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ABSTRACT
            Life skills are problem solving behaviors applied
appropriately and responsibly in the management of one's life. The
purpose of this book is to make available evaluation reports on the
use of the life skills course conducted by a variety of
organizations. Each evaluation study was based on a different
experimental design and in some cases the evaluation was done by the
implementer. The evaluation report on the course conducted by Mental
Health/Alberta represents one of the most thorough psychometric
evaluations of a life skills course to date. The reports in this book
indicate some of the variety of applications being made of the life
skills course: mental health, probation and housing. Since the
purpose of evaluation is to provide information to decision makers
whether they be potential adopters, adapters or developers, it is
appropriate that this book on life skills evaluation should include a
plan for re-developing the life course. (Author/PC)

EVALUATIONS OF LIFE SKILLS TRAINING

TRAINING RESEARCH AND DEVELOPMENT STATION
MANPOWER AND IMMIGRATION
PRINCE ALBERT, SASKATCHEWAN

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INTRODUCTION

Life skills are problem solving behaviors applied appropriately and responsibly in the management of one's life. Life skills training uses the techniques of behaviour rehearsal to teach these skills in five areas of life responsibility: self, family, community, job and use of leisure time.

The development of the first life skills course was undertaken by Saskatchewan NewStart in 1968 and the course was conducted experimentally in the winter of 1969. Saskatchewan NewStart evaluated that course and prepared a second version of the program. This cycle was repeated several times until the current edition was produced in 1972. In the course of this experimental testing some 400 adults experienced the entire course at Saskatchewan NewStart thus providing a substantial number for evaluating the program.

In addition to the evaluation of the life skills course conducted in Prince Albert by Saskatchewan NewStart many other evaluations were, and continue to be made. These evaluations, like the ones by Saskatchewan NewStart embrace many considerations including spontaneous student and instructor reactions; apparent impact of the course on student behaviour in the institution and the community; cost of conducting the course and other administrative considerations; and theoretical analyses of the course. Few of these evaluations have been published yet it is important for all who are interested in life skills training to have such information available to them. The psychometric evaluations of the courses conducted at Saskatchewan NewStart have been reported in some detail in Readings in Life Skills.

The purpose of this book is to make available evaluation reports on the use of the life skills course conducted by a variety of organizations. Each evaluation study was based on a different experimental design and in some cases the evaluation was done by the implementer. In two cases separate evaluations were done by implementers and evaluators. Unfortunately at the time of going to press it was not possible to obtain both sets of reports for publication. The completion of the report of the psychometric evaluation of the life skills course conducted by the Manitoba Probation Services has been delayed by changes in staff. It is hoped, however, to include the report in a subsequent edition of this book.

The evaluation report on the course conducted by Mental Health/ Alberta represents one of the most thorough psychometric evaluations of a life skills course to date. In addition to the data presented in this report the Association has examined the results of the course in terms of " the practical aspects of the situation regarding employment and other factors" not considered in the psychometric evaluation. The executive director, Mr. Walter G. Coombs, of Mental

Health/Alberta wrote "By far the greatest percentage of people who took the programmes made extremely good vocational adjustments or have pursued personal upgrading in skills that will enable their pursuit of employment.

"The video tape which Madeleine Dunkley (the life skills coach) did in a reunion also is very useful as an evaluative tool in the situation where the students themselves are evaluating what transpired as a result of the course. Since many of the people who were in the programme were ex-patients it seems appropriate to mention that although some of them did return for further treatment they had comments to the effect they were much more able to accept the treatment without degrading themselves and they attributed this to the Life Skills course. One of the students who graduated from the programme is now one of the most respected counsellors in the Drug and Alcoholism Abuse Commission Services. In general the escalation of this man's life situation is amazing.

"There are other specific instances which if measureable in terms of actual value to the community would more than triply pay for the programme."

The reports in this book indicate some of the variety of applications being made of the life skills course: mental health, probation and housing. There are many other programs, including manpower training, education, corrections, welfare, work activity, that use the course and it is hoped that evaluation studies will be forthcoming on these.

The purpose of evaluation is to provide information to decision makers whether they be potential adopters, adapters or developers. It is appropriate, therefore, that this book on life skills evaluation should end with a plan for re-developing the life skills course. The one plan included in the present edition is for the individualized life skills course to be developed by TRANDS as part of its Generic Skills program for manpower development.

The Training Research and Development Station would welcome additional reports on the evaluation of life skills training and on plans to develop new courses.

D. Stuart Conger
Director

LIFE SKILLS EVALUATION

Prepared by:

A. Riediger, Psychologist
Alberta Mental Health Services
Community Service Unit

November 26, 1973.

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LIFE SKILLS EVALUATION -- PRELIMINARY STUDY

I. ## DESCRIPTION OF LIFE SKILLS COURSE:

The Life Skills Programme was developed by Saskatchewan New-
start Incorporated, as part of its total programme which seeks
to develop and evaluate inovative methods for improving the
life situation of economically disadvantaged adults. The
following excerpts from a report on the Life Skills Course
are included to provide a general description of the course. *

"The Life Skills Course seeks improvement in personal compe-
tence in five general areas: Self concept and Interpersonal
Relations, Home and Family Life, Leisure Time Usage, Community
Rights and Responsibilities, and Employment. The course uses
lessons with an instructional model ... the general goal of
behavioural change is implemented by specially trained para-
professional coaches using the process of behavioural
oriented helping group with VTR playback and peer evaluation.

Life Skills are defined as Problem Solving Behaviours appro-
priately and responsibly used in the management of personal
affairs. As Problem Solving Behaviours, Life Skills liberate
in a way, since they include a relatively small class of
behaviours usable in many life situations. Appropriate use
requires an individual to adapt the behaviours to time and
place. Responsible use requires maturity or accountability.

Many of the activities of the Life Skills Course take place
in a learning/helping group composed of ten to fifteen students
and their coach. The coach with his special training in tech-
niques appropriate to the course, has skills which he uses to
develop the learning situation described in the lesson, the
Fundamental Life Skills Unit. While there are sixty lessons
available in the course as written, the actual number used
in a particular setting depends in part upon the requirements
and needs f the students.

* Warren, P.W., Himsl, R. Martin, M.J.; a preliminary report
of the effects of the Life Skills course on personality and
attitude measures, Saskatchewan Newstart Incorporated, Prince
Albert, Saskatchewan (summary of the longer paper presented
at the first annual conference of the Saskatchewan Educational
Research Association, October 29, 1971).

The course provides a pre-planned set of experiences in which the students apply problem solving techniques to the problems suggested by the five Life Areas ..... however, the students bring to the Life Skills group an array of personal problems unique to them.

The course is structured so that it passes through five phases .... based upon a problem solving model where each phase draws its title and organizing principle from a corresponding phase in the problem solving model: recognition of a problem, definition of a problem, choice of alternatives and solutions, application and evaluation. The focus and evaluation of the lessons shift from the self and the learning group at the beginning to other areas of life towards the end.

The Life Skills lessons seek to combine techniques of counselling with techniques of information transmittal and behavioural skill training."

Warren, et al list eleven factors which reduce the probability of success of the Life Skills course for Newstart participants:

(1) Adult students have many prior years of a set way of life and accumulated and reinforced ineffective behaviours.

(2) The students are usually, at Newstart, not self-selected, i.e., they are non-volunteers for the Life Skills Course.

(3) The students have, for the most part, low verbal-cognitive skills and interests; they are low in socio-economic-educational status; they have low social-emotional health; they have long standing multiple problems.

(4) The aim of the course is to change the behaviour of students in areas of life highly resistant to change since they imply and require changes in self-concept and long standing habits of thought, feeling and action.

(5) The changes must not be confined to training but must transfer to the lives of students outside and after training, it may be ineffective or non-transferable to other settings due to the different reward/punishment contingencies. In other words, it might be necessary to change the total interpersonal context of the student to achieve the desired goal.

(6) The amount of control the training setting has over the students is rather low when compared to the students' general life situation. In general, the context within which training takes place requires a reliance on "intrinsic" reward and motivation and a better, more effective strategy would be to initially rely on "extrinsic" motivation (i.e. control the reward/punishment contingencies in training) and then phase into the "intrinsic" or self-rewarding methods. Unfortunately, the level of functioning of the typical student is so low that his behaviour is more likely self-punishing. To break this vicious cycle, it may be necessary to apply considerable more control over the reinforcement contingencies than is thought desirable in the usual training setting.

(7) Minimally trained people have been used to implement course objectives which have eluded many highly trained helping professionals.

(8) At best, the course, as described in the model and the lessons, has had a 50% implementation. The last revision of the course has just recently been done, and so a final version, with all the required resources for the coach, will soon be available incorporating changes based on wide experiences.

(9) The course runs for three hours per day for approximately four months. In this time it tries to modify, in significant and fundamental ways, a life time of mislearning and error.

(10) To the extent a typical school-learning model is used it will fail. The model must be behaviour change. Thus, trying to deal with all problems in all areas of life will lessen the possibility of producing a fundamental change in some areas for some students. There is a danger of trying too much instead of focusing on one problematic area.

(11) Since Saskatchewan Newstart is in the business of developing and trying programs, the Life Skills Course implementation has suffered from the requirement to try out every lesson so that it may be observed, whether or not the lesson is relevant to students.

Warren concludes, "Given the above considerations, what evidence is there that the course does anything?" Warren answers this question by stating, "There is evidence in the form of testimonials of the efficacy of the course in some areas. However, for many of the course objectives the evidence is slight or absent..."

II.   APPLICATION OF LIFE SKILLS TO VARIOUS SETTINGS:

Warren, et al, 1971, state that the Life Skills Course is being applied to a great variety of settings. A French version is being tried in New Brunswick. The course is being used in most provinces and territories on a demonstration basis within the Canada Manpower Training Program. It is being used with hard core welfare recipients in British Columbia and Saskatchewan. A Life Skills Course for adolescents is being prepared for the West-Brandt Foundation of Louisiana. Teachers are being trained to offer the Course in schools in Saskatchewan, Manitoba and Louisiana. The Canadian Penitentiary Service has obtained a plan for conducting the Course in correctional institutions. In Edmonton, Mental Health/Alberta (M.H.A.) is providing the course for former psychiatric patients.

The Life Skills Program offered by M.H.A. has generated considerable interest on the part of numerous Mental Health and Social Service agencies and programs in Edmonton. Introduction of a similar program in a variety of settings is being considered, depending on the results of the present program. Consequently, there is a real need for an objective evaluation of the present Life Skills program. This need is compounded by the lack of sufficient evaluative research regarding the effectiveness of the Course in "Non Mental Health" settings.

III.   DESCRIPTION OF MENTAL HEALTH/ALBERTA LIFE SKILLS

Rationale

Mental Health/Alberta is conducting the Life Skills Course on an experimental basis. The decision to conduct this program was based on the following rationale: "Association policy clearly recognizes that operation of treatment programs for the mentally ill is not within our jurisdiction but rehabilitative programs (where they are useful and part of a network

of services in the community) are a function appropriate to the association.

Life Skills is not a therapy but rather a rehabilitative program using a teaching model to help people explore and learn (through an experimental process) more effective alternative methods of resolving problem situations.

Many of the psychiatric casualties being discharged from psychiatric institutions lack these skills and this was a source of many of their continuing difficulties.

It was also our view that many of the people at risk in our community that were in need of or intermittently using counselling services, social assistance, etc., were encountering difficulties as a result of never having learned these life skills. In this sense, we viewed it as a preventative program. Mental Health/Alberta undertook the development of the program because of its conviction that Life Skills was precise, well researched and dealt with basic skills. They also felt the program was more useful in a community setting and had potential for people from a wide spectrum in our community." **

Selection Criteria

*** The first eight points are considered essential criteria ***

1. Student acknowledges and sees need to improve the methods by which he handles day to day problems.

2. Student makes the commitment to try and improve in coping skills.

3. Relatively free from interfering behavior that would distort or prevent assimilation of information exposed to them.

4. Has had in or out patient care for emotional problems.

5. Has some helping professional who is prepared to deal with counselling and medication needs.

**   Mr. Earl Beck - Personal communication.
***

6. Minimum age - 17 years.

7. Some evidence in history or in the interview that the student has the ability to use the learned skills.

8. Good physical health (giving some assurance that they won't be missing too much of the course).

9. Pregnant women (from experience) have not worked out and are considered as a risk student.

10. Balance of men and women (attempt to get half-half).

11. Level of education not a factor.

12. Ability to pay not always a factor (individually). Final selection must guarantee funding for 22 of the 26 students from some source.

13. Some ability to tolerate group situations.

14. Gives some evidence that it is a willing decision and not another program to satisfy the Welfare or Mental Health Worker.

Participants

A total of thirty-three persons were referred for the Life Skills course. The referrals came from Alberta Hospital Edmonton, Community Nursing, Department of Health and Social Development, City Social Services, Private Social Service Agencies and included a number of self-referrals who became aware of the course through involvement with M.H.A. Referrals were obtained by advertising the availability of the course and requesting suitable referrals. Selections were made by an admissions committee at M.H.A. consisting of the Regional Director and the Life Skills Coach. Sixteen individuals were enrolled at the commencement of the course and ten additional persons were subsequently added. Nine persons discontinued the course before it was completed and seven persons who were referred did not enter the course at all. Consequently, only eleven persons completed the entire course.

Setting

The Life Skills Course conducted by M.H.A. commenced on September 25, 1972 and continued on a daily basis, Monday through Friday, for four months. The total enrollment for

the course was divided into two separate classes of up to
ten members, each of which met for three hours per day. The
course was conducted at a location rented specifically for
this purpose and furnished with the necessary video tape and
other equipment. The Life Skills coach who conducted the
course had extensive experience as a M.H.A. volunteer and
had attended the Coach's Training Course provided by
Saskatchewan Newstart.

IV. ## PURPOSE AND RATIONALE FOR THE PRESENT STUDY

The present study was undertaken as one facet of a compre-
hensive evaluation program. This author became involved
shortly after the course had commenced. Consequently,
severe limitations were placed on the design for the study.

The study was designed to be exploratory and descriptive in
nature. The Life Skills course is treated as a global entity
and the participants are treated as a total group. As a
result, the study does not show differences between indivi-
duals nor the effects of various facets of the course.

A number of factors contributed to the need for an initial
evaluation.

1. Although the course may have been developed on the
    basis of adequate research, as stated in M.H.A.'s
    rationale, very little research has been conducted to
    evaluate the efficacy of the course.

2. The objectives of the Life Skills course are stated in
    very ambiguous and general terms, e.g. it is difficult
    to operationalize the term "Improvement in Personal
    Competence". In addition, the five areas to which the
    course addresses itself, are extremely broad. Thus it
    is difficult to know precisely what to expect from the
    course.

3. Although the course purports to use an instructional
    model with a goal of behavioural change, it appears
    to use many counselling and group dynamic techniques,
    in that it utilizes intensive group interaction, peer
    and VTR feedback and evaluation, and considerable
    exploration of feelings and emotions. Arbuckle, 1965,
    defines counselling as "A process which takes place
    because of the relationship between two people". In
    view of the structure and process involved in the

program, it would appear that the coach's function is
largely that of the counsellor as well as that of
educator.

4. The M.H.A. Life Skills program accepts referrals from a
variety of mental health and social service agencies.
No specific criteria for admission were given to the
referring agents. Consequently, it is difficult to
define the population that is being served or to dis-
tinguish the characteristics of course participants who
succeed from those who fail to benefit from the course.
This information is necessary for other agencies to
decide on the suitability of this program to their client
population. In particular, it is necessary to evaluate
"therapeutic" outcomes of the program when the program
is considered for use with present or former mental
patients.

Although the study cannot address itself to all of the above
considerations, several specific purposes have been defined.

1. The study will attempt to evaluate whether individuals
who have experienced psychiatric hospitalization and
who continue to have "mental health" difficulties, will
improve in their level of functioning as a result of
taking the Life Skills course, i.e., that they will
improve in their ability to function independently in a
community living arrangement and they will become more
successful vocationally.

2. The study will attempt to discover if the Life Skills
program has a positive therapeutic effect, i.e. if the
participants improve in interpersonal adjustment and
ability to utilize their own resources more effectively.

3. It is expected that the data generated by this study will
provide some basis for recommendations with regard to
more effective utilization of this program.

4. A comparison will be made between course participants
and patients on a rehabilitative ward in Alberta Hospital,
Edmonton, to obtain some measure of the potential applica-
bility of this course for in-hospital use.

Several important limitations of the study should be noted:
firstly, the small number of subjects (nine) makes interpre-
tation of the results highly tentative. In addition, the

ambiguity of the referral and admission criteria makes
generalization from this group highly speculative. The
generality of the stated objectives of the Life Skills
course has resulted in a rather arbitrary choice of criteria
to be included in this study. Consequently, the study does
not purport to measure comprehensively the effects of the
course. Finally, the study does not provide for control for
other factors which may have influenced the post treatment
measures. Thus, any change in pre-post scores could be a
result of: individual processes, other life experiences
of the participants, statistical regression to the mean, the
influence of being tested and evaluated, selection biases,
spontaneous remission, or simply the fact that the partici-
pants met and interacted regularly rather than that they
were influenced by the content of the Life Skills course.
Hopefully, however, some useful information will be gener-
ated with regard to the general effects of the program on
its participants and to identify any overtly deleterious
effects of the course.

V.   DESIGN

Subjects

As noted above, only fourteen individuals completed the
course who had enrolled within the first six weeks of the
course. Complete test data was available for only nine of
these individuals. Four of the five individuals excluded
from the study because of lack of complete data, were
excluded due to lack of evaluation data from their referring
agent. Consequently, there is little reason to expect that
their results would have differed significantly from that
of the other individuals. However, the data presented in
the study is based on only the nine individuals mentioned
above.

Method

All of the measures included in the study were administered
or carried out at approximately the second week of the Life
Skills course and again at the conclusion of the course.
In addition, the vocational and residential sub-tests of the
adaptive functioning index were filled out at approximately
the ninth week of the program. Data was also obtained with
regard to age, sex, education, marital status, employment
history, type of accommodation, and history of psychiatric
hospitalizat.on for each course participant.

Test Instruments Used

The evaluation instruments used included both objective
tests and behaviour rating scales.

1. ## Adaptive Functioning Index *

    (a) Social Academic Test.

    This test is described as a "Formalized,
    objective assessment of some of the basic skills
    necessary for independent living in the commu-
    nity." The test is individually administered
    and provides sub-scores for nine areas of func-
    tioning. Two of these areas are designated as
    supplementary and were deleted from this study.
    Accordingly, scores were obtained for the follow-
    ing skills: reading, writing, numbers, time,
    money, communication, and community awareness.
    "A score of 15/20 on any sub-section implies
    a solid foundation."

    (b) Vocational Check List.

    This check list "presents twelve behavioural sub-
    groups considered necessary to cope successfully
    with competitive employment". These sub-groups
    are categorized under the headings: Basic Work
    Habits, Work Skills, Acceptance Skills. Only
    the section on Acceptance Skills was used as
    the other sections did not directly apply to
    the Life Skills situation. Thus, scores were
    obtained for appearance, attendance, self-
    expression and relations with co-workers.

    (c) Residential Check List.

    "This check list presents 150 of the skills con-
    sidered necessary if a person is to function

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* Nancy J. Marlett, The Vocational and Rehabilitation
  Institute, 3304 - 33 St. N.W., Calgary 44, Alberta.

independently in a community living arrangement."
The check list provides scores and sub-scores
for the following areas:

1. Personal routines - cleanliness, care of
    clothing, posture and appearance, daily
    responsibilities, first aid and health.
2. Community awareness - transportation,
    shopping, leisure, budgeting, home
    management.
3. Social maturity - self-expression, social
    graces, consideration, friendships,
    handling problems.

A total score of 270/300 would be considered
indicative of an average, well functioning
individual.

2. The M.A.C.C. Behavioural Adjustment Scale, Form 2
    (An Objective Approach to the Evaluation of
    Behavioural Adjustments) **

    This scale consists of sixteen behavioural evalua-
    tions which provide sub-scores under the headings
    of mood, co-operation, communication, social contact
    and a total adjustment score.

3. Personal Orientation Inventory ***

    The P.O.I. consists of 150 forced choice items and
    "Shows the degree to which (ones) attitudes and values
    compare with those of self-actualizing people." A
    self-actualizing person is defined as "One who is
    more fully functioning and who lives a more enriched
    life than does the average person. Such a person is
    developing and utilizing his unique talents to the
    fullest extent."

**   Robert Ellsworth, Western Psychological Services, Box 775,
     Beverly Hills, California (1962)
*** Everett L. Shostrom, Educational and Industrial Testing
     Services, San Diego, California (1963)

This test provides ratios which indicate the
individual's ability to live in the present and
to act independently in a self-supportive fashion.
It also provides a double set of related measures
in the areas of valuing, feeling, self-perception,
synergistic awareness, and interpersonal sensitivity.

Comparison with Hospitalized Patients

In order to obtain some indication as to whether the Life
Skills Program would be applicable in hospital, the residen-
tial check list was filled out on a number of patients in
Alberta Hospital, Edmonton and the Social Academic Test was
administered to them. Approximately ten patients were
selected from each of four rehabilitation wards including
2B, 2C, 5A and Cottonwood.

The Social Academic Test was administered by the psychologist
who administered this test to the Life Skills participants.
The residential check list was filled out by nursing staff
on the designated wards who had been instructed in its use.
Two ratings were done on each patient simultaneously. The
first rating reflected the patient's present level of func-
tioning and the second rating provided an indication of the
patient's potential level of functioning in the nurses'
views.

In addition, some demographic data was gathered on the
patients involved, with regard to age, sex, education,
marital status, occupational level and length of unemploy-
ment.

Demographic Data

The Life Skills participants included in the study had an
average age of 31.3 years. They had completed an average
of 11.7 years of formal education and had been out of school
an average of 14 years. Two thirds of the participants were
female and two thirds of the total group were single. Of
the remaining three individuals, two were married and one was
widowed. All were unemployed immediately prior to the commence-
ment of the course. The median length of unemployment was
four months, although the range extended from one month to
life-long unemployment. Of those who had a work history,
four had worked as unskilled labourers, one had semi-skilled
work experience and three were qualified tradesmen. Four of
the participants lived in their own home (owned or rented),

three lived with their mother, one lived in a foster home
and one in a group residence.

All of the individuals included in this sample had been
hospitalized for psychiatric treatment at some time. They
had an average of 3.4 psychiatric hospitalizations and on
the average had spent a total of 7.6 months in hospital,
excluding one individual who had spent over seventeen years
in hospital. These individuals had been out of hospital
for an average of approximately 2 years at the beginning of
the Life Skills course. It should be noted that seven of
the nine members in this sample were referred by Alberta
Hospital, Edmonton -- Community Nursing. This may well
suggest a lack of randomization and may suggest that the
results of this study have particular relevance for former
patients of Alberta Hospital who are being followed-up
at present by the Community Service Unit.

DEMOGRAPHIC DATA

	Life Skills	2C	2B	5A	Cotton-wood
Average Age	31.3	46.2	46.9	33	52.55
Sex Male	33.3%	50%	50%	77.77%	100%
Female	67.7%	50%	50%	22.23%	------
Average Education In Years	11.7	8.6	10	10.37	6.55
Marital Status					
Married	22%	10%	36.36%	25%	10%
Single	67%	70%	45.45%	75%	90%
Divorced/Separated	---	10%	9%	---	---
Widowed	11%	10%	9%	---	---
Occupational Level					
Profession	---	14.3%	---	---	---
Trade	33%	---	33.33%	28.5%	---
Semi-skilled	11%	28.6%	16.66%	28.5%	33.33%
Unskilled	44%	57.2%	50%	43.0%	66.67%
None	11%	---	---	---	---
Present Length of Unemployment In Years (Average)	0.3	15.36	13.83	13.45	25.9

Because selection of subjects on the rehabilitation wards was not done randomly, some of the data presented here is of little value for comparative purposes. It should be noted, however, that the nurses who selected subjects were given no selection criteria other than the ready availability of the-subjects. Therefore, this data should be reasonably representative of the ward population.

The Life Skills participants appeared to be most unlike the patients on Cottonwood in this comparison. In terms of age and education they seem most similar to patients on 5A. In terms of marital status and occupational level, there appear to be few major discrepancies between Life Skills partici-pants and patients on wards 2C, 2B or 5A. The most signifi-cant difference appears in the present length of unemployment, where all hospitalized patient groups have numerous years of continuous unemployment contrasted to an average of four months unemployment for Life Skills participants.

VI. TEST RESULTS

Although the small number of subjects makes evaluation of results very tentative, distinct trends were visible in the data.

In all cases, a two-way analysis of variance was performed on the data, usually with "patient group" as one factor and "testing time (pre - post)" as the other factor.

In general, the test scores show a significant improvement in those persons who took the Life Skills Course. Interestingly enough, the actual amount of increase on the residential check-list was very similar to the potential improvement which raters had predicted for the Alberta Hospital, Edmonton patients who had not taken the course.

The following is a summary of the statistics from each test. First are the tests given only to the participants of the Life Skills Course.

The Personal Orientation Inventory (POI)

This test has fourteen sub-scales. The first four are expressed as two ratios. These ratios exhibit a signifi-cant decrease (p20.05) after the Life Skills Course. (Life Skills data only)

	Pre	Post
TI/TC	0.99	0.83
O/I	1.02	0.66

This suggests that the Life Skills participants were initially highly "Time Incompetent" and "Other Directed". The "Time Incompetent" person is described as "One who lives primarily in the past, with guilt, regrets and resentments and/or in the future with idealized goals, plans, expectations, pre-dictions and fears." A person who is highly "Other Directed" is considered overly dependent upon and supported by other persons' views.

The comparison between pre and post scores reveals that the participants in the course improved significantly in their orientation to the present and in independence or self-support. However, they were still far short of the levels of a fully self-actualized individual.

The last ten sub-scales of the P.O.I. are as follows:

	Pre-Test	Post Test
VALUING		
* Self-Actualizing Value (Holds values of self-actualizing people)	14.78	17.22
* Existentiality (Flexible in application of values)	15.22	16.22
FEELING		
* Feeling Reactivity (Sensitive to own needs and feelings)	11.22	14.11
* Spontaneity (Freely expresses feelings behaviourally)	10.33	11.56
SELF-PERCEPTION		
* Self-regard (Has high self-worth)	6.33	10.00
Self-Acceptance (Accepting of self in spite of weaknesses)	13.33	13.56
SYNERGISTIC AWARENESS		
Nature of Man, Constructive (Sees man as essentially good)	9.56	9.67
Synergy (Sees opposites of life as meaning-fully related)	5.56	5.56
INTERPERSONAL SENSITIVITY		
* Acceptance of Aggression (Accepts feeling of anger or aggression)	13.44	16.00
* Capacity for Intimate Contact (Has warm interpersonal relationships)	13.78	16.33

* Pre - Post change significant at p <0.01

26

These results indicate that Life Skills participants had
improved significantly on most of the sub-scales of this test
over the duration of the course. The largest increases were
in self-worth, sensitivity to own feelings, acceptance of
values held by self-actualizing people, and acceptance of
aggressive feelings as well as the capacity for warm inter-
personal relationships. Interestingly, synergistic awareness
did not increase at all on this test. Also, it seems strange
that the increased feelings of self-worth were not accompanied
by any measureable increase in self-acceptance. It should be
noted, too, that the initial scores were extremely low and
that the post scores were still generally well below the mean
obtained by the instrument's standardization group.

The Behavioural Adjustment Scale (M.A.C.C.)

Pre and post measures are available for those taking the Life
Skills Course:

Subscale	Before Course	After Course
Mood	13.00	15.56
Co-operation	12.00	14.89
Communication	13.44	16.44
Social Contact	13.22	16.78

All of the differences between the "Before" and "After"
scores were significant ($p < 0.01$), while the initial
scores on the four subscales did not differ significantly
from each other. This means that an across-the-board
improvement has occurred as measured by this test.

Residential Check List (Personal Routines Sub-test)

On this test, data was available on both course participants
and on Alberta Hospital patients. The "Pre" and "Post"
labels below refer to course participants, while "Actual"
and "Potential" headings apply to the still hospitalized
patients as explained in the introduction to this section.

Population	Actual	Potential
Course Participants	Pre: 65.89	Post 85.78
Ward 5A	43.11	52.33
Ward 2B	56.44	78.33
Ward 2C	68.33	86.83

A series of F-tests following the analysis of variance showed that all scores in the right hand column were significantly higher than the left hand column. This has two meanings: first, that the testers who estimated the potential of the hospital patients believed that significant improvement was possible on the subject matter of this test, and second that those who took the Life Skills Course actually did improve significantly.

Further F-tests showed that the patients who took the course did not initially score significantly different from those patients presently on Ward 2C, but scored marginally higher than the patients on Ward 2B ($p < 0.10$) and dramatically higher than patients on 5A ($p < 0.01$). (Comparison between Life Skills participants and hospital patients will refer to initial score, unless otherwise specified.)

Residential Check List (Community Sub-test)

This data was analysed as in the above section.

Population	Actual	Potential
Course Participants	Pre: 65.00	Post 83.22
Ward 5A	24.78	43.50
Ward 2B	43.50	69.67
Ward 2C	57.78	78.67

Using F-tests, the same pattern of significance as before was found (i.e. right hand column significantly higher than left hand column at $p < 0.01$)

This time, however, the course participants scored significantly higher than Wards 5A and 2B (p<0.01), while remaining not significantly different from Ward 2C.

Residential Check List (Social Maturity Sub-test)

Again the analysis was as in the above section.

Population	Actual	Potential
Course Participants	Pre: 62.44	Post 85.89
Ward 5A	45.33	57.17
Ward 2B	50.67	76.50
Ward 2C	71.56	87.22

The pattern of significance was as before, except that the course participants scored higher than the 2B patients at the p 0.05 level only. The numerical difference between 2C patients and the course participants is not statistically significant.

Social Academic Test

Data was available from Wards 5A, 2B, 2C and also Cottonwood. These populations' scores were compared with the scores of the course participants. Instead of a pre-post comparison, however, the seven sub-scales of the Social Academic Test were used as the other factor in analysis of variance. In this way, it is possible to see if any particular group has a specific disability on a particular sub-scale.

The scores in the table below are out of a possible 20. Due to the design of the tests, Wards 5A, 2B, 2C and the course participants all scored near the top of the scale, leaving the results in some doubt. Clearly, though, Cottonwood scored the lowest of any group.

Population	Reading	Writing	Numbers	Time	Money	Community Awareness	Communi-cation
Course partici-pants	17.13	18.13	18.00	18.63	19.25	15.88	18.25
Ward 5A	15.88	16.63	17.63	18.00	19.63	10.50	15.75
Ward 2B	15.63	17.63	16.63	16.38	18.63	11.13	15.63
Ward 2C	16.13	17.50	16.88	18.25	19.00	12.88	16.38
Cotton-wood	11.75	14.00	14.50	15.25	18.13	8.13	12.63

F-tests showed that the Cottonwood patients differed significantly ($p < 0.01$) from all other groups, who did not differ significantly from each other. This test therefore, cannot distinguish hospital patients from course participants tested <u>before</u> the start of the course.

All groups scored significantly lower on the Community Awareness Subtest than on all other subtests.

To further investigate the S.A.T. scores of those who took the Life Skills Course, another analysis of variance was performed, with "Pre" and "Post" as one factor and the seven sub-scales as the other factor.

Sub-scale	Before Course	After Course
Reading	17.22	17.56
Writing	18.33	19.00
Numbers	18.22	18.89
Time	18.78	18.89
Money	19.33	19.11
Community Awareness	16.22	16.22
Communication	18.44	17.67

F-tests showed that the course had no significant effect on the scores, (neither improvement nor decrease in initial scores). Again, sub-scale 6, Community Awareness, was significantly lower than all other sub-scale scores ($p < 0.01$).

Vocational Check List (VOC) - Acceptance Skills

This test was given only to those who took the Life Skills Course. There were three administrations: before the course, half way through the course and after the course. Thus, "Pre, mid and post" was one factor of the analysis of variance and four sub-scales of the test were the other factor.

Sub-scale	Testing Time		
	Pre	Mid	Post
Appearance	5.67	7.11	8.44
Attendance	4.89	6.78	8.11
Expression	3.89	6.44	8.44
Relating	4.33	7.00	8.67

The difference between the three testing times were highly significant, the "Pre" to "Mid" difference at $p < 0.01$, and the "Mid" to "Post" difference at $p < 0.05$. There were no significant differences between the sub-scale scores, indicating that there was uniform improvement in all sub-scale areas, rather than improvements on one scale while other scales remained unchanged.

VII. SUMMARY

Data Analysis

The data generated by this study shows a picture of general, global improvement. The meaning of this measured improvement is highly ambiguous due to the factors noted earlier. However, a number of questions and suppositions may be considered.

On the P.O.I. there appears to be a clear increase in the areas of valuing, feeling and interpersonal sensitivity. However, there was no measureable change in synergistic awareness of self-acceptance. It would seem from this that a form of dissonance may have been generated by the course causing the participants to accept a high level of expectation from themselves and to suppress acknowledgement of existing limitations and personal problems. If this were the case, one might expect the participants to have increased in their level of anxiety and perhaps to have become dependent on the external source of social pressure i.e. the Life Skills setting, to continue to motivate them toward expected levels of achievement. This is purely conjecture at present, but it must be acknowledged that the increased discrepancy between self-worth and self-acceptance is an area of potential concern.

The M.A.C.C. behavioural adjustment scale again shows global improvement. It is a matter of some concern that the referring agents, who filled out this form, in many cases noted that they did not feel qualified to do so because of limited personal contact with the client being rated. Consequently, there is some doubt whether this instrument measured improvement in functioning of the client or simply improved perception of the client by the referring agent. It must be acknowledged, however, that in either case, the scale does represent some degree of satisfaction by referring agents.

The Residential Check List was completed under the supervision of a psychologist experienced in the use of this instrument. The course participants and selected hospital patients were involved in the rating, together with the selected raters. It was the opinion of the supervising psychologist that the ratings were in all cases completed very fairly and tended to under-estimate the individual's ability rather than the reverse. This, however, could imply that the measured increase in the post course ratings reflects an increase in confidence rather than simply an increase in level of functioning.

The Social Academic Test is a measure of basic ability and showed no significant pre-post change. However, the ceiling of this instrument appears to have been too low to measure any increase that may have occurred. This instrument does suggest that the level of potential, as measured by basic abilities, is similar for Life Skills participants and hospitalized rehab. patients, except for those in Cottonwood. It is also interesting to note the uniform low point on Community Awareness for all groups tested.

Vocational Check List - The rationale for the use of this instrument was rather weak. Only one sub-section of the total scale was used, the rating was done by the Life Skills coach herself, and the rating was based on the assumption that course attendance was somewhat similar to a work situation. The high uniformity of post course ratings suggests the possibility of rater bias. However, there appears to be some indication that the course participants showed some potential for upgrading their vocational skills.

Life Skills Course

It has become clear that Life Skills is an experimental course which has not yet been adequately evaluated. Thus, in using the course for individuals with mental health problems, the course must be regarded as not only experimental, but highly exploratory in terms of effectiveness and applicability. The course appears presently to be extremely comprehensive and ill defined in terms of its philosophy and rationale, scope, methodology, goals and applicability. The course makes a laudable attempt to integrate "Mental Health" and "Social Engineering" perspectives. However, the rationale is inadequately defined and results in confusion as to whether the thrust of the program is therapeutic, educational, rehabilitative, or preventive.

In touching upon self-concept and interpersonal relations, home and family life, leisure time usage, community rights and responsibilities, and employment the course seems to spread itself rather thinly in many areas. As noted in Appendix A, over half the lessons deal primarily with the first category. Although the course was designed for the chronically unemployed, only six of the sixty lessons deal specifically with the area of employment. Also, in view of the consistent lack of community awareness and involvement shown by the individuals in this study, only six of the lessons deal with this area.

The generality of the rationale underlying the Life Skills program, together with the broadness of its scope, results in a rather confusing methodology which involves behaviour modification techniques, psycho-dynamic approaches, problem solving models, interactional and instructional methodologies, etc. It would seem that the diversity of methods used in the course would make very high demands on the coach and might imply the need for additional specialized input.

Although the goals of the course are defined as increased levels of functioning in the five specified areas, these goals are nowhere operationalized adequately. The course is intended to be offered on a selective basis; providing only selected lessons which have relevance for the partici- pants. However, the lack of enough lessons in three of the five areas limits this process of selection. Thus, the total course gives the impression of attempting to offer "all things to all people".

As a result of the above factors, it would seem that the applicability of the course to various populations and in various settings must remain largely the responsibility of the organization offering the course. Some information is provided describing the participants in the course at New- start, but no criteria are given to indicate who can, and who cannot, benefit from the course to what end.

Mental Health Alberta - Application of Life Skills

It is this writer's understanding that Mental Health Alberta is offering the Life Skills course on a demonstration project basis with a special emphasis on the applicability of this program to individuals who are consumers of Mental Health Services. In doine so, M. H. A. appears to have generated considerable interest in the course. Course participants generally appear to have very positive reactions to this experience and referring agencies appear to be general favour- able in their reactions to the course.

This writer's own bias is strongly in favour of this type of experimental project as it exemplifies a recognition of the inter-relatedness of social and psychological as well as environmental issues in "Mental Health."[1]

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[1] Kupfer, 1970, Operation Mobilization -- Special Project: Final Report.

Bland & Nixon, A Social Rehabilitation Program for the Long Stay Mental Hospital Patient, undated

Riediger, 1973, Vocational Rehabilitation Program Proposal.

It should be noted, however, that the present study was intended only to be a small part of a total evaluation of the Alberta Mental Health Life Skills program. Consequently, many relevant and potentially useful sources of information have not been considered.

Within this framework a number of further limitations exist in using this demonstration project as a source of concrete information. For example, as noted above, there appear to be some discrepancies between the course design and the rationale given by Mental Health Alberta for its involvement in the program. In addition, the above noted ambiguities in the course have not been further operationalized. This has resulted in severe difficulties in evaluating the course and has resulted in ambiguity for the referring agents in terms of their expectations of the course. Client selection and admission criteria were not defined prior to the commencement of the course. As a result, it is difficult to retrospectively define the population included or to predict the generalizability of the present study to other specific groups of potential Life Skill participants. Because individuals were admitted to the course on the basis of subjective assessment, there was little objective information to serve as a basis for specifying the goals and needs of the individual participants. In many cases, these subjective assessments are open to some question as the referring agents subsequently refused to complete the M.A.C.C. rating form because they did not know the clients well enough.

In view of the limitations of the Life Skills course as listed by Warren et al, it would not appear reasonable to expect this course to achieve significant practical results in isolation from other programs. However, there has been no opportunity within this study to observe the Life Skills course being integrated as part of a larger graded or comprehensive program.

As a result of the above difficulties and limitations, the information generated by this project concerning the efficacy and applicability of the Life Skills course is very incomplete and tenuous.

Recommendations

On the basis of this exploratory study, it would seem appropriate to conduct an experimentally designed study of the Life Skills course. This would help answer questions such as the following: Which specific kinds of people can benefit from this course, what kind of benefit do they derive, what is it about the course that produces this benefit, does the course produce negative side effects such as anxiety or dependency, can the course meet different needs for different people, how can we predict who would be most likely to benefit from the course.

In order to gain this type of information as well as to insure effective utilization of the course, admission criteria, evaluative information concerning the participants, coordination with other programs, and follow-up (long term) evaluation would need to be more structured and controlled.

It would seem worthwhile to encourage implementation of the Life Skills course in other settings such as rehabilitation wards, day centers, or vocational upgrading programs. This would imply that the course objective should be defined more specifically and that the content of the course be condensed accordingly.

At this point it would seem that the Life Skills course is potentially beneficial in some way to a large number of individuals being served by the division of mental health. M. H. A. has made a commendable beginning in exploring this potential, but many questions remain unanswered. These will require further study if this program is to be utilized effectively and appropriately. In addition, this program has touched on many issues in the larger area of social-vocational rehabilitation of the mentally ill which requires serious consideration and decisive action.

Appendix A

Course Content

Phase of Course The Students:	AREAS OF STUDY					
	Self and Inter-personal Relations	Home and Family	Leisure Time	Work	Community	Total
I. Recognize Problems	2					2
II. Define Their Problems	10	1		1		12
III. Choose Solutions to Problems	9	1	2	3		15
IV. Apply Solutions to Problems	10	11		2	6	29
V. Evaluate Themselves	2					2
TOTAL	33	13	2	6	6	60

Figure 1:   Distribution of Life Skills lessons by Area and
Course Phase.

TABLE 1

Life Skills Lesson Titles Listed according to course

phase and suggested sequence of use.

TITLE

	Phase I	Recognizing Problems
1		Meeting One Another
2		Surveying Life Skills
	Phase II	Defining Problems
3		Relating Behavior to Roles
4		Seeing Oneself on Video
5		Listening to Others
6		Relating to Others
7		Describing Feelings
8		Identifying Assumptions
9		Giving and Receiving Feedback
10		Depending on Others
11		Portraying Oneself
12		Surveying Marketable Skills
13		Defining the Problem
14		Explaining Life Skills to Others
	Phase III	Choosing Solutions to Problems
15		Expressing Trust in the Group
16		Describing Feelings II
17		Giving a Talk
18		Writing Tests
19		Producing Ideas About Leisure Time
20		Rating Behaviors in Groups
21		Debating the Topic: To Work or Not to Work
22		Identifying Strengths of the Family
23		Learning Helpful Behaviors in Groups
24		Exploring Expectations of Employers
25		Trying a Creative Exercise
26		Fighting Fairly
27		Solving Problems with a System
28		Exploring Job Preferences
29		Setting Goals

TITLE

Appendix B

Test Results

GRAPH

A.F.I. #3 - RESIDENTIAL CHECK LIST

LIFE SKILLS COURSE - C.M.H.A. (EDMONTON, ALBERTA)

Mean Score

(Total Possible
Mean Score=100)
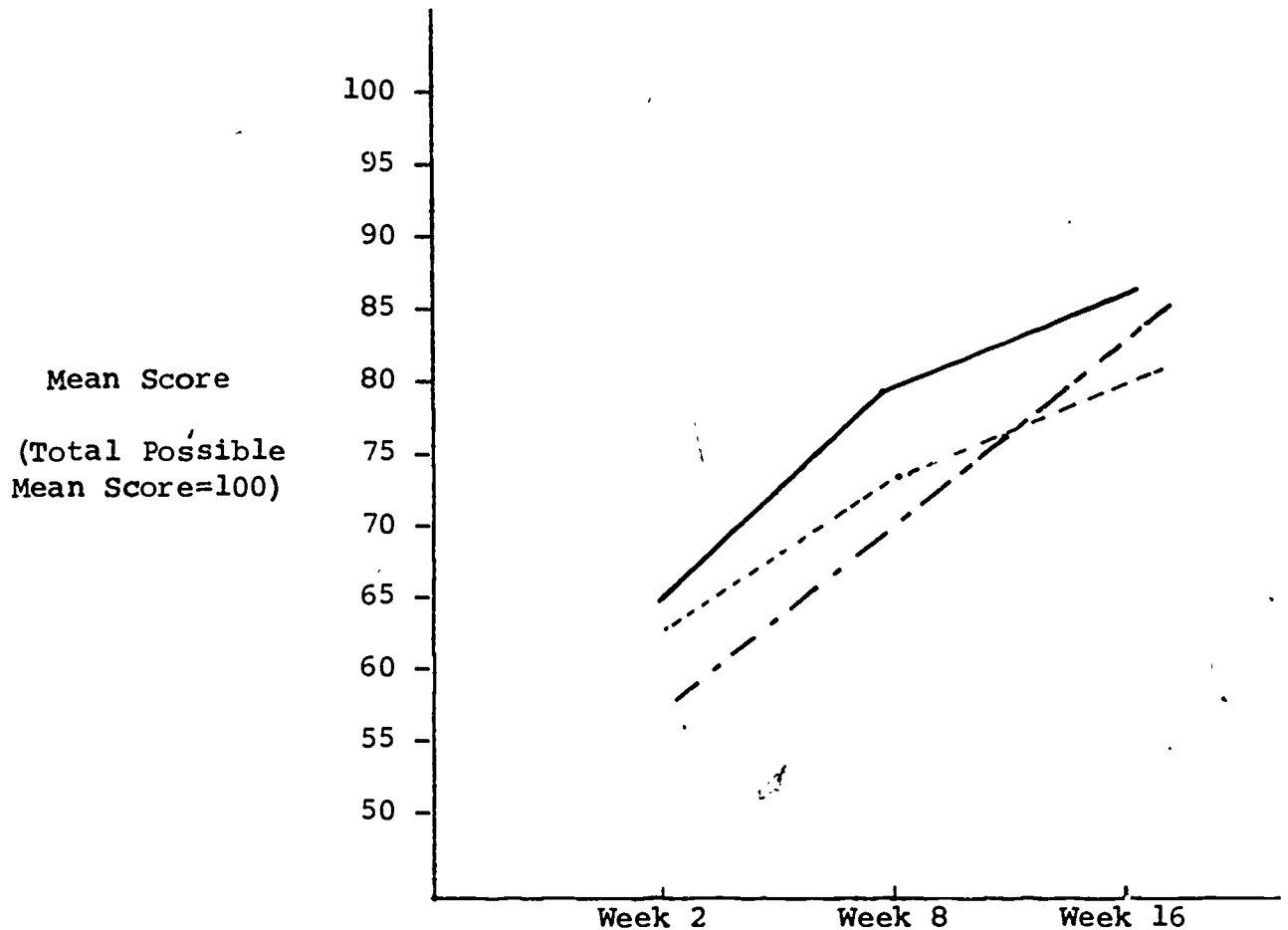
Mean scores on Residential Check List

sections at 2, 8 and 16 weeks.

Personal Routines ———

Community Awareness -------

Social Maturity —.—.—

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME_____ DATE TESTED_____

AGE_____ SEX_____

OCCUPATION_____

I $T_I \cdot T_C$ (Time) Ratio.
Self-Actualizing Average $T_I : T_C = 1:8$
Your Ratio $T_I : T_C = 1:$

| 1 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

II O - I (Support) Ratio:
Self-Actualizing Average. O:I = 1:3
Your Ratio O:I = 1:

| 1 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

ADULT NORMS

Profile chart with columns: TIME COMPETENT (Tc), INNER DIRECTED (I), VALUING [SELF-ACTUALIZING VALUE (SAV), EXISTENTIALITY (Ex)], FEELING [FEELING REACTIVITY (Fr), SPONTANEITY (S)], SELF PERCEPTION [SELF-REGARD (Sr), SELF-ACCEPTANCE (Sa)], SYNERGISTIC AWARENESS [NATURE OF MAN, CONSTRUCTIVE (Nc), SYNERGY (Sy)], INTERPERSONAL SENSITIVITY [ACCEPTANCE OF AGGRESSION (A), CAPACITY FOR INTIMATE CONTACT (C)]. Standard Scores axis 20–80.

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BRIEF DESCRIPTION OF WHAT THE POI MEASURES

Your profile on the *Personal Orientation Inventory (POI)* shows the degree to which your attitudes and values compare with those of self-actualizing people. A self-actualizing person is one who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent. It is generally agreed that a self-actualizing person might be seen as the desired result of the process of counseling or psychotherapy.

The interpretation of your scores falls into two general categories, the ratio scores and the profile scores. If your ratio scores are close to the scores that self-actualizing persons make, you may consider your values and attitudes, as measured by the POI, to be similar to these people. Your profile scores will further help you to compare yourself with self-actualizing people.

RATIO SCORES

Interpretation of the T_I - T_C Ratio

In order to understand the Time Incompentent - Time Competent (T_I - T_C) ratio, it is of help to consider time in its three basic components -- Past, Present, and Future.

The T_I (Time Incompetent) person is one who lives primarily in the Past, with guilts, regrets, and resentments, and/or in the future , with idealized goals, plans, expectations, predictions, and fears.

In contrast to the T_I person, the T_C (Time Competent) person lives primarily in the Present with full awareness, contact, and full feeling reactivity. E. ause it is known that the self-actualizing person is not perfect, he is understood to be partly T_I and artly T_C. His T_I - T_C ratio is, on the average, 1 to 8. His ratio shows that he therefore lives primarily in the Present and only secondarily in the Past or Future.

If your score is significantly lower than 1 to 8, for example 1 to 3, this suggests that you are more time incompetent than the self-actualizing person. If your score is above 1 to 8, for example 1 to 10, this suggests that you are excessively time competent and this may perhaps reflect a need to appear more self-actualized than you really are.

Interpretation of the O - I Ratio

In order to understand your score on the Support (Other - Inner) ratio, one should first understand that the self-actualizing person is both "other-directed" in that he is dependent upon and supported by other persons' views, and he is also "inner-directed" in that he is independent and self-supportive. The degree to which he is each of these can be expressed in a ratio. The O - I ratio of a self-actualizing person is, on the average, 1 to 3, which means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions.

If your score is significantly higher than 1 to 3, that is 1 to 4 or above, it may be that this indicates an exaggerated independence and reflects a need to appear "too self-actualized" in responding to the POI. On the other hand, if your score is lower than 1 to 3, for example 1 to 1, it would suggest that you are in the dilemma of finding it difficult to trust either your own or others' feelings in making important decisions.

PROFILE SCORES

On the Profile Sheet, short descriptions of each of the sub-scales are shown which describe high and low scores. In general, scores above the average on these scales, that is, above the mid-line shown by a standard score of 50, but below a standard score of 60 are considered to be most characteristic of self-actualizing adults. The closer your scores are to this range, the more similar are your responses to the POI responses given by self-actualizing people. The further below the score 50 your scores are, the more they represent areas in which your responses are not like those of self-actualizing people. If most of your scores on the profile are considerably above 60, you may be presenting a picture of yourself which is "too" healthy or which overemphasizes your freedom and self-actualization. Your counselor can discuss the psychological rationale of each scale in greater detail with you.

The ratings om this inventory should not be viewed as fixed or conclusive. Instead they should be viewed as merely suggestive and to be considered in the light of all other information. The *Personal Orientation Inventory* is intended to stimulate thought and discussion of your particular attitudes and values. Your profile will provide a starting point for further consideration of how you can achieve greater personal development.

Appendix C

Data Sheet

Name of Subject_____

A.F.I. Residential - relationships of rater to subject_____

M.A.C.C. - relationships of rater to subject_____

Age_____

Sex_____

Education_____ Years since leaving school_____
(grade reached)

Marital Status: Single___ Married___ Divorced___ Separated___

Widowed___ Common Law___

Employment History

Occupation - none_____

- unskilled labor_____

- semi-skilled_____

- trade_____

- profession_____

Employed_____ Unemployed_____

Length of time presently unemployed - years_____ months_____

Present Accommodation - own home_____ foster home_____

group residence_____ boarding home_____

other_____

Number of times hospitalized (psychiatric)_____

Length of hospitalization - years_____ months_____

Length of time since last hospitalization - years_____ months_____

(over)

Name_____

P.O.I.	Pre	Post
0. N.A.		
1. T.I.		
2. T.C.		
3. O		
4. I		
C.K.	(	)
5. S.P.V.		
6. Ex		
7. Fr		
8. S		
9. Sr		
10. Sa		
11. Nc		
12. Sy		
13. A		
14. C		

M.A.C.C.	Pre	Post
Mood		
Cooperation		
Communication		
Social Contact		
Total Adjustment		

S.A.T.	Pre	Post
A. Reading		
B. Writing		
C. Numbers		
D. Time		
E. Money		
F. Community		
G. Communication		
H. Movements		
I. Concepts		
Total		

V.O.C. -Acceptance Skills			Mid
1. Appearance			
2. Attendance			
3. Expression			
4. Relating			

Res. 1. Personal Routines			
A. Cleanliness			
B. Clothing			
C. Appearance			
D. Responsibilities			
E. First Aid			
Total			

Res. 2. Community Awareness			
a. Transportation			
Shopping			
Leisure			
Budgeting			
Home Management			
Total			

Res. 3. Social Maturity			
a. Self expression			
b. Social graces			
c. Consideration			
d. Friendships			
e. Handling problems			
Total			

Cumulative Total (Residential)			

Appendix D

Expectations of Life Skills expressed by referring agents

A. 1. To help her overcome depressive moods.
   2. To help her cope with her immature inadequate personality.
   3. Individual very home bound -- possessive of children.
   4. Would love to have part time job or full time but afraid to make application.
   5. Very shy - timid - slow to talk - afraid to look you in the eye until she knows you well.

B. 1. To provide an opportunity and challenge to become involved with people where she can satisfy her need to give and take something.
   2. Possibility of some sort of part-time work as a follow-up to the program where she can continue to satisfy her need to give to others.

C. 1. I would like to see Bill become more involved with people and more knowledgeable as to the many opportunities available to him. He is of low average intelligence, but is stubborn and refuses to truly become involved in life. Bill has difficulty thinking of working with anything but horses and range cattle and is unable to maintain these jobs, basically due to his naivety insofar as his employer's expectations. I believe the community aspect of Life Skills is very important where he is concerned, however, he very much needs the group setting also. He needs to become more independent of action and thought and more self confident. His self image socially needs to be promoted.

D. 1. This gentleman was recently relieved of his position with the federal government as he was unable to handle the responsibilities of his job, and was having personality clashes with his supervisor. I would hope that the program could help him to take a very realistic look at his own behaviour and also get some feedback from the group as to how he comes across to them.

E. 1. I feel he is an intelligent individual with some skills regarding employment and would like to see him be able to cope with the pressures that go along with a job.

F. 1. It is hoped that this gentleman can have a better out-
       look on his own self image and employment opportunities.
       He has good intentions and appears interested in improv-
       ing his present ways and character. We hope this pro-
       gram will provide insight into his problems for our
       agency and himself.

G. 1. For client to be able to return home and care for family.
    2. Able to seek work and carry on.

H. 1. Employment.

I. 1. Reinforce the worker's contention that she should not
       leave the children unsupervised, especially when she
       has been told repeatedly that help is available. She
       needs instruction in home care, despite introduction
       of teaching homemaker. Family relationships is an
       important area also.

J. 1. This lady may benefit from the program by becoming
       more acceptive of herself and her feelings and per-
       haps overcoming her periods of depression more readily
       because of this.

K. 1. This lady hopes that the program will help her to over-
       come her fears and enable her to face life. She feels
       that by increasing her self confidence, the program
       will assist in allaying these "fears". She wants to
       "be of use" to her children. She wants to generally
       gain a feeling of being more useful ('confidente' for
       children and a competent employee in work situation)
       as well as to gain a faith in her self and the future.

L. 1. To help client obtain a measure of independence and
       confidence in social and work situations.
    2. To increase his awareness of expectations of society
       in certain roles and how he functions in different
       life situations.
    3. To help him with personal hygiene, budgeting, inter-
       personal relations, how to manage leisure time, and
       to become interested in community activities.
    4. To help him develop ideas of personal worth.

M. 1. Remotivation and improve on self confidence.

N. 1. To help client use more effective problem-solving
       techniques in coping with life situations in order
       to help her become more self-sufficient.
    2. Community involvement and how to build more construc-
       tive relationships with friends, etc.
    3. Her role expectation and needs of children of this age.

O. 1. To help client use more effective problem-solving
       techniques in life situations.
    2. Encouragement to help strengthen self confidence.

P. 1. To gain self-confidence in social situations, less
       emphasis on soul-searching and more emphasis on the
       business of living.

Q. 1. This lady wishes to gain more independence, and through
       your course re. cooking, budgeting, household chores,
       grooming, etc., will be of great benefit to her.

R. 1. Hopefully, this client will become more responsive.

S. 1. Hopefully this client will have more insight into her
       problems and learn more acceptable ways and means of
       coping with them. Also, that she develop more self
       confidence and eventually be able to motivate herself.

T. 1. Help him gain more insight into his problems.
    2. Help him learn to cope with difficulties or unexpected
       situations that may arise.
    3. More self-confidence and self motivation.
    4. Learn to feel comfortable with others.

U. 1. Help him to become more confident in his relationship
       with other people and in social situations. This may
       help him to participate more in community activities.

V. 1. To strengthen her self confidence and help her use
       more effective problem solving techniques.

W. 1. To help him feel more comfortable in new learning situa-
       tions and with people in general.
    2. To gain more insight into his own situation and to
       cope with it.
    3. To learn techniques helpful in job finding - inter-
       viewing, etc.
    4. To become more self confident and self motivating.

MANITOBA PROBATION DIRECTORATE

LIFE SKILLS EVALUATION

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MANITOBA PROBATION DIRECTORATE

LIFE SKILLS - WORK ACTIVITY PROGRAM

I. INTRODUCTION

This project was organized on a demonstration basis and
was conducted by the Winnipeg Probation Service under
the guidance of the Probation Program Directorate. The
course commenced on June 18th, 1973 and concluded on
September 28th, 1973, a total of 15 weeks. The course
was jointly sponsored by the Youth Secretariat who pro-
vided funding through a student temporary employment
grant and assistance with evaluation and the Division
of Research & Planning who were primarily responsible
for the evaluation. The Winnipeg Probation Service pro-
vided the participants and coach and the Probation
Directorate provided the project Director.

II. HYPOTHESIS

Through employment of the Life Skills training approach
and course content combined with trial work experiences,
youth with delinquent behaviour patterns and ill equipped
and poorly motivated for work can be motivated and trained
to find and hold employment and live within the law.

III. SECONDARY OBJECTIVES

(a) To determine what problems would be encountered in adminis-
     tering an on-going Life Skills program.
(b) To establish what clientele would likely benefit most from
     the course and in the ways they would benefit.
(c) To determine whether the benefit to clientele of this
     particular course structure would be sufficient to con-
     sider such a course on a more frequent or regular basis.
(d) Finally if Life Skills is warranted as a program in
     Probation to determine what alterations or adaptations
     could be utilized to meet the varying needs and life
     situations of probationers.

IV. PROJECT DESIGN

(i) Recruitment of Students

An AdHoc Committee was organized consisting of probation staff and Programme Personnel with the following criteria laid out for selection:

(a) All students were active probation clients.
(b) All students were unemployed.
(c) All students had attempted to find or hold employment, unsuccessfully.
(d) All students had been out of school for several months or had very poor attendance records.
(e) All students were only functioning marginally in the social areas.

Experimental and Control Groups were selected with an effort made to balance the two groups with persons displaying problems of similar nature.

In addition to the students selected there were two persons (one male, one female) sponsored under the New Career program assigned to this project. These persons were students taking the Life Skills Course in the morning sessions and assisting with supervision of the afternoon work assignments and tours.

(ii) Methods

(a) The Life Skills Course was conducted in accordance with the lesson plans contained in the Life Skills Coaching Manual.[1]
(b) The course was conducted every weekday morning from 9:00 A.M. to 12:00 noon except for the first approximately two weeks when about two and a half hours were utilized in the afternoon for lessons as well.

During July, August, and part of September the afternoons were utilized as follows:

(i) Monday - educational tours, Industrial field trips, etc.
(ii) Tuesday, Wednesday, and Thursday - work projects.
(iii) Friday - leisure time experiences.

In the last two weeks the coaches' efforts were directed towards assisting the students with individual goals of education, vocational training or employment.

V. EVALUATION DESIGN

(i) Two groups of students were recruited for this project as follows:

(a) Experimental Group - participants that took the
Life Skills Course.
(b) Control Group - participants that continued to
receive probation supervision as
previously with no added incentives.

Both Control and Experimental groups were administered the "Community Adaptation Schedule" test[2] prior to commencement of Life Skills Project and at the completion of the project.

This test is designed to measure the degree of adjustment and attitudinal change to:

1. Work Community.
2. Family Community.
3. Social Community.
4. Recreation.
5. Organizations and Groups.
6. Communication.
7. Civic Community.
8. Finances.
9. Social Service Agencies.
10. Community Services and Activities.
11. Individual professionals.

The results will be contained in the evaluation to be submitted by Research & Planning.

(ii) Students were classified according to the Interpersonal Maturity Level Classification system.[3] The objective was to gain some idea whether involvement and response differed from one maturity level to another.

(iii) The coach maintained a record on each student to determine the degree of the student progress from his perspective (Coach's Rating of Students).

(iv) The coach maintained a record on the group as a whole, to determine the degree of group progress. (Group Development in Interpersonal Relationship Skills).

(v)   Students evaluated the course on three separate ratings.
        These pertained to training materials, coach, the
        individual himself and the group. The purpose was to
        determine the change in student's perspective in relation
        to total course involvement at various stages (Student
        Progress Report).

VI. COURSE PROGRESS

(i)   Attendance:

        During the first two weeks a fairly regular and con-
        sistent effort was maintained to ensure regular attend-
        ance of participants. Probation Officers were contacted
        and made efforts to return students to the course.
        Telephone calls were made to the students' homes and
        the two New Career Students made home visits. Despite
        the effort, attendance was 67%; the low percentage was
        attributed to four persons that indicated a lack of
        general interest in the course.

        As the participants in the course became more stabilized
        and those wishing to withdraw did so, the attendance
        rose to 83% for July but again dropped to 78% in August.
        For the month of September students remaining became
        involved in individualized programs and attendance was
        regular.

        Ater the first two weeks with adjustments in attendance
        as noted later in this report the follow-up became less
        intensive leaving the responsibility of attendance more
        to the student.

        Salary Incentive:

        The training allowance was a strong incentive to regular
        attendance.

        It was possible for the students to receive their pay
        every Friday. This frequent pay plan made it easier
        for the students to attempt budgets and thus develop
        skills to handle their money in a more adequate fashion.

        Students were required to sign in and out for calcula-
        tion of wages, thus simulating the procedure with an
        actual working situation.

Drop Outs: In addition to the two New Careerists, there were 15 original participants. Two terminated during the first week, mainly due to lack of interest and one was pending Court appearance. A substitute was placed in the group at the end of the second week thus maintaining a total of 14 commencing July 1st.

Two more students discontinued in July. One was unable to attend due to further involvement with the law while the other student dropped out as a result of glue-sniffing to the extent that his ability to function was grossly impaired. Commencing in August the total number in the group was 12, but during this month four discontinued as follows:

one - August 9th - unable to cope with the demands of the group.
one - August 21st - very poor home condition, alcohol consumption and lack of interest.
one - August 28th - pregnancy advanced to stage where unable to attend.
one - August 29th - unable to cope with demands of group.

The eight remaining participants completed the course in the following manner:

three - placed in apprenticeship lathing and plastering.
one - placed in further education training.
one - located employment at the Humane Society.
one - temporary employment at Manitoba Sugar - pending acceptance to a New Career Program.
one - employed in bakery.
one - employment in a Drugstore Warehouse.

(ii) The Life Skills Lessons:

(a) Equipment - all equipment for the course was very satisfactory. The video equipment, in particular, was an indispensible aid in encouraging students to attempt new behavioural responses and view the results on the playback screen.

(b) Space - the room where the Life Skills Course was conducted was adequate in size. It did lack the comfort to permit a warm atmosphere. Perhaps a more comfortable seating arrangement would be helpful.

(c) Lessons - our objective in this project was to provide the group with the opportunity of exploring the complete Life Skills Course. We fell short of reaching this objective for several reasons.

   (i) The participants were practically, in each instance, a stranger to each other.

  (ii) Relatively speaking, the participants appeared to have considerable difficulty in their abilities of showing "trust" either in themselves or in each other.

(iii) Participants appeared more prepared to deal with issues that were affecting them at that particular time rather than moving on to a new lesson.

 (iv) It would seem that at this time we could have made greater effort to motivate the students to move onto new lessons which would concentrate more on other tracts of the Life Skills Course as compared to the amount of time spent on the "self" track.

However, the major emphasis was on the "self" track with a breakdown of the lessons as follows:

1. Self track - 26 lessons out of 34.
2. Family - 1 out of 5.
3. Community - 4 lessons out of 7.
4. Job - 4 out of 7.
5. Leisure - 2 lessons out of 5.

Four lessons dealt with introduction to the course and evaluations. A total of 41 lessons were covered, although the Life Skills Coaching Manual lists approximately 60 lessons, there are 91 lessons prepared for adolescents. Thus, the ratio indicated above is not completely accurate in that lessons administered were both from the course for adults as well as those for adolescents. The time spent on lessons does not include the time spent by the working group assisting individuals with their problems at the time of the problem's occurrence. As the group became more cohesive the more intense was this type of involvement. Indications were that the course was slightly too long in a concentrated fashion as the student during the last three to four weeks became impatient and seemed anxious to start on individual goals which seemed to be more demanding and meaningful with respect to future planning.

(iii) Afternoon Activities:

Although Monday afternoons were scheduled for tours,
field trips, etc. some of these activities were carried
out on other afternoons of the second week only. A
total of eight such activities were experienced by the
group. These activities were most helpful in that it
acquainted the participants with community resources,
working situations, variable work and working conditions
as well as how to use some leisure time effectively with-
out a great deal of cost.

Four other opportunities were provided by bringing to
the group representatives from the community such as
banker, Ala-Teen group, Manpower, Community College
speaker.

Four work experience projects were organized for Tues-
day, Wednesday, and Thursday afternoons. The New
Career people provided transportation, guidance, and
supervision for two of these projects. One project
was with the Kinsmen school for retardates where two
students worked closely with staff to supervise and
organize activities therein. This placement proved
very beneficial to our students in work experience as
well as reference for future employment.

One project with the Central Y.M.C.A. for one person
provided leadership training in addition to the organiz-
ing and supervising experience with younger children.

Two of the major projects that involved, on a rotating
basis, the balance of groups were:

1.   The Humane Society (East Kildonan)
2.   Construction Project.

On project #1 above the participants received training
and experience in dealing with animals as well as
general maintenance work. One participant was able, as
a result to get permanent employment here after the
Life Skills Course was completed.

Project #2 provided experience and training on demolish-
ing, rebuilding and painting. This experience was
obtained from receiving supervision by an experienced
carpenter while the students were working on rebuild-
ing the interior of an older home.

As a result of this experience at least three persons
found careers in lathing and plastering.

On Friday afternoon the students enjoyed recreational
activities such as the Y.M.C.A., bowling, horseback
riding, etc.

Considerable lesson time was utilized in assessing
experiences from a majority of the activities and
applying that experience to a meaningful "here and
now" reality situation for the participants.

Thus, even though we fell short of the original objec-
tives we are of the opinion that we were able to reach
other goals which could possibly better meet the needs
of this particular group of students.

VII. EVALUATION

1. Evaluation of the response of the experimental group to
   the program is to be compared with the control group on
   the basis of the "Community Adaptation Schedule". This
   aspect of the evaluation is being carried out by the
   Research & Planning Division and will be reported
   separately.

2. An attempt will be made at the end of the follow-up
   period to determine whether one particular "I-Level"
   classification responded better than another.

3. Coaches' Rating of Student Progress

   - A.C. - Single, male caucasian, aged eighteen. He lives
     with his mother, has had fifteen juvenile charges and
     has been I-Levelled as Neurotic Anxious (Nx). He com-
     pleted Grade IX at age 16 after having withdrawn the
     previous year in the same grade. He attended Grade X
     for a few days but quit. He has been out of school
     for approximately two years prior to the Life Skills
     Course, during which time he held one job for approxi-
     mately one month. He attended the first, and fourth
     weeks and the first three days of the fifth week. The
     second and third week he missed completely.

     It appeared as though he wanted to attend, and when he
     was present and alert he was quite valuable to the group.
     He had no difficulty talking in the group setting and
     generally received the attention of the others when he
     spoke.

The most obvious difficulty with him was his use of
"sniff". He was such a chronic sniffer that he was
pretty well out of the picture most days that he
attended.

The group as a whole were quite sympathetic towards
his problem and made real efforts to offer assistance
and to tolerate his non-participation on days when
he was "out of it" from the night before.

During the first week he appeared to respond to the
point where sniffing decreased. His probation officer
related that he became more verbal, less depressed,
etc., but the effects were short lived, despite the
fact that he felt he belonged to a group with whom he
could identify. This sense of belonging was sufficient
only for a while. Sniffing had more of a hold on him
than the group could compete with, and generally he
became less and less available to give us his attention.
Since leaving the group we have had a fair amount of
contact with him in regards to doing something about
his sniffing but he has not yet reached a point where
he will avail himself of treatment in an appropriate
institution or clinic.

- D.B. - Single, male caucasian, aged fifteen. He lives
  with his parents, has had five prior delinquent invol-
  vements and has an I-Level classification of being an
  immature conformist (Cfm). He completed grade seven
  at age thirteen and dropped out of Grade VIII in
  November of the next term. During the year and a
  half since leaving school he has had at least, only
  casual intermittent employment. He attended only three
  days the first week and two days of the second before
  withdrawing. The reason he gave for withdrawal was
  that he had secured a job and we have had no personal
  contact subsequent to his leaving.

- A.S. - Single, male Indian, age eighteen. He lives
  with friends; has had 10 delinquent and two adult
  involvements and has been I-Levelled as an immature
  conformist ((Cfm (c)). He completed Grade IX at
  the age of fifteen and has been out of school for the
  past three years. He has had three known jobs during
  this time, the longest of which appears to be for a
  one month period. Attended on 20 June 1973 and decided
  that he and the course were not meant for each other.
  We have had no subsequent contact with him.

- M.J. - Single, male Negroid, aged sixteen. He resides with his father, has had no prior delinquent involvements and has been I-Levelled as a Neurotic Acting Out (Na). He completed Grade eight at the age of twelve (began in England at age four) and dropped out of Grade nine in the fall of 1969. Since leaving school he has had no known employment other than casually for his father and not totalling more than one month in the three and a half years.

  Attended the first three days of the first week. On a couple of occasions in the following few weeks he came in for the mornings but wasn't on the payroll past the first week.

  He managed to gain a great deal of acceptance by the group despite the shortness of his stay. He fit into the group setting well as he was quite verbal and appeared to be open and honest.

  I had been exposed to M.J. prior to his involvement in the course and would speculate that his reasons for leaving were simply that it was not exciting enough or worth getting up for in terms of immediate rewards. He appears to make friends easily but perhaps a poor self image may not have allowed him to participate fully had he decided to stay. In this respect, M.J. has sufficient foresight to recognize a threat when he sees one. In turn this may have precipitated his withdrawal. He did seem to enjoy a certain sense of belonging in the group and it is unfortunate, if he saw the course in a threatening light. His stay perhaps would have benefited others equally as much as himself, as he did generate a certain charisma which greatly encouraged others to speak.

- L.B. - Single, male caucasian, aged twenty-two. Presently he lives common-law, he has had two prior adult convictions (no delinquencies) and his I-Level classification is not known. Little is known about his educational history other than that he completed grade nine. He has been out of school for several years with the exception of some time spent in a commercial art course. Since leaving school he has had no more than a handful of jobs in which the length of stay never exceeds two weeks.

The first week he attended three days; the second week
3½ days; the third week he was absent; the fourth week
4 days; and the fifth week 3 days. L.B. represented
the oldest member of the group and was reasonably
intelligent. He was however, the most frustrating
member, and was the most consciousless person I have
had the pleasure of meeting. Whether in the group or
out of it he appeared to spend all his time attempting
to manipulate someone. This utilized a great deal of
time as he was also a bad manipulator and was obviously
inconsistent most of the time to most of the group.
He had at least two or three good honest excuses for
every move he made and yet each one was different -
depending on what day he was giving it and to whom.

It was fairly obvious that he entered the course as
a result of what he felt was going to be an easy
alternative to a lengthy period of unemployment. The
total of his participation was on an intellectual
level and he was not really appreciated by the rest
of the group because of his condescending attitude.
He lives exclusively for himself and functioned on
the premise that there was nothing whatsoever wrong
with him and all his personal predicaments were the
result of other's actions or non-action.

The fourth and fifth week that he attended were rather
frustrating for him personally as the group obviously
would no longer tolerate his methods and group con-
frontation frequently resulted in his becoming
aggressive, or withdrawing, or pouting or whatever he
felt was most expedient to get him out of the particu-
lar situation.

We spent considerable time with L.B. working on cause-
effect relationships (accountability) and there were
a few brief moments during his stay where it appeared
that perhaps something were absorbed. Finally, re-
involvement on a possession and cultivation charge
resulted in an increased use of drugs and hence missing
of time to the point where he never returned. It is
difficult to say whether or not he would have benefited
had he stayed. In a setting where awareness and honest
self-appraisal is a major objective he certainly was
in need of removal of a few rough edges. The group
did have a definite plus factor in dealing with him,
as confrontation and checking was not degrading, and

fifteen persons on a long term basis are more capable
of reinforcing the adage. "You can B.S. some of the ⌐
people all of the time ...." thàn on a one to one
basis or where less time is spent with the person.

In a recent discussion with his probation officer we
were informed that L.B. has continued to abuse him-
self on drugs and has attempted suicide by over-
consumption of sleeping pills on a couple of occasions
since withdrawing from the course. He is presently
on remand concerning the cultivation and possession
of Cannabis Sativa charge, and perhaps the threat of
gaol has caused him to escape on drugs. Anyway, if
attendance in the course had any lasting positive
effects on him they have not as yet come to the surface.

- D.T. - Single, male caucasian, aged nineteen. He
  lives with his parents, has had one adult conviction,
  and has been I-Levelled as being a Neurotic Anxious
  (Nx). He completed Grade seven at the age of seven-
  teen and failed grade eight in the 71/72 school term.
  He has·had two places of employment during the year he
  has been out of school, and each lasted approximately
  two weeks. He was admitted to the course a week late.
  His attendance was good for the first five weeks with
  only one day missed on each of the fourth and fifth
  weeks. The sixth and seventh weeks he attended three
  and two days respectively. What really went on with
  D.T. during the course still remains a mystery to me.
  Initially he appeared as though he was going to benefit
  all of us a great deal as he had a degree of insight
  into subjects that most other members appeared to lack.
  Shortly, however, it became more apparent that the in-
  sight never really included himself and the philosophy
  of life that he espoused was what he imagined was
  expected of a "hippie" type like himself. This mani-
  fested in inconsistencies and very immature actions
  and attitudes, which in turn, resulted in obvious
  resistance to accept, advise or even to listen to
  others who disputed his stance.

D.T. had some difficulty in really being accepted as
an equal in the group. He and I sort of represented
the sandaled hippies among the jean-jacket set. As a
result he seemed to identify with myself and was con-
stantly seeking me out on a one-to-one basis. It
resulted in resentment by the others and because I

felt I was beginning to understand him, frequently
found myself defending D.T.'s actions against
rather impressive odds.

This relationship h. d to be abandoned rather rapidly
because of the suspected favouratism.

Subsequently, whenever he attempted to see me about
an issue that pertained to group activities I would
insist that he discuss it with all of us. We had
previously discussed the group function as opposed
to one-to-one and although he would verbally agree
with the merits and the potentiality for greater
acceptance his participation greatly decreased there-
after. Although he withdrew prior to completion, he
did maintain some in-person and phone contact. His
attendance did manage to instil in him a certain
amount of self-worth. He did represent a highly
unmotivated person and as he interacted with the
group he somehow took the opposite but equally as
unrealistic an approach. Without taking much time
to assess goals he was shooting off in all kinds of
directions, relating to furthering his education,
without having followed through on any. He did not
remain long enough to work out a realistic plan for
himself, and at last contact, he was spending most
of his days at home doing nothing.

- J.A. - Single, female caucasian, aged seventeen. She
resides with friends, has had six prior delinquencies,
and has an I-Level classification of Neurotic Anxious
(Nx). She completed Grade nine at the age of sixteen
and attended grade ten for a couple of days in the
72/73 school term. In the nine months prior to Life
Skills she has had no known employment.

J.A. attended quite regularly for the first two weeks
and again during the sixth, ninth and tenth weeks.
She left after the eleventh week after having attended
only ½ day.

In the beginning it appeared as though she was going
to benefit both herself and others a great deal by
her participation. She was enthusiastic, verbal,
intelligent, and appeared to make friends easily.

A car accident (1st July) required her to be absent
for most of the third week and complications concerning

her operation caused attendance to drop off a great
deal the two weeks following this. Attendance
improved for one week then she missed another week.
It was at this time that we found out she was several
months pregnant and the resultant sick days, boy
friend difficulties, problems with her mother, loss
of living accommodations all aided in rather poor
attendance.

When she did begin to attend regularly again (9 and
10th weeks) she found herself to have missed a great
deal, relationship-wise, and was not as open as were
the remainder of the group. The group, by this time,
had become comfortable with each other and were not
really receptive to people coming and going. Despite
her forementioned qualities she was somewhat immature,
in her actions and she, like M.J. had sufficient
sensitivity to recognize a situation that could prove
threatening if she were to stay. In our opinion, had
she not missed all the days she would not have seen
us as a threat and we would have gained a great deal
by what she had to offer. She also has a tremendous
amount of potential and perhaps peer experiences and
influence would have been what she needed to help
her with her peculiar difficulties. We have had no
contact with her since her withdrawal but frequent
contact with her probation officer would indicate
that we were just not adequate competition for the
outside influences. Whether or not some outside
influences were real or made up as excuses we were
not given the trust or opportunity to help her deal
with them.

- M.K. - Single, male caucasian, aged eighteen. He
  resides with his parents, has had twenty prior delin-
  quent involvements and has an I-Level classification
  as an Immature Conformist (Cfm). He completed Grade
  nine at the age of fifteen and attended part of the
  71/72 school term. In the year since leaving school
  he has had no employment.

M.K. was a regular attender and remained in the course
until it terminated. He impresses as an extremely
dependent person whose whole focus is directed towards
doing things that he feels will cause him to be accepted.
At the outset, he was so verbal that we had difficulty
in shutting him off and he was continually volunteer-
ing for anything that required assistance. His ability

to speak freely was somewhat of an assistance for the
first while but when the more reluctant members developed
the courage, they found that M.K. would not let them
have the floor. This situation lasted only for a week
or so when a noon hour fist fight caused M.K. to take
a day off to recover and to think about the amount of
appreciation that others had for his style. We were
not aware of the fight for quite a while by which time
M.K. had decided that it had been quite therapeutic.
We were aware that he had begun to talk less and listen
more but we were naive enough to believe that it had
something to do with having discussed it in the group.
The fact that he did return at all after the fight
says something about his acceptance needs, as well as
the potential for need satisfaction that he saw avail-
able within the group.

The emphasis that was stressed in dealing with him was
in attempting to make him aware that he was a worthy
individual and did not have to copy the worthy deeds
of others to become accepted. We attempted to have
him become more aware of his own system of values so
that sacrificing them for a sense of belonging would
become more difficult and hopefully would eventually
be seen as not worth the price. 'He was of value to
the group because of his eagerness to understand and
participate in lessons, and was of sufficient sensi-
tivity to recognize other's needs and encourage their
participation. There appeared to be marked improve-
ment in M.K.'s ability to relate to others and, dis-
regarding his handling of a couple of instances where
he showed as being rather immature, he formed some
healthy relationships on an honest open level.
Whether or not his group methods transferred to out-
side activities is hard to say, but I do feel that
there is some lasting positive carry-over in his
relationship management.

- L.S. - Single, male Metis, aged seventeen. He cohabits
with his girl friend in his parent's home, has had
three delinquent involvements, and has been I-Levelled
as being an Immature Conformist (Cfm). He completed
Grade nine at age sixteen but dropped out of Grade 10
in January of this year. During the sixth months he
has been out of school he has not had any employment.

Attended regularly and remained until the end of the
course. In the first couple of weeks was only a

moderate participator and generally only if he was
encouraged. His period of decision (whether he was
going to stay) came during the third week when he
went on a three day thinking spree facilitated by
alcohol.

When he came back and the group was discussing his
absence he would not say what he thought about what
caused him to decide to return. When pressed he
said, "Do you want to know the real reason?....
Because I missed you bastards .... I spent three
days drinking and talking to Rose about you guys... No
one has ever told me they liked me before." This had
a tremendous impact on most of us as we all expected
that he would give the hitherto common answer of
attending for the money. He established a precedent
by this expression of feeling and from that point
most of the group seemed to give up the facade of
not wanting to care about each other. This incident
was especially effective because L.S. was always well
liked and respected by all of the other members.

From this day on he became quite verbal and he showed
a tremendous amount of empathy, and sensitivity and
did more for allowing the group to accomplish things
than any other member. It is interesting to note
that when we had guests in, he would participate less
and would use a few bad habits that he brought in
with him in the beginning. This appeared to be his
way of saying he wasn't ready to show the world that
he was a cream puff, but he seemed to overcome this
somewhat as guests got more frequent and he experi-
mented with showing bits of his soft center. At
present he is taking an apprenticeship in Lathing and
Plastering as are two other members. This apprentice-
ship was offered to him as a result of the excellent
work habits he showed while on the house remodelling
project that we had in the afternoons. He maintains
regular contact, and if such a thing were possible,
I would like to see him working for New Careers or
as a Life Skills Coach for natives or something along
these lines. He is enthusiastic about persuing this
avenue and in future contact we will be working out
the feasibility of it. At present, age and lack of
extensive involvement are minus points for New Careers
and there are no courses being given in Prince Albert.

- R.H. - Single, male negroid, aged nineteen. He lives
in a half-way-house, has had prior involvements as a
juvenile and one as an adult. He completed Grade ten
at age sixteen, and with the exception of a few months
in upgrading in 72/73 has been out of school for three
years. He has had five jobs in this time ranging from
one day to one month. Attended regularly from the
beginning and remained until the end. He and M.K.
perhaps did the most battling over floor space. He
was extremely verbal but unlike M.K. his contributions
were mostly bravado. He was the oldest member when
L.B. left which contributed to his status and despite
his windy nature he was well liked by most members.
The liking was superficial however, as most persons
saw him as "nice to have around" but never really
cared to associate with him after hours. On a personal
level this is perhaps where we focused on him. That
is, he did not really have the ability to abstract or
empathize and during the course of the lessons he
participated mostly intellectually. He tends to block
or deny any information that he does not really care
to hear or see. His participation may have benefited
others but it had its least effect on himself. R.H.
did make some positive moves in regards to allowing
himself to be concerned about others, but his fear at
perhaps losing faith in the protective image he has
built about himself denied him many benefits he may
have received. Contact has been relatively frequent
and at present he is unemployed. He is registered
with New Careers and was employed at Manitoba Sugar
Co. following completion of the course.

- J.B. - Single, male caucasian, aged seventeen. He
lives with his parents, has had four delinquent
involvements and has been classified as a Neurotic
Acting Out (Na). He completed Grade eight at age 15
and withdrew from grade nine in March of the follow-
ing year. During the fifteen months after leaving
school he has had two jobs; one for one week and the
other for two weeks.

J.B. started at the beginning of the course and although
attendance was occasionally spotty he remained until
the end. Attendance was,for the majority, voluntary
but his inability to stick to anything for any length
frequently required Ron Parkinson to exercise some
controls. The forced attendance was certainly in
J.B.'s best interests but it had its drawbacks. J.B.

always had the ready made excuse that he was forced to
go despite the fact that we felt he really did want to
attend. His idea of regular attendance was just differ-
ent than ours. We made an agreement with Ron that J.B.
would come no matter what happened partly because he
could use any skills he may accidentally absorb and
partly because we were interested in the effects of
compulsory attendance.

We are of the opinion that there were resultant occasions
where he would test the group limitations merely for
the sport of it as he knew there was no way we would
kick him out. In total however, he was frequently
keenly interested in what was happening and there were
prolonged periods in which he seemed to forget that he
didn't really want to be there. The last couple of
weeks he began testing in earnest again and this may be
a result of knowing the course was coming to an end and
he wanted to reassure us that his views changed. He
did manage to pull a little shady on us, as far ar
having a job was concerned, when the course ended.

He has remained in contact and he at least appears
motivated in the right direction although he isn't
really doing much in relation to his asperations.
The overall experience of interacting with the others
and their attempts to have him realize the futility
of his mode of operating must have had some lasting
effects but specifics in his case are difficult to
pin point.

- J.H. - Single, male Metis, aged eighteen. He lives
  with his mother, has had fifteen delinquent involve-
  ments, and his I-Level classification is that of an
  Immature Conformist (Cfm). He completed grade ten
  at age seventeen and had been out of school for approxi-
  mately one year, during which, he had one job for one
  day.

  J.H. attended 2 days the first week and was absent
  until the fourth week. He attended fairly regularly
  for the next three and then slowly faded out of the
  picture. In this particular case we can't help but
  feel that we just were not of sufficient incentive to
  overcome what was going on outside. The home situation
  appears to be quite unstable and he frequently was up
  half of the nights. Information that we had, was that

he did not have sufficient controls to resist the use
of alcohol and drugs that were a constant temptation
in the home environment. He verbalized a desire to
continue in the course but admitted that he was no
match for alcohol.

He participated well when he attended and was respected
and liked by most members. He most likely would have
benefited had his outside influence been more positive,
as he seemed to have an honest desire to attend.

- G.G. - Single, male Metis, aged sixteen. He resides
  with his mother, has had fifty-three prior delinquencies
  and has been I-Levelled as being an Immature Conformist
  (Cfm). He completed Grade seven at age fifteen and
  has subsequently been out of school for one year. In
  this period he has had one job for two days and another
  for four weeks. He began the course one week late and
  was one of the best attenders until his departure on
  the 28th of August.

We had a considerable amount of difficulty in dealing
with him as he was not only reluctant to participate,
but he liked to have others not participate with him.

Most participation was only after a considerable amount
of encouragement. I can't recall even one spontaneous
remark coming from him. He was personally and collec-
tively a very frustrating person and his departure was
mostly a result of my not giving him much else in the
way of alternatives. I found myself defending him and
his actions on several prior occasions and it resi .'ed
in my doing all his fighting. I'm not sure how 1 let
myself get into that trap, but when I eventually lost
patience there was not much group resistence to his
choosing to leave.

In the afternoon projects and activities he was more
open, friendly and a good worker. As a result he was
quite well liked as a person but it made the lesson
segment of the course that much more frustrating. If
we could have convinced ourselves that he wasn't really
worth the time and effort it would have made his ejec-
tion easier or at least allowed us to ignore the non-
participation.

- R.J. - Single, male Metis, aged seventeen. He lives
with his mother, has had thirty-one prior delinquencies,
and has been I-Levelled as being an Immature Conformist
(Cfm). He completed grade VII at age fourteen and has
not returned to school during the past three years. He
has had two known jobs; one for one week, and the other
for two and a half months.

He started at the beginning of the course and missed
only a couple of days until the course was finished.

He was much like G.G. in many ways but would partici-
pate much more readily when encouraged. He was
equally as frustrating but had the distinct advantage
of not interfering with others on those days when he
did not want anything to do with what was being dis-
cussed, and when he did contribute he usually came
out with showstoppers. He did respond well if he was
convinced that we were genuinely interested in his
contribution. This appears to be a result of a
tremendously devasting inferiority complex which
results in an inability to speak for fear of saying
something dumb.

There was a great improvement in his ability to relate
over the months but like L.S. guests had a tendency to
bring out his worst. He was asked to leave on one
occasion after about the first six weeks,but he decided
to return the next day and attended for the duration.
It was after this that he decided that if he wasn't
going to do anything he would do it on his own. Doing
nothing by himself must have been frustrating as it
resulted in the beginning of more active participation.

In the afternoon he was probably the most willing and
conscientious worker that we had, and this resulted in
he too being offered an apprenticeship in lathing and
plastering. He began with Jaerlich & Co. on the 17th
of September and contact we have indicates that he is
still there. It should be noted that he so impressed
Mr. Epp (person whose house was remodelled) that he
convinced the labour union to accept him despite not
having sufficient education to join the union.

If the course did accomplish anything for R.J. it was
in regards to his self image and the feeling that
people could be concerned about him. He is not exactly
filled with self confidence, but the non threatening

atmosphere did allow him to try on a few new
behaviours which he appears to have been able to adopt
as his own. He remains fairly cautious in expression
of feelings but at least they don't appear to still
be denied their existence.

- K.L. - Single, female Metis, aged eighteen. She
lives with her uncle and aunt, has had one prior
delinquent involvement, and has the I-Level classi-
fication of an undifferentiated Neurotic (N). She
completed Grade seven at age fourteen and returned at
seventeen to grade eight but remained only a few days.
She has been out of school for approximately two and
a half years and has had one employer on two separate
occasions, neither of which lasted for more than one
month. She has had a number of babysitting jobs but
nothing on a full-time permanent basis.

With the exception of one week, she was a good attender
and remained until the end of the program. She impres-
sed as being an extremely withdrawn, dependent girl.
For the first week she just sat there and never raised
her head. After some time to get to know others,and
a considerable amount of encouragement, she made some
rather startling moves in terms of participation. She
did, however, not advance much past the point that she
reached after the first few weeks. This caused a con-
siderable amount of frustration with some members
because they got tired of continually being supportive
without noticeable changes. On one occasion late in
the course it led to a few guys attacking her quite
brutally. It caused her to leave crying but she
returned by the afternoon. This incident had its
beneficial effects, however, as it tied in with the
lessons on confrontation for that week and it had some
sobering effects on several members. A couple of
weeks after this, we had another incident where she
spent a week with relatives in Ashern (130 miles).
The group decided that she should be asked to return
and they went out to see her. The situation that they
perceived her to be in caused three group members to
go out a couple of evenings later and they convinced
her to come back to the city. We had some difficulty
in regards to our interfering with the legalities of
her situation, but we feel this worked itself out
with her Probation Officer. Despite a few difficulties
we experienced regarding the incident it was indicative
of some of the bonds that were established and was of

of special significance to K.L. She remains unemployed, at present, but keeps regular phone contact and has made job applications in a few places. When the course ended, she had been accepted back in school, but she changed her mind about attending. An incident, perhaps worthy of mention, is that last week she had to appear in court on a fairly serious charge. She phoned right after her court appearance and was extremely elated about the fact that she should speak up for herself in front of a whole room of people.

- E.W. - Single, male caucasian, aged seventeen. He lives with his mother, has had forty-one delinquent involvements, and has been classified as a Cultural-Conformist (Cfc). He completed grade six at age fifteen and has been out of school for one year. During this year he has had three jobs ranging from two to six weeks.

He showed good attendance habits after he worked out his difficulties with arriving on time and he stayed until the end. Despite his education level he was one of the more intelligent members. He later wrote the Department of Education, grade level test and functioned at a sufficient level to be accepted into the union where he is now an apprentice. He was well liked, verbal, he could make logical cause-effect associations and appeared generally concerned about where he was heading in life. He lacked a great deal of tolerance and empathy for others however, and in lessons he was frequently bored, as a result of the rate of movement of others. He spent considerable time explaining things to others, but it appeared as though it was initiated so that we could move on rather than real concern about having others understand. In respect to lessons he was an asset but impatience may have caused him to miss many of the objects of the lessons.

He wasn't involved in the afternoon work projects except for the first four or five weeks. He and R.H. spent a month at the Kinsmen School for Retardates as afternoon and evening volunteers (evenings without pay) and were highly praised by this institution for their performance. He did work long enough on the remodelling project to show himself to be a good worker and this in turn led to the apprenticeship referred to above.

- G.M. - Single, male caucasian, aged seventeen. He
lives with his parents, has had twenty-two delinquent
involvements, and has the I-Level classification of
being a Neurotic Acting Out (Na). He completed grade
seven at age fourteen and attended for a short period
in grade eight. In the year and a half since leaving
school he has had four jobs all of which lasted less
than one week and the fifth which lasted for four
months.

He was also a good attender and remained until the
end of the course with frequent contact to this date.
He was not really much of a participator the first
couple of weeks and then seemed to go through a week
or so where he was making up his mind as to whether
he should continue or withdraw. After this period
he became enthusiastic, asked lots of questions,
gave assistance to whoever needed it and in general
terms became sort of the king pin of the group. He
showed himself to be insightful, empathic, mature
and several other characteristics that were not as
well developed in others.

He had an unusual willingness to help others and the
gift to do it in a manner that wasn't condescending.
He appears realistic in his outlook on life and is
taking positive steps to improve.

When the course ended we tried to convince him to go
back to school but he chose to work because plans he
had made with his girl friend required money. He quit
his original job (after we discussed it at length)
and he is scheduled to take the placement test at the
upgrading centre on the 9th of October. He has a job
lined up for the 10th of October to fill the gap
between writing of the test and the time he can begin.

INDIVIDUAL PARTICIPANTS

Names appear as initials

	(1) NAME	(2) AGE	(3) SEX	(4) RACIAL ORIGIN	(5) MARITAL STATUS	(6) RESIDENCE	(7) NO. OF CHARGES	(8) I-LEVEL	(9) GRADE COMPLETED /YEAR
1)	A.C.	18	M	Caucasian	S	Parental M/O	15 Juv.	NX	9/71
2)	R.H.	19	M	Negroid	S	Half-way house	2 Juv. 1 Adult	NA	10/70
3)	J.B.	17	M	Caucasian	S	Parental	4 Juv.	NA	8/71
4)	K.L.	18	F	Metis	S	Placement-Aunt	1 Juv.	N	7/70
5)	L.B.	22	M	Caucasian	C/L	Rented Home	2 Adult	-	9/?
6)	G.G.	16	M	Metis	S	Parental M/O	53 Juv.	C.F.M.	7/72
7)	M.K.	18	M	Caucasian	S	Parental	20 Juv.	C.F.M.	9/71
8)	L.S.	17	M	Metis	C/L	Parental	3 Juv.	C.F.M.	9/72
9)	R.J.	17	M	Metis	S	Parental M/O	31 Juv.	C.F.M.	7/70
10)	J.A.	17	F	Caucasian	S	W-Friends	6 Juv.	NX	9/72
11)	J.H.	18	M	Metis	S	Parental M/O	15 Juv.	Cfm	10/71
12)	M.J.	16	M	Negroid	S	Parental F/O	8 Juv.	NA	8/69
13)	G.M.	17	M	Caucasian	S	Parental	22 Juv.	NA	7/70
14)	E.W.	17	M	Caucasian	S	Parental M/O	41 Juv.	C.F.C.	6/72
15)	A.S.	18	M	Metis	S	c̄ Friends	10 Juv. 2 Adult	Cfm (c)	9/70
16)	D.B.	15	M	Caucasian	S	Parental	5 Juv.	CFM	7/70
17)	D.T.	19	M	Caucasian	S	Parental	1 Adult	N	7/71

4. <u>Coaches' Rating of Group Progress</u>

Initial impressions, of the group were that they were
somewhat more mature and enthusiastic than had been
anticipated. We are not really sure of what we had, in
fact expected, but in retrospect this first impression
appears to have been a result of our own low level of
expectation. The first few days were spent in relatively
relaxed kinds of exercises, the purpose of which, were to
help persons to get to know each other and to allow time
to deal with questions that the students had regarding:
the purpose of the course; why they were chosen; what
our roles as leaders were; what was expected of them;
what they could expect from the course, etc. etc. It
was quite apparent at the beginning of the course that
most of the students were skeptical as to why they were
there. As a result of probation officers not having a
great deal of experience with Life Skills and therefore
being unable to elaborate what was to occur during the
15 weeks, a lot of the students came with misconceptions
both as to why they were chosen and what the course
objectives were. This situation presented us with our
first set of obstacles, namely there was a fairly wide
shared opinion that they were chosen because they were
"stupid", and did not respond to the methods used by
their probation officers who as a result "dumped" them
on us. This attitude was only predominant for a few
days until such time as they participated in lessons and
got to know us better. However, questions that hinted
of these feelings of low self image recurred sporadically
for a few weeks. It was quite evident after only brief
contact that we would have to facilitate the group through-
out the course span with the two most obvious observations
in mind: (a) that the majority had low opinions of them-
selves in regards to intelligence and worth and (b) they
didn't really trust us; partly because we were probation
officers whom they didn't know, and partly due to skeptic-
ism of the group purpose.

The Life Skills Course itself is designed to enhance
self image and if conducted in a supportive manner we
expected participants self-image to improve given an
appropriate time lapse. The issue of trust became less
of an issue after a short while when the students came
to realize that everything they were saying in the group
was not going back to their individual probation officers.
As was noticed by most persons concerned, there was a
great deal of contact between client and probation officer
the first two or three weeks of the course. A large

percentage of contact can be accounted for in terms of
propinquity and personal needs, but we felt that it was
somewhat enhanced by a need for the students to know how
much contact the project director and myself had with
their probation officers and the type, if any, of informa-
tion that we were giving them. The situation improved
a great deal with the passage of time and the knowledge
that what went on in the group stayed in the group.
Whether or not the trust in us and in each other became
all that it should, is difficult to say, but it would
appear that it was sufficient to allow for the group
participatory learning process to occur.

It took the group approximately a week to ten days to get
to the point where the participation became spontaneous
and a sense of group belonging had developed. There were
particular students who never really allowed themselves
to share and use the group to their advantage for the
entire length of the course, and on the other hand there
were students who tended to monopolize the group without
any real advantage to either themselves or the group.

It became our function as facilitators to invite more
participation from those who were reluctant, an' less
from those who tended to be aggressive and somewhat
intimidating of the less verbal. In effect, we tried
to create an atmosphere wherein each person's contribu-
tion was valued not so much because of its content as
because the contribution came from a valued member, and
was a reflection of his or her real feelings. In this
respect, each and every contribution had validity
because each person had validity. The fear of making
a contribution was only in regards to its relevance at
the time. In this way we could discourage irrelevant
conversations without attacking the capabilities of the
person making the contribution.

This is, however, the ideal rather than the real. As the
majority of the group developed a sense of belonging and
a desire to make some progress they also took over self
regulating responsibilities. This was extremely product-
ive in that group members responded much better to peer
influence, but in several instances the confrontations
were of the nature of character attacks rather than issues.
This particular mode of confronting caused us some diffi-
culty on occasion and as a result required a good deal
of time to attempt to overcome. As affection developed,
however, so did tolerance and empathy and although there

were instances right up to the end of the course where
confrontation was degrading there was considerable improve-
ment in this area. Overall, we made efforts for each
member to analyze those responses that others emitted
and at the same time to try to become aware of their own
mode of responding and its origins. Each member attempted
to respond to the content of confrontation rather than
the feeling responses that it invoked.

The preceding is a general idea of the type of process
under which we attempted to operate. In most cases it
would appear that there were noticeable changes in
relating skills of the students but lasting effects or
carry over to outside activities is difficult to assess.
It must also be considered that we, as coaches, had
sufficient difficulty in adapting ourselves to what was
sometimes uncommon means of responding. In this regard,
it was quite apparent that at times we got frustrated to
the point where we did not practise what we preached.
This brings up an interesting point for consideration.
Given that we allowed our impatience and frustrations to
show themselves to the group, seemed to have some bene-
ficial effect, relationshipwise, between us and the
members. Towards the end of the course we discussed
some of the obviously frustrating days that I had earlier
in the course. I began to apologize for the couple of
times I lost my temper, and several of them cut me off
by saying that it at least showed us to be human like
they were. This issue was reinforced in about the
second week when the director (I was absent) tried to
explain to the group that my frustration did not incapaci-
tate me as far as empathizing with them was concerned.
The majority of the group misinterpreted what he had
tried to say and read it as though I was "a good actor
and could fake my moods to make them feel that they
weren't alone." This particularly affected them as I
had spent time with each of them on a one-to-one basis
and they had been hitherto satisfied that I could
genuinely feel for their particular situation. This
problem worked itself out after we all discussed what the
director had said, but it was quite obvious that they did
not have a great deal of respect for someone who has all
the answers or who at least was not human enough to show
his own weaknesses.

There were other times when a couple of them had wanted
to talk to me and I had delayed the conversation by say-
ing I wasn't in the mood "or" I had other things to think
about, etc. These instances made me feel that I was
neglecting my duties, but in retrospect, it turned out
well because we developed mutual respect in that we
honored each other's right to have other obligations and
areas of concern. These occasions were not seen as being
the result of any personal feelings towards them (vise/
versa when I wanted to talk to one of them) and the
honest expression of "not being in the mood" etc., seemed
more productive, in the long run than feigned attentive-
ness. Whether or not this approach can be used in situa-
tions where contact is less frequent is doubtful, at
least not prior to a good relationship being established.

In summary, it would appear that the group process would
have lacked a great deal were we not able to be completely
honest with our own feelings or if we were not tolerant
of the whims and feelings of the others. This does not
imply that all expressions are appreciated or that they
were allowed to interfere with the group activity./
Rather, the expressions of each person were acknowledged
and their merit decided on the basis of whether it was
the appropriate time or if it interfered with whatever
was in progress. This is in keeping with the foremen-
tioned philosophy that all expressions are valid because
they reflect feelings.

In this manner, each person can maintain the right to
feel that way. The eventual outcome it is hoped, would
be where he feels free to express his feelings and to
decide for himself what is appropriate under what cir-
cumstances.

A further issue was that of controls and confrontation
of individuals concerning their actions and participation.
This was exclusively a problem for the director and myself
for the first week or two. We experienced some difficulty
in this area mainly because we were beginning to appear as
the only "party poopers" in the group. We spent a great
deal of time, initially, defending the others' right to
participate in lessons as opposed to the few who were
chronic non-participators or who were not in the mood
that particular day.

However, a certain amount of group cohesion had developed and we decided that perhaps it was up to those persons who were really interested to confront those who were not. We transferred these duties in a very subtle manner by merely saying, "we are tired of being the bad guys and we refuse to continue to defend your rights. If there are any of you who wish to make something out of these sessions you will have to speak up and if things start going down hill, you can all go home." This method had the desired effect and from that point on group sanctions were administered mostly by the group. At this point, peer influence appeared to have more effect and we in turn could concentrate on the lesson giving and enjoying the non-"bad guy" role. This approach had a few bad side effects in that most members had internalized a less sophisticated means of censure than was appropriate for the group, and it quickly led to some lessons on helpful and harmful methods of confrontation.

There was also some difficulty in having the group decide the sanctions as a result of their lack of patience with several suggestions being made that we start weeding out members. This also involved some tricky manoeuvering when we had decided that things would be run democratically and we on occasion suddenly found ourselves out-voted by a rather overwhelming 15 to 2. As time progressed however, it appeared that the benefits outweighed any bad effects. As is apparent (and perhaps somewhat to be expected) we had some difficulties in deciding on procedural matters and the methods we experimented with were frequently as new to us as they were to the students. In general terms, we responded rather spontaneously to the feelings that were invoked by particular situations and the success-failure ratio appeared to have netted a profit.

5. Students' Evaluation

   - Comments on student's own perspective on the Life Skills sessions were derived from three questionnaires written by the students on July 9th, July 30th, and August 31st.

     On each questionnaire the students rated four areas:

     1. Training material.
     2. Coach.
     3. Themselves.
     4. Others in the group.

They indicated their opinions by marking an "X" on a scale of one to twelve with one being poor and twelve excellent. The scores were averaged for the group for each period on the same basis. (1-12)   (See figure #1.)

(a)   Training Material:

Looking at number 1 & 2 of the appendix indications are that the students found the material significant and relevant.

(b)   Coach:

Numbers 3 - 6 evaluate the coach according to the way the students see him. The scores seem to indicate that the coach's role was above average on the first and last rating. The lower rating in the second test in two areas seems to be an indication of the group's frustration about what appears to be the coach's lack of interest, but in our opinion is the stage of dependency of the group on the coach as the group became more independent the rating of the coach also increased.

(c)   Yourself:

Numbers 7 - 13 was the rating that the students made of their own participation in the course. This area seems to indicate that the students were fairly hard on themselves but on the overall improved their self image.

(d)   Others in Your Group:

Numbers 14 to 16 are the results of how each person in the group perceived the rest of the members. It would seem that for the first six weeks there was very little change in the group's status. As the group became a more closely knit unit the individual members were of the opinion that they receive greater support from fellow participants. This area will be further elaborated on by the coach in the group rating.

STUDENT PROGRESS REPORT - LIFE SKILLS COURSE

Figure #1

We need to know: How well you are doing on your course.
The benefits you gained.
Your problems which have not been helped by the course.
How well the coach is doing in running the course.
The usefulness of the training materials (such things
as reading materials, things the coach uses to help
you learn.)

		TOPICS RATED	July 9	July 30	Aug. 31
(a)	////	TRAINING MATERIALS	////	////	////
	1.	How helpful are the training materials for training?	7.4	7.8	8.5
	2.	How interesting and relevant are the training materials?	8.6	7.5	8.9
(b)	////	YOUR COACH	////	////	////
	3.	How well does your coach understand your problems?	7.7	8.1	9.1
	4.	How well does your coach attend to your needs?	8.1	7.2	9.3
	5.	How well does your coach help you learn?	10	8.1	9.9
	6.	How well does your coach run the class?	7.5	9.0	9.1
(c)	////	YOURSELF	////	////	////
	7.	How is your interest in the course?	8.3	9.0	9.1
	8.	How hard do you work in the course?	6.9	6.4	7.6
	9.	How useful are the things you are learning?	.7.9	8.8	9.7
	10.	How well do you use class time?	6.1	5.6	7.2
	11.	How well do you finish hard course work?	5.0	7.1	7.1
	12.	How well do you help others?	4.6	6.2	7.1
	13.	How well do you show consideration for others?	4.4	5.5	7
(d)	////	OTHERS IN YOUR GROUP	////	////	////
	14.	How well does your group help you to learn?	6.9	6.1	7.4
	15.	How much consideration do they show each other?	5.9	5.9	7.3
	16.	How much interest do they show in the course?	6.1	6.6	8.3

Rating - 1 POOR - 12 - EXCELLENT

FIGURE 2.

COMMENTS - RE:- LIFE SKILLS PARTICIPANTS

<u>Group #1.</u>

- No comment.
- No comment.

- The course is excellent but I wish I would've listened and learned instead of giving everybody a hard time. I appreciate what everyone is trying to teach me but it doesn't work.

- My ratings have changed because the attitude of the group has changed there is more sharing and caring happening between them.

- I rated most things higher this time as everything is falling into place. All phases of the group activities are much better than before.

- I think that I would like to improve No: 8, 10, 11, 12, 13, to excellent.

- Well, first of all, I think, I'm a good worker and I have a good head. Plus, I try my hardest to help the other people with their problems.

<u>Group #2.</u>

- I really enjoy the course.

- I think everyone that's still in the course will make it in society!

- Some people in this group bugs my ass but it is my fault for screwing myself and everybody else around. In the last few weeks of this course I will try to participate but it depends on who wants me too.

- I think that the visitors were very useful to the group, we were able to show them what we are about. I need a lot more learning personally. I enjoy coming to work and that is a change for me.

- I feel an awful lot better about W.G. and the course now; A.K. seems to be explaining more to me from which I get a better understanding. I thoroughly enjoy the course now.

- Warren and Alex are doing a fine job, but I think still that John Bailey should try to improve himself but I guess I'm no better but I'll try harder.

- I need more help to understand more things I don't know. The coach is very good and Alex is a very smart man and the way I still see it he's still like a father to us. I don't mind visitors, that's if they're good looking girls.

(e) Other Comments

Figure #2 contains a list of comments (verbatim)
by various group members. These comments were
made during the last two sessions. It would appear
that motivation to participate and learn was
relatively high. As the Life Skills Course inte-
grates the students use of group dimension it may
be said from the above conclusion that this objective
was achieved.

VIII. COACHES' EVALUATION

1. Dual Coaching

The arrangement whereby the project Director and myself
coached the group together was extremely valuable given
that we were both novices in Life Skills coaching having
just completed the coaches training. Lessons were
planned together and we were thus better able to assess
their purpose and limitations as they applied to our
specific group. This was of particular value in view
of the limited time we have to prepare lessons during the
initial weeks.

In the lessons giving phase it also proved to be bene-
ficial in that cues that were missed by one could be
picked up and capitalized on by the other. It was
difficult to always be in the mood for giving of lessons
and there were mornings when one or the other was not
particularly alert. Given that lessons appeared to fail
or succeed on the basis of how the first few minutes
went it obviously decreased the odds against a poor
beginning. The most obvious area where this arrange-
ment was beneficial was in the realm of support. I feel
we may have entered into the course a little too optimis-
tic about what the results could be. There were many
occasions when long supportive discussions were necessary
and we feel we were better able to adjust to realistic
expectations when both of us were there to witness what
was taking place.

We had our share of difficulties due to the differences
in style and personality, but these were worked out in
the afternoons and never presented any major problems.
These differences caused us both to adjust our styles
somewhat and were probably more beneficial than if we
had been alike. Our differences would also be of value

to students who may have had difficulty in relating to either of us, or who may have had stereotypic impressions of "straights".

With the amount of paper work and statistics required due to this being a demonstration project, it would have been more than one person could handle. It therefore afforded us an advantage in being able to work out a diversion of duties. As the course progressed and we gained confidence the need for dual facilitation became less and we were able to adjust ourselves accordingly.

Assistance in future courses would appear necessary only if activities other than lessons are expected and supervision or transportation are required.

2. Afternoon Projects

The afternoons were divided in three areas of reference i.e. recreation, educational, cultural, and employment.

The obvious effects of our projects were that four permanent jobs were offered to the students as a direct result. The fact that the lessons are designed to cover two of these areas (job and leisure) they had value in giving real experience in the areas around which they discussed in the lessons.

The recreation afternoon was of value in that students got to participate in activities that many had never experienced before. Most of the time spent was at the Y.M.C.A. but during the last month it included a variety of activities all of which were paid for by the students.

The work activities were of limitless value. The expectation put on the course was that it should prepare them for jobs and the projects gave them an existing source of information to utilize in the related lessons. In this respect the projects were far more valuable as a source of information and experience than we anticipated.

The work projects were ones in which we were involved personally as a group and were not part of a larger community project. This gave rise to a great deal of pride in being able to look at something that was totally their doing. There were occasions when they worked unsupervised and it resulted in more work being done than when supervision was present. Give the relateable

experience and the sense of worth that afternoon employ-
ment provides, it would appear to be wortny of much consi-
deration for future courses. In this respect we might
take advantage of the Y.E.S. program now under way and
afternoon projects would not require additional manpower.

3. Role of New Careerists

Two New Careerists (one male; one female) who were group
participants in the morning served as assistants in the
afternoon work and recreation activities. They provided
transportation to and supervision of the afternoon pro-
jects and were more or less on their own in these
activities after the first couple of weeks. The most
obvious problem that comes to mind with this arrange-
ment is the dual role that had to be played by the New
Careerists. In the morning they were supposedly of
equal status to the students and in the afternoons were
expected to change roles. (It is difficult to discuss
it in terms of status in a group that is supposed to
work relatively free of status consciousness. For the
writer's purposes in this submission, status and
influence will have roughly the same connotation).

We feel that this role changing was confusing to the
rest of the students and they never really saw the
New Careerists as being equals. This situation would
be quite tolerable in most instances but we found that
they occasionally had a great deal of negative influence
during the afternoons. On days when they were frustrated
it got passed onto other members and the position they
were seer to occupy by the students made their influence
that much more binding.

The reverse situation was also true, in that they gave
positive influence, but it was less apparent and it
didn't really require that we deal with it, as in the
case of negative feelings that tended to come to the
surface in the group. This was definitely not a problem
that was created by the particular New Careerists that
we had. The course activities required that we utilize
them in this fashion and we may have suffered more
severe difficulties had we not had them. It must have
been a thoroughly frustrating experience for them as
well as they were never really in one camp or the other.
This situation may also have been far more positive an
arrangement had we had time to get to know each other
before we started working together. As it happened we

had expectations that were unrealistic, which
may in turn have interfered with our recognition of the
positive advantage to their participation. As it happened,
the New Careerists required a fair amount of "out of
class" time during which we worked out most of our differ-
ences. This may have been an expected part of our duties,
but nevertheless one for which we had not prepared our-
selves.

On the positive side, the New Careerists were valuable
in the lesson half of the program. They frequently
were the cause of sparking interest and conversation
and overall prevented several lessons from flopping.
In this respect, they were often confused about lesson
content and purpose but genuinely interested and
enthusiastic about what they were getting out of the
lessons.

IX. IMPLICATIONS FOR FUTURE USE OF LIFE SKILLS APPROACH

1. The course provided the student with a group learning
    experience which facilitated the developments of trust-
    ing, self-awareness, and control, systematic problem
    solving, and work experience with subsequent occupational
    placements.

2. The Life Skills Course is quite manageable with respect
    to facilities and space.

3. Extra assistance (New Careerist) for the coach is required
    if other similar projects involving afternoon activities
    are repeated.

4. If a project similar in nature is repeated, the number of
    participants should not exceed 15 nor be less than 10.
    With more than 15 students it is difficult to provide
    sufficient individual attention and involvement. If less
    than 10 students participate, this would be both uneco-
    nomical and would limit the scope of personal experiential
    contributions by members.

5. In similar projects, the lessons of the Life Skills Coach-
    ing Manual, after the necessary introductory ones, can
    be tailored to meet the needs of any particular group.

6. Time wise, it would seem that the maximum period should be approximately 12 weeks, in a concentrated form, such as this one has been.

7. Students desiring to enter the Life Skills Course other than at the commencement of the course may find some difficulty in making an adjustment. However, with support from the coach and other group members this could be worked out to the advantage of both the student and the group. Thus, it seems that continuous intake is possible but would require very close evaluative measures by the coach.

8. In order to operate a project in the future such as the one just completed, financial assistance is a requisite for the participants, as it provides: (i) income, (ii) incentive, (iii) training situation, that can be applied to a living situation (punctuality, hours of employment, employment standards, etc.)

9. To our knowledge the students (except for one out of the 14 that remained for any time) did not get involved in further delinquent behaviour up to the completion of the course and considerable change for the better in attitudes was noted. These changes can be directly attributed to the Life Skills Course.

10. Contact with participants in the brief period following termination of the project confirms the impression that those candidates completing the course profited significantly. It did appear, however, that gains made during the course tended to diminish when support was withdrawn rather abruptly. It would seem that a continued follow-up period by the coach which could consist of individual counselling, occasional group meetings, contacts with employers and/or education authorities would greatly enhance the retention of the gains made by the participants during the course proper, thus reinforcing any hitherto improvement in social functioning. Should a somewhat similar project be undertaken it is recommended that the coach assume full responsibility for facilitating the course and in addition assume the probation supervision role during the entirity of the course and for at least two months thereafter.

X. ALTERNATE POSSIBILITIES FOR CONSIDERATION OF OPERATING A LIFE SKILLS PROGRAM

Participation in the Life Skills Coach Training.

Review of two research projects compiled by Saskatchewan Newstart on Life Skills Course in Mental Hospitals and in Correctional Institutions, comments in the manuals prescribed for the Life Skills Course, as well as the experience of this project suggest that the Life Skills Course could be conducted in a variety of ways.

Probably the most ideal and meaningful way is the manner in which this project was structured with greater emphasis on a variety of lessons. This comment is made, in light of the fact that the Life Skills Course integrates three process dimensions:

(a) Content
(b) Group
(c) Problem solving

Thus in order to utilize the group dimension, regular and frequent sessions appear to be the most beneficial to the student. However, indications are that other components could be strengthened to compensate to some extent for the diminution of the group dynamic.

It seems imperative, regardless of the manner in which the Life Skills Course is conducted, that Audio-Visual Equipment, Over-Head Projector, and tape recorder be available.

There are several alternatives that must be considered in arranging for Life Skills Lessons in any given situation some of which are:

(a) the time the student has available (working, if so, what hours).
(b) student's needs - track (self, family, etc.)
(c) Coach time - time that coach has available.
(d) availability of equipment.

In setting up a Life Skills Course to meet the needs of the students the duration of the lessons allow themselves to a very flexible scheduling. The over-riding factor is to allow sufficient time in each lesson

to complete one block of the lesson. Thus, the course can be fitted into a schedule of meetings once per week to the ideal situation of the project just completed.

In considering the frequency of the Life Skills lessons, one would have to consider most important the time that is available for the student to attend. Thus, in an employment situation, in all probability it would be an advantage to consider two sessions per week. The frequency of these sessions could be modified or increased, depending on the requests of the group as the course progressed.

The course could also be tailored so that emphasis would be placed on only one of the five tracks.

Continuous intake of students into a course is, as mentioned elsewhere, a disadvantage but yet fairly realistic. It would simply mean utilizing the group already in session to support and pass on information they have gained to the new student.

Thus, in summarizing our evaluations and comments, we have noted the benefits of Life Skills Training to people and are of the opinion that further training be conducted for others.

Project Coach
Warren Gander.

Project Director,
Alex Korzeniowski.

AN ANALYSIS OF THE LIFE SKILLS LESSON PLANS

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AN ANALYSIS OF THE LIFE SKILLS LESSON PLANS

During the months of August and September, 1972, an analysis
of the Life Skills Coaching Manual was carried out to achieve the
following objectives:

a. To determine, classify and catalogue the course skills.

b. To determine those skills which are considered optional
    and identify any other skills which should be added to
    the course.

c. To determine, classify and catalogue the levels of learning
    to which each skill is developed by the course.

d. To prepare a sequence of skills development.

e. To prepare a sequence of lessons for the existing Life
    Skills Coaching Manual which will aid coaches by showing
    interdependencies of lessons; mandatory preceding lessons;
    optional lessons; and the prime skills emphasized by each
    lesson.

f. To prepare a specification for further development of
    the course.

A list of assumptions made during this study is at Annex A.

A list of some of the problems encountered in carrying out
this study is at Annex B.

Classification of Levels of Learning

As an aid to record the data included in the lessons and to analyze the data to provide development information it was decided to classify levels of learning into a number of categories. These categories are not intended to show a hierarchy of learning - rather they are intended as a means of gathering and measuring the course skills.

The levels of classification selected are as follows:

a. Exposure (The skill is presented to the students but they do not actively perform the skill. The students are essentially passive except for discussion about the skill.) Sub-classifications are:

  (1) The skill is exposed or used by the coach or other media, without explanation or definition.

  (2) The skill is explained to the students.

  (3) The skill is discussed by the students.

  (4) The skill is demonstrated or modelled to the students.

b. Recognition (The skill performance can be identified or recognized by the students when the behavior is performed by a peer or coach or in other media.)

c. Recognition of Quality (The students can identify the quality of skills when performed by himself or by others.)

d. Practice (The students actively perform the skills.)

  Sub-classifications are:

  (1) The students, within the group, perform the skill.

    (Several students will probably perform the skill, some will participate to some degree, and some may remain almost completely passive. There is no guarantee in the lesson that each student will actively perform all elements of that skill.)

  (2) Coach assists students in skill performance.

    (The coach helps those who need assistance in performing a skill.)

(3) Each student* performs the skill.

(The lesson directs the coach to provide individual skill performance.)

(4) Each student* assists a peer in skill performance.

(The lesson directs the coach to have the students form small group configurations which allow peer assistance.)

(5) Each student*, away from the group, performs the skill.

(The lesson directs each student to perform the skill in his home or community and to report the results back to the group.)

(6) Each student*, apart from the group, helps another person to perform the skill.

(The lesson directs each student to show another person, in his home or community, how to perform the skill and to report the results back to the group.)

e. Within Repertoire (As a result of the learning experiences it can reasonably be inferred that each student is able to perform the skill without assistance.)

f. Habitual (As a result of the learning experiences it can reasonably be inferred that each student can recognize the need to perform the skill and that he will perform the skill when required or appropriate.)

Classification of Skills

As an aid to record and analyze the skills contained in the lessons it was decided to classify them. The classifications used are not necessarily exclusive but were helpful in recording and analyzing

N.B. * The term, "Each student" is not intended to necessarily include students who may have a learning disability or some form of psychological hangup.

them in manageable units. This system is not intended to describe the course or the course process.

The major classifications selected are as follows:

a.   Problem Solving Skills

(Those skills and clusters of skills which enable the student to set, implement and evaluate specific short and long term goals and resolve personal problems.)

b.   Human Relations Skills

(Those skills and clusters of skills which enable the student to recognize their own potential and limitations; model positive, personal and group behaviors, and communicate effectively in and out of the group.)

c.   Process Skills

(Those skills which are primarily introduced to enable the students to participate in the course. Examples are the use of vignettes, role playing and triads.)

d.   Coping Skills Areas

(Problem solving, human relations and process skills which are introduced, integrated and/or applied to selected problems from today's complex society. The use of these coping areas is intended to transfer the Life Skills from the classroom to real life. Examples of coping areas used are money management, alcoholism and personal appearance.)

Skills Identified

From a perusal of the lessons in the Life Skills Course the following behavioral skills were identified. A few additional skills, not now included in the course, have been added. These are shown with an @. Optional skills are shown with an *. These skills are all presumed to begin, "The student will be able to . . . . "

A. Problem Solving Skills

    1. Gather Data/Information

        a.   (i) Ask himself 6-W questions.

                    (ii) Answer his own 6-W questions.

      (iii) Obtain ideas through brainstorming.

      (iv) Ask other people fact finding questions.

      (v) Obtain ideas by asking, "In what way . . . . ?"

b.   (i) Determine the community resources appropriate to a particular problem.

      (ii) Determine the organizational processes appropriate to a particular problem.

      (iii) Decide whether he has to go to a resource person or facility to obtain data/information. @

c.   Make purposeful use of his imagination.*

d.   Record data.

2. <u>Analyze Data/Information</u>

a.   (i) Rate data.

      (ii) Rank data.

      (iii) Classify data.

      (iv) Tabulate data.

b.   Set criteria.

c.   Analyze data/information by:

      (i) Asking "why."

      (ii) Force field analysis.

      (iii) Applying criteria.

d.   Analyze the elements of a simple task.*

e.   Test assumptions by asking fact finding questions or by observation.

f.   Define a simple problem.

3. Set Goals

    a. Identify alternative courses of action.

    b. Project potential results of alternative courses of action.

    c. Set general short and long term personal goals.

    d. Set specific short and long term personal goals.

4. Develop Plans

    a. Sequence a simple task. @

    b. Develop a plan to carry out a simple task.

    c. Organize and implement problem solving skills for a specific problem.

    d. Apply problem solving skills to a personal problem.

5. Implement Plans

    a. Carry out a simple task assignment.

    b. Carry out a complex task assignment. *

    c. Carry out a plan intended to resolve a personal problem.

6. Evaluate Plans

    a. Evaluate the effectiveness and efficiency of achievement of a simple task assignment.

    b. Evaluate the validity of a simple plan. @

    c. Evaluate achievement of a complex task assignment. *

    d. Evaluate the application of acquired skills to the implementation of a specific plan.

    e. Evaluate his progression towards specific short and long term personal goals.

f. Modify goals or plans as a result of evaluation findings. @

B. Human Relations Skills

1. Individual Output Communication

   a. Use acceptable format for written or verbal reports.

   b. Model good presentation skills.

   c. Complete job application forms.

   d. Prepare job application letters.

   e. Prepare resumes. *

   f. Describe personal feelings as a result of a stressful situation.*

2. Individual Intake Communication

   a. Listen effectively.

   b. Defer judgement while de-coding a written or oral message. @

   c. Apply judgement after de-coding a written or oral message. @

3. Group and One to One Communication

   a. (i) Accept non-stressful responsible feedback.

      (ii) Accept semi-stressful responsible feedback.

     (iii) Accept stressful responsible feedback. *

      (iv) Give non-stressful responsible feedback.

      (v) Give semi-stressful responsible feedback.*

     (vi) Give stressful responsible feedback. *

b. (i)   Model the following attending behaviors:

           Eye contact

           Verbal following

           Body following.

   (ii)   Adopt the attending behaviors of:

           "responsible reflection" @

  (iii) , Respect peer and non-peer psychological distance. @

c. (i)   Interview persons of authority to solicit their help for a specific purpose.

   (ii)   Co-operate with peers on identified tasks.

  (iii)   Co-operate with persons of authority on identified tasks. * @

   (iv)   Introduce himself to a person of authority on a one-to-one relationship.

    (v)   Arrange appointments with persons of authority.

   (vi)   Gracefully end a conversation with a person of authority.

  (vii)   Use a telephone efficiently, effectively and courteously.

d. Model helpful group behavior of:

    (i)   Interpreting.

   (ii)   Encouraging.

  (iii)   Organizing.

   (iv)   Leading.

    (v)   Expressing group feelings.

   (vi)   Inviting contributions.

  (vii)   Harmonizing,

 (viii)   Giving information.

e.   (i)   Informally debate in a non-stressful situation.

          (ii) Informally debate in a semi-stressful situation.

         (iii) Informally debate in a stressful situation.

f. Participate in a formal debate. *

g. Chair a formal meeting, record proceedings and follow modified parliamentary proceedings.*

h. In group discussions:

        (i)   Introduce single concepts at a time. @

        (ii) Build on previous discussion. @

       (iii) Introduce new concepts for continued discussion. @

i. Confront discrimination, where meaningful.

C. <u>Process Skills</u>

1. Use VTR equipment.

2. a. Act responsibly to others in the group.

    b. Give trust to others in the group.

3. Participate in role play situations.

4. Use multi-media kits.

5. Participate in the following group configurations:

        (i)   Vignette or group on group.

        (ii) Triads.

      (iii) Dyads.

      (iv) Large group discussion.

      (v) Panel discussion.

D. <u>Coping Skills Areas</u>

      The coping skills lessons are basically at the exposure

level and any real skill development would be dependent upon the amount
of time and objective enquiry carried out because of an expressed or
seen need. Only three coping skills were identified as having been
developed by the lessons (Job Application Forms, Job Application
Letters and Resumes) and these, for convenience, were added to the
Human Relations Skills. If, in fact, the course is designed to
help people to cope in life situations, then the coping areas used,
for the introduction and application of problem solving and human
relations skills, should be developed to the extent that the students
will achieve real coping skills.

Data Collection

It was decided to obtain the following data from each of the
Life Skills lessons:

    a.   problem solving, human relations and certain process
       skills;

    b.   the levels of exposure and practice to which each
       problem solving and human relation skill is developed.

The other levels of learning (recognition, recognition of
quality, within repertoire and habitual) could not be recorded as data
from each lesson. It was, therefore, decided that these would be
obtained as information from an analysis of the data.

The format used to record the data is shown in the example at
Plate 1.

As the first step in gathering this data the authors studied the
written portion of each lesson and recorded the skills and levels.

To ensure overall objectivity certain coaches and coach
trainers were also requested to record the prime skills of each lesson.
They were also requested to list optional lessons, if any, which are
not completely essential to the overall objective of the course.

It quickly became obvious that there was little unanimity of
agreement between the trainers and coaches on the intended outcomes
of a significant number of lessons. The chart at Plate 2 illustrates
the different emphases assigned to the first 14 lessons.

The data recorded by the authors reflect only those skill-
exposures which are, in fact, prescribed in the Life Skills Coaching
Manual. It is considered probable that well trained coaches ensure
more skill development than now prescribed by the lessons but this

PLATE 1

LESSON NUMBER

LEVELS OF LEARNING

Column headers (diagonal):
- EXPOSED OR USED WITHOUT EXPLANATION
- EXPLAINED TO STUDENTS
- DEMONSTRATED TO STUDENTS
- DISCUSSED BY STUDENTS
- PRACTISED BY GROUP
- BY EACH STUDENT
- COACH ASSISTS STUDENT
- PEER ASSISTANCE
- STUDENT PRACTISES AWAY FROM GROUP
- STUDENT HELPS ANOTHER, AWAY FROM GROUP

SKILLS

Show Prime Skill of Lesson in Red

Skill	Exposed/Used w/o Explanation	Demonstrated	Practised by Group	By Each Student	Coach Assists	Peer Assistance
3 Attending Behaviors (HR)	✓		✓	✓	✓	✓
Asking 6-W Questions (PS)	✓		✓		✓	✓
Give Non-Stressful Feedback (HR)	✓					✓
Model Helpful Group Behaviors (HR)	✓					
Group Discussion (P)	✓				✓	

EXPLANATION

1. Prime Skill of lesson recorded in red.
2. No more than three skills recorded as prime.
3. Level of learning recorded only when the lesson directed its exposure or practice.
4. Lesson numbers taken in sequence from Life Skills Coaching Manual.

PLATE 2

Comparison of prime skills emphasis in lessons as rated by analysis team, lesson objective, a coach, and by the trainers.

SKILL	TEAM OPINION	LESSON OBJECTIVE	COACH OPINION	TRAINERS' OPINION
LESSON 1 "MEETING ONE ANOTHER"				
Attending Behaviors	x	x	-	-
Effective Listening	-	-	x	-
Interviewing & Sharing	-	-	-	x
LESSON 2 "SEEING ONESELF ON VIDEO"				
Accept Feedback	x	x	-	-
Use VTR Equipment	-	x	x	x
Deal with Anxiety	-	-	-	x
LESSON 3 "SURVEYING LIFE SKILLS"				
Ask Self 6-W Questions	x	-	-	-
Answer Own 6-W Questions	x	x	x	x
LESSON 4 "LISTENING TO OTHERS"				
Attending Behaviors	x	x	x	x
LESSON 5 "DESCRIBING FEELINGS"				
Describe Feelings	x	x	x	-
Attending Behaviors	-	-	-	x
LESSON 6 "RELATING TO OTHERS"				
Co-operate with Peers	x	-	-	-
Describe Feelings	-	x	-	x
Planning	-	-	x	-
LESSON 7 "GIVING & ACCEPTING FEEDBACK"				
Give and Accept Feedback	x	x	-	x
Ranking	-	x	x	-
LESSON 8 "EXPRESSING TRUST IN THE GROUP"				
Give & Accept Feedback	x	x	-	-
Ranking	-	x	-	x
Describe Feelings	-	-	x	-

SKILL	TEAM OPINION	LESSON OBJECTIVE	COACH OPINION	TRAINERS' OPINION
LESSON 9 "DEPENDING ON OTHERS"				
Model Positive Group Behaviors	x	x	x	-
Transferring Roles	-	-	-	x
LESSON 10 "RATING BEHAVIORS IN GROUPS"				
Rank Data	x	x	x	-
Model Group Behaviors	x	-	-	-
Set Short Term Goals	-	x	-	-
Identify Behaviors	-	-	-	x
LESSON 11 "GIVING A TALK"				
Presentation Skills	x	x	-	x
Use Acceptable Format	x	-	-	x
Attending Behaviors	-	x	x	-
LESSON 12 "DESCRIBING FEELINGS"				
Describe Feelings	x	x	x	x
LESSON 13 "DEBATING THE TOPIC, TO WORK OR NOT TO WORK"				
Participate in Formal Debate	x	-	-	-
Presentation Skills	-	x	-	x
Attending Behaviors	-	x	-	x
Feedback	-	x	-	-
Follow Directions	-	-	x	-
LESSON 14 "IDENTIFYING ASSUMPTIONS"				
Test Assumptions	x	-	-	-
Identify Assumptions	-	x	-	-
Identify Biases	-	-	x	-
Ask 6-W Questions	-	-	-	x

variable could not be recorded without an empirical study of the
delivered lessons.

Attached at Plate 3 is a matrix on which the problem solving
and human relations skills have been recorded on the vertical scale and
the levels of exposure and practise recorded on the horizontal scale,
by endorsing the lesson numbers. The prime skills are underscored.

From this matrix a number of general conclusions can be made:

a. Some skills jump from group performance to the student teaching
    of others, without individual practise.

b. There is minimal direction in the lessons for the coach to
    assist students who are having difficulty in skill performance.

c. Many lessons require skill performance by the students with-
    out the skill having been demonstrated or explained to them.

d. There is little direction for peer teaching in the lessons.

e. Many skills do not progress beyond group performance.

f. Some skills appear to have an unnecessary number of exposures
    or reinforcements while others do not appear to have been
    adequately treated.

g. It can be inferred that the students would be able to recognize
    many of the skills but there is little evidence to suggest
    that, with a few exceptions, they would be able to recognize
    the quality of performance. This assumption is supported
    by the lack of measuring instruments in the lessons.

h. A number of skills can be inferred as being within the
    student's repertoire but only a few would probably become
    habitual to all the students.

Analysis of Data

As stated in "DATA COLLECTION" it was decided to gather data
on the exposure and practice levels of learning from the lessons and
then to analyze this data to obtain information on the probable re-
maining areas of learning (recognition, recognition of quality and
habitual.)

PLATE 3 Matrix: Skills/Learning levels by lesson * Skills added + Used hereafter as process skill # Blends into Problem Solving Skills Skill: Each student will be able to:	A-1 Skill exposed or used with-out explanation	A-2 Skill explained to students	A-3 Skill discussed by students	
1. Ask himself 6-W questions			<u>3</u>	
2. Answer his own 6-W questions			<u>3</u>	
3. Obtain ideas through brainstorming	5	23	<u>23</u>, 34	
4. Ask other people fact finding questions	1	<u>28</u>	<u>28</u>, 30, 34, I	
5. Decide whether he has to go to a resource person or facility to obtain data/information *				
6. Obtain ideas by asking, "In what way . . . .?"	21			
7. Determine the community resources appropriate to a particular problem		44	44	
8. Determine the organizational processes appropriate to a particular problem				
9. Make objective use of his imagination		<u>47</u>	<u>47</u>, 46	
10. Record data	47			
11. Rate data				
12. Rank data	6	<u>10</u>	7	
13. Classify data	24			
14. Tabulate data			7	
15. Set criteria	27		<u>46</u>	
16. Why questions			<u>29</u>, 39	
17. Analyze data by force field analysis		<u>15</u>	<u>20</u>, <u>21</u>	
18. Analyze data by applying criteria		<u>41</u>		
19. Analyze the elements of a simple task		<u>42</u>	<u>42</u>	
20. Test assumptions by asking fact finding questions or by observation	13		<u>14</u>	
21. Define a simple problem	21			
22. Identify alternative courses of action	40			
23. Project potential results of alternative courses of action	39			
24. Set general short and long term personal goals		10	<u>37</u>, 10	

A-4 Skill demonstrated to students	D-1 Students perform skill as a group	D-2 Coach assists students ... skill	D-3 Each student performs skills by himself	D-4 Each student assists peer in skill performance	D-5 Each student, apart from the group, performs the skill	D-6 Each student, apart from the group, assists another person perform the skill
3	(3 x 2)		(3 x 2)			3
3	(3 x 2)		(3 x 2)			3
23	23, 5, 9, 19, 20, 21, 34, 45, 46		23			
28	28, 30, 1, 19, 21, 22, 23, 25, 26, 27, 29, 34, 35 +	28, 30, 1	28, 56, 38, 1, 23, 34, 35, 36, 50	28	28	28, 50
	21, 23, 52, 54					
	44					
47, 12, 46	47, 12, 46	12	12	#		
	47			#		
	6, 7, 8, 10, 13, 15, 28		7, 10, 15	#		
	24			#		
	7, 47		7	#		
46	38, 46, 27, 34, 41, 45		38	#		
29, 39	29, 15, 16, 49, 50, 51					29
20, 21	15, 20, 21, 37, 36, 41, 44, 45	1, 20, 21	15, 37, 20, 21, 36, 41, 44	#		
	41, 52			#		
42	42, 43			#		
14	14, 13, 21, 24, 25, 30			#		14
	32, 21, 22, 24, 25, 54			#		
				#		
	40, 39		(40 x 3)	#		
37	37, 17, 20, 36, 45, 55		37	37		

PLATE 3 * Skills added + Used hereafter as process skill # Blends into Problem Solving Skills Skill: Each student will be able to:	A-1 Skill exposed or used without explanation	A-2 Skill explained to students	A-3 Skill discussed by students	
25. Set specific short and long term personal goals.			37 *	
26. Sequence a simple task. *			*	
27. Develop a plan to carry out a simple task	35			
28. Organize and implement problem solving skills for a specific problem		27	25, 27, 21	
29. Apply problem solving skills to a personal problem			51	
30. Carry out a simple task assignment	19	39		
31. Carry out a complex task assignment				
32. Carry out a plan intended to resolve a personal problem	36			
33. Evaluate the effectiveness and efficiency of achievement of a simple task assignment	*			
34. Evaluate the validity of a simple task*				
35. Evaluate achievement of a complex task assignment				
36. Evaluate the application of acquired skills to the implementation of a specific plan				
37. Evaluate his progression towards specific short and long term personal goals.				
38. Modify goals or plans as a result of evaluation findings				
39. Use acceptable format for written or verbal reports		11, 13	11	
40. Model good presentation skills		11, 13	11	
41. Complete job application forms		59	59	
42. Prepare job application letter		59	59	
43. Prepare resumes		59	59	
44. Describe personal feelings as a result of a stressful situation	5, 7		5, 8	
45. Listen effectively		4	4	
46. Defer judgment while de-coding a * written or oral message				
47. Apply judgment after de-coding a * written or oral message				

A-4 Skill demonstrated to students	D-1 Students perform skill as a group	D-2 Coach assists students in skill	D-3 Each student performs skill by himself	D-4 Each student assists peer in skill performance	D-5 Each student, apart from the group, performs the skill	D-6 Each student, apart from the group, assists another person perform the skill
37	37		37	37		
	35, 36, 51, 52, 53					
21	25, 27, 33, 34, 35, 21, 22, 39, 44, 47+		33, 34, 35, 31, 37			35
	45, 51, 40, 42, 43, 49		49			
	39, 19, 20, 45		39			
	36, 51, 50					
11, 13	11, 13	11	(11 × 3)			
11, 13	11, 13, 21, 22, 31, 34, 38	11	(11 × 3)			
	59	59	59			
	59	59	59			
	59	59	59			
5, 7	5, 12, 6, 7, 8, 9,+ 11, 16, 37	5, 4, 7	12, 4			
4	4	4				

PLATE 3 * Skills added + Used hereafter as process skill # Blends into Problem Solving Skills Skill: Each student will be able to:	A-1 Skill exposed or used without explanation	A-2 Skill explained to students	A-3 Skill discussed by students	
48. Accept non-stressful responsible feedback	<u>2</u>	3	/	
49. Accept semi-stressful responsible feedback	<u>8</u>, 5	12, <u>24</u>		
50. Accept stressful responsible feedback	13	<u>24</u>		
51. Give non-stressful responsible feedback	2	3		
52. Give semi-stressful responsible feedback	<u>8</u>, 5	<u>24</u>, 12		
53. Give stressful responsible feedback	13			
54. Model the following attending behaviors of eye contact, verbal following, and body following	<u>1</u>, 5	8	11	
55. Adopt the attending behavior of "responsible reflection" *				
56. Respect the peer and non-peer psychological distance *				
57. Interview persons of authority to solicit their help for a specific purpose		<u>48</u>,	<u>50</u>, <u>48</u>	
58. Co-operate with peers on identified tasks		6, <u>31</u>, <u>49</u>	<u>31</u>, <u>49</u>	
59. Co-operate with persons of authority on identified tasks *				
60. Introduce himself to a person of authority on a one-to-one relationship				
61. Arrange appointments with person of authority			34	
62. Gracefully end a conversation with a person of authority	35			
63. Use a telephone efficiently, effectively and courteously			34	
64. Model helpful group behavior	1	<u>9</u>	<u>9</u>, <u>10</u>, <u>17</u>	
65. Informally debate in a non-stressful situation		<u>16</u>	<u>16</u>	
66. Informally debate in a semi-stressful situation				
67. Informally debate in a stressful situation				
68. Participate in a formal debate		<u>13</u>	<u>13</u>	
69. Chair a formal meeting, record proceedings and follow modified parliamentary procedures		<u>57</u>	<u>57</u>, 11	
70. In a group discussion introduce a single concept at a time, build on previous discussion, and introduce new concepts for continued discussion *				
71. Confront discrimination, where meaningful		<u>54</u>	<u>54</u>	

A-4 Skill demonstrated to students	D-1 Students perform skill as a group	D-2 Coach assists students in skill	D-3 Each student performs skill by himself	D-4 Each student assists peer in skill performance	D-5 Each student, apart from the group, performs the skill	D-6 Each student, apart from the group, assists another person perform the skill
7	2, 7, 3, 9, 17, 34, 1, 4		7, 3, 1			
8	8, 24, 11, 12, 5		8, 24			
	24, 13, 16		24, 16			
7	7, 1, 3, 4, 9, 17, 34		7, 1, 3			
8	8, 24, 5, 11, 12		8, 24			
	13, 16		16			
1, 4	1, 4, 3, 6, 8, 10, 12, 13, 15, 19, 30	1, 4, 2	1, 4	4		4
50, 48	50, 48, 47	48	50, 48	48	50, 48	
51, 49	6, 49, 48		6, 49, 48		49	
	52					
	35					
	34, 35, 42, 47, 48		34, 48, 35, 42, 47			
9, 10, 17	9, 10, 17, 22, 31, 56	10	9, 10			17
16	16, 19		16	16	16	16
13	13					
	57, 11					
	54					

It was found to be impossible, within the confines of each lesson, to determine whether or not the students actually achieved these levels of learning.

From a perusal of the matrix, it has been shown that certain information about the other levels of learning can be inferred from the data. Much of this inferred information is subjective and it was found to be impossible to maintain a constant standard by using only an un-assisted "sight analysis."

It was, therefore, decided to create an instrument which, although subjective, provided a constant measurement of these levels.

Each of the exposure and practise levels was assigned a quantitative value of importance for each occurrence. A higher value was assigned when the skill was recorded as being the prime skill of the lesson and a lesser value when the skill was used in an incidental fashion. A maximum allowable value was assigned to ensure that frequent repetition of exposure or non-independent practise would not be consider-ed as important as the levels of independent practise.

The values assigned to the data items of exposure and practise levels of learning were as follows:

Learning Levels	Value assigned each occurrence	Value assigned each prime occurrence	Maximum value allowed
A-1 Skill exposed or used without explanation	1	2	4
A-2 Skill explained to students	2	4	8
A-3 Skill discussed by students	3	6	12
A-4 Skill demonstrated to students	4	8	16
D-1 Students perform skill as a group	4	8	20
D-2 Coach assists students in skill	5	5	20
D-3 Each student performs skill by himself	6	6	
D-4 Each student assists peer in skill performance	7	7	
D-5 Each student, apart from the group, performs the skill	6	6	
D-6 Each student, apart from the group, assists another person perform the skill.	7	7	

Through the application of a series of experiments, using the assigned values from the above chart, the data from the matrix in Plate 3 and the obvious information which can be inferred from the matrix, a cumulative index was assigned for each item of information to be obtained.

Learning Skills		Value Required
B	Recognition	10
C	Recognition of Quality	30
E	Skill within Repertoire	45 (a)
F	Skill habitual	70

Regardless of the accumulated value recorded for the development of any skill, the skill cannot be:

a. Considered to be within the repertoire of the student if he has not performed the skill.

The information determined by this analysis is shown in Plate 4.

Skill Sequencing

Paired comparisons were used to determine the dependence of problem solving and human relations skills. Each skill was compared with each other skill to determine which skills must be learned before the skill being considered. The results were as follows:

Skill	Dependent Skills
1. Ask himself 6-W questions	Nil
2. Answer his own 6-W questions	1

ANALYSIS OF DATA

@ = Added Skills

SKILL	DATA — CUMULATIVE SCORES FROM MATRIX AND ASSIGNED VALUES											INFORMATION — LEARNING LEVELS PROBABLY ACHIEVED			
	A1	A2	A3	A4	D1	D2	D3	D4	D5	D6	TOTAL	B	C	E	F
1			6	8	12		12			7	45	X	X	X	
2			6	8	12		12			7	45	X	X	X	
3	1	4	9	8	20		6				48	X	X	X	
4	1	4	12	8	20	15	60	7	6	14	147	X	X	X	X
5 @											0				
6	1	2			20						21	X			
7		2	3								9				
8											0				
9		4	9	16	16	5	6				56	X	X	X	
10	1				4						5				
11											0				
12	1	4	3		20		18				46	X	X	X	
13	1				4						5				
14			3		8		6				17	X			
15	1		6	8	20		6				41	X	X		
16			9	12	20					7	48	X	X		
17		4	6	8	20	15	42				95	X	X	X	X
18		4			12						16	X			
19		4	6	8	8						26	X			
20	1		6	8	20					7	42	X	X		
21	1				20						21	X			
22	1										1				
23	1				16						17	X			
24		2	6	8	20		6	7			49	X	X	X	

PLATE 4

ANALYSIS OF DATA

	DATA											INFORMATION			
	CUMULATIVE SCORES FROM MATRIX AND ASSIGNED VALUES											LEARNING LEVELS PROBABLY ACHIEVED			
SKILL	A1	A2	A3	A4	D1	D2	D3	D4	D5	D6	TOTAL	B	C	E	F
25			6	8	8		6	7			35	X	X		
26 e											0				
27	1				20						21	X			
28		4	9	4	20		30		6		73	X	X	X	X
29			6		20		6				32	X	X		
30	1	4			20		6				31	X	X		
31											0				
32	1				12						13	X			
33											0				
34 e											0				
35											0				
36											0				
37											0				
38 e											0				
39		6	6	12	12	5	18				59	X	X	X	
40		6	6	12	20	5	18				67	X	X	X	
41		4	6		8	5	6				29	X			
42		4	6		8	5	6				29	X			
43		4	6		8	5	6				29	X			
44			9	12	20	15	12				71	X	X	X	X
45	3	2	3	4	4	5					18	X			
46 e											0				
47 e											0				
48	2	2		8	20	18					50	X	X	X	X

PLATE 4

ANALYSIS OF DATA

SKILL	DATA CUMULATIVE SCORES FROM MATRIX AND ASSIGNED VALUES											INFORMATION LEARNING LEVELS PROBABLY ACHIEVED			
	A1	A2	A3	A4	D1	D2	D3	D4	D5	D6	TOTAL	B	C	E	F
49	3	6		8	20		12				49	X	X	X	
50	1	4			20		12				37	X	X	X	
51		2		8	20		18				48	X	X	X	X
52	3	6		8	20		12				49	X	X	X	
53	1				8		6				15	X			
54	3	2	3	8	20	15	12	7		7	77	X	X	X	X
55 @											0				
56 @											0				
57		4	12	16	20	5	12	7	12		88	X	X	X	X
58		8	12	16	20		18		6		80	X	X	X	X
59 @											0				
60											0				
61			3		8						11	X			
62	1				4						5	X			
63			3		20		30				53	X	X	X	
64	1	4	12	16	20	5	12		6		76	X	X	X	X
65		4	6	8	12		6	7	5	7	56	X	X	X	
66											0				
67											0				
68		4	6	8	8						26	X			
69 @		4	9	12							25	X			
70 @											0				
71		4	6		8						18	X			

120

Skill	Dependent Skills
3. Obtain ideas through brainstorming	Nil
4. Ask other people fact finding questions	Nil
5. Decide whether he has to go to a resource person or facility to obtain data/information	2, 7, 8 and 11 to 15
6. Obtain ideas by asking, "In what way . . . . "	Nil
7. Determine the community resources appropriate to a particular problem	2 and 4
8. Determine the organizational processes appropriate to a particular problem	7
9. Make objective use of his imagination	Nil
10. Record data	Nil
11. Rate data	Nil
12. Rank data	11
13. Classify data	Nil
14. Tabulate data	Nil
15. Set criteria	24
16. Analyze data/information by asking "why"	Nil
17. Analyze data by force field analysis	Nil
18. Analyze data by applying criteria	Nil
19. Analyze the elements of a simple task	1, 2, 4 & 11
20. Test assumptions by asking fact finding questions or by observations	2 and 4
21. Define a simple problem	1 to 20
22. Identify alternative courses of action	21
23. Project potential results of alternative courses of action	22
24. Set general short and long term personal goals	Nil

Skill	Dependent Skills
25. Set specific short and long term personal goals	1 to 24, 26 to 28, 30, 31
26. Sequence a simple task.	19
27. Develop a plan to carry out a simple task	23 and 26
28. Organize and implement problem solving skills for a specific problem	1 to 24, 26, 27 and 30
29. Apply problem solving skills to a personal problem	28 and 31
30. Carry out a simple task assignment	Nil
31. Carry out a complex task assignment	30
32. Carry out a plan intended to resolve a personal problem	19, 25 and 29
33. Evaluate the effectiveness and efficiency of achievement of a simple task assignment	Nil
34. Evaluate the validity of a simple task	Nil
35. Evaluate achievement of a complex task assignment	33 and 34
36. Evaluate the application of acquired skills to the implementation of a specific plan	35 and 28
37. Evaluate his progression towards specific short and long term personal goals	25, 29, 32 and 36
38. Modify goals or plans as a result of evaluation findings	37
39. Use acceptable format for written or verbal reports	Nil
40. Model good presentation skills	39
41. Complete job application forms	5, 19 and 25
42. Prepare job application letter	1 to 10, 11 to 21, 25 to 30, 33 and 39

	Skill	Dependent Skills
43.	Prepare resumes	1 to 21, 25 to 2 33 and 39
44.	Describe personal feelings as a result of a stressful situation	50
45.	Listen effectively	Nil
46.	Defer judgement while de-coding a written or oral message	Nil
47.	Apply judgement after de-coding a written or oral message	11 to 23
48.	Accept non-stressful responsible feedback	Nil
49.	Accept semi-stressful responsible feedback	45, 46, 47, 48, 51 54 and 64
50.	Accept stressful responsible feedback	49 and 55
51.	Give non-stressful responsible feedback	Nil
52.	Give semi-stressful responsible feedback	45 to 48, 51, 54 and 64
53.	Give stressful responsible feedback	52 and 55
54.	Model the following attending behaviors:	
	a. Eye contact	Nil
	b. Verbal following	Nil
	c. Body following	Nil
55.	Adopt the attending behavior of:	
	"responsible reflection"	1, 2, 45 to 49 and 51
56.	Respect peer and non-peer psychological distance	50, 53, 54 and 55
57.	Interview persons of authority to solicit their help for a specific purpose	58, 60 to 63 and 66
58.	Co-operate with peers on identified tasks	45 to 56
59.	Co-operate with persons of authority on identified tasks	58
60.	Introduce himself to a person of authority on a one-to-one relationship	Nil

Skill	Dependent Skills
61. Arrange appointments with persons of authority	60, 62 and 63
62. Gracefully end a conversation with a person of authority	Nil
63. Use a telephone efficiently, effectively and courteously	Nil
64. Model helpful group behavior of:	
a. Interpreting	48, 51 and 54
b. Encouraging	48, 51 and 54
c. Organizing	48, 51 and 54
d. Leading	48, 51 and 54
e. Expressing group feelings	48, 51 and 54
f. Inviting contributions	48, 51 and 54
g. Harmonizing	48, 51 and 54
h. Giving group information	48, 51 and 54
65. Informally debate in a non-stressful situation	48, 50, 64 and 70
66. Informally debate in a semi-stressful situation	49, 51 and 65
67. Informally debate in a stressful situation	49, 51 and 66
68. Participate in a formal debate	35 and 36 to 58
69. Chair a formal meeting, record proceedings and follow modified parliamentary procedures	58 and 70
70. In a group discussion:	
a. Introduce single concepts at a time	Nil
b. Build on previous discussion	Nil
c. Introduce new concepts for continued discussion	Nil
71. Confront discrimination, where meaningful	1 to 25, 45 to 47 54, 55, 57 to 63 and 65 to 67

It is interesting to note, as a result of this analysis, that no problem solving skills are dependent upon the prior achievement of any of the human relations skills but successful human relations skills frequently depend upon certain problem solving skills.

The Critical Path Method diagram at Plate 5 shows the inter-dependence of these skills. In the diagram all preceding skills (excepting those shown as optional) should be achieved before attempting skill development for any skills, for example:

```
        A                    D                    E
  ----------->        ----------->        ----------->
        B
  --------/
        C
  ------------------------/
        F
  -----------------------------------------/
```
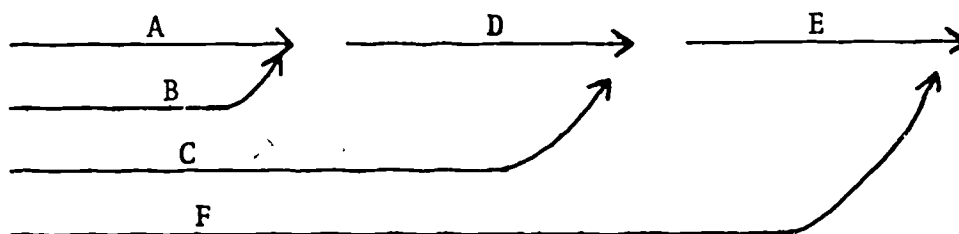
- Skill D should not be commenced until skills A and B are completed.

- Skill E should not be commenced until skills C and D are completed

- The sequence between skills A, B, C and F are immaterial.

Lesson Sequences

One of the assigned tasks was to develop a sequence of lessons to guide coaches who are using the current Life Skills Coaching Manual. The manual essentially provides a linear sequence of lessons from 1 to 61. Modification to this sequence is allowed but little aid is provided to the coach who finds it necessary or desirable to change the sequence.

At Plate 6 is a chart which shows: the interdependence of the lessons; the lessons which must be completed before each lesson; the sequence options available; supplementary skill lessons; and the optional lessons.

The name of each lesson is shown above each activity arrow and the prime skills emphasized below the arrow. The chart shows three required lessons which are not now included in the coaching manual.

PLATE 5 — SKILL SEQUENCE

NB - FIGURES REPRESENT SKILLS
- Optional Skills
- Core Skills

Plate six follows on next page.

PLATE 6

Expressing Trust In The Group

8 Give & Accept Semi-Stressful Feedback

Building Strengths Of The Individual

5 · 40 Quitting The Job

Project Potential Results of Alt. Courses of Action

17 Learning Helpful Behaviors In Groups

Model Positive Group Behaviors

NO LESSON

Decide If Necessary To Go Elsewhere For Information

42 Analyzing A Task

Task Analysis

11 Giving A Talk

Model Presentation Skills & Use Acceptable Format For Oral & Written Reports

Depending On Others

9 Model Positive Group Behaviors

13 Explaining Life Skills To Others

Co-op With Peers

Setting Goals for Children

39 Setting Criteria

Giving & Receiving Feedback

7 Give & receive feedback

4 Listening to Others

Attending Behaviors

46 Surveying Marketable Skills

Analyze Data

14 Identifying Assumptions

Task Assumptions

23 Producing Ideas About Leisure Time

Brainstorming

29 Portraying Oneself

Ask Why Questions

41 Getting Out Of A Money Trap

Setting Criteria

Handling Drinking Problems

26 Ask Fact Finding Q.

Finding Out About Drugs

30 Ask Fact Finding Q.

Interacting With Police

36 Ask Fact Finding Q.

Trying A Creative Exercise

24 Force Fd Analysis

Giving Help With An Individual Problem

21 Force Fd Analysis

37 Setting Goals

Force Fd Analysis & Set Goals

28 Using Fact Finding Questions

Ask Fact Finding Q.

15 Relating Behaviors to Roles

Force Fd Analysis

35 Voting in an Election

32 Handling Sex Problems

34 Writing Inits

Seeing Oneself on Video

2 Accept Non-Stressful Feedback

3 Surveying Life Skills

Ask & Answer Own 6-W Questions

10 Rank Data & Model Positive Group Behaviors

NO LESSON

Role Play Process

NO LESSON

Use Multi Media Process

Meeting One Another

1 Attending Behaviors

Evaluating Employability

61

OPTIONAL LESSONS

SUPPLEMENTARY LESSONS
(use as many as considered
necessary to reinforce
the prime skill)

60 Evaluating Problem Solving Skills

55 Dealing With Discrimination

Confront Discrimination When Meaningful

52 Co-Op With Persons of Authority — Taking Responsibility In The Community

48 Interview People of Authority — Exploring Expectations of Employers

50 Interview People Of Authority — Availing Oneself of Legal Services

59 Applying for A Job

13 Prepare Resume, Letter of Application and Application Forms Debating the Topic To Work or Not to Work.

57 Carry Out a Formal Debate — Using Parliamentary Procedures

Chair a Meeting, Record Results & Follow Parliamentary Procedures

53 Handling Changes In My Behavior

51 Planning For One's Survivors — Apply Problem Solving System to A Personal Problem

39 Defining The Problem

45 Managing Money — Set Short & Long Term Specific Goals — Apply Problem Solving System To A Personal Problem

6 Relating to Others

Using Community Agencies Effectively — Co-op With Peers

31 Evaluating Membership On a Team — Co-op With Peers

19 Communicating with Children

12 Describing Feelings II — Describe Feelings

5 Describing Feelings — Describe Feelings

Planning and Preparing Low Cost Nutritious Meals

25 Org & Imp PS Skills For Spec. Problem

33 Telling Children About Sex

34 Org & Imp PS Skills For Spec. Problem — Dealing With The Landlord

35 Org & Imp PS Skills For Spec Problem — Helping a Child with a School Problem

43 Org & Imp PS Skills For Spec Problem — Demonstrating Life Skills

44 Org & Imp PS Skills For Spec Problem — Raising a Family Alone

47 Org & Imp PS Skills For Spec. Problem — Exploring Job Preferences

24 Looking One's Best

16 Fighting Fairly

Give & Accept High Stress Feedback

49 Using Community Agencies Effectively — Co-op With Peers

27 Solving Problems With a System — Organize & Implement Problem Solving Skills For A Specific Problem

22 Identifying Strengths of the Family
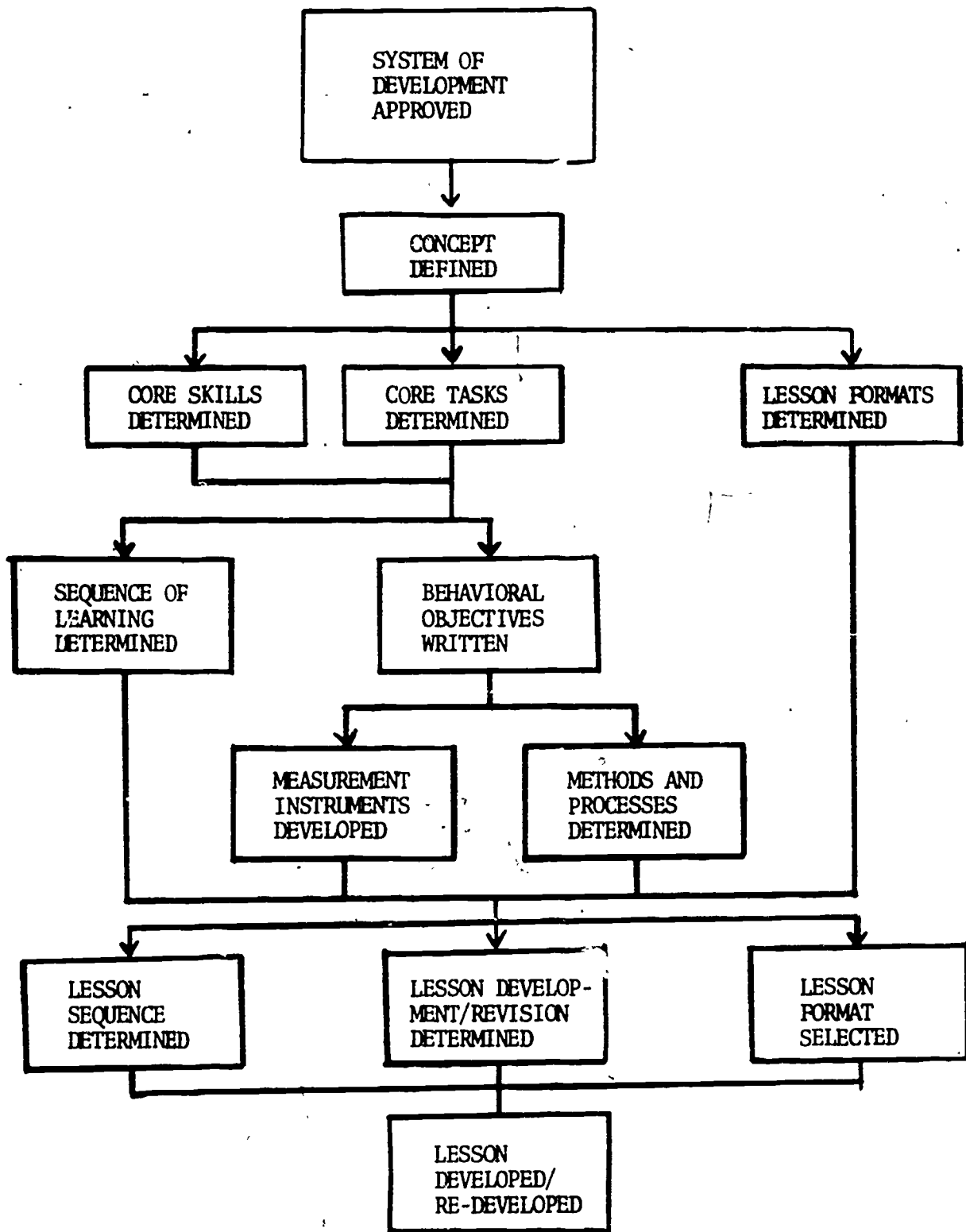
Specifications for Further Development

As a result of this analysis the following specifications are suggested for the further development of the Life Skills course:

a. That further development be approached in a systematic manner rather than in a lesson by lesson approach as has been used in previous re-writes.

b. That, before any re-development is attempted, the overall concept of the life skills course be defined to all concerned so that unity of effort and product can be achieved. The concept outlined in paragraph 3 of Annex B to this paper suggests a concept that might usefully be adopted and expanded. This concept necessarily includes the determination of the core "tasks" which should be addressed by the course. Incidentally, although not a direct objective of this analysis, the concept must also be directed to and embedded in the Coach Training course.

c. That agreement be reached on the core skills to be achieved by the students.

d. That each skill be written in behavioral language and necessary measurement instruments be developed to determine student entry levels and progress. The objectives to be developed in accordance with the criteria shown in Annex C to this report.

e. That a variety of lesson formats be developed, including:

(1) The five-stage format now used.

(2) The mini-course format.

(3) Skill drill lessons.

(4) Student research lessons.

(5) Lessons which provide to the coach only an overview and suggestions for lesson delivery.

f. That appropriate exercises, methods and processes be determined for the achievement of the selected behavioral objectives.

g. That agreement be reached on the sequences of learning.

h. That each lesson be examined, in conjunction with the agreed
    behavioral objectives and measurement instruments, to
    determine the necessity for revision, major re-development,
    or development of new lessons.

i. That a decision be reached, for each lesson, whether it is
    to be written in depth or only treated as an overview.

j. That the interface areas of skill development for all lessons
    be determined.

k. That lesson development and re-development be carried out
    in accordance with the criteria shown in Annexes D and E
    to this report.

These specifications are shown in a sequential diagram at
Plate 7.

Attached at Annex E to this paper are further details on suggested
skills to be added and on lesson development.

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                    ┌─────────────────┐
                    │   SYSTEM OF     │
                    │  DEVELOPMENT    │
                    │   APPROVED      │
                    └────────┬────────┘
                             ↓
                    ┌─────────────────┐
                    │    CONCEPT      │
                    │    DEFINED      │
                    └────────┬────────┘
         ┌───────────────────┼───────────────────────┐
         ↓                   ↓                        ↓
┌─────────────┐     ┌─────────────┐         ┌─────────────────┐
│ CORE SKILLS │     │ CORE TASKS  │         │ LESSON FORMATS  │
│ DETERMINED  │     │ DETERMINED  │         │   DETERMINED    │
└──────┬──────┘     └──────┬──────┘         └────────┬────────┘
       │                   │                         │
   ┌───┴──────────┐        │                         │
   ↓              ↓        │                         │
┌──────────┐  ┌─────────────┐                        │
│SEQUENCE OF│  │ BEHAVIORAL  │                        │
│ LEARNING  │  │ OBJECTIVES  │                        │
│DETERMINED │  │  WRITTEN    │                        │
└────┬──────┘  └──────┬──────┘                        │
     │          ┌─────┴──────┐                        │
     │          ↓            ↓                        │
     │   ┌────────────┐ ┌────────────┐                │
     │   │MEASUREMENT │ │METHODS AND │                │
     │   │INSTRUMENTS │ │ PROCESSES  │                │
     │   │ DEVELOPED  │ │ DETERMINED │                │
     │   └─────┬──────┘ └─────┬──────┘                │
     │         │              │                       │
┌────┴─────────┴──────────────┴───────────────────────┴─────┐
↓                   ↓                        ↓
┌─────────────┐  ┌──────────────┐  ┌─────────────┐
│  LESSON     │  │ LESSON DEVELOP-│  │  LESSON     │
│ SEQUENCE    │  │ MENT/REVISION │  │  FORMAT     │
│ DETERMINED  │  │ DETERMINED    │  │ SELECTED    │
└──────┬──────┘  └──────┬───────┘  └──────┬──────┘
       └────────────────┼─────────────────┘
                        ↓
               ┌─────────────────┐
               │    LESSON       │
               │  DEVELOPED/     │
               │  RE-DEVELOPED   │
               └─────────────────┘
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ASSUMPTIONS

1. That life skills students can be expected to learn only a few concepts in a learning activity. However, other concepts can be reinforced or introduced as exposure while treating a prime concept. Furthermore a number of skills or concepts can be combined after they have been adequately learned.

2. Typical life skills students do not readily learn without skill practice, to perform only by listening or watching skill performance. Furthermore group growth does not necessarily denote student growth. Therefore, skill drill must be experienced by each individual student.

3. Certain skills involving high stress, performed within the context of the group (confrontation, trust, feedback, etc.) cannot be considered as satisfying the total learning need. Therefore, these skills must have adequate treatment to ensure that the students learn the realistic and responsible use of these skills outside of the group situation.

4. An ultimate goal for the life skills course might be complete individualization. Somewhat opposed to this is the assumption by many that life skills can only be learned in a group context. Neither of these assumptions can be adequately explored until the skills have been adequately identified and described and the appropriate measurement instruments developed. Therefore it is assumed that immediate development should be directed to the achievement of more precise definition of skills and their measurement.

5. It is assumed that many organizations and agencies need to use the life skills course in a variety of time and purpose settings. Therefore the manual should:

    a. identify essential core skills;
    b. identify optional lessons;
    c. identify lessons which can be expanded to suit local needs.

6. It is assumed that the course is not intended to deal effectively, without alternatives, with students who have a mental or physical learning disability. The course is intended for those who lack human relations and problem solving skills to cope in today's complex society.

7. The course should have optional sequences to guide the coach who is daily faced with the problem of which lesson should next be delivered. Just because tasks are normally carried out in some logical step by step process does not necessarily mean that learning has to parallel this sequence. However, skill development probably should be built on sub skills. Therefore, the sequences allowable should provide sub-skill to skill development while permitting maximum flexibility in learning skills which are

not interdependent from a learning point of view. For example, one could learn how to process data before learning how to gather data, but one would have difficulty attempting to organize and implement problem solving skills before learning the individual skills to be used.

8. The format of the lessons should be governed by the learning requirements. For example: Not all lessons require an independent stimulus; in others evocation is unnecessary or perhaps dangerous when the students are ignorant of the skill or knowledge; evaluation may not always be possible in every lesson. Therefore, a number of format processes should be identified and appropriately incorporated into the coaching manual.

9. The coaching manual now contains lessons which are written in considerable detail, including complete descriptions of the various processes used, suggestive words and phrases for coach use, etc. It is assumed that people with various levels of educational background, with or without coach training, will coach this course. Therefore, the coaching manual should contain at least some lessons written in considerable detail for the coaches who lack the appropriate background. For long term development it might be appropriate to have the core lessons written in depth. The others could have a carefully written overview, with suggestions of methods, media and processes considered appropriate.
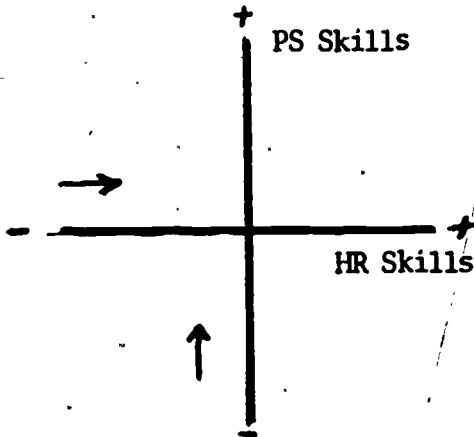
PROBLEMS

1. The lesson objectives are written in terms of the student
    activities instead of in terms of the output or behavioral
    change anticipated as a result of the lesson. This caused
    considerable difficulty:

    a. In segregating the course process skills from the
        outcome skills.

    b. Identifying the "after course" skills developed by
        each lesson.

    c. In tracing skill development within the course.

2. It was found that there is considerable disparity in the intended
    and the actual thrust of many of the lessons. Multi lessons which
    were obviously developed with problem solving skill attainment as
    an objective are being used for human relations development. This
    is attributed to the following reasons:

    a. The inadequacy of the lesson objectives which prescribe the
        activities rather than the intended outputs.

    b. The elusiveness of many of the lesson objectives which allow
        several interpretations.

    c. The fact that the Life Skills course was converted from
        a human relations course to an applied problem solving
        course in mid development/testing.

3. It was also found that there is little common ground of conviction
    of the prime thrusts of the Life Skills course between course
    developers, coach trainers and coaches. This has been noted in
    two ways:

    a. A marked disparity between those who believe that the prime
        emphasis is human relations training and those who believe
        it to be problem solving skills.

    b. A lack of understanding held by some who have not opted
        for either of the above extremes but have not formed a
        consistent thesis.

    However, there appears to be a considerable body of opinion that the
    Life Skills Course should be an appropriate blend of human relations
    and/problem solving skills developed and applied to typical social
   and coping problems faced in today's complex society.

The PROBLEM Solving and Human Relation Skills could be considered as an axis for skill development as shown in Figure 1.
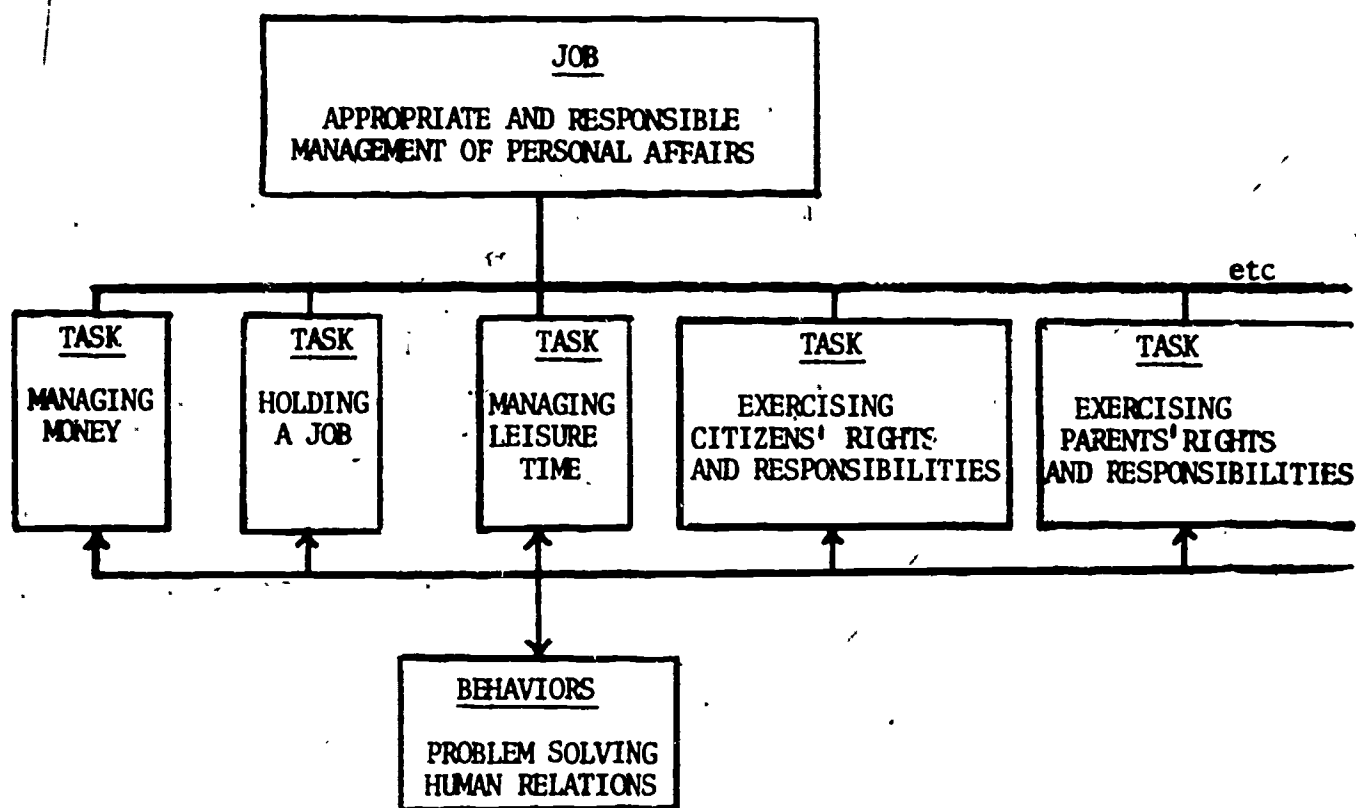
FIGURE 1

The coping areas could be used as a process or vehicle to learn the problem solving and human relations skills, as shown in Figure 2. In turn, the problem solving and human relation skills can be used to develop real coping skills.

FIGURE 2

Use of Leisure

Money Management

Legal Problems

Job Holding
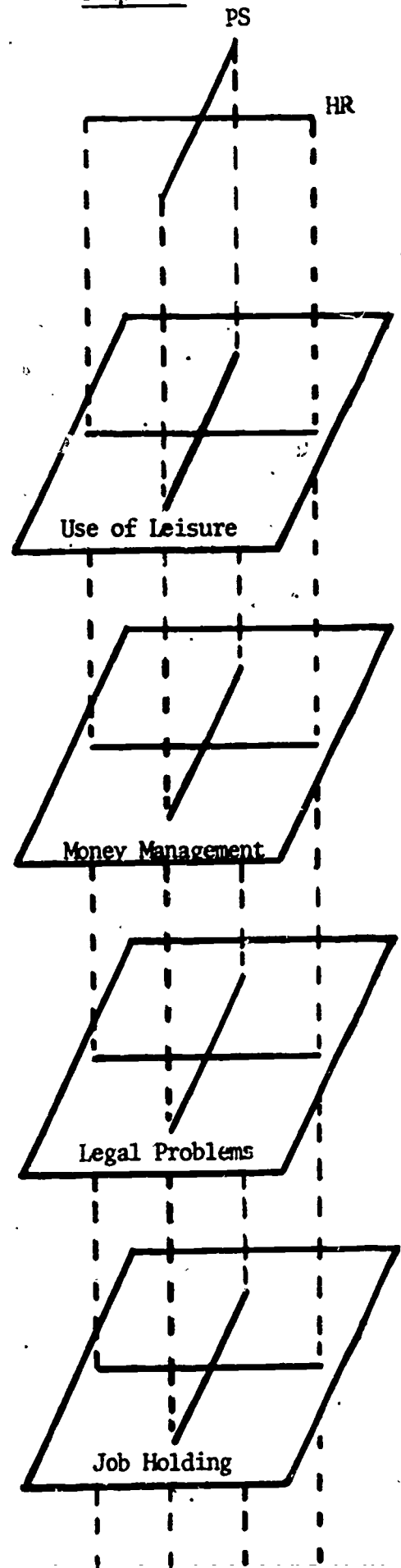
Another way to examine the life skills process would be to
consider Life Skills as a job - the job being the appropriate and
responsible management of personal affairs. In this context the
"coping areas" would be considered as tasks. This concept could
be diagrammed as follows:

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                    ┌─────────────────────────────┐
                    │             JOB             │
                    │   APPROPRIATE AND RESPONSIBLE │
                    │  MANAGEMENT OF PERSONAL AFFAIRS │
                    └─────────────────────────────┘
                                   │
                                                              etc
 ┌─────────┐  ┌─────────┐  ┌─────────┐  ┌──────────────┐  ┌──────────────┐
 │  TASK   │  │  TASK   │  │  TASK   │  │    TASK      │  │    TASK      │
 │         │  │         │  │         │  │              │  │              │
 │MANAGING │  │HOLDING  │  │MANAGING │  │ EXERCISING   │  │ EXERCISING   │
 │MONEY    │  │A JOB    │  │LEISURE  │  │CITIZENS'RIGHTS│ │PARENTS'RIGHTS│
 │         │  │         │  │TIME     │  │AND RESPONSIBILITIES│AND RESPONSIBILITIES│
 └─────────┘  └─────────┘  └─────────┘  └──────────────┘  └──────────────┘
                              │
                    ┌─────────────────┐
                    │   BEHAVIORS      │
                    │ PROBLEM SOLVING  │
                    │ HUMAN RELATIONS  │
                    └─────────────────┘
```

PROCESSES: 1.   Tasks used to change students' behaviors.

            2.   Changed behaviors used to improve task performance.

EG: A lesson on the use of leisure time could be introduced to teach
      certain problem solving or human relations skills. Subsequently
      another lesson on leisure time could be introduced, using
      appropriate problem solving and/or human relations behaviors, to
      teach the effective management of leisure time.

4. Many of the exercises carried out in the lessons do not appear to be relevant to the proposed outcome of the lessons. For example, in the lesson, "Relating to Others", which had the objective; "Each student discusses a ranking of measured physical distances between members in the group to practice the skill of describing feelings", the stimulus, evocation and objective enquiry required the students to write and act in plays, videotape them and discuss their reactions.

5. Many of the forms and measurement instruments are inconsistent and lack cohesiveness. For example, the Life Skills Check List in the lesson, "Surveying Life Skills", purports to measure life skills. In fact many of the skills in this check list are not included in the course, and the check list is therefore misleading. Lesson 60 uses an instrument to measure problem solving skills. Yet, in the next lesson, "Evaluating Employability", the students do not use the results of this lesson when they are measuring the X axis of the Ramar Self Rating Chart. In addition there is no correlation between the "Life Skills Check List" (lesson 3) and "Self Evaluation of Problem Solving Skills" (lesson 60).

BEHAVIORAL OBJECTIVE CRITERIA

OBJECTIVE:

SERIAL	STANDARD	EVALUATION		
		SATISFACTORY	NOT SATISFACTORY	DOES NOT APPLY
1.	It states the student behavior in observable terms which leaves no doubt concerning what the student will be able to do.			
2.	It describes the important conditions under which the behavior is to occur.			
3.	It states the minimum and realistic level of acceptable performance.			
4.	It is clear whether the students (together) perform the objective or that each student (individually) will do so.			
5.	The objective is realistic in terms of the desired "after course" behavior.			
6.	Knowledge is written in terms of application of the knowledge rather than a test of memory.			
7.	The sentence structure is clear, simple, concise and straightforward.			

8.	The objective clearly and precisely describes what the student will be doing when he demonstrates what he has learned.				
9.	The objective avoids the use of words open to more than one interpretation; for example, "know", "understand", "appreciate", "define".				
10.	The objective describes the assistance (if any) the student will receive.				
11.	The quality of the items produced or services performed is defined in terms of accuracy, completeness, format, sequence, clarity, neatness, tolerance, number of errors permitted.				
12.	The quantity of items produced or services performed is defined in terms of the number completed per unit of time or the total number required.				
13.	Time standards are clearly defined in terms of duration of performance, speed of performance, or total time allowed for performance.				
14.	It does not use terms like, "effective", "acceptable", "proper" and "average" unless absolutely necessary.				

Revision is necessary / unnecessary:

Evaluated by: Date:

ANNEX D

To Analysis of Course

LESSON PLAN CRITERIA

LESSON:

SERIAL	STANDARD	EVALUATION		
		SATISFACTORY	NOT SATISFACTORY	DOES NOT APPLY
1.	The objectives to be achieved by this lesson (or in combination with other lessons) have been stated and are made explicit to the students.			
2.	It contains details of any planning or preparation which must be carried out before the lesson.			
3.	It contains a complete list of all resources required by both the instructional staff and the students (those normally available in the classroom do not have to be detailed in each lesson IF they are listed in the course manual).			
4.	It contains a description or identification of the classroom, shop or laboratory arrangement.			
5.	It contains a reference to any background reading or study which must be done by the instructional staff OR students before the lesson.			
6.	It details the instructional staff requirements if different from the normal arrangement specified in the course manual.			

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7.	It contains a stimulus or introduction which sets the stage for the lesson, arouses student interest, secures student attention and introduces the objectives to be addressed in whole or in part by the lesson.			
8.	It contains a statement of the lesson methodology.			
9.	It contains a detailed process of how the lesson is to be conducted, including: a. Key questions to be asked if knowledge is to be evoked from the students, along with the correct answers if necessary for the performance of the objective. b. Declarative statements which are essential to logically develop concepts and principles to be learned. c. Demonstration steps to be carried out by the instructional staff to present a visual image of how to perform an operation. d. Practice steps to be carried out by the students which will result in the desired standard of performance. e. Reference to and specifications for the use of training aids developed or acquired for the lesson. f. Estimates of time duration for items within the lesson and for the complete lesson. g. Complete details of any project to be carried out by the students. h. Evaluation strategy (means used to check student performance during the lesson). i. Alternative plans or tutorial service which may be required for the slow students.			
10.	It contains a specification for the achievement of the objective including: a. The application or validation test to be achieved. b. A statement of when the students will perform (during the lesson or after an additional time frame to allow further study and absorption.)			

11.	It contains a lesson summary for the instructional staff to re-emphasize important ideas, procedual steps and a closing statement to leave the students with a strong, lasting impression of the importance of the lesson.			
12.	It contains a specification for the evaluation of the lesson.			
13.	Attached or reference to the following are included: a. Student worksheets. b. Student information prices. c. Instructor quizzes. d. Training aids. e. Case studies, role playing situations, etc. f. Programmed Instruction Packages.			
14.	The sentence structure is clear, simple, concise, and straightforward.			

Revision: Necessary / Unnecessary

Evaluated by: Date:

ANNEX E

To Analysis of Course

LIFE SKILLS

FIVE STAGE PROTOTYPE LESSON CRITERIA

LESSON:

SERIAL	STANDARD	EVALUATION		
		SATISFACTORY	NOT SATISFACTORY	DOES NOT APPLY
1.	The overview contains: a. a statement of the purpose of the lesson. b. cautionary remarks on sensitive points. c. a statement of the relationship with other lessons. d. an abstract of the lesson, methodologies and process. e. a direction to the coach for pre-lesson planning. f. a direction to the coach for pre-lesson studies. g. estimates of times for lesson achievement. h. a description of the classroom arrangement (if different from the normal arrangement stated in the course manual). i. it details the instructional staff requirements (if different from the normal arrangement specified in the course manual).			
2.	The lesson contains a list of all resources required by the coach and the students (those normally available in the classroom do not have to be listed if they have been identified in the course manual).			

3.	The stimulus is: a. stimulating and/or provocative. b. pertinent to the objective.				
4.	The stimulus contains: a. an introduction which sets the stage for the lesson, arouses student interest and lets the students in on the "secret" of the objective(s) to be achieved by this lesson or in combination with other lessons. b. a specification for the use of any training aids to be used to stimulate the students.				
5.	The evocation: a. contains key questions (and where necessary the correct answers) which help to evolve the correct facts, principles and concepts. b. is built on the anticipated results of the stimulus. c. does ascertain in student's knowledge/ skill for behavioral objectives. d. ascertains the students' attitudes for affective objectives. e. provides clear directions to the coach covering how the evocation is to be conducted and recorded. f. ascertains the strengths and weaknesses of EACH student. g. for behavioral objectives contains a minimum of affective questions and discussion. h. ensures the discussions are directed towards the achievement of the objective. i. provides means to ensure that the students do not learn incorrect information evoked in ignorance. j. provides means to ensure that areas of ignorance or misinformation are recorded for exploration in objective enquiry. k. provides a strategy for the coach to bring the students to the realization that they need or want objective enquiry.				

6.	The objective enquiry: a. is built on the probable results of evo- cation. .b. ensures that each student has the oppor- tunity or direction to enquire into areas of weaknesses as determined in evocation. c. ensures that there are sufficient areas of exploration so the students can achieve the application. d. provides the opportunity and challenge for each student to learn aspects of the ob- jective with which they were probably pre- viously ignorant. e. provides tangible direction to students to specific items in the multi-media kit in accordance with their needs or wants de- termined in the evocation stage. f. if necessary contains declarative state- ments to be made by the coach which are essential to logically develop concepts and principles to be learned. g. provides demonstration steps to be carried out by the coach to present a visual image of how to perform an operation. h. provides practice steps to be carried out by the students which will result in the desired standard of performance. i provides reference to and specifications for the use of any training aids developed or acquired for this stage. j. contains an evaluation strategy (means used to determine student learning or perfor- mance.) k. contains alternative plans or tutorial ser- vice which may be required by the slow learners. l. it is not a discussion period unless the ob- jective is related to discussion.			
7.	The application: a. if behavioral, contains a specification for the achievement of the objective. b. if behavioral, contains a statement of when the students will perform (during the lesson or after some additional time frame to allow further study and absorption).			

	c. if affective, contains a specification of how the achievement may be determined. d. contains a lesson summary for the coach to re-emphasize important ideas, procedural steps and a closing statement to leave the students with a strong, lasting impression of the importance of the lesson.				
8.	The sentence structure is clear, simple, and straightforward.				
9.	The multi-media kit: a. contains detailed information needed by the student to perform the application. b. is not a collection of trivia about the subject. c. contains items for individual enquiry. d. does not contain extraneous material. e. is indexed sufficiently so a student or a group can readily ascertain which items are required for objective enquiry. f. has a varied media approach. g. is broken up into small segments (sections or chapters rather than complete books). h. would be readily and economically duplicated for use by other institutions.				
10.	The evaluation of the lesson: a. records students' ideas on the strengths, weaknesses and requirements of the lesson. b. records the coaches' criticisms and suggestions for improvement. c. records the supervisors' criticisms and suggestions for improvement. d. records the good and poor behaviors of the coaches insofar as they affect the lesson. e. records the effectiveness and applicability of each stage of the lesson.				

Serials requiring further development:

Evaluated by: Date:

SOME DETAILED RECOMMENDATIONS

Skills Added

1.   In identifying and sequencing the skills found in the
Life Skills Coaching Manual, a few additional skills were found
to be needed to complete and complement the problem solving and
human relations skills. These skills are grouped in the major
classifications.

   A.   Gather Data/Information
        .   Decide whether he has to go to a resource person
            or facility to obtain data.

        This skill will help the group and the individual student
locate data/information which is not immediately available. Data
gathering in the present course is confined largely to the ability
of the group to generate answers through brainstorming, discussion,
and application of the problem solving system. A valuable after-
course skill will be knowing when and how to gather data or informa-
tion from resources within the community.

   B.   Develop Plans
        .   Sequence a simple task.

        The sequencing of tasks is often necessary before a
person can realistically establish a plan to resolve a problem or
modify his behavior. The skill of sequencing should better equip
the student to meet a variety of problems.

   C.   Evaluate Plans
        .. Evaluate the validity of a simple task.
        .   Modify goals ˗ plans as a result of evaluation
            findings.

        The evaluation of individual progress toward an established
goal or task proved to be the most neglected area of skill develop-
ment. Although each lesson contains its own evaluation, or the means
to evaluate, they seldom considered individual achievement. While
strengthening this entire block of skills, we need to provide the
student with the opportunity to evaluate the validity of a task, as
well as the ability to modify his goals or plans when personal
evaluation proves them to be faulty or ineffective.

D.   Individual Intake Communication
 .   Defer judgement while de-coding a written or oral
       message.
 .   Apply judgement after de-coding a written or oral
       message.

Although the course often refers to the deferring of
judgement as it is related to brainstorming, it was considered
that the desirable after-course skill connected with deferring
judgement was the ability while listening or reading to refrain
from passing judgement upon the sender's comments until he has had
opportunity to complete his thought; then, after fairly gathering
the sender's message, to be able to apply judgement and formulate
decisions about it.

Group and One-to-One Communication
 .   Adopt the attending behaviors of "responsible
       reflection".

The Life Skills Course teaches well the physical skills
connected with the attending behaviors--eye contact, verbal
following, and body following. The course should emphasize that
these physical signs of following responsibly reflect the feelings
and the comprehension of the listener. If they do not do this,
they detract from rather than add to the communication process.

 .   Co-operate with persons of authority on identified
       tasks.

Life Skills students have demonstrated an ability to
co-operate with their peers in the group, and, while in the group,
converse well with persons of authority. The course should perhaps
take them one step further, enabling them to converse or work with
a person in authority on an individual basis.

 .   In a group discussion:

       --Introduce single concepts at a time.
       --Build on previous discussion.
       --Introduce new concepts for continued
         discussion.

As one of the major instructional processes is group
discussion, the student should be introduced to the basic skills
of group discussion early in the course.

Structure of the Course

2.   In examining the structure of the course and the methods of delivery, we recommend these changes:

   A.   The format of the lessons should no longer be tied completely to the five step model, but the developer should have some freedom to vary the format to complement the learning requirements of each lesson.

   B.   A core of skills should be developed and from these a core of lessons which would represent the shortest course offering all essential skills.

   C.   In preparation of core lessons, the needs of the less advanced student should be kept in mind, and the manual should provide opportunities for this student to advance through the levels of learning until he has the skills within his repertoire.

   D.   A number of coping or task lessons should be developed in areas which have universal or nearly universal application, and these should become part of the core. Added to these should be a number of coping lessons which a coach or group can adapt to their personal needs which consist of a well written over-view suggesting methods and materials.

   E.   The names of the lessons should be changed to be more descriptive of the lesson content.

Skill Development

3.   It is recommended that every skill incorporated into the core should provide the student with directions which insure that he is introduced to the skill and has opportunity to practice it both in the group and individually, that within skill development the following should be provided:

   A.   Behavioral Objectives which where possible meet the following criteria:
        (1)   Stated from a student's point of view.
        (2)   Stated in observable behaviors.
        (3)   Specifies the condition under which the behavior will be performed.
        (4)   Specifies acceptable levels of performance.

   B.   Exposure Levels.
        (1)   The manual should provide for exposure of the skill so that the student has accurate knowledge of the skill and its application.

      (2) The manual should provide the student with opportun-
          ities to model and see each skill modelled in an
          appropriate setting.

C.   Practice Levels.
     (1) An opportunity should be provided where each student
         can model the skill.
     (2) The manual should·provide that each student has
         ample opportunity to perform the skill within the
         group situation.
     (3) The coach should be instructed to look for and
         record evidences of the student performing the skill
         outside of the group, or, in his own volition, applying
         the skill to a real situation within the group.
     (4) The manual should provide enough practices that the
         skill can be considered within the repertoire of the
         student when the data is applied to the measurement
         tools used in the body of this report.
     (5) The manual should provide with each lesson or with
         each related cluster of lessons a series of pre and
         post tests to facilitate the self evaluation of the
         student of the skill or skills being taught, as is
         now found in Lesson 28, Using Fact Finding Questions.

The Coping Skills or Tasks

4.   A number of coping or task areas were identified. These
are exposed to the students, but few of them reached the practice
level. It is proposed that the coping skills be used in two ways:

    A.   Exposed to the students to form a realistic setting
        for the teaching and practicing of problem solving and
        human relations skills.

    B.   Developed through a series of exposure and practice, and
        measured, as has been suggested for problem solving and
        human relations skills.

SUMMARY OF FOLLOW-UP INTERVIEWS WITH
PARTICIPANTS OF THE YWCA LIFE SKILLS PROGRAM

Ann Richmond
Co-ordinator Life Skills
YWCA of Metropolitan Toronto

SUMMARY OF FOLLOW-UP INTERVIEWS WITH PARTICIPANTS OF THE YWCA LIFE
SKILLS PROGRAM

The YWCA conducted three life skills courses for women in
provincial low rent housing projects in Metropolitan Toronto.   Each
course was conducted three half days per week over a period of
X weeks.

Four months after the Life Skills Program was concluded time
was spent in contacting the participants of that program to discover
in what areas (if any) they had benefited from the program.

This report is based mainly on the views of the women, who
took an active part, in the program.

Of a total of 41 women, 37 were interviewed.
7 had moved away from Ontario Housing
11 had gone to work
4 had enrolled in courses to further their education
i.e. University, Nurses Aid, George Brown Commercial
3 had enrolled in correspondence courses
12 had undertaken to care for other children for additional
income
8 had become volunteers
For some of the women several of the above changes had occurred.

No one credits the Life Skills Program fully for these changes.
But the participants expressed the realization that the program
certainly was a tool which enabled them to see the skills they had
and how best they could be used.

One woman saw no benefit for herself from the program although
she was a regular attender.

All of the women felt that the Life Skills course developed
their self-confidence in their abilities and their desire for
improvement.

For 75% of the women this was their first group experience.
- they would all like to join a group in the future because this
group was a good experience.
- as a participant of a future group they felt that they would
integrate more easily.
- 50% of the women find it easier to make friends now even though
they might be shy or out-going.

Most of the women felt an inward change in themselves - they
felt better about themselves. They became aware of the assumptions they
had about themselves and others;they learned to question these
assumptions; they learned to direct their emotions into more productive
channels; they learned to keep their fear, anxiety, shyness, and
embarrassment under control, and through seeing themselves on the

video, their dress and grooming automatically improved. No one
could say that the Life Skills course helped them to avoid creating
problems for themselves, but they all know better now how to get
help with their problems simply because they can now better express
their needs.

Video-tape was fascinating, some of the women found its enter-
tainment value surpassed its educational value. But participants
felt that they did learn about themselves because of its presence.

Role-play situations helped in the following ways:
-questioning skills were developed - participants learned to be
persistent until they were understood
-listening skills were developed - they learned to hear the other
person's point of view and some still try consciously to understand
the other person's position.

All of the women found getting out with other adults and being
away from their children for a while one of. the greatest assets
of the program.

For most women, the Life Skills course made a definite difference
in how they dealt with their children. They tended not to react
purely from their point of view, but to look at it from the child's
point of view as well. Also they tried now to look at different
ways of handling a problem first, rather than using the first solution
that came to mind. No one noticed any difference in how their children
got along at school or with their friends, but the women did feel
better able to help with problems that might come up. Some of the
women said that they fought more with their husbands now about child
development, because their husbands had not been exposed to these
different ways of handling children.

When questioned about differences in how they got along with
other relatives, the women could see no difference at all, nor could
they see any difference in how they handled meals, clothing, budgeting,
housing, or transportation. No one had been in a situation where
the help of a community agency was needed; however, they all agreed
that if they needed to do so they would now know where to go and
how to approach the people they would need the service from. Women
who were involved in using other resources in the community such
as the library and recreation places continue to do so, and the
ones who didn't before, don't now either.

While we were doing the program last year, the primary need
appeared to be family problem-solving. Few women expressed the need
to find a job until their children were in school all day long.
The follow-up interviews indicate that this area of e program
should not be overlooked during the coming year, as a
significant number are now employed.

It should be noted in reading the above summary that:
-the women were participants in the program over a three month
period three times a week.

-the follow-up interviews took place after the summer, which is often
a quiet time in people's lives.
- this was "a first time" for the YWCA in delivering this program.

INTERPERSONAL AND REASONING SKILLS TRAINING
FOR MANPOWER DEVELOPMENT

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Training Research and Development Station

INTERPERSONAL AND REASONING SKILLS TRAINING FOR MANPOWER DEVELOPMENT

     The Life Skills course was developed for a general audience
considered to be in need of problem solving skills in all aspects
of their life responsibilities. The Training Research and Development
Station has undertaken a study of the interpersonal and reasoning
skills required in employment in order to identify the specific life
skills appropriate to occupational training. The details of this
study are provided in the report Generic Skills in the Reasoning
and Interpersonal Domains published by the Training Research and
Development Station. The taxonomies of these skills are presented
on the following pages.

TAXONOMY OF

ENABLING OBJECTIVES

TERMINAL
OBJECTIVES

ATTEND BY EYE
CONTACT AND
BODY POSTURES

INTERPRET INTENT OF BODY
POSTURE, GESTURES AND EYE
CONTACT USED TO SUPPORT
CONVERSATION

IDENTIFY MAIN
POINTS MADE BY
OTHER SPEAKER

IDENTIFY FACTS FROM
OPINIONS IN ORAL
STATEMENTS

USE COMMUNICATION
ATTENDING BEHAVIORS

USE BODY POSTURE,
GESTURES AND EYE
CONTACT TO FACILITATE
OWN COMMUNICATION

IDENTIFY OVERT BEHAVIORS
WHICH MAY SHOW INABILITY TO
HEAR OR UNDERSTAND

IDENTIFY OVERT CUES WHICH
MAY INDICATE OTHERS'
DIFFICULTY IN UNDERSTANDING
CONCEPT

PARAPHRASE AND PERCEPTION
CHECK TO FURTHER
UNDERSTANDING OF OTHER

IDENTIFY OBVIOUS ROLE
DISTANCE REQUIREMENTS

IDENTIFY OBVIOUS
MOOD INDICATORS

MAINTAIN AN APPROPRIATE
EMOTIONAL CLIMATE

IDENTIFY AREAS WHERE OTHER
PERSON TALKS FREELY

PREFACE OWN
CONVERSATIONS WITH
STATEMENTS OF INTENT

COMMUNICATE INFORMATION IN
A SEQUENCED AND
ORGANIZED MANNER

INTRODUCE ROLE
CONCEPTS A TIME

BUILD ON CONCEPTS
PREVIOUSLY INTRODUCED

CONVERSE IN
ONE TO ONE
COMMUNICATION

STATE AND SUPPORT
OWN POINT OF VIEW

DIRECT CONVERSATION
TO DESIRED OUTCOMES

ENSURE OTHER HAS
OPPORTUNITY TO STATE AND
SUPPORT POINT OF VIEW

SUMMARIZE POINTS
MADE IN DISCUSSION

INTERPERSONAL SKILLS

CHECK OWN ASSUMPTIONS BY ASKING CLOSED QUESTIONS	PARAPHRASE TO FACILITATE OWN UNDERSTANDING	RECOGNIZE HOW THE SPEAKER'S THRUSTS DIFFER FROM YOURS	ENCOURAGE COMMUNICATION BY APPROPRIATE SUPPORTING STATEMENTS
IDENTIFY MEMBERS OF AUDIENCE WHO AGREE AND THOSE WHO DISAGREE WITH POINTS MADE	IDENTIFY IMPACT OF SPECIFIC WORDS OR THEMES	IDENTIFY THE POINT WHERE FURTHER CONVERSATION IS UNNECESSARY	
RECOGNIZE WHEN EMOTIONAL APPEALS ARE USED TO COMPENSATE FOR DUBIOUS REASONING	INTERPRET BEHAVIORAL CUES OF ROLE STATES	INTERPRET BEHAVIORAL CUES OF MOOD CHANGES	INTERPRET BEHAVIORAL CUES OF PSYCHOLOGICAL DISTANCE
PREFACE STATEMENTS TO INDICATE FACT OR OPINION	OBTAIN INFORMATION BY FACT FINDING QUESTIONS		
HANDLE A FREE WHEELING CONVERSATION FOR OTHER PERSON'S DIVERSION			

CONTROL GROUP DISCUSSIONS	DEVELOP AN AGENDA FOR A STRUCTURED MEETING	PREFACE STRUCTURED MEETINGS WITH A STATEMENT OF INTENT	PARAPHRASE WHERE APPROPRIATE TO SUPPORT INTENT OF SPEAKER	INHIBIT DISRUPTIVE BEHAVIORS
PARTICIPATE IN FACTUAL PRESENTATIONS	PREPARE NOTES FOR AN ORAL PRESENTATION	PREPARE A MANUSCRIPT FOR AN ORAL PRESENTATION	DELIVER AN ORAL PRESENTATION FROM NOTES	DELIVER AN ORAL PRESENTATION FROM A MANUSCRIPT
PARTICIPATE IN CONCEPTUAL PRESENTATIONS	DETERMINE OR ANTICIPATE THE LEVEL OF RELATED KNOWLEDGE OF THE AUDIENCE	SELECT APPROPRIATE PRESENTATION AIDS NEEDED TO SUPPORT ORAL COMMUNICATION	DETERMINE OPTIMUM ENVIRONMENTAL CONDITIONS NEEDED FOR PRESENTATION	ARRANGE OR ACCOMMODATE TO THE GIVEN PHYSICAL ENVIRONMENT
PARTICIPATE IN PERSUASIVE PRESENTATIONS	DETERMINE OR ANTICIPATE THE NEEDS AND EXPECTATIONS OF THE AUDIENCE	DETERMINE OR ANTICIPATE THE POSSIBLE OBJECTIONS OF THE AUDIENCE	IDENTIFY THE KEY MEMBERS OF THE AUDIENCE	DELIVER AN ORAL PRESENTATION WHICH TAKES INTO ACCOUNT EXPECTED AUDIENCE REACTION

USE SUPERVISORY/INSTRUCTIONAL COMMUNICATION	MAINTAIN RECORDS OF SUBORDINATES, CHARACTERISTICS AND SKILLS	ASSIGN WORK	GIVE PEOPLE DETAILED WORK INSTRUCTIONS	MONITOR AND EVALUATE PEOPLE'S CHARACTERISTICS AND SKILLS
	QUESTION WORKER TO DETERMINE WHICH TASKS AND SUB-TASKS HE CAN NOW PERFORM	EXPLAIN TO THE WORKER THE METHODS AND SEQUENCE OF WORK PERFORMANCE	DEMONSTRATE EXPECTED WORK PERFORMANCE TO THE REQUIRED CRITERIA	SUPERVISE AND PROVIDE FEEDBACK FOR HANDS ON EXPERIENCE UNTIL CRITERIA ACHIEVED

USE INTERVIEWING/COUNSELLING COMMUNICATION	DETERMINE, WHERE POSSIBLE, OUTCOMES OR RESULTS OF THE INTERVIEW SITUATION	DETERMINE REQUIREMENTS TO GIVE OR RECEIVE INFORMATION FROM OTHERS	STUDY AVAILABLE INFORMATION ABOUT APPLICANT, WORKER OR CUSTOMER	ESTABLISH THE ENVIRONMENT AND METHODS APPROPRIATE TO THE INTERVIEW SITUATION
	AS APPROPRIATE, ADJUST OR ADJUST TO THE OTHER PERSON'S MOOD	ESTABLISH OR ADJUST TO THE ROLE OR PSYCHOLOGICAL DISTANCE	OBTAIN INFORMATION BY ASKING CLOSED AND OPEN QUESTIONS	CHECK OTHER PERSON'S ASSUMPTIONS BY ASKING CLOSED QUESTIONS

ACHIEVE COMPROMISES BETWEEN POINTS OF VIEW	CLARIFY INTENT OF OTHER'S COMMUNICATION BY USING PROBING QUESTIONS	ENSURE THAT EACH PERSON CONTRIBUTES TO GROUP CONVERSATION COMMENSURATE WITH THEIR ROLE AND THE VALUE OF WHAT THEY HAVE TO OFFER	SUMMARIZE IDEAS, POINTS AND DECISIONS	POLL TO DETERMINE CONCENSUS OF GROUP
IDENTIFY APPROPRIATE AUDIENCE RESPONSES TO BE MADE DURING OR AFTER A PRESENTATION	BE ABLE TO ASK QUESTIONS OR MAKE STATEMENTS DURING OR AFTER A PRESENTATION			
DELIVER ORAL PRESENTATION, USING AIDS AS NECESSARY	INVITE AUDIENCE INTERACTION	HANDLE AUDIENCE INTERACTION BY PARAPHRASING, SUPPORT OR AUTHORIATIVE STATEMENTS	HANDLE IRRELEVENT OR DISTRACTING AUDIENCE BEHAVIORS	
MODIFY PRESENTATION TO ACHIEVE AUDIENCE RAPPORT	IDENTIFY BEHAVIORAL CUES WHICH INDICATE AUDIENCE ACCEPTANCE OR REJECTION			
PROVIDE CONSTRUCTIVE FEEDBACK TO OTHER PEOPLE				

AS APPROPRIATE, COMPROMISE TO EFFECT RESOLUTION	ENSURE BEHAVIORAL CHANGE BY APPROPRIATE FEEDBACK OR DISCIPLINE

TAXONOMY OF

TERMINAL OBJECTIVES				ENABLING SKILLS
OBTAIN AND ORGANIZE JOB RELATED INFORMATION	DETERMINE JOB TOOLS, MATERIALS AND EQUIPMENT REQUIREMENTS FROM BOOKS OR GUIDES	DETERMINE JOB METHODS AND PROCEDURES FROM BOOKS OR GUIDES	OBTAIN JOB RELATED INFORMATION FROM BOOKS OR GUIDES	OBTAIN JOB RELATED THEORIES FROM BOOKS OR GUIDES
ESTIMATE, SEQUENCE TASKS AND SET JOB PRIORITIES	ESTIMATE DURATION OF TIME REQUIRED TO PERFORM ROUTINE FUNCTIONS	ESTIMATE WEIGHT OF COMMON OBJECTS	ESTIMATE LENGTH, WIDTH OR HEIGHT OF COMMON OBJECTS OR DISTANCE BETWEEN OBJECTS	ESTIMATE AREA OF COMMON OBJECTS
SET JOB OBJECTIVES AND DETERMINE METHODS OF ACHIEVING THEM	DESCRIBE JOB GOALS IN OBSERVABLE TERMS WITH CRITERIA AND CONDITIONS	DESCRIBE AND SEQUENCE ACTIVITIES NEEDED TO ATTAIN GOALS	GENERATE ALTERNATIVES TO ACHIEVE GOALS BY BRAIN-STORMING AND QUESTIONING TECHNIQUES	SET CRITERIA TO RATE AND RANK ALTERNATIVES
DEFINE OR DIAGNOSE JOB PROBLEMS	DISTINGUISH BETWEEN RELEVANT AND NON RELEVANT INFORMATION ABOUT A JOB PROBLEM	RECOGNIZE AND TRACE BACK CAUSE (PROBLEM) AND EFFECT (SYMPTOM) RELATIONSHIPS	IDENTIFY POSSIBLE PROBLEMS FOR A GIVEN SYMPTOM, FROM BOOKS OR GUIDES	ESTABLISH A PRIORITY LIST FOR GIVEN SYMPTOM AND GIVEN POSSIBLE PROBLEMS
SELECT METHODS TO RESOLVE JOB PROBLEMS	GENERATE ALTERNATIVE SOLUTIONS TO A PROBLEM (BRAINSTORM, 6W QUESTIONS, LITERATURE SEARCH, ETC.)	SELECT THE MOST APPROPRIATE ALTERNATIVE (PROS & CONS, RATE BY CRITERIA, USE BOOKS, GUIDES OR EXPERTS, ETC.)		
PLAN AND CO ORDINATE	IDENTIFY ACTIVITIES NEEDED TO ACHIEVE AN ASSIGNED OBJECTIVE OR PROJECT	SEQUENCE ACTIVITIES NEEDED TO ACHIEVE AN ASSIGNED OBJECTIVE OR PROJECT	PREPARE PLANS (VERBAL OR DIAGRAM) SHOWING SEQUENCE AND INTER-RELATION SHIPS OF ACTIVITIES	IDENTIFY *RESOURCES NEEDED TO CARRY OUT AN OBJECTIVE OR PROJECT (*TIME, FUNDS, PERSONNEL, EQUIPMENT, MATERIAL, ACCOM.)
IMPLEMENT WORK	CHECK RESULTS OF WORK TO ENSURE THAT GIVEN STANDARDS OF QUALITY, QUANTITY AND TIME ARE ACHIEVED	SET STANDARDS OF QUALITY OF WORK	SET STANDARDS OF QUANTITY OF WORK	SET STANDARDS OF COMPLETION TIME OF WORK

REASONING SKILLS

DETERMINE SEQUENCE OF OPERATIONS FOR JOBS FROM BOOKS OR GUIDES	SORT DATA OR OBJECTS BY GIVEN CLASSIFICATIONS	RATE DATA OR OBJECTS BY GIVEN CLASSIFICATION	RANK DATA OR OBJECTS BY GIVEN CLASSIFICATION	DEVELOP CLASSIFICATIONS TO SORT, RATE OR RANK DATA OR OBJECTS
ESTIMATE LIQUID CONTENTS OR CAPACITY OF COMMON CONTAINERS	ESTIMATE CUBIC MEASUREMENT OF COMMON OBJECTS	ESTIMATE COSTS (MATERIAL & LABOUR) FOR ROUTINE JOBS	BREAK ROUTINE JOBS DOWN INTO TASKS & SUB-TASKS AND SEQUENCE THEM BY ORDER OF BEING DONE	ESTABLISH WORK PRIORITY LIST FROM, GIVEN JOBS, DEADLINES & ESTIMATES OF JOB DURATION
ESTABLISH AN ALTERNATIVE PRIORITY LIST BY CRITERIA OR FORCE FIELD ANALYSIS	ANALYZE ALTERNATIVES BY USING APPROPRIATE "WHY" QUESTIONING TECHNIQUE	DEDUCE JOB RELATED INFORMATION (TOOLS, EQUIPMENT, METHODS SEQUENCE) FROM BOOKS OR GUIDES FOR RELATED JOBS/TASKS		
IDENTIFY POSSIBLE METHODS OF CHECKING OUT PROBLEMS FROM BOOKS OR GUIDES	GENERATE ALTERNATIVE STATEMENTS OF A PROBLEM	SELECT THE MOST APPROPRIATE STATEMENT OF A PROBLEM	IDENTIFY PROBLEMS BY USING PROBING QUESTIONS	IDENTIFY PROBLEMS BY USING SENSES (SEEING, HEARING, SMELLING, TOUCHING, TASTING)
ESTIMATE, BY ACTIVITY, THE RESOURCES REQUIRED TO CARRY OUT AN OBJECTIVE OR PROJECT	DETERMINE THE ACTIVITIES WHICH AFFECT PROJECT DURATION	PREPARE PLANS (VERBAL OR DIAGRAM) WHICH SHOW ACTIVITIES, SEQUENCES, RESOURCES, CRITICAL ACTIVITIES, ACTIVITY START AND COMPLETION DATES	ANTICIPATE FUTURE REQUIREMENTS BY PREPARING REQUISITIONS FOR RESOURCES	
ESTABLISH PRIORITIES BETWEEN QUALITY, QUANTITY, AND COMPLETION TIME FOR WORK	DELEGATE AUTHORITY COMMENSURATE WITH RESPONSIBILITY FOR WORK PERFORMANCE	AMEND PLANS TO COMPENSATE FOR CHANGED CONDITIONS		

These taxonomies have been converted into specifications for the development of training packages for interpersonal and reasoning skills.

Specifications are being prepared to direct and guide the development of generic reasoning and interpersonal curriculum training packages. At this time it would appear that there is a necessity to develop the following components:
1. Instructional objectives for each generic skill identified.
2. Diagnostic, placement and achievement techniques.
3. Individualized learning packages for those skills where suitable learning materials are not available.

Many of the identified skills do not lend themselves to the use of paper and pencil exercises and tests. Many of them will require some grouping of students to practise skill performance. Nevertheless, the prescriptive, diagnostic and self-paced aspects of individualization have been set as prime objectives. This means that methods will have to be developed to quickly and readily ascertain which students who enter the program already can perform any of the required skills and for those which they have not already mastered, where they need to commence the program. It also means that, regardless of the grouping techniques used, students should not be forced into a lock step process.

At this time it is foreseen that a combination of texts, mediated instruction and peer instruction may possibly meet the required objectives. There is considerable evidence that peer instructional systems can be effective and efficient, that students quickly develop the required skills and frequently prefer this method.

The training packages are to be designed to facilitate achievement of the following objectives:
1. To assist students to achieve the specific generic skills which are required for chosen occupations.
2. To allow students to gain recognition for skills attained outside the educational system.
3. To enable continuous intake and exit of students.
4. To provide a process by which adults may identify and acquire additional generic skills required to advance their careers.

The first and perhaps most important step in the preparation of the specifications for curriculum development is the specification of instructional objectives which describe the observable and measurable intent of the required outcomes of instruction for each

of the identified skills. This is a fairly easy task for skills
which are concrete and readily describable such as the elementary
mathematics skills. It is extremely difficult in the field of
interpersonal skills because of the attitudinal or affective require-
ments and the difficulty in establishing criteria. In examining such
elementary skills as the use of attending behaviors (eye contact,
body position and verbal following) criteria of skill mastery are
difficult to establish. Verbal following is a useful skill to
ensure that the intent of the speaker is understood - too much
verbal following can distract from communication.

Similarly, skills of reasoning frequently involve a level
of abstraction which is difficult to describe. Nevertheless, the
instructional objectives will have to be written in precise, concrete
terms so the development staff can prepare instructional packages
with assurance that the instructional intent can be evaluated.

The instructional objectives for the reasoning skills have not,
as yet, been developed.

The interpersonal instructional objectives which have thus
far been developed are as follows:

The content of these instructional objectives are organized as follows:

UNIT I - ATTENDING BEHAVIORS

        ITEM A - ELEMENTARY ATTENDING BEHAVIORS
        ITEM B - COGNITIVE ATTENDING BEHAVIORS
        ITEM C - REACTIVE ATTENDING BEHAVIORS

UNIT II - ONE TO ONE CONVERSATION

        ITEM A - ARTICULATE ELEMENTARY CONVERSATION
        ITEM B - GIVE DIRECTIONS
        ITEM C - TASK FOCUSSED CONVERSATION
        ITEM D - PERSONABLE CONVERSATION
        ITEM E - EXPRESS OWN POINT OF VIEW

UNIT III - PARTICIPATE IN GROUP DISCUSSION

        ITEM A - PREPARATION FOR MEETINGS
        ITEM B - GROUP MAINTENANCE
        ITEM C - PRESENTATION OF INFORMATION OR DIRECTIONS
        ITEM D - RESPOND TO INFORMATION OR DIRECTIONS
        ITEM E - CONTROL GROUP DECISION MAKING
        ITEM F - PARTICIPATE IN GROUP DECISION MAKING

UNIT IV - PARTICIPATE IN ORAL PRESENTATIONS

        ITEM A - PREPARATION FOR ORAL PRESENTATION
        ITEM P - PRESENT FACTUAL INFORMATION
        ITEM C - LISTEN/RESPOND TO A FACTUAL PRESENTATION
        ITEM D - DELIVER A CONCEPTUAL PRESENTATION
        ITEM E - DELIVER A PERSUASIVE PRESENTATION
        ITEM F - REACT TO A PERSUASIVE PRESENTATION

UNIT V - SUPERVISORY AND INSTRUCTIONAL COMMUNICATION

        ITEM A - SUPERVISOR AND INSTRUCTIONAL COMMUNICATION

UNIT VI - INTERVIEWING/COUNSELLING COMMUNICATION

        ITEM A - PREPARATION FOR INTERVIEWING/COUNSELLING
        ITEM B - CONTROLLING INFORMATION CENTERED INTERVIEWS
        ITEM C - PROBLEM CENTERED INTERVIEWS

UNIT I   ATTENDING BEHAVIORS

ITEM A   ELEMENTARY ATTENDING BEHAVIORS

OBJECTIVES

1. Use eye contact and attentive posture to indicate attentiveness
    and facilitate other person's communication.

2. Use eye contact, gestures, and body posture to facilitate communi-
    cation, while speaking.

3. Recognize and interpret intent of sub-verbal and non-verbal cues
    to assure own understanding of a verbal communication.

4. Identify overt behaviors which may indicate listener's inability
    to hear.

ITEM B   COGNITIVE ATTENDING BEHAVIORS

OBJECTIVES

1. Identify the main thrust of another's communication.

2. Distinguish between fact and opinion in another's communication.

3. Identify behaviors which may indicate listener's inability to un-
    derstand a concept.

4. Identify the behavioral cues which may be indicators of role dis-
    tance factors such as: physically retreating or approaching, dur-
    ation of the eye contact, tenseness or relaxation.

5. Identify the behavioral cues which may be indicators of obvious
    mood changes.

6. Maintain in self an appropriate emotional climate to facilitate
    the communication process.

ITEM C REACTIVE ATTENDING BEHAVIORS

OBJECTIVES

1. Determine the validity of own assumptions by asking closed question of the speaker.

2. Confirm own understanding of another's message by paraphrasing it.

3. Confirm own understanding of another's message by using perception checks.

UNIT II ONE TO ONE CONVERSATION

ITEM A ARTICULATE ELEMENTARY CONVERSATION

OBJECTIVES

1. Use physical and cognitive attending behaviors to facilitate the process of communication.

2. Use conversational style appropriate to other persons age, sex, role status, etc.

3. Preface job conversations with a statement of intent.

4. Sequence and organize information for oral presentation to another.

5. Introduce one concept at a time to facilitate the listeners understanding.

6. Relate new concepts to previous pertinent conversations.

7. State and support own points by citing knowledge, experience or observation related to the discussion.

8. Ensure that the other person has the opportunity to state and support his points of concern.

ITEM B   GIVE DIRECTIONS

OBJECTIVES

1. Give direction to another clearly, concisely and sequentially.

2. Ensure other person has the opportunity to confirm his understanding of the directions.

3. Check other person's understanding of directions by questioning the key activities to be performed.

4. Summarize to ensure understanding of directions given.

ITEM C   TASK FOCUSSED CONVERSATION

OBJECTIVES

1. Identify the oral communication activities necessary to achieve a given objective or project.

2. Sequence the oral communication activities necessary to achieve a given objective or project.

3. Manage a conversation to direct it toward achievement of the pre-determined objective or project.

ITEM D   PERSONABLE CONVERSATION

OBJECTIVES

1. Identify topics where the other person shows interest.

2. Determine, by overt responses to own conversation, whether the visitor or customer is interested in a free wheeling conversation or in a task focussed conversation.

3. Manage a free wheeling conversation for the purpose of diversion.

ITEM E EXPRESS OWN POINT OF VIEW

OBJECTIVE

1. State and support own point of view by citing knowledge, observation, experience, concerns or ideas related to the discussion.

UNIT III PARTICIPATE IN GROUP DISCUSSION

ITEM A PREPARATION FOR MEETINGS

OBJECTIVES

1. Describe and sequence activities needed to achieve the desired outcomes of a group meeting.

2. Develop an agenda for a structured meeting.

ITEM B GROUP MAINTENANCE

OBJECTIVES

1. Preface structured meeting with a statement of intent.

2. Ensure participation by group members according to their role and the relevance of their contributions.

3. Inhibit disruptive behaviours so the group can effectively proceed with the task.

4. Direct group discussion toward objectives of the meeting.

ITEM C   PRESENTATION OF INFORMATION OR DIRECTIONS

OBJECTIVES ·

1. Give directions or information to a group clearly, concisely and sequentially.

2. Ensure that each group member has the opportunity to confirm his understanding and to seek clarification as required.

3. Test understanding of directions or information by asking probing questions.

ITEM D   RESPOND TO INFORMATION OR DIRECTIONS

OBJECTIVES

1. Paraphrase to confirm own understanding of given information or directions.

2. Ask focused questions to clarify specific task directions.

3. Summarize given information and directions to demonstrate own understanding.

4. Take notes for any required future activity which are own responsibility.

ITEM E   CONTROL GROUP DECISION MAKING

OBJECTIVES

1. Clarify speaker's intended meaning by paraphrasing.

2. Clarify speaker's intended meaning by asking probing questions.

3. Poll group members to determine if a point of concensus has been achieved.

4. Summarize group proceedings to permit discussion to advance, addressing as appropriate:

   a. points made;
   b. decisions reached;
   c. commitments agreed to.

5. Summarize opposing points of view and, appropriately mediate between them to effect compromise.

6. Identify the point where further discussion is counter-productive.

7. Direct the group to follow or comply with a particular point of view.

ITEM F PARTICIPATE IN GROUP DECISION MAKING

OBJECTIVES

1. State and support own point of view in a group with arguments intended to elicit support from other group members.

2. State and support a point of view in opposition to another position with arguments intended to elicit support from other group members.

3. Recognize the point where further disagreement with the group is counter-productive and stop arguing.

4. Identify and state the points in the group position to which you can at least partially agree and request the group to proceed on the basis of your tentative agreement.

UNIT IV PARTICIPATING IN ORAL PRESENTATION

ITEM A PREPARATION FOR ORAL PRESENTATION

OBJECTIVES

1. Develop a list of resources to support oral presentation.

2. Prepare a plan showing the sequence and interrelationships of components of presentation.

3. Prepare resources to support an oral presentation.

4. Prepare guideline notes for an oral presentation.

5. Prepare a manuscript for an oral presentation.

ITEM B PRESENT FACTUAL INFORMATION

OBJECTIVES

1. Using guideline notes or manuscript, deliver a factual talk.

2. Use resources to support an oral presentation.

3. Use vocabulary attuned to the type of talk and level of understanding of the audience.

4. Invite audience to seek clarification of content material.

5. Respond to content questions by:

   a. rephrasing own statement.
   b. using examples.
   c. asking audience member to rephrase statement.

ITEM C LISTENING/RESPONDING TO A FACTUAL PRESENTATION

OBJECTIVES

1. Recognize and record main points of the speaker's presentation.

2. Identify appropriate responses or questions to be made during or after the presentation.

3. Make appropriate audience response during or following a presentation.

4. Ask probing questions during or following a presentation.

ITEM D DELIVER A CONCEPTUAL PRESENTATION

OBJECTIVES

1. Determine or anticipate the level of related knowledge of the audience.

2. Select information to be presented to achieve a given goal or criteria.

3. Select appropriate presentation aids needed to support a conceptual presentation.

4. Determine optimum environmental conditions needed for conceptual presentation.

5. Arrange or accommodate to given physical environment.

6. Invite the audience to question, challenge or comment on content points.

7. Paraphrase questions, challenges or comments to ensure own and audience understanding.

8. Tactfully dismiss irrelevant audience input.

ITEM E DELIVER A PERSUASIVE PRESENTATION

OBJECTIVES

1. Determine or anticipate the needs and expectations of the audience.

2. Determine or anticipate possible objecti.ns of the audience and design strategies to avert, compensate for or accommodate to these objections.

3. Identify key members of audience and represent the persuasive intent in a manner which will address their special needs or interests.

4. Deliver a persuasive presentation, addressing the needs and expectations of the audience, to accomplish the persuasive intent.

5. Modify style of delivery to achieve audience rapport.

6. Identify impact of specific words and themes on audience.

7. Identify behavioral cues which indicate audience acceptance or rejection.

ITEM F REACT TO A PERSUASIVE PRESENTATION

OBJECTIVES

1. Recognize how the speakers expressed thoughts differ from own.

2. Identify impact of specific words and themes.

3. Recognize when emotional appeals are used to compensate for weak arguments.

4. Distinguish between fact and opinion while listening to an oral presentation.

5. Recognize own point of decision regarding persuasive intent of speaker.

UNIT V SUPERVISORY AND INSTRUCTIONAL COMMUNICATIONS

ITEM A SUPERVISORY AND INSTRUCTIONAL COMMUNICATIONS

OBJECTIVES

1. Question worker to determine which tasks or sub tasks he can now perform.

2. Set objectives for workers and determine methods of achievement.

3. Develop, analyse and articulate course of action including criteria of time, sequence, quantity and quality.

4. Demonstrate expected work performance to the required criteria.

5. Supervise and provide feedback for "hands on" experience until performance criteria achieved.

6. Monitor and evaluate subordinates skills, characteristics, achievements and deficiencies.

7. Maintain records of subordinates characteristics, skills, achievements and deficiencies.

UNIT VI INTERVIEWING/COUNSELLING COMMUNICATION

ITEM A PREPARATION FOR INTERVIEWING/COUNSELLING

OBJECTIVES

1. Determine intended direction, and results of interview situation.

2. Determine the type and direction of required information.

3. Study available information about applicant, worker or customer to be interviewed.

4. Establish the environment and interview methods appropriate to the situation.

ITEM B   CONTROLLING INFORMATION CENTERED INTERVIEWS

OBJECTIVES

1.   Identify areas where interviewee speaks freely or is constrained.

2.   Identify behavioural cues, indicating other's role status.

3.   Interpret behavioural cues, indicating a mood change.

4.   Interpret behavioural cues indicating others psychological distance.

5.   Obtain information by asking closed and/or open questions.

6.   Check interviewee's assumptions by asking closed questions.

7.   Adjust or accommodate to the other's mood, role or psychological distance as appropriate.

ITEM C   PROBLEM CENTERED INTERVIEWS

OBJECTIVES

1.   Establish or adjust to the mood, role or psychological distance of interviewee.

2.   As appropriate, compromise divergent needs to effect resolution.

3.   Ensure behavioural change by appropriate feedback, support or discipline.