally Handicapped Children

Aged

Veterans' Hospital

Unwed Mothers

Art Therapy—Adults

Marriage Counseling

PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN AND ADULTS

Wilson, Dale L., Wilson, Milton E., Sakata, Robert, and Frumkin, R.M.
 "Effects of Short-Term Group Interaction on Social Adjustment in a
 Group of Mentally Retarded Clients," Psychological Reports, 1967,
 21:3, 716.

Mentally retarded adults participating in a program of ten one-hour group interaction sessions for five weeks showed more significant gains on the Social Adjustment Section of the California Test of Personality than controls who did not participate in the sessions. The findings show that the group approach is effective with mentally retarded people.

Landau, Marcia E. "Group Psychotherapy With Deaf Retardates,"
International Journal of Group Psychotherapy, 1968, 18:3, 345-351.

Seven deaf training center residents were selected on the basis of age (18-60 years), I.Q. (scores over 50 on the Leiter International Performance Scale and Goodenough Draw-a-Man), and sign language proficiency (manual communication). They met weekly for one hour with a member of the psychology staff from the institution and a sign-language translator from the community. The purpose was to improve social responsiveness and ability to interact. Three phases are described: nondirective, quasidirective, and problem oriented. The five female and two male participants not only had a positive therapeutic experience as a result of the year's sessions, but demonstrated to the staff the unique problems of this type of institutionalized population.

Mann, Philip H. "The Effect of Group Counseling on Educable Mentally Retarded Boys' Concepts of Themselves in School," Dissertation Abstracts, University of Virginia, 1967.

The primary purpose of this study was to attempt to effect a change in the concepts that educable mentally handicapped boys have of themselves in school through group counseling procedures.

In addition to self-concept, the effects of counseling on the variables of anxiety, academics, i.e.; reading and arithmetic, deportment, attendance, age, and I.Q. were investigated.

Group A was administratively assigned to three sub-groups of six students in each and received twelve one hour counseling sessions from the principal investigator in a structured but supportive environment.

Group B was also administratively subdivided into three sub-groups of six each and spent equal time with the same counselor (the principal investigator) in a non-counseling, but structured library-study situation.

It was hypothesized that among educable mentally handicapped boys those that received group counseling tend to benefit more from these procedures in terms of a more positive self concept than those who do not receive this service. This hypothesis was supported by The Children's Self Concept (self concept scale I) but not by The Way I Feel About Myself Scale (self concept scale II).

It was also hypothesized that among educable handicapped boys, those that received group counseling, would experience greater

reduction of anxiety as measured by an anxiety scale than those that did not receive this service. This hypothesis was found to be statistically significant and afforded support to the results indicated by self concept scale I.

The hypothesis that group counseling would result in significant improvement in deportment, reading, and arithmetic as rated by teachers was also supported. There were no significant differences found on the variable of attendance.

Sarlin, M.B., and Altshuler, K.Z. "Group Psychotherapy With Deaf Adolescents in a School Setting," International Journal of Group Psychotherapy, 1968, 18:3, 337-344.

Early total deafness, by limiting auditory contact with the world, results in delayed or limited language skills. It therefore poses a barrier to acquiring experience generally, and to close communication between individuals from which empathic object relations may grow. While it is not clear that the group experience can be used successfully to overcome these lags, the work so far has highlighted differences and similarities between these youngsters and normals. The therapist had to be alert to maturational lags and experiential naivete and he had to concretize abstract concepts so that interpretations could be made meaningful. While interest in sexual behavior was high, knowledge of reproductive functions and the responsibilities and reason for rules governing sexual behavior were limited. Repetition and a great deal of work were required to increase the depth of awareness in

the group from rules memorized by rote to a more mature grasp of concepts.

PARENTS OF PHYSICALLY AND EMOTIONALLY HANDICAPPED CHILDREN

Gazda, George M. and Ohlsen, Merle M. "Group Counseling—A Means of Parent Education," Adult Leadership, January, 1966, 14:1, 231-240.

Where the psychological health and emotional well-being of the child are explicit ends of parent education, the purely instructional methods have had a limited effectiveness." With this guiding principle, Bard and Creelman have instituted a successful program of orientation, psychodrama, and group psychotherapy for parents. Others have successfully used variations of the Bard and Creelman principle in assisting children through a form of counseling, for the most part, group counseling, with parents.

The authors found that underachieving children often felt misunderstood, abused, and made out to be culprits by their parents. It was for these reasons that group counseling of parents appeared especially appropriate in an attempt to assist the bright, underachieving child. The authors chose bright, underachieving fifth graders because it was at this level that significant underachievement in both males and females could be detected.

The primary purpose of counseling the parents was to first effect positive changes in them. It was hypothesized that such changes

would enable the bright underachieving fifth grade child to improve his grade-point average, acceptance of self and others, self understanding, and general personal adjustment. The results of the study reported herein show that few of the predicted changes, as measured strictly by the three tests, occurred in the parents. If the parents made few measured changes, then one would assume that their children would be generally unaffected, too. However, in another part of this research project reported by Gazda, the children were reported as making some of the predicted positive changes, such as increased congruency between perception of self and ideal self and improvement in behavior—the latter based on reports by parents and teachers.

Perhaps one of the most significant results of this study was the fact that, when approached properly, parents who were experiencing problems which were interfering with the happiness and productivity of themselves and their children, would volunteer for and actively participate in group counseling when they were permitted to set their own pace and goals and when, during the course of counseling, they were also provided information which they sought about child development and behavior.

Kaplan, Irving H. "Fantasies, Fables and Facts About Groups," Journal of The Fort Logan Mental Health Center, 1967, 4:4, 149-162.

The author contends that the effective use of group experience therapy to improve social adjustment problems depends on avoidance of

the belief that a universal model of group interaction exists or that group therapy is the optimal method of treatment. Certain facets of behavior in group therapy are outlined: (1) each participant's past experience will mediate his present interaction; (2) spontaneous verbal exchanges among participants may generate anxiety; (3) each participant will cope with such anxiety by lapsing into his habitual pattern of defense; (4) each group will develop a characteristic pattern of coping with stress; (5) the leader, through acceptance, supportiveness, and increasing assessment of both individuals and group, "guides the group in becoming a helping instrument"; (6) at varying times, different "group themes" will preoccupy the participants; and (7) gradually, trust rather than anxiety will emerge as the result of group sharing, and participants will begin to seek expansive solutions to problems rather than relying on defensive maneuvers.

Fitzsimons, Ruth, "Group Therapy and the Speech-Handicapped,"
Education, February, 1967, 87:6, 343-346.

The author discussed various ways in which group therapy enables speech-handicapped children to overcome their handicaps through purposeful language activities, as in everyday social living. Children who speak in communicative climates that are lacking in respect for and acceptance of the individual may react in unproductive, personally encumbering ways—way what is expected of them; saying little or almost nothing, thereby avoiding criticism, correction, or having to

answer for that which they think and say; prattling on and on about things which have less than genuine meaning for them; remaining close to the standard, never daring to give expression to the inventive.

The group structure is a contained duplication of outside social living. It provides for diversified interpersonal encounters between each group member and the clinician as well as among the group members. Speech-handicapped children in a group structure can be helped to find for themselves more positive perceptions about speaking. Some of the therapeutic rewards are (1) identification models of peer group members and the clinician, (2) meaningful relationships with group members as well as with the clinician, (3) a dependent environment peopled by peers and clinician which lets them grow to know that they are regarded as persons of worth and (4) opportunities to relate to others in both verbal and nonverbal ways.

Musiker, Harold R., and Cynthia Jizmagian, "Mothers' Groups Aid Therapy," The Volta Review, 70:549:551.

This was an account of a group experience with mothers of hard of hearing preschool children. The acoupedic Approach in training handicapped youngsters was used. This method involves fitting the very young hard of hearing child (or infant) with an appropriate hearing aid and emphasizing the auditory pathway as the principal channel for learning speech and language.

Nine mothers were brought together in a group for one session a

week. The meetings took place in an informal and friendly setting in a small private dining room in the hospital. The group was led by a clinical psychologist who works closely with the Hearing and Speech Center and by a speech and hearing therapist. Attendance at the first fifteen of these meetings was compulsory for mothers of children enrolled in the Acoupedic program.

Out of these discussions came fairly realistic plans and suggestions for dealing with interfering relatives, planning for education, problems with siblings, and general problems of child rearing not necessarily connected with the hearing handicap. Mothers who attended these meetings regularly reported a better understanding of the nature of their youngsters' handicap, of the positive role they could play, and of the training program in which their child was enrolled. Also reported was a breakdown of feelings of isolation and hostility, clarification of confused ideas in the areas discussed, and the emergence of feelings of optimism and confidence. Resolutions for mutual aid and the building of closer relationships between leaders and participants were observed.

Webster, Elizabeth J. "Procedures for Group Parent Counseling in Speech Pathology and Audiology," Journal of Speech and Hearing Disorders, 1968, 33:2, 127-131.

Techniques for group counseling for parents of children with communicative disorders are outlined. The clinician's leadership is not just one of a laissez-faire nature. He shares responsibility for

bringing discussion topics to the group and introduces content he considers important. He should not assume that they can discover and explore all of this content by themselves. Role playing is another procedure for working with parent groups. The use of discussion and role playing provides the speech pathologist or audiologist with means of helping parents explore and clarify their ideas and their behaviors.

Donner, Jame, and Gamson, Anita, "Experience With Multifamily, Time Limited, Outpatient Groups at a Community Psychiatric Clinic," Psychiatry, 1968, 31:2, 126-137.

Presents experience in treating thirty adolescents and their families in eight groups. Each group was composed of three-four teenagers and their parents who met for one and one-half hours per week in the evening in order to allow for participation of working parents. Eventually older siblings were included also. There were sixteen sessions in all. The time limit was used to ease the problem of termination of an unworkable group, and also to make it easier to involve fathers. Analytically oriented therapy was the theoretical base. After the initial therapy other types of treatment could be recommended where they seemed necessary.

AGED

Feil, Naomi W. "Group Therapy in a Home For The Aged," Gerontologist, 1967, 7:3, 192-195.

The main goals in remotivation for the institutionalized aged

are: "To stimulate verbalization and interaction between group members. To promote a sense of worth so that the individual can move toward some degree of independent action that will make him feel part of the community life of the home, either through participation in some activity or through his doing something unique for the common welfare. The worker must also demonstrate to the members of the group each one's assets and strengths and try to give each one a role that will give him status and a new measure of independent functioning."

Yalom, Irvin D., and Terrazas, Florence, "Group Therapy For Psychotic Elderly Patients," American Journal of Nursing, 1968, 68:8, 1690-1694.

The article discussed techniques used in a group setting to deal with confused elderly patients. It is concluded that group therapy "has much to offer the psychotic elderly patient. By setting realistic goals, by increasing patient interaction, by focusing on patient strengths and similarities, and by building group cohesiveness, the therapist can demonstrate that pessimism about therapy with this population is unwarranted."

VETERANS' HOSPITAL

Thomas, Charles A., Jr. "Return-to-Duty Oriented Group Psychotherapy in an Army Psychiatric Treatment Center," Military Medicine, 1967, 132:9, 716-721.

Admissions to the group therapy sessions were restricted to

individuals for whom a group situation was not likely to be threatening. The problems discussed centered around reasons for hospitalization, and included such things as dealing with the highly stressful environment, realistic satisfaction of frustrated dependency needs, and the resolution of marital conflicts. The group was directed at diminishing the tendency to externalize problems, developing a sense of responsibility and confidence in handling difficulties, and instilling a motivation to return to duty. Follow-up studies dealing with the effectiveness of these procedures for Army personnel returned to duty are planned.

Salzberg, Herman C. "Verbal Behavior in Group Psychotherapy With and Without a Therapist," Journal of Counseling Psychology, January, 1967, 14:1, 24-27.

It has been demonstrated that during periods of group psychotherapy sessions when the therapist was silent, more patient to patient interaction occurred than when he was talking. This finding led to the idea of removing the therapist during some group sessions, since having the therapist remain silent in the group for an entire hour seemed impractical and unrealistic.

The present study was designed to determine whether the spontaneity and the problem relevance of patients' verbalizations with the therapist present in the group differed from verbalizations during group sessions when he was absent. It was also an attempt to determine whether the directing activity of an active therapist had an effect on verbal responses of individual patients over the course of leaderless

sessions.

There was an interesting sidelight in this study. During many of the early moments of leaderless group sessions, even though the members of the group knew that the therapist was recording the session and probably watching, comments were made that had never been made when he was physically present. Group members often discussed the therapist's personal habits and their displeasure over his absence. When one or more members of the group assumed the therapist's typical role of actively questioning other patients about themselves, the session seemed to run smoothly and favorable comments were made about the session afterward. If this did not occur, the group tended to flounder, with communication breaking down into several separate muffled conversations or dialogues. When group discussion did become relevant, they had difficulty following through on specific personal problems and would digress into abstract discussions of problem areas which may have been less threatening. Politeness was much greater during leaderless group sessions than with leader-present group sessions.

It was concluded that less problem-relevant responses were made in the therapist's absence although there was greater spontaneity on the part of group members. Over the course of leaderless group sessions, individual patients placed less emphasis on personal problems and became increasingly concerned with problems of other group members. Although there may be some validity to interspersing leaderless group

sessions in group psychotherapy, it appeared that, with the typical Veterans Administration hospital population, leaderless group psychotherapy would tend to result in a disruption of communication with conversation becoming superficial and irrelevant and of questionable therapeutic value.

UNWED MOTHERS

Kaufmann, P. N., and Deutsch, A. L. "Group Therapy For Pregnant Unwed Adolescents in the Prenatal Clinic," International Journal of Group Psychotherapy, 1957, 17:3, 309-320.

A combination of group therapy and group counseling, orientation and education was used not only with the patient but with her mother as well. The goal with the parent was educative, geared toward helping resolve antagonisms and hostilities in the family of the patient. Group treatment with the girls demonstrated the need of oral gratification for these emotionally deprived patients. Before, during, and after delivery an attempt was made to provide the patient with a corrective experience of having a parental figure who did not desert her. The positive results emanating from the attempt to control both the medical as well as the home environment encourages the utilization of these treatment methods with larger populations.

ART THERAPY—ADULTS

Vich, Miles A. And Rhyne, Janie, "Psychological Growth and the Use of Art Materials: Small Group Experiments With Adults," Journal of Humanistic Psychology, 1967, 7:2, 163-170.

The article described the use of art materials in an unstructured group of ten to twelve adults to increase self-awareness both for the individual and the group. Concentration is on "freeing expression, increasing sensory and body awareness, facilitating interpersonal communication, and clarifying personal identities." This activity differs from other art therapy in that subjects must be psychologically healthy.

MARRIAGE COUNSELING

Linden, M. E., Goodwin, H. M., and Resnik, H. "Group Psychotherapy of Couples in Marriage Counseling," International Journal of Group Psychotherapy, 1968, 18:3, 313-324.

The article described group therapeutic counseling as a clinical project over a twenty month period at the Marriage Council of Philadelphia. Eleven married couples in conflict were treated, with six couples being in treatment at any one time. Dual leadership utilizing male and female therapists were employed. Nine couples demonstrated improved functioning. One couple was divorced, with group sanction. One couple dropped out prematurely. It was concluded that the group approach was an opportunity for: (1) critical reality

testing in a benign social setting, (2) evaluation of socially compliant and noncompliant behavior with consensual validation, and (3) development of changed patterns of adaptation in keeping with ego ideals.

Chapter 4

SUMMARY AND PERSPECTIVES

The primary objective most commonly sought in the studies of group procedures in schools during the years from 1966 to 1968 was still the client's acquisition of increased awareness of self and others, with particular emphasis on covert affective processes; and the most frequently employed criterion continued to be improvement in school functioning. Many studies in group counseling were not performed directly in the school setting but were related in that much of the research concerned participants of school age, their parents or guardians, and was performed within an institution other than a school building. This school-related population included mentally as well as physically handicapped people, institutionalized personnel in hospitals and jails, outpatients in community mental health clinics, unwed mothers and juvenile delinquents. Many other multi-variant studies were performed in Veterans' Administration Hospitals accommodated by government finances and the accessibility of experimental and control groups.

Despite the abundance of articles reviewed, there was still no body of (Anderson, 1969) theoretically related knowledge on which the practice of group counseling could be solidly grounded. Although many of the studies were well-designed, there were few long-term treatment

studies, follow-up studies, or replication studies; they appeared to be small-scale efforts, relatively unrelated and provided only fragmentary evidence. Most groups continued to be assembled according to a single common factor such as age or a common problem such as low academic achievement. As previously stated this section was arranged according to the concerns a counselor might face when instituting and conducting a counseling group.

CLIENT SELECTION AND PREPARATION

Research reflected little interest in deliberately and systematically using client selection or client preparation as major independent variables. Available data suggested that people who are affectively oriented, flexible, highly motivated to change and sufficiently well-adjusted to interact rationally with others function well in counseling groups. Anderson (1969) stated that composing groups on the basis of predicted compatibility relative to preferred style of interaction appeared most promising.

OUTCOMES

Concerning those studies relating to achieving specified outcomes through counseling, Campbell and Dunnette (Anderson, 1969) suggested four simple standards for evaluating T-group experiences which, with minor modifications, could be applied to outcome research on

counseling groups. "The standards were (1) measures of clients which broadly sample goal-related behavior should be explicitly determined before and after the counseling experience, (2) measured client changes during the time that counseling occurred should be compared with similar, uncounseled persons, (3) effects of completing the evaluation instruments should be studied and (4) the nature of the treatment, the specific procedures used, should be spelled out explicitly in behavioral terms." Silver (1967) summarized that the extent to which its members can influence one another and by their subjective and objective freedom to internalize (to integrate or to reject) the influence of one another determined specific group outcomes.

Academic Performance

Attempts to improve the grade point averages of students were reported in many of the outcome studies, although few studies were found which approached the standards proposed by Campbell and Dunnette. There was contradictory evidence supporting both leader-structured and group-structured method. Many researchers were of the opinion that variables other than academic test performance were concerned with significantly affecting the grade point average.

Attitude and Personality Change

Results of these studies (Anderson, 1969) indicated that anxiety (as measured by a test battery consisting of anxiety inventories,

observer ratings and self-reports) decreased significantly after the groups' desensitized treatment as compared with anxiety scores during the previous semester when no treatment was provided. In some cases, the desensitization groups had a significantly higher mean GPA at the end of the semester than did the matched control subjects. College students indicated that it was the informal discussion used in connection with several studies rather than the desensitization procedures, which was responsible for the results.

Career Development

The appearance of a substantial body of theoretical and research literature on career development (Tennyson, 1968) produced few recent attempts to facilitate vocational planning through group counseling. Articles reviewed in the present study indicated that subjects in the experimental treatments were significantly more involved in information-seeking behaviors than control subjects and considerable individual variations were found.

Most educational and vocational counseling was tied to trait theory by emphasizing assessment of traits, such as intelligence, special aptitudes and interests in relation to the job requirements. Hewer (1968) depicted as deplorable the fact that many counselors had not utilized the insights and understandings of human behavior to their practice from a fairly limited and arid matching process to something human, alive and soundly based.

GROUP INTERACTION

The purpose of group interaction research was to classify systematically and to evaluate the communication occurring in a group. No factor permeated the counseling group more than the interaction among group members. It was the interactive-communication in a group which ultimately determined the outcomes. Research indicated that changes in group participants usually occurred when a high degree of genuineness, warmth and empathic understanding was being communicated within the group. The evidence also suggested that such changes were unlikely to occur in the absence of the communication of such relationship qualities.

General Systems

A number of attempts to assess systematically or to classify group interaction have been reported. Mann (Anderson, 1969) developed an interaction scoring system based on psychoanalytic theory and derived from observation of a review of relatively unstructured social psychology classes. It contained sixteen categories describing affective responses. The Hill Interaction Matrix (Anderson, 1969) is a two-dimensional system based on classification of verbal interaction and developed from observations of psychotherapy groups in a mental hospital. Dunnette and Campbell (Anderson, 1969) found that after six two-hour sessions of five-member T-group composed of college students

there was a significant positive correlation between the level of interpersonal communication, as measured by the Hill Interaction Matrix, and the increase in empathic understanding. However, most of the studies reviewed had not provided sufficient detail about treatment procedures to allow replication. Further, it was not possible to attribute specific outcomes to specific kinds of interaction because of the inadequate description of process and outcomes.

Sensitivity Groups

Foster, a Chicago Theological Seminary professor, defined sensitivity training as (Editorial, 1969) a loosely used term that also included forms of group dynamics, T-Group training, auto-criticism, human relations training, basic encounter groups, self-honest sessions, self-examination and human potential workshop. Included, also, was the study of the dynamics of change in society, and what it takes to maintain a group, a society, or an institution while at the same time bringing about change or innovation.

Carl Rogers has said that the encounter group (Shostrom, 1969) may be the most important social invention of the century. The group experience has invaded every setting—industry, the church, universities, prisons, resorts. Corporation presidents have become group members, along with students, delinquents, married couples, dropouts, criminals, nurses, educators.

Supporters of sensitivity training have said it is a form of

group experience that will make the individual lose his hangups, more of an individual, more aware of himself and his true feelings and more sensitive of the feelings of others. Detractors reported that sensitivity training becomes a form of group pressure and brainwashing that makes the subjects (Editorial, 1969) accept the lowest common denominator in morals, be vulnerable to antichurch and antifamily beliefs, destroys individuality and reduces people to vegetables unable to do anything but accept the group's orders. Those who took a middle view presumed that sensitivity training is good—if handled by a competent professional and if the persons involved are suited to such sessions and have no deep problems.

Snyder (Editorial, 1969) warned that sensitivity training could be potentially dangerous to teens. He believed that nobody, including psychiatrists, knows how to work with teen-agers. A teen-ager's identity was defined as very fragile and Snyder cautioned counselors to stick with communications skills and some basics of getting along with people.

Parents became concerned because of the strange reactions their teen sons and daughters had (Editorial, 1969) and worried about the intimacy that is called for by the sessions. They were even more concerned because a person has to "tell all" in such a session. Other parents said they believed that those controlling the sessions could thus control the minds and opinions of the children and mold them for

a cause.

The demand for group experience, under the broad interpretation of sensitivity-training groups, has grown so tremendously that there are not enough trained psychologists, psychiatrists, or social workers to meet it directly. It was this aspect of sensitivity groups that concerned Shostrom (1969). He stressed very emphatically that before entering a group one should determine whether or not the leader of the group has formal connection with reputable professions on whom the client can check. Shostrom (1969) also lamented that, in the past decade, humanistic psychology has "explicitly and implicitly de-emphasized therapy in the sense of curing or treating people who are, on the analogy with physical medicine, mentally sick." He advised that anyone can appropriate the humanistic vocabulary, set up shop as a lay encounter leader, and evade all professional and legal regulation by omitting psychological, psychiatric and therapeutic terms from his descriptive literature. To counteract this, Shostrom (1969) outlined a systematic one-year course for adults who want to become encounter-group leaders. He proposed that persons with such training call themselves facilitators and refer to their work in such a way to distinguish themselves from certified counselors who work in institutional settings and from licensed psychotherapists in professional practice.

GROUP DEVELOPMENT

Group development was the one area of small-group work in which theoretical modes abound but a solid empirical base was lacking. It was assumed that the patterns of interaction which develop in a counseling group will depend upon the group composition, leadership, style and expected outcomes; however, the precise nature of these variations in relation to those factors was yet to be studied.

LEADERSHIP STYLES AND GROUP STRUCTURE

The articles reviewed contained studies in which two or more "leadership styles" were compared or in which a particular mode of leadership behavior was used as an independent variable. The differences in styles ranged from variations such as group-centered versus leader-centered, to very specific variations such as conscious verbal reinforcements applied to different particular types of interaction. The amount of structure optimally provided by the leader was a subject of considerable controversy in group counseling--despite evidence from group dynamics which suggested that the need for structure in a group depended upon the situation. The weakness (Anderson, 1969) of most of these studies was in the researchers' vagueness about the specific procedures involved in the various treatments. The strength of these studies was in the researchers' attempt to test the differential effects of a given process variable on different kinds of clients.

Therapeutic gains in mental hospitals were attributed primarily to relationship qualities (genuineness, warmth, etc.) communicated by the group leader. The leader's use of these qualities to reinforce selectively the self-exploratory statements in counseling groups, (Anderson, 1969) increased the frequency of subsequent self-exploratory statements. These qualities also influenced improved personal and interpersonal adjustment (measured by personality inventories) and the length of time that patients spent outside the mental hospital during the following year.

Counseling with groups of high-school students, several studies found significant correlations between increased congruence of self-concept and the perceptions which group members had of the relationships offered by other group members. There were no correlations between congruence of self-concept and the member's perceptions of relationships offered by the counselor.

INNOVATIONS AND TRENDS

Human-encounter groups of various kinds and labels (Anderson, 1969) have become popular in churches, neighborhoods, schools, hospitals and businesses. Self-help groups such as Alcoholics Anonymous, Alanon for families of alcoholics, Alateens for children of alcoholics, half-way houses for alcoholics, Synanon a half-way house organization for narcotics users, Recovery, Inc. for former mental patients and

excessively nervous people and TOPS for weight-watchers are examples of groups which used a variety of group procedures.

Humanistic Psychology was substantiated (Anderson, 1969) by concepts and experiences designed to stimulate man to a greater sense of his own existence in relation to that of others. These concepts require a re-evaluation and/or a re-application of the traditionally accepted scientific methods used in empirical research.

A conventional innovation (Anderson, 1969) in group counseling and therapy was the marathon, in which groups met either continuously or with short breaks for twelve to seventy-two hours. These groups may be composed of people looking for relief from conflict and loneliness or of people who were essentially happy but were seeking new ways to enrich their interpersonal encounters and their own self-awareness. Bach (1967) has described marathon groups as the "most direct, the most efficient, and the most economical antidote to alienation, meaninglessness, fragmentation and other hazards of mental health in our lives."

PERSPECTIVES

It is to be expected that differences of opinion and some misunderstandings will emerge with the rapid growth of any field and group counseling is no exception. Differences in approach contribute to the growth of a field and no one would hold forth for exact

consistency, however, the strong emphasis for a definite model for research as reflected in the needs for future research indicate that perhaps a more modified approach to the problem might be feasible.

The following information is an attempt to present three distinct opinions of the approach group procedures research should entertain in the immediate future. The first is basically an empirical approach based on traditionally accepted research procedures; the second stresses that any counseling technique is intimately tied to the personality of the therapist; the third proposes that we question the function of our traditional definitions of theory.

Empirical Approach

There were indications (Anderson, 1969) that the field of group counseling was maturing; the amount of research activity increased rapidly, and there was liberal dissemination of information through professional journals. In the desensitization studies, the treatment procedures, the nature of the clientele and the outcomes were precisely specified. This represented a successful effort to replicate procedures and tighten research design; this effort was also evident in the operant conditioning studies. Solid evidence was accumulated that operant conditioning, desensitization procedures and the presence of accurate empathy, nonpossessive warmth and genuineness in a relationship tended to produce consistent, predictable outcomes with selected clients.

Group counseling needed studies that specified concrete, measurable goals for individual clients, detailed analysis of verbal and non-verbal communication which constituted the treatment, and a variety of appropriate criteria. The formulation of general principles (Anderson, 1969) about group counseling still needed the use of identical treatment procedures in different settings with different clientele, as well as multivariate approaches which compared several treatment procedures in similar settings with similar clientele. Immediate and long-term treatment effects must also be studied.

Despite Gundlach's (1967) conclusion that "there is no simple, universal patient; there is no universal treatment named group therapy; and there is no simple, wonderful, universal outcome measure," many studies still seemed to be searching for (Anderson, 1969) "the truth." In many studies researchers contributed little or nothing to the pool of knowledge about group counseling by using inadequate, non-operational descriptions of treatment procedures (Anderson, 1969) and single criteria such as a GPA. Anderson further stated that there was a common failure in most studies to specify why the treatment that was used should be expected to produce the predicted outcomes with the particular clientele studied. Few efforts were made to study the differential effects of treatment procedures on different clients.

The research indicated that theoretical models, broad enough to cover counseling theory, group dynamics and the humanities need to be

formulated. Research methodology must be developed to test these models. Since it was doubtful that sufficient experimental data could always be provided in natural settings, the most promise for the future (Anderson, 1969) appeared to be institutional collaborative research that is based on these theoretical models and within which small coordinated research can be conducted.

A Counseling Technique (Attitude)

In the pursuit of more useful counseling theory Patterson wrote (Laughary, 1968) that it might be advantageous to hold off on certain basic assumptions—frequently stated as established principles. The counseling process cannot be mechanized, routinized, simplified, or controlled in the sense of programming or objective, planned manipulation of rewards in terms of expressed interest and concern. The most commonly expressed rationale for this viewpoint was that the therapist's behavior is only effective when it is sincere and spontaneous, not when it is a contrived technique. Again Patterson stressed that the evidence seemed to point to the establishment of a particular kind of relationship as a crucial element in counseling or psychotherapy. It was a relationship characterized not so much by what he is, not so much by what he does as the way he does it.

Other authors (Strupp, 1969) believed that any counseling technique was intimately tied to the personality of the therapist. Counseling techniques were not purported to exist in the abstract nor do

counselors choose a technique form on the basis of "scientific evidence." Clients and counselors reportedly select each other, and where the match is deficient, therapy is likely to be deficient.

It is a relatively simple task to point up differences of opinion regarding the nature and operation of groups and to recognize and expound upon variant philosophies dealing the counseling process. It becomes far more difficult but no less essential for the counselor to recognize and assume responsibility for his own values and biases and the way these operate to influence the relationship between himself and another individual or group of individuals.

To this extent, one cannot conceive of counseling as a series of techniques to be imposed upon individuals (Gawry and Brown, 1965) for the attainment of certain desired goals. Respect for and acceptance of others are not conditions which can be turned whimsically off and on. Faith in the innate ability of man to be self-directing and self-actualizing cannot be merely ingredients existent during a particular kind of encounter. They must be lived, they must be expressed, and they must be real and genuine. Only then can they be communicated.

Gawry and Brown (1965) described counseling as an attitude, not a technique, a way of looking at and living with people rather than a method for manipulating them; a way of life rather than a performance. They suggested how attitudes of the counselor influenced the nature of the counseling process, whether individual or group, and affected the

outcomes of the encounter. Techniques were secondary to this.

Counseling as an attitude was considered as nonpossessive love for another individual. Carl Rogers has referred to this quality as an "unconditional positive regard" for another. This helping relationship was one in which the counselor had as his primary goal the promotion of a richer and fuller self-awareness and self-realization of the other person, the client.

While techniques may be considered to be effective implementors of existing attitudes within the person of the counselor, they become but mere hollow physical attempts when what is said or done by the counselor is not congruent with his inner beliefs. Belief in man's innate capacity to self-actualize and to grow cannot be conditional.

Much of the literature (Strupp, 1969) in the area of groups reiterated that it does not necessarily follow that an effective individual counselor will be an effective group counselor. However, if the counselor communicated an attitude of regard for a client in the one-to-one relationship, why must he be less effective in communicating such an attitude in group relationship; trusting that the members have the potential for incorporating and subsequently communicating similar attitudes? While it was recognized that the group counselor must possess certain skills and have an understanding of group dynamics, the apparent inability to function in a group setting would seem to be a function of his personal biases and needs rather than merely a

manifestation of an accepted principle.

Philosophical View of the Theory of Counseling

Definitions of science and theory have traditionally guided our professional progress. We tend to adjust our new ideas to definitions and standards described by others as professionally appropriate. And we tend to discredit or disregard ideas which do not "follow the rules" of scientific inquiry or theory. Chenault (1968) claimed that many of the commonly accepted definitions which set our standards may be questioned. She suggested that the philosophical premise of syntony would be instrumental in illustrating that many of the commonly accepted assumptions which set our standards were not necessarily so and how the broadening of such assumptions may encourage more activity in theory development. In order to challenge our present tradition in counseling theory and broaden the current perspective, the philosophical premise of syntony suggested the inclination to transcend traditional polarities; to be less eager to make good-bad judgments and to discard absolute habits of thinking. Further explaining her views, Chenault (1969) proposed that (1) research in counseling and counseling practice do not generally make explicit their roots in counseling theory, (2) this lack of connectedness to theory may represent a weakness in our theories for failing to be useful and (3) that this fault may be a function of our current definitions of theory. Basic value assumptions must be made explicit before counseling theory and research can become

meaningful for counseling practice. It should be repeated that syntony is not intended to be a theory, but a philosophical premise from which different counseling theories or rationale can grow.

The assumption stated by Anderson (1969) that the failure of most studies to be able to predict clientele behavior which made them unacceptable for research is questioned by Chenault. Her suggestion was that syntonic premises would challenge the traditional view of psychology of assuming prediction as its purpose; to accept prediction as a purpose implied control as an ultimate goal. Traditionally we predicted in order to control something (usually behavior) with the prediction. But if one's goal was not to control behavior, the importance of prediction would disappear or diminish. If the counselor's ability to predict his client's behavior was seen as irrelevant to the client's growth (Chenault, 1968) our current notions about definition, purpose and usefulness of theory acquire a new perspective. Whether one individually accepts such philosophical view is not the point. The point is that theory's purpose need not always and necessarily be to lead to the prediction and control of behavior.

Kagan (1966) supported this view when he questioned whether the typical criterion of group effectiveness was not somewhat unrealistic; was it necessary to conclude that research was a failure because grade point average and basic attitudes did not consistently and significantly change. Perhaps group counseling could be considered effective

if personal insight and/or the ability to communicate one's feelings were the pertinent criterion.

Strupp (1969) inferred that one of the perennial stumbling blocks in evaluating different forms of counseling or therapy was the criterion problem. In medicine a reasonable consensus was achieved of what constitutes illness and health. Furthermore, one had recourse to such objective measures as blood count or an X-ray. No such criteria existed in counseling and psychotherapy, and to invoke the health-sickness analogy was particularly misleading. In counseling both the initial assessment or a "problem" as well as the resulting changes involved value judgments, on which people inevitably differed. This issue was often neglected in the current research. One may not like an opponent's criteria, but one cannot prove the superiority of a given therapeutic approach by superimposing a different set.

For example, Grade point average may be a socially significant, objectively quantifiable, convenient measure of academic success, but it is inadequate as a single outcome criterion. Many kinds of academic learnings are not reflected in the GPA which suggests that GPA should only be used as one of several criteria of academic success. To lump together the various behaviors that contribute to GPA as suggested by Anderson (1969) precludes the investigation of the specific behaviors which may be affected by the treatment.

Another assertion made by Chenault (1968) was that scientific

explanation in the human sciences has traditionally meant that behavior was explained by describing common causes. "If one questions the necessary cause-effect assumptions of Aristotelian thinking, scientific explanation may need to assume some broader meaning than definition and description of causation." Chenault emphasized that turning the reality of disorder, unpredictability and accusation into manageable proportions is not discovering truths. It is pretending that the discovery of truths about human behavior is amenable to our present methodology.

The traditional view of the purpose of theory to describe or explain human behavior also came under Chenault's examination. She contended that man's essence was only partly his behavior even when behavior was defined broadly. Counseling must be concerned with more than change of behavior—it must be concerned with the whole of man's existence. Knowledge of man was more than an accumulation of scientific data. It included a broader sensitivity to existence than the seekers of empirical evidence suggested. Subject matter should have included more than man's behavior; it should have included man himself.

Chenault concluded that a number of distinctly different philosophical and theoretical positions can be syntonetic as long as they are not built upon assumptions of absolutism. "We must not assume too quickly that others' ideas are somehow less respectable if they appear to be illogical—the difficulty may lie in our absolute definition of

logic; if they appear to be inconsistent—the inconsistency may lie in our perceptions; or if they appear to be unscientific—our definitions of science may be inadequate. The value of syntonic perceptions lies in the opinion of our awareness and vision to the infinite possibilities lying outside the assumptions of our traditions."

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