

nations qui visent à rejoindre les participants dans leur globalité soit en les sensibilisant (attitudes), instrumentant (habiletés) et afin d'assurer une implication concrète en les supervisant (comportement) dans l'élaboration et l'implantation de nouvelles stratégies d'action. Ce programme sera évalué à partir de ses objectifs spécifiques et ensuite à partir de la batterie de la première année.

#### *Subvention*

Ce projet est subventionné par le Ministère de l'Éducation du Québec par l'entremise de son programme de Formation de Chercheurs et d'Action Concertée.

### **Interaction Between Physically Disabled and Non-Disabled People:**

#### **Professors and Students in Institutions of Higher Education**

Catherine S. Fichten

*Dawson College*

Claudia V. Bourdon

*Protestant School Board of Greater Montréal*

#### *Problem*

The Canadian Organizing Committee for the International Year of Disabled Persons recommended, "That teachers in Canada facilitate access for disabled students to the public educational system..." But how is this to be done? As recently as 1980, Beatrice Wright, one of the best known researchers in the field of physical disabilities concluded that, "Regrettably, many change (mainstreaming) programs are ineffective and may even contribute to disabling myths about disability." One reason for the ambivalent results of mainstreaming programs is inadequate teacher and student preparation for integration. Although a variety of teacher preparation programs have been evolved, little empirical evidence of their effectiveness exists. Not only are these programs ineffective, and perhaps even deleterious, but they were designed for teachers in the primary and secondary school system, and are, therefore, inappropriate for college and university professors. Furthermore, negative experiences of inadequately or inappropriately prepared professors could make them reluctant to teach disabled students in the future. Before effective skills training programs both for professors who deal with disabled students and for disabled students entering post-secondary educational institutions can be designed and evaluated, the components of effective behavior need to be identified.

Not only professors, but able-bodied college students may also contribute to negative outcomes for their disabled classmates. Able-bodied students who avoid or limit their interaction can deny their classmates both educational and social opportunities inherent in a college education. Able-bodied students may be reluctant to interact with disabled students because they believe disabled students to be more severely limited in coping with their environment than they actually are. Furthermore, should able-bodied students also believe that disabled students are passive by nature and that they do not enjoy gregarious social activities, their involvement with disabled students may be further reduced.

#### *Objectives*

The nature of appropriate social skills of college and university professors and of disabled students is the focus of Study 1. The goals are 1) to determine the components of effective behaviors between physically disabled college students and their professors and 2) to determine the effects of experience with physically disabled college students on professors' knowledge of effective behaviors and willingness to teach other disabled students.

As little is known about able-bodied students' attributions about the activity preferences of disabled students, one of the goals of Study 2 is to investigate this factor by determining whether able-bodied students underestimate the extent to which disabled students can cope with their environment and the extent to which they are social beings. If attributions about the preferences of disabled students are erroneous, altering these attributions can result in more interaction between disabled and able-bodied students. One technique which holds promise in the modification of attributions concerning disabled persons is administration of instructions to empathize with a disabled person. Thus, the second objective of Study 2 is to investigate the effects of empathy on attributions about disabled students' activity preferences, functional limitations, and gregariousness.

#### *Methodology*

In Study 1, professors who have taught students with disabilities and physically disabled students will be interviewed in order to collect a sample of interpersonal behaviors which can occur when professors and disabled students interact. Disabled students will be

selected from the following categories: cerebral palsied, visually impaired, hearing impaired, and wheelchair user.

Based on these interviews, a forced choice objective questionnaire will be designed. Two categories of questions will be included: behaviors of professors and behaviors of disabled students. Subjects will indicate which behaviors of both professors and disabled students occur frequently as well as the appropriateness of these behaviors. Twenty-four professors who have taught disabled students, 24 professors who have not taught disabled students and 24 physically disabled students will serve as subjects. Professor subjects will also be asked to indicate their willingness to teach disabled students in the future. Both professors and disabled students will also be asked to indicate the types of support and/or services that would make teaching and learning in institutions of higher education easier.

In Study 2 subjects will be asked to predict the responses of a disabled or of an able-bodied stimulus person on a forced-choice questionnaire consisting of equally enjoyable passive, active, gregarious and nongregarious activities. Half of the subjects in each stimulus person condition will be administered empathy instructions, half will not.

#### *Funding*

This project is funded by the Ministry of Education of Québec through the A.C.S.A.I.R. project of the Formation de Chercheurs et Action Concertée program.

Assistance from the Protestant School Board of Greater Montréal is also gratefully acknowledged.

### **Research Development in Instructional Counselling, Stress Management, and Vocational Counselling**

Brian A. Hiebert  
*Simon Fraser University*

#### *Instructional Counselling*

On a substantive level, my colleagues and I have been working to refine further, and elaborate more completely the instructional counselling model we published initially in *The Canadian Counsellor* (Hiebert, Martin, & Marx, 1981). Specifically, we have tried to clarify the way in which our instructional

counselling model is dynamic and interactive, and not static or linear as some have supposed. Further, we have addressed more explicitly the issue of who initiates action and who assumes primary responsibility in the counselling interaction. These pursuits have led me to explore more completely the whole field of approaches to counsellor training, and program evaluation.

On a research level, I am planning a series of pilot studies to commence in the fall of 1983. These studies are intended to provide a data base for our instructional counselling model. These studies should yield data on the functional relationship between instructional counsellor responses and client reactions, the necessary process conditions for maximizing client learning (change), utility of the instructional supervision cycle in promoting counsellor purposefulness and congruence between counsellor and supervisor observations of counselling interactions, and optimal instructional activities for emporting these skills to counsellors.

#### *Stress Management*

On a substantive level, I am focusing my interest on applications of stress control procedures within the public school system. My recent papers on planning stress interventions (Hiebert, 1983) and teacher stress (Hiebert & Farber, in press) provide a summary of my thinking.

On a research level, I am concluding a 3 year project investigating stress control applications in public schools. We have completed intervention studies with grades K - 3, 10 and 12, students as well as surveys with school teachers and school administrators. Data analysis in these projects is nearing completion and reports should be ready in 1984. My graduate students and I have prepared instructional materials for use with high school students, and with mentally retarded adults. Some field testing of these materials has been completed (Hiebert & Eby, in press; Hiebert & Malcolm, 1983).

#### *Vocational Counselling*

On a substantive level, my interests are in the practical applications of vocational development concerns. The focus in my vocational counselling course has been the practical application of vocational theory. During the past two years I have been involved in the