*TRAINING COUNSELING SKILLS: AN
EXPERIMENTAL ANALYSIS AND SOCIAL VALIDATION*

PAULA L. WHANG, R. KAY FLETCHER,
AND STEPHEN B. FAWCETT

THE UNIVERSITY OF KANSAS

A community development perspective suggests the value of using local resources to solve local problems. Two low-income staff of a community service center served as nonprofessional counselors after receiving a training program consisting of written instructions, practice, and performance feedback. The effects of the 40-hour training program were positive for both counseling and problem-solving skills. There was also evidence of generalization of counseling performance across clients, problems, and time. In addition, expert judges' ratings of performance were obtained as a measure of social validity. These findings suggest that the training procedures are effective in enhancing the counseling and problem-solving skills of low-income nonprofessionals.

DESCRIPTORS: community psychology, counseling, problem-solving skills, low-income adults, social validation

Community psychologists (e.g., Bloom, 1977; Iscoe, 1974) and mental health experts (e.g., President's Commission on Mental Health, 1977) have stressed the advantages of replacing a traditional "deficits" approach with a "strengths" approach in community development. The deficits approach identifies deficiencies in communities and remediates them with resources from outside the community. The strengths perspective (Rappaport, 1977) builds on existing resources, using primarily local re-

sources for community development. The use of residents of low-income communities as counselors is one application of the strengths approach.

Local residents in community programs have taken many roles, including: peer teachers in adult education programs (Fletcher & Fawcett, 1978), information and referral agents (Mathews & Fawcett, 1979), active participants (Briscoe, Hoffman, & Bailey, 1975) and leaders (Seekins, Mathews, & Fawcett, in press) of community board meetings, public speakers for a neighborhood service center (Fawcett & Miller, 1975), speech therapists (Bailey, Timbers, Phillips, & Wolf, 1971), and academic tutors (Johnson & Bailey, 1974). They have also been used in counseling and helping positions (Brager, 1965; D'Augelli, Vallance, Danish, & Young, 1981; Hallowitz & Riessman, 1967; Reiff & Riessman, 1965). Low-income nonprofessionals might be effective counselors since they may share problems of living with their low-income neighbors who seek help (Hallowitz & Riessman, 1967).

Training programs to enhance helping skills have been developed for college students, professionals, medical students, and hospital person-

This study is based on a thesis submitted by the first author to the Department of Human Development, University of Kansas, in partial fulfillment of the requirements for the MA degree. The preparation of this manuscript was supported, in part, by the Community Development Program of the Center for Public Affairs at the University of Kansas, of which the researchers are a part. The authors thank Leslie E. Borck for her contributions to the development of the counseling procedures, Montrose M. Wolf, Todd R. Risley, James A. Sherman, and Jan Sheldon-Wildgen for their helpful comments on an earlier draft of this manuscript, and Bessie Nichols, Barbara Thompson-Lown, and the entire Penn House family for their participation in the study. Reprints may be obtained from either P. L. Whang or S. B. Fawcett, Department of Human Development, University of Kansas, Lawrence, Kansas 66045.

nel (Carkhuff, 1969; Carkhuff & Truax, 1965a, 1965b; Danish & D'Augelli, 1976; Danish, D'Augelli, & Brock, 1976; Danish & Hauer, 1973; Ginsberg & Danish, 1979; Ivey, 1971; Moreland, Ivey, & Phillips, 1973). Although little is known about maximizing the qualities of low-income helpers, the counseling literature suggests the importance of such helping skills as communication skills and problem-solving skills. Communication skills such as reflecting statements are used by counselors to evaluate their comprehension of clients' statements (Carkhuff, 1969; Ivey, 1971), and other verbal behaviors (e.g., question asking, summarization statements) may allow the counselor to obtain information from the client (Danish & Hauer, 1973; Ivey, 1971). A problem-solving format may aid in the analysis of problems and alternative solutions (Goldfried & Davison, 1976). Finally, counselors can be trained in methods to begin and end a counseling session (Ivey, 1971). These training procedures might be useful for low-income nonprofessional helpers working in community centers.

The purpose of this study was to evaluate training procedures designed to teach counseling and problem-solving skills to low-income nonprofessionals. This research was an extension of a study with college students by Borck, Fawcett, and Lichtenberg (1982). Generalization of the effects of the procedure to low-income indigenous counselors was examined in this study. In addition, generalization to counseling sessions involving actual low-income clients was also assessed. Ratings by expert judges of the counselors' performances were obtained to assess the program's social significance.

METHOD

Trainees and Setting

The trainees were two low-income female staff members at Penn House, a neighborhood service center in Lawrence, Kansas. Penn House is run by and for low-income adults and their families. Both trainees were high school grad-

uates, and had been employed at Penn House for at least 4 yr as full-time staff members. The trainees received a CETA (Comprehensive Employment and Training Act) contract to learn counseling skills as part of their public service employment training. Neither trainee had received previous training in counseling.

The training procedures came at the request of the staff and Executive Board of Penn House. Before this study, clients who came to the center for emergency food, free clothing and furniture, and information about other needed social services, were usually referred to other agencies if they wished to discuss any problems that they were having. The infrequent "counseling" usually took the form of offering advice as to what the client should do about his or her problem.

The counseling training office contained a desk, two chairs, and writing materials. The chairs were arranged so that the seats were at right angles to each other and near the same corner of the desk. Evaluation sessions and generalization sessions were conducted in an office where future counseling for the center's clients would be provided.

Observation

Scripted role play evaluation sessions (Fawcett, Mathews, Fletcher, Morrow, & Stokes, 1976) served as the framework for observing trainee performance for nine of the sessions, with actual clients present for the remaining sessions. Due to ethical concerns about the possible harmful side effects of the assistance provided by the trainees before training, actual clients were not used during all sessions. During the role play sessions, a trained confederate played the part of a client and followed prepared scripts. The scripts for nine evaluation sessions were based on the problems of living often experienced by low-income persons.

Each script described a general problem situation (Table 1) and contained three probe statements for the confederates to provide during the session. The probe statements were included to observe the trainee's response to three kinds of

situations: a change in the client's verbal behavior (e.g., long pauses, sudden laughter), a change in the client's nonverbal behavior (e.g., body movements), and a discrepancy between the client's verbal and nonverbal behavior (e.g., saying one is not scared in a trembling voice). For example, one probe instructed the confederates as follows: "Shake your foot back and forth quickly and say, 'Oh, I really don't care any more.'" To make the situation natural, the confederate was free to make up any additional information about the problem situation during the session. Each script was assigned randomly to one of nine scripted evaluation sessions with both train-

ees experiencing the same situation for a particular session. No feedback was provided following an evaluation session. All evaluation sessions were recorded using an audiotape recorder.

Trainee behaviors were divided into three categories: counseling session behavior, reflection statements, and problem-solving behaviors. Counseling session behavior consisted of three responses for opening a session and five responses for closing a session. The occurrence or nonoccurrence of each response was scored using a checklist and detailed response definitions. (These definitions for the counseling sessions, reflection statements, and problem-solving behavior categories are available for the cost of reproduction from the authors, Department of Human Development, University of Kansas, Lawrence, Kansas 66045.)

A reflection statement was defined as "... a feeling or noticing statement about the client's verbal or nonverbal behavior. The statement should begin with an appropriate initial phrase such as 'I noticed you. . . .' or 'You sound like. . . .' " For example, "I noticed that you paused for a long time after you said that." Reflection statements were scored during the problem discussion, the analysis of the alternatives, and the three probe statements made by the confederate client. During the generalization sessions, reflection statements were scored during the problem discussion and the analysis of each alternative. Reflection statements were scored as an occurrence if at least one statement was made during each of the identified situations according to the definition's requirements.

Problem-solving behaviors consisted of 13 responses (Table 2). The occurrence or nonoccurrence of each response was scored using a behavioral checklist.

A trained observer scored the occurrence or nonoccurrence of each trainee target behavior from audiotapes. Reliability checks were taken by a second observer, who scored the tapes at a different time. Interobserver agreement was measured for the counseling behaviors and problem-solving categories by an item-by-item com-

Table 1
Problem Situations Used for Evaluation Sessions

1. Your 14-yr-old son has left home and will not return unless legally forced to. You do not want to impose the law on your son, but you want him to return home.
2. Your 3-yr-old daughter and 4-yr-old son just don't get along together. Your husband makes little or no effort to remediate the situation.
3. Your new husband doesn't get along with your 5-yr-old son from your first marriage.
4. You are unable to get your 13-yr-old daughter to do her house chores and you don't know what to do.
5. You are unable to make your monthly social security check of \$100 stretch far enough to cover your family expenses for your 10-yr-old daughter, 8-yr-old son, yourself, and your monthly bills.
6. The house you have been renting has several leaks in the roof, the plaster is cracking severely, and the front door doesn't stay closed. You've talked to your landlord, but he won't fix anything. You need help in figuring out what to do with your housing conditions.
7. You are not receiving your child support payments from your ex-husband. You have heard that he has left the state and now you don't know how you can get him to pay.
8. You just found out that your friend's daughter, Sue, is lying to her mother about her whereabouts. You've had conversations with your friend about Sue's activities and then see Sue out doing something else. You don't know what to do.
9. You just broke up with your boyfriend and you want to get back into the social life of a single person. You haven't tried anything yet. You are not upset or disturbed in any way over the break-up. You are more concerned about how you are going to get back into the "swing" of things.

Table 2

Target behaviors for counseling session and problem solving categories.

I. COUNSELING SESSION BEHAVIORS

A. Opening a Session

1. Invite client into office and ask to sit down.
2. Exchange initial greetings.
3. Explain confidentiality.

B. Closing a Session

4. Make a summarization statement at the end of the session.
5. Request any other questions.
6. Offer future help.
7. Request feedback on outcome of current problem.
8. Make final greeting and walk client to the door.

II. PROBLEM-SOLVING BEHAVIORS

1. Ask an open-ended question to state the problem.
2. Define the problem.
3. Explain the problem-solving process.
4. Request alternative solutions from the client.
5. State counselor's alternative solutions.
6. Make a summarization statement of the identified alternatives.
7. Request additional alternatives.
8. Analyze the consequences for each alternative.
9. Request an evaluative statement for each alternative.
10. Select the best alternative(s).
11. Determine the client's satisfaction with his or her choice.
12. State support for the client's decision.
13. Ask if help is needed to act on decided alternatives.

parison of the scoring for each response. For the reflection statements category, an item-by-item comparison of occurrence of reflection statements for all opportunities was scored. Opportunities occurred during the discussion of the problem, after each probe, and during the analysis of alternatives in the problem-solving sequence. Reliability was calculated by dividing the number of agreements by the number of agreements plus disagreements times 100. Reliability averaged 91% (with a range of 75% to 100%) for the counseling session category; 97% (with a range of 88% to 100%) for the

reflection statement category; and 100% agreement for the problem-solving category.

Counseling and Problem-Solving Procedures

The counseling and problem-solving training procedures were developed for community and social service workers (Borck & Fawcett, 1982). The procedures contained three major components: written instructions, audiotapes of criterion performance, and a problem-solving card file which provided a list of everyday problems, alternative solutions, and likely consequences to the alternatives (Borck & Fawcett, 1982). The procedures were designed to teach active listening, question-asking, reflection statements, summarization statements, problem-solving, and beginning and ending a counseling session.

The textbook used an instructional format that included written instructions, study guides, situational examples, and structured practice and feedback (Fawcett & Fletcher, 1977; Fawcett, Fletcher, & Mathews, 1980; Mathews & Fawcett, 1977). The written instructions specified the skills to be trained, the conditions in which to use the skill, and rationales for using the skill. Study guides were provided to enable the trainee to evaluate her acquisition level. Situational examples were used to illustrate usage of the skill. Practice role play situations allowed the trainee to practice the skill and receive feedback on her accuracy.

The trainee was introduced to one skill at a time. Introduction to a skill began with a rationale and demonstration from the experimenter. The trainee then read the written instructions. Accompanying the written instructions were audiotaped exercises that provided examples of appropriate and inappropriate counselor behaviors and exercises allowing the trainee additional opportunities to practice the specific skill. Next, the trainee reviewed the study guide questions and answers for the chapter. After all questions were answered correctly in the presence of the experimenter, the trainee and the experimenter participated in practice role play situations.

During practice role play situations the trainee played the role of the counselor and the experimenter played the role of the client using a prepared list of problems. The trainee received praise and corrective feedback on her performance. When the trainee and the experimenter were satisfied with the trainee's performance of the skill (usually after mastery was demonstrated in two consecutive practice sessions), practice role play sessions were terminated and criterion tests were conducted.

Criterion tests for each of the skills were conducted similarly with different problems than those used in the practice role play situations. No praise or feedback was provided. During this time, the trainee was expected to demonstrate the skill for two consecutive sessions at 100% accuracy before being allowed to proceed to the next skill.

Generalization Training

On completion of formal training, the trainee participated in additional complete counseling sessions with different confederates and different problems. The purpose of these sessions was to enhance the chances of generalizing their newly learned behaviors to other clients and problems (Stokes & Baer, 1977). On completion of training for the complete counseling repertoire, the trainees were instructed to conduct an entire counseling session with each of four confederates. The trainees were not informed as to the reality or fictitiousness of the confederates' problems. All generalization training sessions were audiotaped. After the session, the trainee reviewed the audiotape of the session with the experimenter providing praise and corrective feedback. Generalization training continued until the trainee said she felt comfortable with the diversity of clients and problems and when she had performed approximately 90% of the behaviors for two consecutive sessions.

The entire training program involved daily meetings of 1.5 h with the trainee and the first author. The average length of studying time for

the trainee was 16 h (with a range of 14 to 18 h). The average length of training time required with the experimenter/trainer was 26 h (with a range of 23 to 29 h). Thus, total training time averaged 42 h.

Experimental Design

The effects of the training procedures were analyzed using a multiple baseline design across trainees (Baer, Wolf, & Risley, 1968). A separate analysis was conducted for each of the three categories which included counseling session behavior, reflection statements, and problem-solving behaviors. The experimental design consisted of the following three conditions:

Baseline. The performance of each trainee was observed for each of the three categories in simulated counseling sessions for both trainees. No praise or specific performance feedback was provided.

Training for Bev. After the third evaluation session, the training procedures were administered for Bev.

Training for Brenda. After the fifth evaluation session, the training procedures were administered for Brenda. Again, subsequent observations of trainee performance in each of the three categories were conducted for both trainees.

Generalization Evaluation Sessions

Generalization evaluation sessions measured the trainee's performance with actual clients (Table 3). Each trainee completed two generalization sessions before training and at least one session after training. These sessions were videotaped with the prior permission of the clients and the trainees. Six east Lawrence residents, four females and two males, volunteered to serve as clients. Free professional counseling services were arranged for clients who might be unsatisfied with the performance of the trainee or with the outcome of the session. No such requests were made by the clients.

Table 3

Problems presented by actual clients during generalization and follow-up sessions.

Problems Presented to Bev

1. (Pre) The client's mother-in-law is showing favoritism toward the client's son. The client cannot get the mother-in-law to treat both the granddaughter and grandson more equally.
2. (Pre) The divorced client wants to see his children but cannot without creating tension between his ex-wife and her new husband. The client would like to see his children without causing hardship to his ex-wife.
3. (Post) The client's daughter-in-law constantly initiates verbal disputes with members of the client's family which results in a separation between her son and the other family members. The client would like to have the family interact more positively.
4. (Follow-up) The client needs money to buy a car.

Problems Presented to Brenda

1. (Pre) The client's retired husband stays at home and won't go out and participate in any kind of activities.
 2. (Pre) The client's daughter is in jail and the client doesn't know what to do or what will happen to the daughter.
 3. (Post) The client's friend takes the client for granted (e.g., borrows items without asking, makes plans without consulting with client).
 4. (Post) The client is having difficulty getting his bills paid on time.
 5. (Follow-up) The client is having difficulty paying her rent on a regular basis.
-

Follow-up sessions were conducted to measure the trainee's performance with actual clients 8 wk following training. Before each session, an experimenter helped the client identify one problem the client wanted to discuss in the 30-min session (Table 3). No other instructions, specific statements or scripts were provided for the client or trainee regarding the counseling session.

Reliability was computed for the generalization evaluation sessions. The percentage of agreement was 100% for the counseling session

category, 97% (with a range of 88% to 100%) for the reflection statement category, and 100% for the problem-solving category.

Ratings by Expert Judges

A social validation procedure involving expert judges' ratings was used to assess relationships between ratings and observed changes in the rates of occurrence of the specified target behaviors (Fawcett & Miller, 1975; Minkin, Braukmann, Minkin, Timbers, Timbers, Fixsen, Phillips, & Wolf, 1976; Wolf, 1978). The judges included one professional counselor, one community needs assessment specialist from a community mental health center, one assistant director from a local crisis intervention center, one therapist from a university-affiliated counseling center, and one counselor trainer from a local community service agency.

The five judges observed four randomly selected videotaped counseling sessions with actual clients, one for each trainee from both the pretraining and posttraining phases of the study. The tapes were presented in random order. The judges were not told whether a particular session represented a pretraining or posttraining counseling session. After viewing each videotape, the judges completed 7-point Likert-type rating scales (e.g., ranging from "very satisfied" to "very dissatisfied"). Ratings were obtained for the following dimensions: overall satisfaction with performance of the counselor, the flow of the session, the usefulness of the counselor, the quality of alternatives generated by the counselor, the counselor's understanding and sensitivity toward the client, and the appropriateness of the counselor's verbal and nonverbal behavior.

RESULTS

Primary Data

Figure 1 shows the effects of the training procedures on the target behavior for both trainees for scripted role play and generalization and follow-up sessions with actual clients. For scripted role play situations, the mean percentages of

occurrence for target behaviors during baseline and posttraining, respectively, were 27% (range of 13% to 50%) and 100% for the counseling session category; 0% and 82% (range 51% to 100%) for the reflection statements category, and 3% (range of 0% to 8%) and 91% (range of 77% to 100%) for the problem-solving category. For the generalization sessions, the mean percentages during baseline and posttraining, respectively, were 9% and 100% for the counseling session category, 0% and 75% for the reflection statement category, and 7% and 97% for the problem-solving category. An 8 wk follow-up observation with actual clients showed a mean performance of 100% for the counseling session category, 83% for the reflection statement category, and 88% for the problem-solving category. The posttraining levels of performance were higher than the pretraining levels for both trainees in all three categories during roleplay evaluation, generalization, and follow-up observations.

Ratings' Data

Table 4 displays the judges' ratings for qualitative dimensions of counseling performance. The judges' overall satisfaction with the counselors' performance showed a mean posttraining

Table 4

Expert judges' mean ratings for qualitative dimensions of counseling.

DIMENSIONS	RATINGS			
	Bev		Brenda	
	Pre	Post	Pre	Post
Overall Satisfaction	2.4	6.6	2.4	5.0
Flow of the Session	2.4	6.4	2.4	5.2
Usefulness	3.0	6.0	2.8	5.8
Quality of Alternatives	2.2	5.4	1.8	5.7
Counselor's Understanding	3.6	6.6	4.4	5.0
Counselor's Sensitivity	3.8	6.5	4.2	4.0
Appropriateness of Verbal Behavior	3.5	6.3	3.8	5.0
Appropriateness of Nonverbal Behavior	3.2	6.2	5.1	4.4

Fig. 1. Percentage of occurrence of target behaviors for the categories of counseling behavior (opening and closing sessions), reflection statements, and problem solving. Triangles represent trainee performance during generalization sessions with actual clients. Circles indicate trainee performance during the evaluation sessions. Squares indicate trainee performance during an 8-wk follow-up observation.

rating increase from 2.4 to 5.8 on a 7-point scale. Judges' ratings of the flow of the session (from 2.4 to 5.8), the usefulness of the counselor (from 2.9 to 5.9), and the quality of alternatives generated by the counselor (from 2.0 to 5.6) showed similar large increases. Mean increases of one point or more were observed for questions about the counselor's understanding (from 4.0 to 5.8), sensitivity (from 4.0 to 5.3), verbal behavior (3.7 to 5.7), and nonverbal behavior (from 4.2 to 5.3). Of the 16 responses required of each judge (i.e., eight qualitative dimensions for each trainee), 14 of the responses showed an increase following training.

DISCUSSION

These results suggest that low-income community service workers can be trained to improve counseling skills. These improvements generalized to sessions with actual clients, and were maintained in follow-up observations. These findings suggest that the counseling and problem-solving procedures are effective, generalizable to actual client situations, and sustainable over time. In addition, these findings are consistent with those of Borck, Fawcett, and Lichtenberg (1982) who used college students as trainees.

Critical to this study are data regarding social validity. This refers to the significance of the goals, appropriateness of the procedures, and importance of the effects based on the judgment of relevant observers (Wolf, 1978). In this study, the procedures were judged by "expert" observers other than the experimenters. Community mental health workers rated trainee performance in pretraining and posttraining counseling sessions with actual Penn House clients. Increases were observed in the judges' rating of "overall satisfaction with counseling performance," "flow of the counseling session," "usefulness," "quality of alternatives," "understanding," "sensitivity," "appropriateness of the counselor's nonverbal behavior," and "appropriateness of the counselor's verbal behavior."

These results suggest a positive relationship between the occurrence of specified counseling behavior and judges' ratings of evaluative dimensions of performance. In addition, consumers' mean ratings of 6.5 (on a 7-point Likert-type scale) for "overall satisfaction" and "usefulness" suggest that the procedures were satisfying and appropriate to the needs of intended consumers (Wolf, 1978).

Anecdotal reports made by the counselors after the study also suggest the significance of these procedures. Both counselors reported the continued use of the counseling skills. Some satisfied clients have used the counseling services repeatedly for different problems. Clients have indicated that the support, novel analysis of solutions, and careful listening were helpful. Those clients who reported on the outcome of their problems attributed at least part of their success to the counselor's help. Both counselors said that they listened and understood others more easily after receiving the training. One counselor even reported the successful use of these procedures with her daughter who was residing at a psychiatric facility at the time.

Since these helping behaviors have been used for decades by therapists, their training with indigenous nonprofessionals should be of interest. Although experienced therapists would not expect significant therapeutic change following such brief exposure to these helping behaviors, the question of the ultimate usefulness of these counseling and problem-solving behaviors remains. In view of the importance of this area (e.g., Rachman & Wilson, 1980) and the lack of evidence of functionality in this and other studies, the demonstration of the outcomes of longer-term exposure to such procedures remains an important area for future research. Clarification of whether daily living problems common to many low-income residents can be solved by counseling and other therapeutic interventions, or whether more fundamental changes in the economic and social system may be required (Kessler & Albee, 1975; Ryan, 1971), must await further research.

The use of indigenous nonprofessional counselors illustrates the strengths perspective in community psychology. The nonprofessional counselor might be particularly helpful for others in low-income communities. The counselor might more easily identify and interpret a client's problems and generate more realistic alternatives than a staff member from outside the community (Hallowitz & Riessman, 1967). Because of familiarity with the local culture, the nonprofessional might communicate more effectively with clients (Brager, 1965), so the client might be more willing to talk with someone from the neighborhood rather than an unknown professional counselor. The client might also learn of the counselor's similar problems and solutions, thereby realizing that the problem is not unique and that a feasible solution might exist (Reiff & Riessman, 1965). Finally, according to the "helper therapy principle" (Riessman, 1965), the nonprofessional might benefit personally (e.g., enhanced self-esteem, job satisfaction, psychological support) as a result of helping others. Thus, the use (and enhancement) of the helping capacities of the indigenous nonprofessional would appear to be an appropriate application of the strengths perspective in community psychology.

REFERENCES

- Baer, D. M., Wolf, M. M., & Risley, T. R. Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1968, 1, 91-97.
- Bailey, J. S., Timbers, G. D., Phillips, E. L., & Wolf, M. M. Modification of articulation errors of pre-delinquents by their peers. *Journal of Applied Behavior Analysis*, 1971, 4, 265-281.
- Bloom, B. L. *Community mental health: A general introduction*. Monterey, Calif.: Brooks/Cole, 1977.
- Borck, L. E., & Fawcett, S. B. *Learning counseling and problem-solving skills*. New York: Haworth Press, 1982.
- Borck, L. E., Fawcett, S. B., & Lichtenberg, J. Training counseling and problem-solving skills with university students. *American Journal of Community Psychology*, 1982, 10, 225-237.
- Brager, G. The indigenous worker: A new approach to the social work technician. *Social Work*, 1965, 10(2), 33-40.
- Briscoe, R. V., Hoffman, D. B., & Bailey, J. S. Behavioral community psychology: Training a community board to problem solve. *Journal of Applied Behavior Analysis*, 1975, 8, 157-168.
- Carkhuff, R. R. *Helping and human relations* (2 vols.). New York: Holt, Rinehart, and Winston, Inc., 1969.
- Carkhuff, R. R., & Truax, C. B. Lay mental health counseling: The effects of lay group counseling. *Journal of Consulting Psychology*, 1965, 29, 426-431. (a)
- Carkhuff, R. R., & Truax, C. B. Training in counseling and psychotherapy: An evaluation of an integrated didactic and experimental approach. *Journal of Consulting Psychology*, 1965, 29, 333-336. (b)
- Danish, S. J., & D'Augelli, A. R. Rationale and implementation of a training program for paraprofessionals. *Professional Psychology*, 1976, 7, 38-46.
- Danish, S. J., D'Augelli, A. R., & Brock, G. W. An evaluation of helping skills training: Effects on helper's verbal responses. *Journal of Counseling Psychology*, 1976, 23, 259-266.
- Danish, S. J., & Hauer, A. L. *Helping skills: A basic training program*. New York: Behavioral Publications, 1973.
- D'Augelli, A. R., Vallance, T. R., Danish, S. J., Young, C. E., & Gerdes, J. L. The Community Helpers Project: A description of a prevention strategy for rural communities. *Journal of Prevention*, 1981, 1, (6) 209-224.
- Fawcett, S. B., & Fletcher, R. K. Community applications of instructional technology: Teaching writers of instructional packages. *Journal of Applied Behavior Analysis*, 1977, 10, 739-746.
- Fawcett, S. B., Fletcher, R. K., & Mathews, R. M. Applications of behavior analysis in community education. In D. Glenwick & L. Jason (Eds.), *Behavioral community psychology: Progress and prospects*. New York: Praeger, 1980.
- Fawcett, S. B., Mathews, R. M., & Fletcher, R. K. Some promising dimensions for behavioral community technology. *Journal of Applied Behavior Analysis*, 1980, 13, 505-518.
- Fawcett, S. B., Mathews, R. M., Fletcher, R. K., Morrow, R., & Stokes, T. F. Personalized instruction in the community: Teaching helping skills to low-income neighborhood residents. *Journal of Personalized Instruction*, 1976, 1, 86-90.
- Fawcett, S. B., & Miller, L. K. Training public-speaking behavior: An experimental analysis and social validation. *Journal of Applied Behavior Analysis*, 1975, 8, 125-136.
- Fletcher, R. K., & Fawcett, S. B. An open learning center for low-income adults. *Educational Technology*, 1978, 18, 55-59.
- Ginsberg, M. R., & Danish, S. J. The effects of self-

- selection on trainees' verbal helping skills performance. *American Journal of Community Psychology*, 1979, **7**, 577-581.
- Goldfried, M. R., & Davison, G. C. *Clinical behavior therapy*. New York: Holt, Rinehart, and Winston, 1976.
- Hallowitz, E., & Riessman, F. The role of the indigenous nonprofessional in a community mental health neighborhood service center program. *American Journal of Orthopsychiatry*, 1967, **37**, 766-778.
- Iscoe, I. Community psychology and the competent community. *American Psychologist*, 1974, **29**, 607-613.
- Ivey, A. E. *Microcounseling: Innovations in interviewing training*. Springfield, Ill.: Charles C Thomas, 1971.
- Johnson, M., & Bailey, J. S. Cross-age tutoring: Fifth graders as arithmetic tutors for kindergarten children. *Journal of Applied Behavior Analysis*, 1974, **7**, 223-232.
- Kessler, M., & Albee & G. W. Primary prevention. *Annual Review of Psychology*, 1975, **26**, 557-591.
- Mathews, R. M., & Fawcett, S. B. Community applications of instructional technology: Training low-income proctors. *Journal of Applied Behavior Analysis*, 1977, **10**, 747-754.
- Mathews, R. M., & Fawcett, S. B. Community information systems: Analysis of an agency referral program. *Journal of Community Psychology*, 1979, **7**, 281-289.
- Minkin, N., Braukmann, C. J., Minkin, B. L., Timbers, G. D., Timbers, B. J., Fixsen, D. L., Phillips, E. L., & Wolf, M. M. The social validation and training of conversational skills. *Journal of Applied Behavior Analysis*, 1976, **9**, 127-140.
- Moreland, J. R., Ivey, A. E., & Phillips, J. S. An evaluation of microcounseling as an interviewer training tool. *Journal of Consulting and Clinical Psychology*, 1973, **41**, 294-300.
- President's Commission on Mental Health. *Preliminary Report on Prevention*. Washington, D.C.: U.S. Government Printing Office, 1977.
- Rachman, S., & Wilson, G. T. *Effects of psychological therapy*. Elmsford, N.Y.: Pergamon Press, 1980.
- Rappaport, J. *Community psychology: Values, research, and action*. Chicago: Holt, Rinehart, and Winston, 1977.
- Reiff, R., & Riessman, F. The indigenous non-professional: A strategy for change in community action and community mental health programs. *Community Mental Health Journal*, 1965, Monograph #1.
- Riessman, F. The helper therapy principle. *Social Work*, 1965, **10**, 27-32.
- Ryan, W. *Blaming the victim*. New York: Random House, 1971.
- Seekins, T., Mathews, R. M., & Fawcett, S. B. Chairing community organization meetings: An experimental analysis of the effects of behavioral instruction. *Journal of Community Psychology*, in press.
- Stokes, T. F., & Baer, D. M. An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 1977, **10**, 349-368.
- Wolf, M. M. Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 1978, **11**, 203-214.

Received March 4, 1981

Final acceptance December 29, 1981