

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.

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

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#### *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

developing evaluation systems for vocational counsellor training programs, and developing instructional systems that teach counsellors to operationalize vocational counselling considerations.

These three areas comprise the majority of my professional and academic pursuits. I welcome interaction with colleagues sharing similar interests and hope that this information might be useful to other Canadian counsellor educators.

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