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Marmara University  
The Institute of Social Science  
Main Science in Education  
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**AN INVESTIGATION OF ASSERTIVE BEHAVIOR IN VISUALLY IMPAIRED  
YOUNG ADULTS AND AN EXPERIMENTAL GROUP STUDY WITH  
VISUALLY IMPAIRED ADOLESCENTS**

Master Thesis

PARVIN NADIM

İstanbul 1995

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Adviser: Doç. Dr. Nurdur Erturan

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## **ABSTRACT**

The present study investigates the assertive behavior in visually impaired young adults (15-30 years old) at first, and then the effect of a group assertiveness training program on non-assertive (passive and aggressive) visually impaired adolescents (16-20 years old) of mixed gender.

303 subjects were randomly drawn from Istanbul and Ankara. 150 of them were from Istanbul and the other 153 subjects were from Ankara. The Rathus Assertiveness Schedule (RAS) and the Perceived Parents' Behavior Inventory (AAD) were used at the first part of the investigation.

In the second part of the study, 20 subjects were drawn from Istanbul participants who were considered non-assertive due to the results of the first part of the study. They were all high school students (16-20 years old) who were volunteers joining the study. Ten students for the experimental group and ten students for the control group were randomly selected. Each group included five boys and girls. Before the treatment, both groups were given Self Evaluation Questionnaire (SEQ) which was prepared by the researcher. Pretest-posttest Control group design was used in the study. The program was developed according to the needs of the group members by regarding the findings of the first part of the study. Training was given to only the experimental group for ten sessions, and each session lasted about two and half hours.

The results of the first part of the study indicated that visually impaired young adults were in general assertive and had positive perceptions about their parents' behavior during their childhood.

According to the findings there was no significant correlation between age of subject, age of onset, gender, congenitally

blindness, severity of blindness, means of subsistence and type of social activities and future expectation in terms of assertiveness.

However, in general there was a significant positive correlation between individuals' perception about parents' behavior during their childhood and their assertiveness, but no significant correlation between the (AAD) dimensions and subjects assertiveness. Also, There was a significant correlation between marital status and assertiveness. Married individuals were more assertive than single ones.

The results indicated that there was a positive correlation between individual educational level, the educational level of subject's mother and his assertiveness, except for one. Subjects who are high school graduates and those whose mothers are high school graduates are less assertive than those who are secondary school graduates and mothers are secondary school graduates. Uneducated subjects and those whose mothers are uneducated are less assertive.

In contrast, there was no significant correlation between the educational level of subject's father and his child assertiveness.

According to the results of the second part of the study, The AT group showed a significantly greater improvement than control group on the RAS and SEQ. Consequently, it can be said that such training was effective in increasing the assertiveness of visually impaired adolescent boys and girls.

## ÖZET

Bu arařtırmada ilk olarak, genç yetişkin (15-30 yař arası) görme özürllülerde güvenli davranıř incelenmiř; ikinci olarak, güvensiz davranıř sahibi görme özürllü kız ve erkek ergenler (16-20 yař arası) de güvenli davranıř grup eđitimi programının etkisi denenmiřtir.

150'si İstanbul'dan 153'ü Ankara'dan olmak üzere 303 kiřilik bir örneklem grubu seçilmiřtir.

Arařtırmanın birinci bölümünde Rathus Atılganlık Envanteri (RAS) ve Algılanan Anne-baba Davranıřları Envanteri (AAD) kullanılmıřtır.

Arařtırmanın ikinci bölümünde, İstanbul örneklemini içinden 20 kiřilik denek seçilmiřtir. Deneklerin hepsi, arařtırmanın birinci bölümünde Rathus'a göre güvenli davranıř gösteremeyen ve çalıřmaya gönüllü olarak katılan, 16-20 yař arası lise öđrencileridir. Bunlardan 5'i kız, 5'i erkek olmak üzere 10 öđrenci deney grubuna; 5'i kız, 5'i erkek 10 öđrenci de kontrol grubuna random olarak seçilmiřtir.

Eđitim öncesinde her iki gruba da arařtırmacı tarafından hazırlanan Kendini Deđerlendirme Anketi (SEQ) verilmiřtir. Arařtırmada öntest-sontest kontrol grup modeli kullanılmıřtır.

Eđitim programı, çalıřmanın birinci bölümündeki bulgulara dayanarak grup üyelerinin ihtiyaçlarına göre geliřtirilmiřtir. Deney grubuna, her biri 2.5 saat süren 10 seanslık eđitim verilmiřtir.

Arařtırmanın birinci bölümünden elde edilen bulgular, genç yetişkin görme özürllülerin genelde güvenli davranıř sahibi olduklarını ve çocuklukta algılanan anne-baba davranıřlarının olumlu olduđunu göstermektedir. Kiřinin yařı, görmeme yařı,

cinsiyeti, görmezliđinin dođuştan olup olmaması, görmeme derecesi, geimini sađlama yolları, katıldıđı sosyal aktiviteler ve gelecekte beklenenleri ile güvenli davranıřları arasında anlamlı derecede bir iliřki bulunmamıřtır.

Bulgulara gre, genel olarak anne-baba davranıřlarının algılanması ile güvenli davranıř arasında anlamlı derecede iliřki bulunmuřtur ancak, algılanan anne-baba davranıřlarının boyutlarına gre anlamlı derecede iliřki bulunmamıřtır.

Medeni hal ile güvenli davranıř arasında anlamlı derecede iliřki bulunmuřtur. Bulguya gre, evliler bekarlara nazaran daha yksek düzeyde güvenli davranıř gstermektedirler.

Yine, bulgulara gre, kiřilerin kendi eđitim durumları ile güvenli davranıř sahibi olmaları arasında ve annelerinin eđitim dzeyleri ile ocuklarının güvenli davranıřları arasında anlamlı derecede olumlu iliřki bulunmuřtur. Ancak, lise mezunu grmezler ile annesi lise mezunu olan grmezlerin, ortaokul mezunu grmezler ve annesi ortaokul mezunu grmezlerle nazaran daha az güvenli davranıř gsterdikleri bulunmuřtur. Buna karřın, babanın eđitim dzeyi ile ocuđun güvenli davranıřı arasında iliřki bulunmamıřtır.

Arařtırmanın ikinci blmnden elde edilen bulgulara gre, güvenli davranıř eđitim grubu (deney grubu) 'nun kontrol grubuna nazaran, anlamlı derecede daha yksek güvenli davranıř dzeyine sahip oldukları ortaya ıkmıřtır. Sonu olarak, byle bir eđitimin grme zrl ergen kız ve erkeklerde güvenli davranıřı ykselttiđini syleyebiliriz.

## CHAPTER 1

### STATEMENT OF THE PROBLEM

Verbal skills essentially set human beings apart from the other primates. By talking, individuals can communicate their feelings, thoughts and desires and work towards achieving their goals. However, many people have some problems in their interpersonal communication and unfortunately these people have neither the skills nor the attitudes necessary to interact assertively with others. They may behave passively or aggressively. Such individuals are in general unsatisfied in their personal and social life. People may disrespect non-assertive individuals and this may cause low self-respect and feeling of worthlessness.

In contrary, assertiveness involves respect for one self, that is, expressing one's need and defending one's rights, as well as respect for the other person's need and rights. Assertive individuals can establish meaningful relationships. There is a positive correlation between assertiveness and self-esteem.

Discomfort in social interactions is not only the problem for able-bodied person, it is a big problem for disabled individual as well. Individuals with overt physical disabilities are likely to confront a number of difficulties in social interactions (Glueckauf, R. L. & Quittner, A. L., 1992, pp. 419-425).

According to Goffman's (1963) social interactions with disabled individuals are likely to be avoided and if interaction is necessary, nondisabled persons become anxious and constrained in their behavior (Starke, 1987, pp. 3-16). Successful social interaction may thus depend on the disabled individual's assertive skills in putting others at ease, and suggesting alternate strategies of interaction.

Although assertiveness training has been shown to increase social skill and social problem solving in a variety of populations, limited attention has been paid to assertiveness training for adults with physical disabilities. Over the past 30 years only four controlled studies have been published in America, and unfortunately there is no study in this area in Turkey.

Although, all studies indicate that assertiveness training improve the behavioral performance of physically disabled adults, "there is a misconception about visually impaired that they are helpless and dependent. However, in fact with a good training a blind person can be as independent as sighted person and has a strong personality as well" (Hallahan & Kauffman, 1978, p. 335).

So, The present study investigates assertiveness in visually impaired young adults and also studies the effect of an assertiveness training program on visually impaired adolescents in Turkey.

## **1.1. Review of The Literature**

### **1.1.1. Definition of Assertiveness**

According to Wolpe (1958) and Lazarus (1966) assertiveness is the effective communication of personal thought and feelings in interpersonal encounters in a fashion that respects and regards the thoughts and feelings of others (Elliott & Gramling, 1990, pp. 427-436). Alberti and Emmons (1974) defined assertiveness as acting in one's own best interest without anxiety or destroying the rights of others (Jakubowski & Lange, 1980, p. 14).

People who are assertive develop Confidence and satisfaction in their ability to interact effectively with others. In the opinion of Jakubowski - Spector (1973) and Alberti and Emmons (1970) those who do not assert themselves lack confidence in their feeling, beliefs and opinions, and these people are less likely to assert themselves in unpleasant social interactions (Ernst & Heesacker, 1993, pp. 37-45).

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Assertion involves standing up for personal rights and expressing thoughts, feelings and beliefs in direct, honest and appropriate ways which don't violate another person's right. College students who are lower in assertiveness report more loneliness than do assertive students (Jakubowski & Lange, 1980, p. 7).

Rathus (1975) defines assertiveness as respect for one self, that is, expressing one's needs and defending one's rights, as well as respect for the other person's needs and rights (Perry, 1988, pp. 99-103)

In contrast to assertion, nonassertion involves violating one's own rights by failing to express honest feelings, thoughts and beliefs and consequently permitting others to violate oneself, or expressing one's thoughts and feelings in such an apologetic, diffident, self-effecting manner that others can easily disregard them (Jakubowski & Lange, 1980, p. 9). Aggression is standing up for personal rights through violating the other's rights and expressing thoughts, feeling and beliefs in dishonest and inappropriate ways. Typical examples of aggressive behavior are fighting, accusing, threatening, and generally stepping on people without regard for their feelings (Ramanaiah & Deniston, 1993, pp. 336-338).

### **1.1.2. A History of Consciousness-Raising and Assertiveness Training**

Assertion training has a long history. As early as 1949 Andrew Salter in *Conditioned Reflex Therapy* described an early form of assertion training (Jakubowski & Lange, 1980, p. 1).

Josef Wolpe (1958) and Arnold Lazarus (1966) are the other behavior therapists who more clearly differentiated assertion from aggression and used various role play procedures as part of their assertion training (Jakubowski & Lange, 1980, p. 1).

However, assertion training wasn't so popular until 1970. In the late 1960s Consciousness-raising (CR) groups appeared as women recognized their devalued status and called for social

change. CR groups had two major functions: (a) ending isolation between women by bring women together to share commonalties and (b) preparing women for social change (Freeman, 1984, pp. 543-556). Within several years, however, the nature of these groups changed, and women joined these groups less frequently to have their consciousness raised and more frequently to gain emotional support (Kirsch, 1987, pp. 43-54).

Studies based on participant observation and self-report of members revealed the following benefits of CR groups: (a) increased feelings of self-esteem, (b) awareness of commonalties among women and improved relationship with women, (c) a new ability to express feelings such as anger, (d) changes in interpersonal roles and relationships, and (e) the development of a sociopolitical analysis of the female experience and women's oppression (Weitz, 1982, pp. 231-241).

The lack of structure of the original CR groups and the limited acknowledgement of individual differences between women led to sessions that often resulted in awareness without change. The new Therapeutic groups built on the strengths of CR by emphasizing on personal problem solving, the examination of internal as well as external influences on the problems and the initiating behavioral change (Kaschak, 1981, pp. 387-400).

So, as women expressed interest in behavioral change, assertiveness training (AT) became a popular feminist group therapy program (Fodor, 1985, pp. 257-265; Moore, 1981, pp. 402-416). It was seen as an appropriate method for helping women overcome "deficits in interpersonal functioning" (Moore, 1981, p. 403) through the expression of feelings, reduction of anxiety and fear, alteration of beliefs and attitudes, and development of new behaviors.

A variety of studies were conducted to compare the outcomes of CR groups with those that included both a CR and skills component, such as AT or communication skills training. Most studies suggested that CR groups were effective in changing

attitudes and building self-esteem, but that behavior change was more likely to occur in groups that emphasized a skills component. AT seemed to provide a successful model for helping women change themselves and then in turn, change their environment (Stere, 1985, pp. 51-61). These also influence the lives and attitudes of men. There seems to be a growing interest on the part of men and women, however, to become more involved with each other in groups (Rabinowitz & Cochran, 1987, pp. 51-67).

### **1.1.3. Assertiveness Training and Techniques**

Assertiveness training involves not only a change of behavior but also a change of belief and attitudes. The individual in need of assertive training must believe in the value of assertiveness (Zinsser, 1987, pp. 32-33).

Assertion training incorporates four basic procedures : (1) teaching people the differences between assertion and aggression, nonassertion and politeness; (2) helping people identify and accept their own personal rights as well as the rights of others; (3) reducing existing cognitive and effective bars to acting assertively; and (4) developing assertive skills through active practice methods (Dantzer, Rosenthal, 1994, pp: 42-44).

There are four types of assertion training groups (Jakubowski & Lange, 1980, p. 4):

1. Exercises-oriented: All the group members initially participate in a pre-set series of role play exercises and then the members generate their own behavioral rehearsal situations.

2. Theme oriented: Each session is devoted to a particular theme and behavior rehearsal is used, through the role plays may not be highly structured exercises.

3. Semi-structured: Use some role play exercises in combination with other therapeutic procedures.

4. Unstructured: The role play experience are based entirely on whatever needs the members present at each session.

Assertion training can be done on an individual or group, but group training is considered generally more effective (Rathus, 1975, Jakubowski & Lange, 1980).

Assertion training can be done by using cognitive behavioral intervention techniques. Cognitive restructuring is the process by which individuals become aware of their own thinking patterns which lead to ineffectual behaviors and change these thought processes to more productive ones. The role of cognitive process is, dealing with behavioral difficulties by a restructuring of the thinking process. Instead of attempting to win the member different attitudes toward himself and others, the member is given daily relearning exercises to change his thinking habits toward rational goals that she/ he is trying to achieve. First the member is trained for several sessions in rational self-analysis to get at the basis of his problem. Then she/ he can practice rational emotive imagery for a periods of time each day during which the person sees himself acting in constructive ways in relation to the upsetting or challenging situation in his life (Wolberg, 1977, pp. 696-699). So, the term cognitive restructuring refers to the correcting or changing of one's thinking in regard to certain matters (Freeman, Slmon, Beutler, Arkowite, 1989, P. 509).

Although considerable attention has been given to the cognitive restructuring, behavioral rehearsal is important as well. The components of behavioral rehearsal which have been reported in the literature on assertion training are:

1. Modeling: The participants observes the trainer, another participant, or an audio or video tape demonstrating assertive behavior and learns the assertive behavior (Jakubowski & Lange, 1980, pp. 155-156).

2. Covert Modeling: The participant imagines someone else behaving assertively in a situation that is personally difficult for him (Jakubowski & Lange, 1980, pp. 155-156).

3. Rehearsal: The participants practices assertively in the problem situation with the trainer or other participants who are also role playing. The participant repeatedly practices this behavior until she behaves assertively (Dawley & Wenrich, 1976).

4. Covert Rehearsal: The participants imagines himself behaving assertively in the problem situation, which possibly has been previously modeled by the trainer (Jakubowski & Lange, 1980, pp. 155-156).

5. Role Reversal: In the role reversal the participant receive assertive behavior from the trainer or other participant and gain some insights (Jakubowski & Lange, 1980, pp. 155-156).

6. Information Giving: Means the exchange of information between the participants and the trainer (Dawley & Wenrich, 1976).

7. Reinforcement: The trainer and other participants give positive reaction to assertive behaviors practiced by another member (Jakubowski & Lange, 1980, pp. 155-156).

8. Coaching: Coaching refers to the trainer giving advice to the participant, with the expectation that he will benefit from it (Jakubowski & Lange, 1980, pp. 155-156).

9. Relaxation Training: Anxiety, fear, anger, and related emotional discomforts can be reduced by training in relaxation. Relaxation training focuses on decreasing tension in mind and body, using imagery and deep breathing (Jakubowski & Lange, 1980, pp. 169-170).

10. Homework: Homework consists in specific tasks that the individual is expected to carry out on his own. By giving homeworks and discussing them in the group the trainer can become aware of many misconceptions and inappropriate behaviors on the part of

the individual and work with him to correct them. Through the homeworks participants transfer their group learning and practice to their real life (Dawley & Wenrich, 1976, P. 83; Jakubowski & Lange, 1980, pp. 172-175).

#### **1.1.4. Studies on Assertiveness Training**

Generally, all reported studies found that assertiveness training is effective in producing more assertive behavior.

Rathus indicated that verbal and nonverbal skills can be developed by group assertiveness training. The results of his experiment, according to the RAS, demonstrated that the subjects who were trained in assertiveness reported significantly greater gains in assertive behavior than did the control subjects (Rathus, 1972).

Friedman (1972) tested a number of hypotheses that concern the value of role-playing and modeling in assertiveness training. Modeling plus role-playing demonstrated a greater percentage gain on the criterion behaviors than other groups (Dawley & Wenrich, 1970).

Rathus also compared AT using video-tape mediated assertive models with a placebo treatment and no-treatment control. He reported that AT was more effective on the RAS than placebo or control treatment in inducing more assertive behavior (Rathus, 1973).

Bloomfield in 1973 reported successful outcomes of AT with outpatients (Cormier, 1975).

Galassi, Galassi and Litz's study in 1974 investigated the effectiveness of a multifacet group AT. Significant differences were found between the AT groups and the control groups on college Self-Expression Scale and on role-play situations (Cormier, 1975).

Lomout, Gilner, Spector and Skinner's study in 1969 with hospitalized patients indicated that the AT group showed a

significantly greater total decrease on depression and anxiety scales than the insight group (Cormier, 1975).

McFall and Marston in 1970 and Lillesand in 1971 reported significant changes in assertiveness as a function of behavior rehearsal and AT (Cormier, 1975).

AT has been applied in primary and secondary schools and results showed AT effectiveness (Dawley & Wenrich, 1976; Jakubowski & Lange, 1978).

After AT in primary and secondary school, students demonstrated assertive behavior in asking questions, making presentations, responding to teacher's questions, expressing opinions and participating in group discussion (Alberti and Emmons, 1976).

Mishel worked with handicapped individuals. According to the results, AT subjects reported significantly greater gains in assertive behavior and demonstrated greater improvement in performance than the control subjects (Mishel, 1978).

Lee, Hallberg and Hassard examined the effects of AT on aggressive adolescents. Results showed that the AT yielded a significantly greater improvement on the assertion scale than placebo and no-treatment control group (Lee, Hallberge and Hassard, 1979).

Sandmeyer, Rank and Chiswick had done a peer AT program at Pennsylvania state University. The evaluation questionnaire indicated that almost all respondents found the assertiveness groups worthwhile and useful (Sandmeyer, 1979, pp. 304-306).

Scott has experienced and demonstrated successfully that assertions can be combined effectively with problem solving to increase personal effectiveness and interpersonal productivity (Scott, 1979).

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The other assertiveness training has been effectively used with woman (Carlson & Johnson, 1975; Levinson, Coleman & Brown, 1975; Rathus, 1972; Rathus, 1973; Wolfe & Fodor, 1975), married couples (Alberti & Emmons, 1975; Youcha, 1973), workers (Fensterheim & Baer, 1977), the unemployed (Jakubowski and Lange, 1980; McGowern, Tinsley, Levinson, Laventure & Britton, 1975; Fensterheim & Baer, 1977), the aged (Corby, 1975), psychiatric patients (Rathus, 1975), hospitalized patients (Comier, 1975), people who have sexual problems (Lewinson, Göleman & Brown, 1975).

Zinsser has reviewed four books dealing with assertiveness training (Zinsser, 1987, pp. 32-34).

Perry has discussed what makes it so hard for women to say no and be assertive (Perry, 1988, pp. 99-103).

Elliot & Gramling have Examined the interaction between personal assertiveness and social support under stressful conditions. Data collected from two independent samples of college students in an urban setting provide evidence that personal assertiveness significantly increases specific types of social relationships to predict psychological symptoms under stressful conditions (Elliot & Gramling, 1990, pp. 427-436).

Baggs & Spence have presented a study that was designed to assess the effects of booster sessions on maintenance of treatment gains subsequent to assertiveness training and showed significantly greater improvements from pre-test to post-test on experimental group in compare to control group (Baggs & Spence, 1990, pp. 845-854).

Kipper has investigated the differential effect of role-playing on self-evaluation of improvement in assertiveness by participants in an assertive training program. Comparison of their scores before and after training showed significantly higher effect of role playing on self-evaluation (Kipper, 1992, pp. 246-250).

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Glueckauf & Quittner have assessed the impact of assertiveness training (AT) on the social functioning of physically disabled adults in wheelchairs. Results support the use of AT in enhancing perceived social efficacy and interpersonal skill of physically disabled adults in wheelchairs (Glueckauf & Quittner, 1992, pp. 419-425).

Pennebaker has discussed the difficulties may women have in being assertive and honest about what they think and want. Gave advice on how to change behavior and thinking to be more assertive (Pennebaker, 1992, pp. 71-75).

Gustafson tested the psychometric properties of the Rathus Assertiveness Schedule with respect to reliability and validity using a Swedish version of the schedule and a Swedish sample of respondents (Gustafson, 1992, pp. 479-482).

Ramaniah & Deniston studied the hypothesis that assertive and nonassertive persons have different personality profiles using the College Self-expression Scale and the NEO Personality Inventory. Higher scores of assertive students on the Extraversion, Openness and Conscientiousness scales; lower scores of assertive students on the Neuroticism scale (Ramaniah & Deniston, 1993, pp. 336-338).

Ernst & Heesacker compared the effects of an ELM-based (the elaboration likelihood model of attitude change) assertion workshop with those of a typical assertion workshop. The ELM-based workshop was significantly better and producing favorable attitude change and greater intention to act assertively (Ernst & Heesacker, 1993, pp. 37-45).

Suretlico reviewed the books *Adolescent Assertiveness and Social Skills Training* (Suretlico, 1993, pp. 471-473).

Dantzer-Rosenthal presented ways to develop assertiveness in one's children. Importance of Assertiveness; Expressing anger and dissatisfaction; Discouragement of child's wants as negative; Importance of body language, Teaching of clear

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communication; saying "no" ; Negotiation of Conflict; Responsibility for decisions (Dantzer-Rosenthal, 1994, pp. 42-44).

Cramer focused on the sexuality of handicapped persons in the United States as titled "what is sexual assertiveness?", ways of giving and receiving sexual pleasure (Cramer, 1994, p. 48).

Holstead Focused on assertiveness in the workplace (Holstead, 1994, pp. 32-33).

Unfortunately, there are a few studies on assertiveness in Turkey. Voltan studied the validity and reliability of RAS (Voltan, 1980, pp. 23-25).

Voltan studied AT with female students who were 17-19 years old at Hacettepe Nursing College. The experimental group showed more assertiveness level compared to the control group (Voltan, 1981, pp. 72-75).

Topukçu studied assertiveness training effects on primary school student (Ramazan, 1988, pp. 315-317).

Atlas studied assertiveness effects on junior high school students (Ramazan, 1988, p. 515).

İnceoğlu searched assertiveness in a group of adolescence (İnceoğlu, 1987, pp. 23-24).

All assertiveness studies in Turkey reported assertiveness training is effective in producing more assertive behavior.

#### **1.1.5. Typical Characteristics of Visual Impaired Individuals**

Visual impairments range from fairly useful sight to total blindness (Swallow, 1981, pp. 65-72). Visually handicapped individual requires special educational provisions because of their problems

1. Legally Blind: "Central visual acuity of 20/200 or less in the better eye with correction, or, if greater than 20/200, a field of vision no greater than 20 degrees at the widest diameter" (Campbell, 1990, pp. 333-336).

2. Partially sighted: "Central visual acuity between 20/70 and 20/200 in the better eye correction" (Campbell, 1990, pp. 333-336).

For educational purpose the following definition are used:

1. Visually Impaired (Visually handicapped) : "This term is used to describe all students whose lack of vision or restricted vision interferes with their ability to learn unless special provisions are made" (Suran & Rizzo, 1989, pp. 248-283).

2. Blind or Braille-using: Educationally, a child is considered to be blind and a Braille-user if, after all possible visual correction, the student must depend for learning upon senses other than vision. All students in this group are legally blind (Suran & Rizzo, 1989, pp. 248-283).

Braille: The braille system is based on a six-dot cell which contains two vertical rows of three dots. There are 63 possible combination in braille. Many of these combinations have multiple uses in reading and writing (Swallow, Rose-Marie, 1981, pp.65-72).

3. Partially sighted / print using: Educationally, a child is considered to be partially sighted if, after all possible visual correction, the student requires special materials and services, but uses visual media including print in learning (Suran & Rizzo, 1989, pp. 248-283).

4. Congenitally Blind: Born without sight (Raver & Drash, 1988, pp. 147-155).

5. Adventitiously Blind: Loss of vision occurring at any age due to accident or illness (Raver & Drash, 1988, pp. 147-155).

The degree to which visual impairments affect development depends on the type of visual loss, severity, age of onset, intellectual ability, and environmental experience. The lack of vision or reduced vision may result in delays or limitations in motor, cognitive, and social development.

#### **1.1.5.1. Cognitive Development**

A visually impaired child must rely upon other senses for information about the world. The knowledge gained from these senses is often incomplete and imperfect. Touch is only useful for those objects with which one can have direct contact. Hearing is only useful for gathering information about those things which have some sound. Smell and taste yield less useful information. So, information which is gathered through these senses, cannot be as detailed as the information which is collected by vision. Congenitally blind children experiences life differently than their sighted peers. Imitation is an important factor in learning. Congenitally blind children who lack this factor has also learning difficulties. Some concepts are very difficult for the congenitally blind child to acquire (Schwartz, 1983, pp. 377-381). People involved with the congenitally blind child will have to motivate, encourage and assist the child to be curious to explore. They should help him to use his hands effectively in exploration (Konig, 1990, pp. 332-333). Teachers and parents should use imagery which will be meaningful to the child. In describing objects and events, such imagery should relate to the child's existing senses (Campbell, 1990, pp. 333-336).

However, adventitiously blind children may have sufficient visual memory to profit from descriptions of a visual nature. Theses children are often more active, curious and better coordinated than congenitally blind children (Raver & Drash, 1988, pp. 147-155).

In partially sighted children, visual functioning must be considered on an individual basis. Much useful information can be gathered regarding the child's visual functioning or visual efficiency (Suran & Rizzo, 1989, pp. 248-283).

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### **1.1.5.2. Emotional and Social Aspects**

Although blindness is a severe handicap, many blind individuals live independently. Some, through their careers are internationally recognized. In order to teach and to assist a blind student successfully, the teacher or the trainer must accept him (Raver & Drash, 1988, pp. 147-155).

Adolescence and puberty can create special problems for usually impaired students. Social mannerisms, styles and current fashion are increasingly important during the adolescent years. At that years peer acceptance is influenced significantly by appearance and behavior. Sighted children gain most of their information and satisfy their curiosity visually during this critical stage of development (Suran & Rizzo, 1989, pp. 248-283). In order to assist visually impaired students with these problems, counseling should be available both, at home and in school (Bradley, 1987, pp. 1-16).

### **1.1.5.3. Orientation and Mobility**

Before the visually impaired can travel independently he will need to have formed a mental map of the routes he must take. A sighted person may accompany the blind until he knows these routes (Roman & Zimmerman, 1994, pp. 83-91).

As the visually impaired became familiar with the environment, they should be able to move freely and confidently from place to place, using a variety of orientation and mobility techniques.

### **1.1.6. Studies on Visual Impairments**

Conroy accounted of how a third-grade teacher helped a visually impaired child in her classroom (Conroy, 1990, P. 86).

Anthony discussed large-print publishing and how many publishers are publishing their own large-print editions instead of licensing rights to specialist publishers (Anthony, C., 1991).

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O'Donnel suggested that high technology will invariably affect the education of the blind, but the problems of general availability will be significant (O'Donnel, 1991, pp. 91-93).

Maass reviewed the rehabilitation programs (Maass, 1990, pp. 1-7).

De Witt examined the effects of technological aids have had on the visually handicapped over the past forty years (De Witt, 1991, P. 1).

Martin & White described a program that was developed to train skills needed to help American Indian elders who have visual impairments (Martin & White, 1993, pp. 2-6).

Mestel studied the unimpaired senses as an alternative to restoring damaged sense organs to full working order (Mestel, 1994, pp. 20-23).

Halliday discussed the changes, developments and challenges encountered in the education of visually impaired students at the special school (Halliday, 1994, pp. 78-82).

Roman & Zimmerman focused on the three basic losses experienced by a visually impaired person and the remediation of their effects (Roman & Zimmerman, 1994, pp. 83-91).

Erin stressed the need for rehabilitation teachers of blind and visually handicapped children to change their own professional practices and be willing to change accepted practices according to individual needs (Erin, 1994, pp. 3-5).

Wiener & Luxton discussed the Association for Education and Rehabilitation of the blind and visually impaired individuals (Wiener & Luxton, 1994, pp. 7-15).

Allison designed and constructed a custom-design desk that allows the work of low vision school children to be elevated at a proper angle, gives them enough space to do their work and

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provides room for them to organize and store their materials (Allison, 1994, pp. 23-25).

Rath & Appelhans described a project at the State Center for services for the visually impaired and designed to give intensive counseling and support to students in transition between school and career (Rath & Appelhans, 1994, pp. 29-35).

### **1.1.7. Assertiveness and Visual Impairment**

Visual impairment has some developmental consequences such as: Motor Development, Language factors, Conceptual abilities and educational achievement; and personal and social factors (Suaran, B. G. & Rizzo, J. V., 1989, pp. 248-283).

**Motor Development:** A number of studies indicated that blind children who are neurologically and physiologically normal have early retardation in motor development when compared to sighted children.

**Language Factors:** Language both in its written and spoken form, has been created by and for the use of the sighted. A large number of the words are based on the experience of vision and visual imagery, for example "seeing".

The role of nonverbal communication in the blinds is very poorly understood. Since nonverbal communication is visual in nature, blinds are less effective in responding to nonverbal cues.

However, there is a widespread notion that blind persons are "better listeners" than sighted persons. Researchers found no significant differences in listening skills between the sighted and the blind.

**Conceptual Abilities and Educational Achievement:** A number of studies have attempted to study conceptual functioning in the blind from the standpoint of Piaget's model of cognitive development (Swanson & Minifie, 1979, pp. 309-313) found

significant delays in the cognitive development of congenitally blinds as compared to their sighted peers.

**Personal and Social Factors:** Blindness tends to isolate the child from the environment, reduce the child's opportunities for stimulation, manipulation and interaction. Absence of vision leads the child tends toward passive self-centeredness. Passive self-centered individual are likely to confront a number of difficulties in social interactions. So, they need some training to improve the quality of their personal lives (Barraga, N., 1986).

Although these individuals require training to increase social skill and assertiveness training would increase these skills, there are a few studies in this subject in America and unfortunately there is no study in this area in Turkey.

## **1.2. Goals of the Present Research**

The study attempted to answer the following questions:

1. Are visually impaired young adults (15-30 years old), in general assertive or non-assertive, according to the Rathus Assertiveness Schedule?
2. Is there any correlation between Perceived Parents' Behavior Inventory (AAD) and assertiveness in visually impaired young adults?
3. Are there any correlations between visually impaired individual's assertiveness and his age, sex, marital status, congenitally blindness, severity of blindness, age of onset, educational status, parents' educational status, means of subsistence, type of social activities he joins, and the future expectations?
4. Will the assertiveness program (AT) be effective in increasing the assertiveness of visually young adults?

## **CHAPTER 2 METHOD**

### **2.1. Hypotheses and Variables**

The following hypotheses were derived from preceding goals:

Hypothesis I. According to the Rathus Assertiveness Schedule visually impaired young adults in general aren't assertive.

Hypothesis II. The assertiveness of visually impaired young adults differs according to their perception about their parents' behavior during their childhood.

Hypothesis III. The assertiveness of visually impaired young adults differs according to their age, sex, marital status, congenitally blindness, severity of blindness, age of onset, educational status, parents' educational status, means of subsistence, type of social activities they join and their expectation of the future.

Hypothesis IV. The assertiveness training will be effective in increasing the assertiveness of visually young adults.

The independent variable in this study was group assertiveness training program which are designed and applied by the trainer to help non-assertive individuals in interpersonal interactions.

The dependent variable was the change in the behavior of non-assertive visually impaired students, of mixed gender.

## **2.2. Assumptions**

1. Subjects are representative of the population.
2. The instruments used in the study are reliable and valid.
3. Subjects will be sincere in responding the inventories.
4. The experimental and control groups will be appropriately selected.
5. The executive of the study has an adequate training for administering the tests and group training.

## **2.3. Instrumentation**

### **2.3.1. The Personal Information Questionnaire**

In order to find out the correlation between assertiveness and age, marital status, congenitally blindness, age of onset, subjects' educational status, educational status of subjects' parents, means of subsistence, type of social activities, and the subjects' expectations of the future which all were considered to have some relations with assertiveness were questioned by the Personal Information Questionnaire which was prepared by the researcher of the study (Appendix A).

### **2.3.2. The Rathus Assertiveness Schedule (RAS)**

The Rathus Assertiveness Schedule (RAS) was used in this study (Appendix B), because the validity and reliability studies of the RAS indicate moderately highly correlations (Voltan, 1980).

The Rathus Assertiveness Schedule (RAS) utilizes a standardized of Wolpe and Lazarus technique (Jakubowski & Lange, 1980). It measures assertiveness and includes a 30-item scale for college student was constructed by Rathus which focuses on assertive behaviors. It is a brief test, easy to administer and score. It has reverse items and national norms for college and university students (Dawley and Wenrich, 1976).

Average score for Males: 12    Standard Deviation: 22

Average score for Females: 7    Standard Deviation: 22

The RAS ranges from -90 to +90. +90 shows the highest level of assertiveness (Voltan, 1980). It is six-step scale: +3 very characteristic, +2 rather characteristic, +1 somewhat characteristic, -1 somewhat uncharacteristic, -2 rather uncharacteristic, -3 very uncharacteristic (Dawley, Wenrich, 1976).

Rathus reports a moderate correlation .34 with assertiveness as measured by correlating subjects' assertion test scores with friends' ratings of their behavior (Jakubowski and Lacks, 1975; Jakubowski and Lange, 1978). Other studies report correlation coefficients ranging from .62 to .70 (Voltan, 1981).

#### **2.3.2.1.    Validity of the RAS**

The validity of the RAS was obtained in a study which was done by Voltan in 1980 on Hacettepe University students. .70 was the validity coefficient which was obtained by correlating students' test scores with the academic advisor's and a teacher's ratings of the students behavior (Ramazan, 1988, pp. 513-516).

#### **2.3.2.2.    Reliability of the RAS**

Rathus found that test-retest reliability studies report a relatively high correlation coefficient of .76 over a 15 day period (Voltan, 1980). Vaal and Mccullagh's test-retest reliability study at the junior high school level demonstrated a correlation coefficient of .76. The reliability coefficient was .77 with the split-half method (Voltan, 1980).

Test-retest reliability coefficient of .92 was obtained in the study which was done by Voltan (1980) on Hacettepe University Students over a 15 day period. Voltan also found a reliability coefficient of .77 using the method of split-half with these students (Ramazan, 1988, pp. 513-516).

### **2.3.3. Perceived Parents' Behavior Inventory (AAD)**

Perceived Parents' behavior Inventory was developed in Coruell University by DEVEREUX colleges with the aim of using it in a research which compares the American and English parents' attitudes of growing up their children.

The version of this inventory which used in this research was formed by Mac Donald in 1971 (Akbağ, 1994, pp. 64-68).

#### **2.3.3.1. Sub-Scales**

This inventory evaluates the parents' behavior at nine dimensions and each dimension forms one sub-scale. These dimensions are as follows:

1. Nurturance
2. Instrumental Companionship
3. Principled discipline
4. Predictability of standards
5. Protectiveness
6. Physical punishment
7. Achievement pressure
8. Deprivation
9. Affective punishment

According to Yeşilyaprak (1988, p. 129), a lot of researcher as Güneysu 1982, Siegelmen 1965, Mac Donald 1971 and 1973 meet at the same point of view that it will be sufficient enough to describe the characteristics of behavior, which that significant dimension represents. Because they accept the fact that to describe every behavior dimension is very hard and disputable.

In this research the same way followed up, and it is indicated in appendix D that which behavior dimension implicates which behavior examples.

### **2.3.3.2. Responding and Scoring**

This inventory is a Likert type scale and it is oriented to determine the adolescents' or young-adult's perceptions about their parents' behavior during their childhood (at the ages of 5 to 12 years).

It consists of 42 items. 21 of them are for mothers and 21 for fathers.

Responses given on a five point-scale. Alternative answers formed in this order; Never, Seldom, Sometimes, Generally, almost every time, or, never, once or twice in a year, once in a month, once in a week, almost every day.

The suggest is requested to mark the alternative answer by selecting the most proper one which represents his or her parents that significant behaviors' frequency.

Every item of the inventory is scoring from 1 to 5 and by adding these scores the score of each sub-scale can be find. Sub-scales' score can be varies 2 to 10 and 15 to 25, according to the number of the items that belong to that sub-scale.

The increasing number of a score indicates the accelerated frequency of that behavior.

Some items of the inventory have positive meaning and some have negative meaning. The aim of this regulation is to present the subject answering all items in the same direction without taking into consideration the meaning of the items.

The other fact about this inventory is that items are not formed into groups according to the sub-scales, but they distributed randomly, thus the subjects is prevented from the possible susceptibility of the preceding statement.

### 2.3.3.3. The Translation of the Inventory

The translation of items from English to Turkish was done by Yeşilyaprak (1988). During the translation and adaptation studies, translator took the advantage of literature survey and specialists' opinion about the meaning of the words. After the translation of items, in order to test the comprehensibility of items, The inventory was applied on a group of 30 high-school students and then necessary correlation had been made. Thus, the final form had been obtained (Yeşilyaprak, 1988, p. 131).

### 2.3.3.4. Reliability

The reliability search of the inventory was made by Yeşilyaprak (1988) through the test-retest method.

The sample of 130 respondents consisted from high school students with different socio-economic level in both sexes. The inventory applied on this heterogen group 3 weeks later from the first application, as retest.

The reliability coefficient of items consisting each sub-scale is as follows (Yeşilyaprak, 1988, pp. 131-132).

Nurturance 0.77

Instrumental companionship 0.91

Principled discipline 0.78

Predictability of standards 0.73

Protectiveness 0.79

Physical punishment 0.75

Achievement pressure 0.90

Deprivation of privileges 0.85

Affective punishment 0.84

These coefficients of reliability indicated that this inventory's reliability is sufficient (Yeşilyaprak, 1988, p. 131).

#### **2.3.3.5. Validity**

The high-reliability of the inventory was accepted as the indicator of its validity too.

In addition to this acceptance, taking the advantage of the opinions of a group of 25 specialist, the inventory's structure and face validity had been studied.

These specialist pointed out their opinions and suggestions about the items. Especially the ideas that, which item measures which behavior dimension and the convenience of each item to the culture and also the ideas about the comprehensibility of the meaning of the statements. According to these stand-points necessary arrangements had been made.

The most important arrangement that had been made on this inventory is bringing together some of the sub-scales which have a high connection with another. Two of the jointed couple is "Deprivation of Privileges" and "Affective Punishment" subscales. After this arrangement the number of sub-scales reduced from 9 to 7 (Yeşilyaprak, 1988, p. 132).

In this research all of 9 sub-scales were taken into consideration.

In the course of the literature survey it had been seen that this version of the inventory and the similar versions had been used in some researches in Turkey and in foreign countries ((DEVEREUX and friends, 1969; Halphin and friends, 1980; Güneysu, 1987a; Güneysu, 1987b; Kiçikturan, 1987; Arman, 1993) (Akbağ, 1994, pp. 64-68)).

#### **2.3.4. Assertiveness Training Program (AT)**

Assertiveness Training Program that was used in the present study was development by using the following resources:

Responsible Assertive Behavior (Jakubowski & Lange, 1980), Pulling your own strings (Dyer, W. W., 1978), Achieving Assertive Behavior (Dawley, H. H. & Wenrich, W. W., 1976), When I Say No I Feel Quilty (Manuel, J. S., 1979), Handbook of Clinical Behavior Therapy with Adults (Hersen, M. & Ellack, A., 1985), Comprehensive Handbook of Cognitive Therapy (Freeman, A. & Slomon, K. & Beuther, L. E. & Arkowitz, H., 1989), The Adolescent in Group and Family Therapy (Suger, M., 1975), The Relaxation and Stress Reduction Workbook (Davis, M. & Eshelman, E. R. & McKay, M., 1991), Discover the World of Independent Living (Lewitt, K. J. & Terrell, G. J., 1984).

## **2.4. Subjects**

In the first part of the study 303 subjects were randomly drawn from visually impaired young adults (15-30 years old). 150 of the subjects were from İstanbul and 153 of them were from Ankara. Tables 1 through 12 show the frequencies and percentages of subjects distribution.

In the second part of the study from 150 subjects who were İstanbul participants scores on the RAS and AAD and other variables attempted to be homogenous, 45 students obtained the lower total score, from -31 to +10 (above 10 is considered assertive). Among those 45 students, ten girls and ten boys were randomly selected. Five boys and five girls were randomly selected for both experimental and control groups. Equal number of girls and boys were included in the AT group in order to facilitate inter personal communication.

The selected students for the experimental group was individually interviewed and briefly informed about the group. All members voluntarily joined the group.

## **2.5. Design**

**Survey:** Assertiveness and perceived parents' behavior of 303 visually impaired young adult was measured by "Rathus

Assertiveness Schedule" and "The Perceived Parents' Behavior Inventory".

**Experimental:** In the second part of the study, Pre-test–Post-test Control Group design was used.

Groups	Pre-test	Treatment	Post-test
Experimental group	The RAS The SEQ	AT sessions (10 sessions)	The RAS The SEQ
Control group	The RAS The SEQ	-	The RAS The SEQ

Pre-test and post-test were given to both the experimental and the control group. AT sessions were given to only the experimental group. Training lasted ten sessions, and each session took almost two and half hours.

## 2.6. Procedure

Assertiveness and the perception about parents' behavior during the childhood of 303 visually impaired young adults (15-30 years old) were measured by "Rathus Assertiveness Schedule" and "The Perceived Parents' Behavior Inventory". Although these inventories are applied in group, in this study because of the subjects' handicapped they were carried out individually. From 150 subjects' who were İstanbul participant scores on the RAS and AAD and other variables attempted to be homogenous, 45 subjects' obtained the lower total score, from -31 to +10 (above 10 is considered assertive). Among those 45 subjects, ten girls and ten boys were randomly selected. Five boys and five girls were randomly selected for both experimental and control groups.

Both experimental and control groups were given self evaluation questionnaire (SEQ) which was prepared by the executive of the study.

Each subject in the experimental group was interviewed and her/his approval for participation in the group sessions was

obtained. Group AT program Started with the experimental group members and lasted for ten sessions.

Before starting the sessions the trainer had taken part at an assertiveness training group in "AURA psychotherapy center" as a member of the group, in order to perceive the feeling of the participants and then a pilot sighted assertiveness group had administered in "Bakırköy Özel MED Dershanesi", so that the management of the present research group would be taken place with more experience. The Consequence of both groups were successful and group training was effective.

### **2.6.1. AT Program**

Although the program was ready as structured program, the content of each session was developed according to the needs of the group. Before each session, the trainer discussed the procedure, content and role played exercises and homeworks with the supervisor. Each sessions was recorded by tape-recorder and after the session, the whole process was discussed with the supervisor and the consequent session was developed accordingly, in cooperating the new information obtained in the previous meeting. Therefore, a dynamic process was followed in the preparation of the program.

"Beyazay Derneği" was used for the meetings. The training was completed in ten sessions and at the eleventh session the post-tests (RAS and SEQ) were given to all subjects in experimental and control groups and the remaining time all members enjoyed themselves with listening to music and having a small tea-party which was prepared by the members beforehand.

Attendance of the group members. - Attendance was 96 percent and there was no subject loss.

## 2.6.2. Brief Description of the AT Program

### First Session

#### *Main Goal:*

-To reduce group tension

#### *Sub-Goals:*

-To reduce the members' discomfort and to familiarize with the members and learn their names and their expectations of group,

-To explain the members, group norms and the purpose of the study,

-To learn whether the members have any group experience or not,

-To check how to members verbalize their thoughts any feelings,

-To explain the benefits of the homeworks which would be given at the following sessions,

-To teach them assertive, passive, aggressive behavior briefly,

-Making them be aware of the type of their behavior (assertive, passive, aggressive).

#### *Activities*

In this session the members introduced themselves and told about their expectations of group. They learned the group norms and what to expect from this group experience. They explained whether they have taken part in a group activities and explained the thoughts which reach to their mind when they thought about a group activity. The members in order to verbalize their thoughts were asked to be salience for a few minutes and then shared their thoughts with the group. The group members were defined the assertive, passive and aggressive behavior, and then one by one demonstrated assertive, aggressive and passive responses to the statements that were stated by the trainer, and other members

judged the responses whether they are assertive, passive or aggressive. At the end of the session a homework was given such as the members would record their response behavior to three situations and if they thought that it was nonassertive behavior, they would write an alternative response which they felt more assertive.

### **Second Session**

#### *Main Goal:*

- Making and Refusing Requests

#### *Sub-Goals:*

- To help the members to make requests assertively,
- To help the members to refuse requests assertively without even offering an explanation.
- To assess their weakness in making and refusing requests,
- To teach them accepting the others' refusing with tolerance.

#### *Activities*

First of all the homework which had been given at the previous session was discussed, then "Broken Record" technique was explained to the group. A role-playing was played by trainer and one of the members and other members observed. After observing, in pairs one member make request and the other refused. Then they changed their roles. At the end the members' thoughts and feelings were discussed. Again, a homework was given such as the members would make and refuse requests three times for the next session and record their thoughts and feelings.

### **Third Session**

#### *Main Goal:*

- To teach Rational- Emotive Principles

*Sub- Goals:*

- To teach the relationships between thinking, feelings and behavior,
- To be able to discriminate between irrational and rational thinking,
- To teach several of basic, underlying irrational beliefs,
- To teach how to catch their irrational thoughts and to develop more rational thoughts in specific situations,
- To be able to use the A-B-C theory as a way to conceptualize in later sessions and outside of the group to cope with emotions which interfered with their acting assertively.

*Activities*

After discussion of the homework of last session, the trainer began with a brief introduction to rational emotive principles regarding human behavior that non-assertiveness often arises from irrational and incorrect thinking habitually dysfunctional behavior patterns. What we tend to label our emotional reactions to situations are mainly caused by conscious and unconscious evaluations and assumptions. The trainer briefly describe the A-B-C theory using specific examples. Then the trainer explained a list of the basic irrational beliefs developed by Eliss. After the participants understood the irrational beliefs and their rational alternatives, the trainer instructed the group to write a specific situation in which they would like to be more assertive but in which their emotions cause them to act aggressively or passively. Afterwards the trainer asked the group to write down the negative thoughts that come to their mind as they thought about acting assertively in the situation. Each of these thoughts contained an irrational catastrophising sentence in it. Afterwards the members were instructed how to challenge and thus change their internal messages. At the end of the session homework was given such as the participants should think of any other irrational beliefs and go through the A-B-C sequence for at least two real life situations and substitute rational beliefs and consequences.

## **Fourth Session**

### *Main Goal:*

- Making statements without Explanation

### *Sub-Goals:*

- To help the participants discriminate between their wanting to explain their behavior and their having to explain their behavior,
- To suggest that people have a right to make statements without explaining them,
- To identify a frequently occurring behavior pattern where persons avoid taking action or making statements for fear that their explanations will not be well received,
- To practice making statements with and without explanation and assessing how each feels and what thoughts are generated.

### *Activities*

At the beginning the homework was discussed, then the trainer explained that non-assertive person often avoid taking action in a variety of situations because they fear they don't have a good enough explanation for their behavior. Moreover, when they do take action, it is only after having given a lengthy explanation to justify their behavior. After giving an example the trainer suggested a number of other situations where this dynamic can occur and asked the group to think of their own examples. The group identified what worries they had and practice a variety of situations making statements with and without explanation.

### **Examples of situations;**

- Leaving a shop without buying anything after a salesperson has taken a great deal of time to show you a variety of products.
- Dealing with door-to-door salesperson who try to sell you some products.

- Calling a travel agency and canceling travel arrangements which have already been made.

- Going into a coffee shop and asking for a glass of water.

The whole group discussed on these and other situations which were cited by the members. Then a homework was given such as the participants should observe their own behavior and degrees of explanation in different situations and assess their own reactions.

### **Fifth Session**

#### *Main Goal:*

- Dealing with persistent persons

#### *Sub-Goals:*

- To teach how to use empathic, simple, and confrontive assertions as someone continues to persist with them,

- To be able to determine when their answers or explanations are adequate even when the persistent person acts as though they are not,

- To be able to recognize the personal rights and thinking going on when someone is persistent with them.

#### *Activities*

First, the homework was discussed and then the trainer explained the focus of the following exercise. "This exercise is an extension of the Making and Refusing Requests exercise." Some examples were given to the participants and asked how the participants responded to each statement. Then "fogging" technique was played by the group. Group in pair, one made request the other assertively rejected. The person persisted with greater efforts to change the other's mind. As he persisted the person who refused -

unassertive behaviors which arise in response to another's persistence. Then a homework was given such as they would observe others, looking for this type of interaction and imagine how they would handle it.

### **Sixth Session**

#### *Main Goal:*

-Giving and Receiving Compliments Assertively

#### *Sub-Goals:*

- To help the members learn how to give and receive compliments assertively,

- To demonstrate that positive interactions also involve assertiveness,

- To facilitate positive, supportive interactions

- To encourage the participants to allow themselves to hear and receive compliments and to give them genuinely, thus increasing their sense of self-worth.

#### *Activities*

The homework which had been given last session was discussed, then the trainer told about giving and receiving positive opinions and feelings assertively.

After explaining how such behaviors also require assertiveness, with the group in a circle, one person gave genuine compliment to the person on the right and had that person respond. The receiver then gave a compliment to the person on his right. At that point the members went around the circle again and briefly each "giver" expressed to the receiver something which she/he specifically liked about how the "receiver" responded to her compliment. Group members gave feedback directly to each other, means participants used the second person pronouns "You" rather than the third person "He" or "She". At the end members encouraged to discuss their reactions during the exercise. Then two homeworks were given such as, they should give three

compliments during a week, and assess how comfortable and how direct they were. Second homework was, when they received compliment, noticed how comfortable they were, how fully they received them and how assertively they responded.

### **Seventh Session**

#### *Main Goal:*

- Carrying on Social Conversation

#### *Sub-Goals:*

- To be able to demonstrate the three communication skills of asking open-ended questions, responding when possible to free information with personal opinions or information, and paraphrasing,

- To feel less anxious and consequently freer to choose to engage in social conversations when desired.

#### *Activities*

After discussing the previous homework, the trainer introduced the exercise with a brief description of the three components of communication skills: asking open-ended questions, responding to free information, and paraphrasing. Then the participants pair off with one person practicing a succession of open-ended question and the other responding genuinely; then reverse these roles. The next step was to integrate responding to the free information elicited by the open-ended questions. The pairs practiced asking open-ended questions and also responding to the free information with their own opinions, disclosures, or information. When the members didn't have anything to say in response to the other's free information, the trainer introduced "paraphrasing" as an effective response. After demonstrating paraphrases, the pair practiced integrating open-ended questions with responses to free information and paraphrasing. Then group members reported their feeling about being actively involved in a conversation without carrying so much responsibility for its continuance. At the end, as usual a homework was given such as the members should carry on

a conversation with someone they didn't know well, and also should use the three responded skills consciously.

### **Eighth Session**

#### *Main Goal:*

- Identifying Personal assertive Rights

#### *Sub-Goals:*

- To stimulate participants to identify and to accept their personal rights,
- To explain the mistaken traditional assumptions and the alternative legitimate rights for them.
- To teach the members that they are the best judge of their thoughts, feelings, wants and behavior.

#### *Activities*

The given homework was discussed, then the trainer gave mini-lecture about personal rights and introduced the relationship between a belief system which values personal rights and assertive behavior. The trainer also identified what personal rights individual possess and explained the following "Mistaken Traditional Assumptions" and their alternative "Legitimate Rights" one by one.

	Mistaken Traditional Assumptions	Your Legitimate Rights
1	It is Selfish to put your need before other's needs	You have a right to put yourself first some times
2	It is shameful to make mistakes. You should have an appropriate response for every occasion	You have a right to make mistakes
3	If you can't convince others that your feelings are reasonable, then they must be wrong, or maybe you are going crazy.	You have a right to be the final judge of your feelings and accept them as legitimate.

4	You should respect the view of others, especially if they are in a position of authority. Keep your differences of opinion to your self. Listen and Learn.	You have a right to have your own opinion and convictions.
5	You should always try to be logical and consistent.	You have a right to change your mind or decide on a different course of action.
6	You should be flexible and adjust. Others have good reasons for their actions and it isn't polite to question them.	You have a right to protest unfair treatment or criticism.
7	You should never interrupt people. Asking question reveals your stupidity to others.	You have a right to interrupt in order to ask for clarification.
8	Things could get even worse, don't roak the boat.	You have a right to negotiate for change.
9	You shouldn't take up others' valuable time with your problems.	You have a right to ask for help or emotional support.
10	People don't want to hear that you feel bad, so keep it yourself.	You have a right to feel and to express pain.
11	When someone takes the time to give you advice, you should take it very seriously. They are often right.	You have a right to ignore the advice of others.
12	Knowing that you did something well is its own reward. People don't like show-offs. Successful people are secretly disliked and envied. Be modest when complimented.	You have a right to receive formal recognition for your work and achievements.
13	You should always try to accommodate others. If you don't, they won't be there when you need them.	You have a right to say "no".

14	Don't be anti-social . People are going to think you don't like them if you say you would rather be alone instead of with them.	You have a right to be alone, even if others would prefer your company.
15	You should always have a good reason for what you feel and do.	You have a right not to have to justify yourself to others.
16	When someone is in trouble, you should help them.	You have a right not to take responsibility for someone else's problem.
17	You should be sensitive to the needs and wishes of others, even when they are unable to tell you what they want.	You have a right not to have to anticipate other's needs and wishes.
18	It is always a good policy to stay on people's good side.	You have a right not to always worry about the goodwill of others.
19	It is not nice to put people off. If questioned, give an answer.	You have a right to choose not to respond to a situation.

After finishing the explanation of the above statements one by one and listening to the members thoughts and feelings about the situation which had experienced before and discussion their reactions to the statement at this moment and before the participation to the group, again a homework was given such as they should think about the rights which they felt most uncomfortable in accepting. Then they would give answers to the following questions: What personal rights did they had in that situation? What made it hard for them to respond assertively in that or at a similar situation? How would they usually respond in that kind of situation? What would they like to say to the person in that situation? How would they like that person to respond? What assertive statements could they make that would achieve their goals?

## Ninth Session

### *Main Goal:*

- Describing the problem scenes and script for change

### *Sub-Goals:*

- To help the members look at their rights, what they want, and what they need.
- To teach the members define their problems specifically.
- To be able to describe their feelings using "I messages".
- To teach the members express their request simply and firmly.

### *Activities*

At the beginning of the session the homework was discussed, then the trainer explained how to write out a description of a scene. It is told that in writing description they should take the following question into their consideration and answer those according to their problem.

1. Who is the person that you have problem with?
2. When and where this problem takes place?
3. What bothers you?
4. How you cope with it?
5. What will happen if you are assertive?

Then the trainer read a poor and a good scene description and asked the members thought a problem of their own and gave a good scene description. After writing , descriptions were discussed in the group to check whether it has been written by regarding five steps or not.

Then the trainer described how to write a script for change at six steps.

1. Look at your rights, what you want, what you need
2. Arrange time and place to discuss your problem
3. Define the problem situation as specifically as possible.
4. Describe your feelings, use " I messages"
5. Express your request in one or two sentences.
6. Reinforce the other person to give you what you want.

All steps one by one were described and given examples for each, then the trainer read a good script such as:

Ali has felt very reluctant to approach his boss to find out why he was turned down for a promotion. He hasn't received any feedback about the reason for decision, and now Ali is feeling negative toward the company and his boss.

Look at (your needs, wants)	Resentment won't solve this, I need to assert my right to reasonable feedback from my employer.
Arrange : (time)	I will as for time to discuss this problem tomorrow morning.
Define : (problem)	I haven' gotten any feedback about the promotion. The position I applied for has been filled by someone else, and that is all I know.
Describe : (your feeling)	I felt uncomfortable not knowing at all why I didn't get it and how the decision was made.
Express : (your request)	So I would like to get some feedback from you about how my performance is seen, and what went into the decision.
Reinforce : (your request)	I think your feedback will help me do a better job.

After describing the above mentioned script, the trainer asked the members to think a script for their own problem by using the six step above. Then all members shared their script in the group and as usual a homework was given such as for the next session all members would think about the problem they recently

had and then write a problem scene and a script for it, then go and discuss the problem with the person who involves.

### **Tenth Session**

#### *Main Goal:*

- Disability and Potential Abilities Awareness

#### *Sub-Goals:*

- To increase the members' self-esteem
- To help them to accept themselves as they are
- To help the members look at the future hopefully
- To promote their success in academic achievement and whole their life
- Evaluate the program in general

#### *Activities*

After discussing the homeworks, "modeling technique" was used in this session, because students with disabilities need role models who they can relate to, models who can discuss their disabilities and what it has meant for them. So, the students and graduates of "Boğaziçi" university who are visually impaired were invited to the session to talk about their successes and answer to the members' questions. Thus, the members experienced disabled adults as role models.

At the end of discussion, the program was evaluated by asking the following questions:

1. Take all your experiences of the group into your consideration, how you can help to your friend who is an unassertive person and wants to be assertive?

The members discussed the answer with role-playing.

2. What are your suggestions to me?

3. Were there anythings which you considered as inverted?

4. Was there any time you find yourself in difficulty in the group?

5. Which one the discussions, or the role-playings were useful for you?

6. Were the homeworks helpful?

### **Eleventh Session**

#### *Main Goal:*

- To give post-tests

#### *Sub-Goals:*

- To bid farewell to the group,

- To have plenty of time for post-tests,

- To have a pleasant time together

#### *Activities*

At the beginning, the post-tests (the RAS and SEQ) were given to the members, after collecting the post-tests, there was a small tea-party which was offered by one of the group members at the tenth session and all the members agreed that it was a good idea. So, the remaining time all the members enjoyed and had a pleasant time.

## CHAPTER 3 RESULTS

The results of this study will first be discussed by reviewing the Personal Information Questionnaire and the related findings, for the sake of giving a general idea of the subjects' distribution. Secondly, the results of the analysis of the relationship among the RAS and other variables will be discussed.

The distribution of the subjects according to their gender was presented in Table 1.

Table 1. Frequency and percentage distribution for gender

	f	%f
N= 303		
Male	218	71.95
Female	85	28.05
Total	303	100.00

As it was seen from the table, %71.95 of the subjects were male and %28.05 female.

The distribution of the subjects according to their marital status was presented in Table 2.

Table 2. Frequency and percentage distribution for marital status

	f	%f
N= 303		
Married	19	6.27
Single	284	93.73
Total	303	100.00

Table showed that from whole participants %6.27 were married and %93.73 were single.

The distribution of the subjects according to their congenitally blindness was presented in Table 3.

Table 3. Frequency and percentage distribution for congenitally blindness

	f	%f
N= 303		
Yes	193	63.70
No	110	36.30
Total	303	100.00

Table revealed that %63.70 of the subjects were congenitally blind and %36.30 were adventitally blind.

The distribution of the subjects according to their severity of blindness was presented in Table 4.

Table 4. Frequency and percentage distribution for degree of blindness

	f	%f
N= 303		
Lack of vision	68	22.44
Light sighted	64	21.12
Object sighted	52	17.16
Partially sighted	119	39.27
Total	303	100.00

Table indicated that from whole subjects %22.44 were lack of vision, 21.12 light sighted, %17.16 object sighted and 39.27 partially sighted.

The distribution of the subjects according to their educational status was presented in Table 5.

Table 5. Frequency and percentage distribution for subjects' educational status

	f	%f
N= 303		
Illiterate	8	2.64
Primary	32	10.56
Secondary	138	45.54
High	75	24.75
University	50	16.50
Total	303	100.00

Table showed that %2.64 of the subjects were illiterate, %10.56 primary school, %45.54 secondary school, %24.75 high school and %16.50 university graduates.

The distribution of the subjects according to their mothers' educational status was presented in Table 6.

Table 6. Frequency and percentage distribution for educational status of subjects' mother

	f	%f
N= 303		
Illiterate	114	37.87
Primary	160	53.16
Secondary	12	3.99
High	10	3.32
University	5	1.66
Total	301	100.00

From whole 303 subjects, %37.87 of subjects' mother were illiterate, %53.16 primary, %3.99 secondary, %3.32 high school and %1.66 university graduates.

The distribution of the subjects according to their father's educational status was shown in Table 7.

Table 7. Frequency and percentage distribution for educational status of subjects' father

	f	%f
N= 303		
Illiterate	46	15.39
Primary	178	59.53
Secondary	38	12.71
High	16	5.35
University	21	7.02
Total	299	100.00

Table 7 indicated that %15.39 of subjects' father were illiterate, %59.53 primary school, %12.71 secondary school and %7.02 university graduates.

The distribution of the subjects according to their means of subsistence was presented in Table 8.

Table 8. Frequency and percentage distribution for means of subsistence

	f	%f
N= 303		
His Own	45	12.68
His Family	209	58.87
Social Help	94	26.48
Others	7	1.97
Total	355	100.00

Table showed that %12.68 of the subjects have been living on his own income, %58.87 are supported by their families, %26.48 have been receiving social helps, and %1.97 have been using other sources to manage to live.

The distribution of the subjects according to their joining in social activities was shown in Table 9.

Table 9. Frequency and percentage distribution for social activities

	f	%f
N= 303		
Blind's Associations	97	80.17
Blinds	10	8.26
Sighted and Blinds	14	11.57
Total	121	100.00

%80.17 of the subjects had been participating in the associations belong to blinds, %8.26 only in the social activities with blinds, %11.57 both with blinds and sighted ones.

The distribution of the subjects according to their future expectations was presented in Table 10.

Table 10. Frequency and percentage distribution for the future expectation

	f	%f
N= 303		
A good status	38	11.38
A good economic level	43	12.87
Happy Family	69	20.66
Advance in Education	184	55.09
Total	334	100.00

Table indicated that %11.38 of the subjects wanted a good status, %12.87 a good economic level, %20.66 a happy family, and %55.09 wanted to advance in their education.

The mean and standard deviation were computed for age in Table 11.

Table 11. Means and standard deviation for age

	n	$\mu$	s
N= 303			
Age	303	19.54	4.67

Table 11 showed the average age was 19.54 and standard deviation was 4.67.

The mean and standard deviation were computed for the age of onset and presented in Table 12.

Table 12. Means and standard deviation for age of onset

	n	$\mu$	s
N= 303			
Age of Onset	303	3.05	5.60

The mean was 3.05 and standard deviation was 5.60 for the age of onset.

The means and standard deviations were computed for RAS in Table 13.

Table 13. Means and standard deviation for RAS

	n	$\mu$	s
N= 303			
RATHUS	303	24.12	22.38
RATHUS-8	303	2.37	1.35
RATHUS-6	302	2.03	1.63
RATHUS-21	302	2.01	1.67
RATHUS-28	303	1.98	1.70
RATHUS-22	302	1.96	1.78
RATHUS-9	303	1.82	1.91
RATHUS-29	303	1.74	1.71
RATHUS-25	303	1.62	2.04
RATHUS-20	303	1.54	2.13
RATHUS-10	303	1.47	1.86
RATHUS-27	303	1.44	2.20
RATHUS-18	303	1.32	2.04
RATHUS-16	303	1.22	2.23
RATHUS-7	302	1.14	2.17
RATHUS-17	303	1.04	2.31
RATHUS-13	303	1.01	2.42
RATHUS-3	302	0.98	2.33
RATHUS-5	303	0.95	2.42
RATHUS-12	303	0.63	2.33
RATHUS-19	303	0.46	2.52
RATHUS-2	303	0.25	2.36
RATHUS-1	303	0.14	2.16
RATHUS-11	303	-0.13	2.35
RATHUS-15	303	-0.30	2.40
RATHUS-23	303	-0.30	2.31
RATHUS-24	303	-0.39	2.40
RATHUS-14	303	-0.55	2.49
RATHUS-30	303	-0.86	2.09
RATHUS-26	303	-0.93	2.22
RATHUS-4	303	-1.52	2.06

Table 13 indicated that mean for RAS in general was 24.12 and this shows that visually impaired young adults were in general assertive, because above 10 is considered assertive. The highest mean score for the behavior exemplified assertiveness was 2.37 (8th question). This can be interpreted as the subjects were more assertive in the matter which the 8th question involves. The lowest mean score was -1.52 (4th questions) and showed that subjects in general needed more assertiveness training in the matter which 4th question involves.

The mean and standard deviations for AAD were computed in Table 14.

Table 14. Means and standard deviation for AAD

	n	$\mu$	s
N= 303			
AAD	303	73.79	10.50
Affective Punishment	303	18.09	4.13
Deprivation of Privileges	303	8.47	2.00
Physical Punishment	303	8.23	2.20
Nurturance	303	7.89	2.10
Predictability of Standards	303	7.36	2.00
Principled Discipline	303	6.97	2.35
Instrumental Companionship	303	6.88	2.59
Protectiveness	303	5.80	2.49
AAD-9	303	4.32	1.20
AAD-17	303	4.21	1.21
AAD-5	302	4.16	1.26
AAD-20	303	4.15	1.26
Achievement Pressure	303	4.10	2.21
AAD-10	303	4.09	1.22
AAD-19	303	3.99	1.33
AAD-1	303	3.90	1.33
AAD-4	303	3.86	1.36
AAD-7	302	3.83	1.31
AAD-13	303	3.73	1.28
AAD-8	303	3.63	1.33
AAD-6	303	3.60	1.38
AAD-12	302	3.56	1.32
AAD-11	303	3.49	1.34
AAD-21	303	3.38	1.56
AAD-3	302	3.03	1.52
AAD-14	303	3.02	1.26
AAD-16	303	3.02	1.69
AAD-15	303	2.79	1.50
AAD-18	303	2.19	1.48
AAD-2	303	1.90	1.32

The results indicated that the mean for AAD in general was 73.79 . As the total score in AAD ranged from 21 to 105, the obtain result (73.79) was high. So, it can be interpreted that visually

impaired young adults in general had positive perceptions about their parents' behavior during their childhood.

The results of the correlational analysis of the relationship between age and RAS; age of onset and RAS were presented in Table 15.

Table 15. RAS correlation coefficient

	r	df	p
Age	0.09	301	-
Age of Onset	0.04	301	-

The results indicated that, there was no significant correlation between age of subject and his assertiveness and also there was no significant correlation between age of onset and assertiveness.

The results of correlational analysis of the relationship between AAD and RAS were presented in Table 16.

Table 16. AAD correlation coefficient

	r	df	p
AAD	0.20	301	p<.05
Nurturance	0.04	301	-
Instrumental Companionship	0.00	301	-
Principled Discipline	0.09	301	-
Predictability of Standards	0.14	301	-
Protectiveness	0.14	301	-
Physical Punishment	0.18	301	-
Achievement Pressure	-0.04	301	-
Deprivation of Privileges	0.06	301	-
Affective Punishment	0.19	301	-

The results indicated that there was a significant positive correlation between AAD and RAS (.20, p<.05). However, there weren't any significant correlation between AAD dimensions and RAS.

t-test was conducted in table 17 for the means of the males' and of the females' scores for RAS.

Table 17. According to RAS the results of independent group t-test for sex

	Male			Female			df	t	p
	$\mu$	s	n	$\mu$	s	n			
RAS	25.54	21.93	218	20.48	23.22	85	301	1.77	-

The results of the t-test done on RAS scores indicated that there was no difference between the means of the males and females in assertiveness.

Again t-test was done on the subjects' marital status and RAS scores, in Table 18.

Table 18. According to RAS the results of independent group t-test for marital status

	Married			Single			df	t	p
	$\mu$	s	n	$\mu$	s	n			
RAS	33.79	15.27	19	23.48	22.64	284	301	1.97	p<.05

As a result, there was a difference between married and single individuals in terms of assertiveness. The married subjects were more assertive than the single subjects (p<.05)

t-test was conducted in table 19, to see whether there was a difference in assertiveness between congenitally blindness and anventitally blindness.

Table 19. According to RAS the results of independent group t-test for congenitally blindness

	Yes			No			df	t	p
	$\mu$	s	n	$\mu$	s	n			
RAS	24.14	21.59	193	24.08	23.79	110	301	0.02	-

The obtained results showed that there was no significant difference between these two.

The Analysis of variance was conducted in Table 20, to test either lack of vision, light sighted, object sighted or partially sighted individuals (at least one group) was different from others in terms of assertiveness.

Table 20. According to degree of blindness the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
Light sighted	64	21.36	23.12
Object sighted	52	22.71	25.75
Partially sighted	119	22.94	20.62
Lack of vision	68	29.87	21.35
F Test Values			
	df1	df2	F
	3	299	2.02
			p
			-

The results showed no significant F value. So, we can conclude that there was no difference between groups in terms of assertiveness.

The analysis of variance was conducted in Table 21-A, to test either illiterate, primary school, secondary school, high school or university graduates (at least one group) was different from others in terms of assertiveness.

Table 21-A. According to subjects' educational status the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
Illiterate	8	-5.25	25.32
Primary	32	20.50	22.80
High	75	21.39	20.72
Secondary	138	25.27	21.59
University	50	32.08	22.01

  

F Test Values			
df1	df2	F	p
4	298	5.98	p<.01

The obtained results showed that there was a significant difference between the groups in terms of their assertiveness.

The t-test was conducted in table 21-B to find out at which educational level the groups differ in terms of assertiveness.

Table 21-B. According to subjects' educational status the results of t-test for RAS

	Illete.	Primary	High	Secon.	Univ.
Illiterate	$\mu=-5.2$	$t=2.80$	$t=3.39$	$t=3.85$	$t=4.37$
Primary	$p<.05$	$\mu=20.5$	$t=0.20$	$t=1.11$	$t=2.29$
High	$p<.01$	-	$\mu=21.3$	$t=1.27$	$t=2.76$
Secondary	$p<.01$	-	-	$\mu=25.2$	$t=1.90$
University	$p<.01$	$p<.05$	$p<.01$	-	$\mu=32.0$

The results indicated that secondary school and university students are more assertive than the high school and primary school students. The illiterate individuals are less assertive than the other groups.

The Analysis of variance was conducted in Table 22-A, to test whether which educational level of subjects' mothers (at least one group) was different from the others in terms of assertiveness.

Table 22-A. According to the educational status of subjects' mother, the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
Illiterate	114	22.46	23.09
Primary	160	23.41	20.50
High	10	24.50	26.31
Secondary	12	40.33	25.64
University	5	48.40	27.35

  

F Test Values				
	df1	df2	F	p
	4	296	3.35	p<.05

The results showed that there was a significant difference between the groups in terms of their children assertiveness.

The t-test was conducted in table 22-B to find out at which level of education the groups' children differ in terms of their assertiveness.

Table 22-B. According to the educational status of subjects' mother, the results of t-test for RAS

	Illete.	Primary	High	Second.	Univ.
Illiterate	$\mu=22.4$	t=0.36	t=0.27	t=2.53	t=2.44
Primary	-	$\mu=23.4$	t=0.16	t=2.71	t=2.66
High	-	-	$\mu=24.5$	t=1.42	t=1.64
Secondary	p<.05	p<.05	-	$\mu=40.3$	t=0.58
University	p<.05	p<.05	-	-	$\mu=48.4$

The results indicated that the mothers who were secondary school or university graduates tended to have more assertive

children than the mothers who were primary school or high school graduates. The uneducated mothers' children were less assertive.

The Analysis of variance was conducted in Table 23, to test whether which educational level of subjects' fathers (at least one group) was different from the others in terms of assertiveness.

Table 23. According to the educational status of subjects' father, the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
Illiterate	46	20.39	18.54
Primary	178	23.33	22.22
University	21	24.29	28.31
Secondary	38	27.66	24.13
High	16	35.94	20.16

  

F Test Values			
df1	df2	F	p
4	294	1.74	-

The results showed no significant difference between the groups in terms of their children assertiveness.

The Analysis of variance was done in table 24, to test whether subjects' assertiveness differ due to the means of subsistence.

Table 24. According to the means of subsistence the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
His Family	209	23.82	23.73
Social Help	94	26.21	21.07
His Own	45	27.42	19.03
Others	7	36.00	21.54

  

F Test Values			
df1	df2	F	p
3	351	1.01	-

The results indicated that there was no significant difference between the means of subsistence in terms of assertiveness.

The Analysis of variance was conducted in Table 25, to test whether subjects' assertiveness differ due to the social activities they participate.

Table 25. According to the social activities the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
Blind's Associations	97	27.23	22.21
Sighted and Blinds	14	32.43	21.72
Blinds	10	33.20	7.73
F Test Values			
	df1	df2	F
	2	118	0.64
			p
			-

The results indicated that there was no significant difference between the type of activities and assertiveness.

The Analysis of variance was conducted in Table 26, to test whether the subjects' assertiveness differ due to their expectations of the future.

Table 26. According to the future expectation the results of ANOVA for RAS

	n	$\mu$	s
N= 303			
Happy Family	69	22.72	20.54
Advance in Education	184	24.04	22.95
A good economic level	43	26.95	20.01
A good status	38	29.29	22.66
F Test Values			
	df1	df2	F
	3	330	0.94
			p
			-

The results showed that there was no significant difference between the expectations of the future and assertiveness.

The Analysis of variance was conducted in Table 27-A for experimental and control group, to test either the experiment group pretest, control group pretest, control group posttest, experimental group posttest (at least one group) is different from others in terms of assertiveness.

Results indicated that there was a significant difference between the groups in terms of assertiveness.

Table 27-A. Experimental results of ANOVA for RAS

	n	$\mu$	s
N= 40			
Experiment-pretest	10	-2.60	11.53
Control-pretest	10	-2.40	10.67
Control-posttest	10	5.10	12.67
Experiment-posttest	10	14.30	11.61
F Test Values			
	df1	df2	F p
	3	36	4.70 p<.01

The t-test was conducted in table 27-B to find out which group or groups differ in terms of assertiveness.

Table 27-B. Experimental results of t-test for RAS

	Experim. Pretest	Control Pretest	Control Posttest	Experim Posttest
Experiment-pretest	$\mu=-2.6$	$t=0.04$	$t=1.42$	$t=3.27$
Control-pretest	-	$\mu=-2.4$	$t=1.43$	$t=3.35$
Control-posttest	-	-	$\mu=5.10$	$t=1.69$
Experiment-posttest	$p<.01$	$p<.01$	-	$\mu=14.3$

The results indicated that there was a significant difference between experimental group pretest and posttest, control group pretest and experimental group posttest.

However, there was no significant difference between control group pretest and experimental pretest, control group posttest and experimental group pretest, control group pretest and control group posttest.

The Analysis of variance was conducted in Table 28-A, to test either experimental group pretest, control group pretest, control group posttest or experimental group posttest (at least one group) is different from others in terms of SEQ.

Table 28-A. Experimental results of ANOVA for SEQ

	n	$\mu$	s
N= 40			
Experiment-pretest	10	38.60	16.10
Control-pretest	10	38.70	13.38
Control-posttest	10	40.00	14.33
Experiment-posttest	10	64.70	13.21
F Test Values			
	df1	df2	F p
	3	36	8.03 p<.01

The results indicated that there was a significant difference between the groups in terms of their SEQ scores.

The t-test was conducted in Table 28-B to find out which group or groups differ in terms of SEQ.

Table 28-B. Experimental results of t-test for SEQ

	Experim. Pretest	Control Pretest	Control Posttest	Experim Posttest
Experiment-pretest	$\mu=38.6$	$t=0.01$	$t=0.20$	$t=3.96$
Control-pretest	-	$\mu=38.7$	$t=0.21$	$t=4.37$
Control-posttest	-	-	$\mu=40.0$	$t=4.01$
Experiment-posttest	$p<.01$	$p<.01$	$p<.01$	$\mu=64.7$

Results showed that there was a significant difference between experimental group posttest and experimental group pretest, experimental group posttest and control group pretest, experimental group pretest and control group posttest. However, there was no significant difference between control group pretest and experimental group pretest, control group pretest and control group posttest, control group posttest and experimental group pretest.

## CHAPTER 4 DISCUSSION

The main purpose of the present study was to investigate the relationship between visual impairment and assertive behavior.

Kelin (1962) noted that blindness tends to isolate the child from environment, reducing the child's opportunities for stimulation, manipulation, and interaction (Barraga, N., 1986). Sandler (1963) argued that the absence of vision tends to produce of distinct line of development in the blind child toward passive self-centeredness and a lack of striving toward mastery (Suran, B. G. & Rizzo, S. V., 1989, p. 268). Psychodynamic studies of the blind tend to expect, theoretically, that blindness from birth or infancy is likely to impose extreme difficulties in ego development. A number of studies have attempted to study conceptual functioning in the blind from the standpoint of Piaget's model of cognitive development and found severe delays in the cognitive development of congenitally blind subjects as compared to their sighted peers (Swanson & Minifie, 1979, pp. 309-313).

As a results of these studies, it was hypothesized that visually impaired young adults in general aren't assertive according to Rathus Assertiveness Schedule.

However, the results of the present study indicated that visually impaired young adults were in general assertive in terms of RAS scores. Although some studies indicated the opposite notion to this finding, there were a few studies which cited that there is no significant relationship between visual disability and psychological adjustment variable (Suran, B. G., & Rizzo, S. V., 1989, p. 270). Many blind individuals live independently and some, through their careers, are internationally recognized (Swallow, R. M., 1981, pp. 65-72).

The second hypothesis suggested that the assertive behavior of visually impaired young adults differs according to their perception about their parents' behavior during their childhood. The attitude of the family to the blind child is a matter of great importance and it may also have a major effect on the child assertive behavior.

There are two usual attitudes of parents to their blindness children. The first arises out of their natural distress and an understandable but misguided desire to shield the blind child from any kind of harm. The child is smothered with mother love. He is protected from any kind of experience which might prove difficult for him. He thus lives a very passive kind of life. Both dangerous and interesting objects are kept out of reach, and he is discouraged from experiments in self-help. The second family attitude, which is not so common, occurs in some cases when the mother feels unable to show affection to the child, thus away from him and rejects him emotionally. Lacking basic security and maternal love, and receiving none of the normal incentives from his own mother to grow and develop, the child may withdraw into himself and become remote and unresponsive to people generally (Bowley, A. H. & Gardner, L., 1985). So, the above mentioned hypothesis was important to study.

The results indicated that visually impaired young adults in general have positive perceptions about their parents' behavior during their childhood (5-12 years old). Also a significant positive correlation was found between scores on the perceived parents' behavior and scores on the child assertive behavior. So, it may be concluded that Turkish parents have appropriate behavior towards their blind child and most of the parents are conscious of the role they are expected to play in raising a visually impaired child, or it may be due to the fact that in Turkish society parents are in general protective rather than supportive and they bring up their child, especially their disabled child, dependable. So, the dependence behavior may lead the visually impaired child to regard his parents'

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behavior appropriate , or the child may give the ideal answers to the questions rather than the true answers.

Many studies indicate that the degree to which visual impairments affect developments depends on the type of visual lose, severity, age of onset, intellectual ability, and environmental experiences (Ferrell, K., 1992, p. 2; Bowley, A. H. & Gardner, L., 1985, pp. 183-200). Studied done by Warren and Kocon (1974) suggest that the partially sighted have greater attitudinal problems and are more dependent and also have greater adjustment difficulties than the blind (Hallahan, D. P. & Kauffman, J. M., 1978, p. 349). So, at the third hypothesis it was hypothesized that the assertiveness of visually impaired young adults differs according to their age, sex, marital status, congenitally blindness, age of onset, educational status, parents' educational status, means of subsistence, type of social activities they join, and their expectation of the future.

The results of this study indicated that there was no significant correlation between the individual's assertiveness and his degree of blindness, age of onset, congenitally blindness, type of activity he joins, and the future expectation. This may arise from the fact that these people may be forced by the society to be assertive, because successful social functioning may depend on them and their assertive skills in putting others at ease.

As expected, in connection to the third hypothesis, there was a significant difference between one's educational level and his assertiveness. It means that, there was a positive correlation between individual's educational level and his assertive behavior, except for high school students. High school students showed lower assertive behavior than the secondary school students. It may be due to fact that high school students are adolescents and adolescence can pose special problems for visually impaired students. Social mannerisms, styles and current fashion are interestingly important during the adolescent years when peer acceptance is influenced significantly by appearance and behavior. Sighted children gain most of their information and satisfy their

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curiosity visually during this critical stage of development. In order to help visually impaired students with these problems, sensitive assistance and counselling should be made available both at home and in school (Bradley, 1987, pp. 1-16).

Also, in connection to the third hypothesis, there was a positive correlation between the educational level of individual's mother and her/his assertive behavior, strange enough, for one exception the individuals whose mothers were high school graduates were less assertive than those whose mothers were graduated from secondary school. Maybe the mothers who were assertive, after secondary school got married and the non-assertive mothers were led by their family to continue their education. So, the mothers who are graduated from high school were already non-assertive, or this result may have a correlation with the expectation of the mothers.

In contrary to the above mentioned finding, there was no significant difference between the educational level of visually individual's father and his child assertive behavior. It may be due to the fact that in this society fathers don't play an important role in raising children. So, children attitudes are affected by their mothers' behavior more than their fathers' behavior.

The fourth hypothesis suggested that the assertiveness training would be effective in increasing the assertiveness of visually impaired young adults.

The results of the group assertiveness training demonstrated the effective, successful and useful outcomes. Findings indicated that the experimental group (AT group) showed a significantly greater improvement on the RAS and SEQ than the control group.

All participants said that they had found assertiveness program useful and they seemed to be more comfortable interpersonally in the group setting as the sessions proceeded.

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During the sessions, most of the group members successfully role played and seriously participated in the exercises.

According to the results, such training was effective in increasing the assertiveness of visually impaired adolescent boys and girls.

#### **4.1. Limitation of the Present Research**

1. The RAS identify assertive and non-assertive individuals. It doesn't differentiate passive and aggressive behaviors.

2. Research subjects were 15-30 years old visually impaired from Istanbul and Ankara, so the results can not be generalized to all visually impaired.

3. Although applying more sessions lead to gain successful result, present group training lasted 10 sessions. Because there was a limitation of time.

4. The participation of uneducated subjects were 2.64 percent (Table 5), because uneducated subjects were out of reach.

5. The assertiveness score of the subjects was determined by the responses given to the RAS, 30 items.

6. Parents' attitude towards child-raising data wase obtained from the nine dimensions involved in (AAD) and the exemplified behaviors in these dimensions.

7. Parents' attitude towards child-raising data was obtained from the young adults perception when they were 5-12 years old. There are no parents' opinion.

8. Because of subjects' handicap, the non-verbal components of assertiveness which are as important as verbal components, couldn't be included in the present group training.

## 4.2. Suggestions for Future Research

1. AT can be used with a variety of physically handicapped groups.
  2. The effect of the present AT program with different trainers may be studied.
  3. The reliability and validity of the "Self Evaluation Questionnaire" (SEQ) can be studied.
  4. A new instrument which would differentiate passive, aggressive and assertive behavior may be designed.
  5. The differential effects of AT program on mixed group (sighted and visually impaired) may be demonstrated.
  6. The correlation between parents' and child's assertiveness in sighted and visually impaired children can be studied.
  7. The difference between the visually impaired students who are in special schools for blind and those who study in normal schools (integrated) may be studied in terms of assertiveness.
  8. Sibling relations in visually impaired individuals may be studied.
  9. Visually impaired students can be studied in relations to their friends, schools, and other social environment.
  10. Assertive behavior in the practical life may be observed in relation to how they perceive themselves.
  11. Attitudes of the society towards visually impaired adults can be studied.
  12. In service training may be provided for the teachers.
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## APPENDICES

### APPENDIX A. PERSONAL INFORMATION QUESTIONNAIRE

Anket No:.....

#### KİŞİSEL BİLGİ FORMU

Sevgili arkadaşlar;

"Görme özürlüler" konusunda bir araştırma yapmaktayım. Bu araştırmadan elde edilecek sonuçların güvenilir olması için size yöneltilen sorulara samimi ve gerçeği yansıtan cevaplar vermeniz rica olunur. Cevaplarınız kesinlikle gizli tutulacak ve yalnızca bu araştırma için kullanılacak, bireysel değerlendirme yapılmayacaktır.

Katıldığınız için teşekkür ederim.

Parvin Nadim

1. Cinsiyetiniz:  K  E
2. Yaşınız: .....
3. Medeni durumunuz:  E  B
4. Görmeme Doğuştan mı?  Evet  Hayır
5. Görmeme yaşı: .....
6. Görmeme derecesi:  
 a. Hiç  b. IşığI görme  c. Cismi görme  d. Az görme
7. Kendisinin eğitim durumu:  
 a. Yok  b. İlk  c. Orta  d. Lise  e. Yüksek
8. Annesinin eğitim durumu:  
 a. Yok  b. İlk  c. Orta  d. Lise  e. Yüksek

9. Babasının eğitim durumu:

- a. Yok  b. İlk  c. Orta  d. Lise  e. Yüksek

10. Geçimini sağlama yolları:

- a. Kendisi  
 b. Ailesi  
 c. Sosyal yardım  
 d. Diğer

11. Katıldığı sosyal etkinlikler

- a. Dernekler  
 b. Başka görmeyenlerle değişik aktiviteler  
 c. Gören görmeyen ayrımı yapmaksızın katıldığı etkinlikler

12. Gelecekle ilgili beklentileri

- a. İyi bir konum (statü)  
 b. İyi bir ekonomik düzey  
 c. Mutlu bir aile yaşantısı (evlilik)  
 d. Eğitim alanında ilerleme

## APPENDIX B. THE RATHUS ASSERTIVENESS SCHEDULE (RAS)

### Rathus Atılganlık Envanteri

AÇIKLAMA: Aşağıda sizlere 30 maddelik bir envanter verilmiştir. Her maddeyi dikkatlice okuyup size uygunluk derecesine göre değerlendiriniz.

- |    |                       |                         |
|----|-----------------------|-------------------------|
| +3 | Bana çok iyi uyuyor:  | Beni çok iyi anlatıyor  |
| +2 | Bana oldukça uyuyor:  | Beni oldukça anlatıyor  |
| +1 | Bana biraz uyuyor:    | Beni biraz anlatıyor    |
| -1 | Bana pek uymuyor:     | Beni pek anlatmıyor     |
| -2 | Bana oldukça uymuyor: | Beni oldukça anlatmıyor |
| -3 | Bana hiç uymuyor:     | Beni hiç anlatmıyor     |
- 
- 1- Bence insanların çoğu benden daha atılgan ve saldırgandır.
  - 2- Sıkılganlığım yüzünden karşı cinse herhangi bir öneride bulunamıyor ya da onların önerilerini kabul edemiyorum.
  - 3- Bir lokantada isteğime göre hazırlanmamış bir yemek getirilince garsona şikayette bulunurum.
  - 4- Başkalarının beni kırdıklarını fark ettiğim halde onları incitmemeğe dikkat ederim.
  - 5- İstemediğim bir malı almam ısrar edilirse "hayır" demekte zorluk çekerim.
  - 6- Benden birşey yapmam istendiğinde nedenini öğrenmekte ısrar ederim.
  - 7- İnsanı geliştirici ve sert tartışmalara katılmak istediğim zamanlar olur.
  - 8- Benim durumumdaki herkes gibi bende yükselmek için çabalarım.
  - 9- Doğrusunu isterseniz insanlar beni kullanır.

- 10- Yeni tanıştığım insanlarla ya da yabancılarla rahatlıkla konuşurum.
- 11- Karşı cinsten birine ne söyleyeceğimi çoğu kez bilmem.
- 12- Resmi telefon konuşmaları yapmaktan çekinirim.
- 13- Bir işe mektup yazarak başvurmayı yüzyüze görüşmeye tercih ederim.
- 14- Satın aldığım şeyleri geri vermekten sıkılırım.
- 15- Beni rahatsız eden saygıdeğer bir yakınıma, rahatsızlığımı ifade etmek yerine duygularımı ondan saklamayı yeğlerim.
- 16- Aptalca görünürüm korkusuyla soru sormaktan çekinirim.
- 17- Bir tartışma sırasında kızdığım, hırslandığım belli olacak diye korkarım.
- 18- Tanınmış ve saygı duyulan bir kimsenin yanlış bir şey söylediğini duyduğumda, dinleyenlere kendi görüşümü de duyurmaya çalışırım.
- 19- Satıcılarla pazarlık yapmaktan kaçınırım.
- 20- Önemli ve değerli bir iş yaptığımda başkalarının bunu öğrenmesinde sakınca görmem.
- 21- Duygularımı ifade ederken samimiyimdir.
- 22- Biri benim hakkımda yanlış ve kötü birşeyler söylese hemen o kişiyle konuşurum.
- 23- Çoğunlukla "hayır" demekte güçlük çekerim.
- 24- Duygularımı anında ortaya çıkarmaktansa biriktirmeyi yeğlerim.
- 25- Kötü bir hizmetten şikayetçi olurum.

- 26- Övüldüğümde bazen ne diyeceğimi bilemem.
- 27- Tiyatro konferans gibi topluluklarda iki kişi yüksek sesle konuşursa, onlara susmalarını ya da konuşmalarına başka bir yerde devam etmelerini söylerim.
- 28- Kuyrukta öne geçen birine yaptığının yanlış bir şey olduğunu söylerim.
- 29- Fikrimi ifade etmekte zorluk çekmem.
- 30- Hiç birşey söyleyemediğim zamanlar olur.

## APPENDIX C

### PERCEIVED PARENTS' BEHAVIOR INVENTORY (AAD)

#### Algılanan Anne-Baba Davranışları

AÇIKLAMA: Aşağıdaki cümleleri dikkatlice okuyunuz ve çocukluk yıllarınızı (5-12 yaş arası) düşünerek annenizin size karşı davranışlarını en iyi yansıtan seçeneği CEVAP KAĞIDI üzerinde uygun yere (X) işareti koyarak belirtiniz. Soruların tümünü atlamadan cevaplandırınız.

1. Annem ona ihtiyaç duyduğumda yanımda olduğunu hissettirirdi.
2. Annem öteki çocuklardan daha başarılı olmamı isterdi.
3. Annem kendi kendime bakabileceğim konusunda kaygılanırdı.
4. Annem bana öğrenmek istediğim şeyleri öğretirdi.
5. Annem arkama (kaba etlerime) vurarak beni döverdi.
6. Annem birşey yapmamı istediğinde nedenini de açıklardı.
7. Annem sürekli benden yakınırdı.
8. Sevmediği birşey yaptığımda annemin ne yapacağını kesinlikle bilirdim .
9. Annem arkadaşlarımla birlikte olmama izin vermeyerek beni cezalandırırdı.
10. Annem beni tokatlardı.
11. Sevmediği birşey yaptığımda annem bana soğuk davranırdı.
12. Annem beni azarlar , bana bağırırdı.

13. Annemin benden ne beklediğini ve nasıl davranmamı istediğini bilirdim.
14. Sevmediği birşey yaptığımda annem incinmiş ve düşkırıklığına uğramış görünürdü.
15. Annem başıma birşey geleceği korkusuyla kendi başıma bir yere gitmeme izin vermezdi.
16. Annem derslerimle ilgili olarak anlamadığım birşey olduğunda bana yardım ederdi.
17. Annem, suçlu hissettirmeye ve utandırmaya çalışarak beni cezalandırırdı.
18. Annem özellikle okulda iyi notlar almam konusunda ısrarlıydı.
19. Annem sıkıntılarım olduğunda bana yardım edip beni rahatlatırdı.
20. Annem, bir süre çok sevdiğim şeyleri kullanmama izin vermeyerek beni cezalandırırdı.
21. Annem beni cezalandırdığında bunun nedenini de açıklardı.

## APPENDIX D. DIMENSIONS OF THE AAD

### Algılanan Anne-Baba Davranışları (Alt Ölçekleri)

#### *İlgi ve Şefkat Gösterme (Nurturance)*

1. Annem ona ihtiyaç duyduğumda yanımda olduğunu hissettirirdi.
19. Annem sıkıntılarım olduğunda bana yardım edip, beni rahatlatırdı.

#### *Amaçlarına Ulaşmada Yardımcı Olma (Instrumental Companionship)*

4. Annem bana öğrenmek istediğim şeyleri öğretirdi.
16. Annem derslerimle ilgili birşey olduğunda bana yardım ederdi.

#### *Tutarlı Disiplin (Principled Discipline)*

6. Annem birşey yapmamı istediğinde nedenini de açıklardı.
21. Annem beni cezalandırdığında bunun nedenini de açıklardı.

#### *Standartların Belirliliği (Predictability of Standards)*

8. Sevmediği birşey yaptığımda annemin ne yapacağını kesinlikle bilirdim.
13. Annemin benden ne beklediğini ve nasıl davranmamı istediğini bilirdim.

#### *Koruyuculuk (Protectiveness)*

3. Annem kendi kendime bakabileceğim konusunda kaygılanırdı.
15. Annem başıma birşey geleceği korkusuyla kendi başıma bir yere gitmeme izin vermezdi.

#### *Fiziksel Cezalandırma (Physical Punishment)*

5. Annem arkama (kaba etlerime) vurarak beni döverdi.
10. Annem beni tokatlardı.

*Başarı İçin Baskı (Achievement Pressure)*

2. Annem öteki çocuklardan daha başarılı olmamı isterdi.
18. Annem, özellikle okulda iyi notlar almam konusunda ısrarlıydı.

*Ayrıcalıklardan Yoksunlaştırma (Deprivation of Privileges)*

9. Annem arkadaşlarımla birlikte olmama izin vermeyerek beni cezalandırırdı.
20. Annem, bir süre çok sevdiğim şeyleri kullanmama izin vermeyerek beni cezalandırırdı.

*Duygusal Cezalandırma (Affective Punishment)*

7. Annem sürekli benden yakınırdı.
11. Sevmediği birşey yaptığımda annem bana soğuk davranırdı.
12. Annem beni azarlar, bana bağırırdı.
14. Sevmediği birşey yaptığımda annem incinmiş ve düş kırıklığına uğramış görünürdü.
17. Annem, beni suçlu hissettirmeye ve utandırmaya çalışarak cezalandırırdı.

## APPENDIX E

### SELF EVALUATION QUESTIONNAIRE (SEQ)

#### AÇIKLAMA

Bu sorularla, herhangi bir özelliği kesin olarak ölçmek amaçlanmamıştır. Bu nedenle, cevabınızın tam doğru olup olmadığından kaygılanmayınız. Sadece durumları okuyunuz ve bu durumlarda nasıl davranırsınız cevaplayınız. Eğer bir durum ile önceden karşılaşmadıysanız, nasıl davranacağını tahmin ediniz.

1. Bir lokantada yemeği kalitesiz ve servisi yetersiz buluyorsunuz.
  - a. Garsonun bahşişini verirsiniz ve lokantadan ayrılırken yemek hakkında söylenirsiniz.
  - b. Bahşiş bırakmazsınız ve yöneticiye neden hoşnut olmadığını söylersiniz.
2. Çok meşgul olduğunuz ve konuşmak istemediğiniz bir zamanda, bir akrabanız size telefon açıyor:
  - a. Akrabanızla konuşursunuz, kendinizi tedirgin ve rahatsız edilmiş hissedersiniz.
  - b. Akrabanıza çok meşgul olduğunuzu ve konuşmaya zamanınızın olmadığını söylersiniz.
3. Kişisel bir iş ile meşgulken telefon çalıyor:
  - a. İşinizi bırakıp telefonu cevaplarsınız.
  - b. Telefonu çalar halde bırakıp, rahatsız olmadan kendi işinize devam edersiniz.

4. Anne-babanız (veya eşiniz ya da yakın bir arkadaşınız) daha önceden planlanmış bir kararı beklenmedik bir zamanda değiştirirler ve bu da sizin işlerinizde çatışmalara (karışıklıklara) yol açar:
  - a. Siz de planınızı değiştirir ve zorluk çıkarmazsınız.
  - b. Eski planınızı uygularsınız ve aynı zamanda, olayı bir gerginlik kaynağı olarak da görmezsiniz.
5. Yemeğinizi yersiniz ve tamamen doyduğunuzu hissedersiniz. Ancak, tabağınızdaki yemeğin daha üçte biri bitmiştir.
  - a. Tabağınızdaki yemeğin hepsini yemeğe devam edersiniz ve tabakta hiç yemek bırakmazsınız.
  - b. Doyar doymaz yemeği bırakırsınız.
6. Ailenizden birisi bir şeyini kaybeder ve sizi suçlar:
  - a. Detektif olursunuz ve başkasına ait olan şeyi aramaya başlarsınız.
  - b. Size yöneltilen bu suçlamayı unutursunuz ve kendi işinize gidersiniz.
7. Bir sosyal faaliyete yalnız katılmak istiyorsunuz:
  - a. Kararınızı ailenin diğer fertlerine açarsınız ve gitmek için izin istersiniz.
  - b. Ailenize gideceğinizi söylersiniz ve gerekirse yalnız gideceğinizi söylersiniz.
8. Birisinin kendi sıkıntısını size de aktardığını fark ediyorsunuz:
  - a. Kişinin şikayetlerini dinlersiniz ve sonunda kendinizi kötü hissedersiniz.
  - b. Sıkıcı bir konuyu konuşmak istemediğinizi söylersiniz ve özür dileyip çıkarsınız.

9. Aile üyelerinden biri size kirli çamaşırlarının yıkanmadığından yakınır:
- Özür dilersiniz ve hemen onun çamaşırlarını yıkamayı teklif edersiniz.
  - Şikayet eden kişiye, çamaşır makinesinin nasıl kullanıldığını öğretmeyi önerir, işini kendisinin yapmasına izin verirsiniz veya onun şikayetlerine aldırmazsınız. Böylece, ona çamaşırlarından kendisinin sorumlu olduğunu öğretirsiniz.
10. Çok aceleniz var ve marketin çıkışındaki kasa kuyruğu çok uzundur:
- Kuyruğu beklersiniz ve geç kalırsınız.
  - Yöneticinin bir başka kuyruk açması veya size kişisel bir ayrıcalık tanınması için ısrar edersiniz.
11. Bir lokantaya gidiyorsunuz ve kapıdaki levhada lokantanın kapanma saatinin 22:00 olduğunu görüyorsunuz. Saat 21:30 olmasına ve işçilerin halen içerde olmasına rağmen lokantayı kapalı buluyorsunuz.
- Kapıdaki levha, sizi yanılttığı için rahatsız olursunuz ve geri dönüp gidersiniz.
  - İşçilerin kapıya gelmesinde ısrar edersiniz ve kibarca onlara içeri girmek istediğinizi söylersiniz. Eğer içeri alınmazsanız, yöneticiye haber verirsiniz.
12. Otelde odanızın kliması çalışmadığı için rahatsızsınız.
- Odanızda klima olmasını istediğiniz halde, başınıza bela açmamak için hiçbirşey demezsiniz.
  - Klimanın hemen tamir edilmesi için veya başka bir odaya geçmek için ısrar edersiniz.

13. İş görüşmesinde çok zor sorular soruldu.
- Korkudan kıvranırsınız ve sinirli olduğunuzdan dolayı özür dilersiniz.
  - Tepkinizin, cevaplamak istemediğiniz şeklinde yorumlanmaması için bir cevabınızın olmadığını güvenli bir biçimde ve açıkça söylersiniz.
14. Doktorunuz size, ameliyat olacağınızı söyler. Bu konuda, sizin bazı şüpheleriniz ve korkularınız var.
- Çabucak gidip, ameliyat olursunuz.
  - Ameliyata gitmeden önce, başka uzmanlardan da görüş alırsınız.
15. Terfi veya yükselmeyi hak ettiğinizi düşünüyorsunuz.
- Patronunuzun birşeyler yapmasını beklersiniz.
  - Hak ettiğinizi ve bu konudaki düşüncenizi deliller ile anlatır ve bunu istersiniz.
16. Uzak bir akrabanız öldü. Bir cenaze töreni var ve siz törene gitmek istemiyorsunuz.
- İsteksiz olarak gidersiniz ve zamanınızın bu şekilde harcanmış olmasından hoşlanmazsınız.
  - Gitmezsiniz.
17. Birisi ile görüştüğünüzde öpülmeyi beklediği halde, öpmek istemiyorsunuz.
- Öpersiniz ve kendinizi rahatsız hissedersiniz.
  - Elinizi uzatırsınız ancak, kişiyi öpmeyi reddedersiniz.

18. Ailenizde herkes acıkmıştır ve yemek isteniyor. Ancak, siz hiç aç değilsiniz ve yemek pişirmek istemiyorsunuz.
- Yemek pişirir ve onlara sinirlenirsiniz.
  - Onlara, bu gece yemek yapmayacağınızı ve bunun yerine onların değişik alternatifler düşünebileceklerini söylersiniz.
19. Pek istemediğiniz bir ofis partisini organize etmeniz istenir.
- Yaparsınız ve hep böyle kirli işleri yapmak zorunda kaldığınızdan rahatsız olursunuz.
  - Organizasyon yapmakla ilgilenmediğinizi söylersiniz ve reddetmeyi sürdürürsünüz.
20. Herkesin güzel giyineceği bir partiye gideceksiniz. Ancak siz giyinmek istemiyorsunuz.
- Giyinirsiniz ve pek sevmediğiniz giyecekleri giydiğinizden dolayı rahatsız olursunuz.
  - Herhangi birşey giyersiniz veya partiye gitmezsiniz.
21. Ailenin diğer üyeleri tarafından eviniz darmadağın olmuştur.
- Herkesin peşinden koşup, etrafı toplarsınız.
  - Onlara, kendilerinin dağıttıklarını toplayan biri olmadığını söylersiniz ve dağınık bırakırsınız.
22. Partneriniz seks yapmak istiyor. Fakat, siz istemiyorsunuz.
- Seks yaparsınız ve kendinizi kullanılmış hissedersiniz.
  - Eşinize seks yapmak istemediğinizi söylersiniz ve ileri gitmesini red edersiniz.
23. Biri size kötü bir şekilde bağırdı.
- Sinirlenirsiniz ve bundan dolayı kendinizi suçlu hissedersiniz.
  - Aldırış etmezsiniz ve böylece başkasının davranışının sizin duygularınızı kontrol etmesine izin vermezsiniz.

24. Bir partide tuvalete gitmek zorundasınız. Ancak, tuvalet sesi herkesin olduđu odaya gelebilecek durumdadır.
- Tuvalete gitmezsiniz. Çünkü, tuvalet seslerinden dolayı, mahçup olmak istemezsiniz.
  - Tuvaleti kullanırsınız ve başkalarının ne düşündüğüne aldırmazsınız. Tuvaleti insanın normal bir davranışı olarak görürsünüz. Siz de bir insan olduğunuz için utanmamanız gerektiğini düşünürsünüz.
25. Hiç anlamı olmayan saçma kurallara uymak zorunda kalırsınız.
- Acı çekersiniz, herkese şikayet edersiniz ve saçma kuralları uygularsınız. Çünkü, fazla seçim hakkınız yoktur.
  - Rahatça omuzlarınızı silkersiniz ve kurallara uymamaktan rahatsız olmazsınız.
26. Otobanda bir kamyon yolunuzun önünü keser.
- Kızarsınız ve siz de onun önünü keserek öç alırsınız.
  - Ona aldırış etmezsiniz ve sürücülerin davranışını kızarak kontrol edemeyeceğinizi kendinize hatırlatırsınız.
27. Bir mağazada kazıklandığınızı anladınız.
- Olay yaratmak ve kötü görünmek istemediğiniz için birşey söylemezsiniz.
  - Kazıklandığınızı söyleyip, düzeltilmesini istersiniz.
28. İş arkadaşınız, bazı işleri tamamlamanızı istiyor. Ancak, siz yapmak istemiyorsunuz ve yapmaya da ihtiyacınız yok.
- İşi yaparsınız ve kendinizi kullanılmış hissedersiniz.
  - Her hangi bir mazeret belirtmeden "hayır" dersiniz.

29. Bir otele gidiyorsunuz ve resepsiyon memuru anahtarı, odanıza kadar size eşlik edecek ve çantanızı taşıyacak bir çocuğa verir. Ancak siz, ona hiç ihtiyacınız olmadığını düşünüyorsunuz.
- Hiç birşey söylemeyip, çocuğun gelmesine izin verirsiniz. Çünkü, ortalığı karıştırmak istemezsiniz.
  - Çocuğa, onun servisine ihtiyacınızın olmadığını söylersiniz. Ancak, çocuk zaten gelmek zorundaysa ona para ödemeyeceğinizi söylersiniz.
30. Küçük kardeşiniz oynamak için, bisikleti ile arkadaşının evine gitmek istiyor ve sizden kendi planınızı iptal edip, onun yanında gitmenizi istiyor.
- Planınızı iptal edersiniz veya değiştirirsiniz ve kardeşinizle gidersiniz.
  - Kardeşinize, sizin daha önemli işlerinizin olduğunu ve kendi başına gitmesi gerektiğini söylersiniz.
31. Hızlı konuşan bir satıcı tarafından rahatsız ediliyorsunuz.
- Orada oturup, sabırla dinlersiniz.
  - Onun konuşmasını kesersiniz ve dinlemek istemediğinizi söylersiniz. Eğer konuşma devam ederse, orayı terk edersiniz.
32. Bir partiniz olacak ve hazırlanmak için üç gününüz var.
- Bütün zamanınızı; düzenleme, hazırlama ve herşeyin iyi gitmesi konusunda endişelenme ile geçirirsiniz.
  - Gerekli asgari düzenlemeyi yapar ve herşeyi gidişatına bırakırsınız. Ne fazla temizlik ne de özel çalışma yaparsınız. Herşeyin gevşek olmasına izin verirsiniz.
33. Birisi sizin işinizi olumsuz bir biçimde eleştirir.
- Sinirlenirsiniz ve rahatsız olursunuz.
  - Ya aldırış etmezsiniz veya hiç savunma yapmadan kabul edersiniz.

34. Birisi sizin yanınızda sigara içiyor ve bu sizi rahatsız ediyor.
- Orada oturursunuz.
  - Kibarca kişinin yanınızda sigara içmemesini rica edersiniz. Eğer red ederse, ya oradan gidersiniz veya ısrarla yapmamasını istersiniz.
35. Lokantadasınız ve az pişmiş biftek istediğiniz halde, çok pişmiş biftek gelir.
- Çok pişmiş bifteği yersiniz çünkü, problem çıkarmak istemezsiniz.
  - Onu geri gönderirsiniz ve bu sefer az pişmiş biftek istersiniz.
36. Kuyrukta birisi sizin önünüze geçiyor.
- Hiç birşey söylemezsiniz ve onun orada durmasına izin verirsiniz fakat, sinirlenirsiniz.
  - Kişiye, önünüze geçmesine izin vermeyeceğinizi söylersiniz.
37. Birisi sizden borç para aldı ve geri vermeyi ihmal etti.
- Onun ihmalkar davranışından dolayı acı çekersiniz fakat, birşey yapamazsınız.
  - Borç verdiğiniz kişiye katı bir şekilde, şimdi geri almayı umduğunuzu söylersiniz.
38. Bir sosyal toplulukta siz yabancısınız.
- Oturup, birisinin sizi tartışmaya katılmaya davet etmesini beklersiniz.
  - İnsanlara kendinizi tanıtırsınız ve tartışmaya katılırsınız.

39. Siz diyetlisiniz ve yakın bir arkadaşınız size, özel olarak tatlılar hazırladığını söylüyor veya içkiyi bıraktığınız halde, birisi size ısrarla içki ısmarlıyor.
- Tatlıyı veya içkiyi alırsınız. Çünkü, arkadaşınızı kırmak istemezsiniz.
  - İçkiyi veya tatlıyı reddedersiniz ve onun, bu nazik davranışını takdir ettiğinizi ancak, düşüncenizi değiştirmeyeceğinizi söylersiniz.
40. Sokakta bir satıcı tarafından, bir malı almaya zorlanıyorsunuz.
- Durursunuz ve onun, konuşmasını çabucak bitireceğini ümit ederek dinlersiniz veya ondan uzaklaşmak için, o malı alırsınız.
  - Hiç bir açıklama yapmadan çekip gidersiniz.
41. Üzgün olmadığınız birşey için, birisi özür dilemenizi istiyor.
- Gidip özür dilersiniz.
  - Suçlu olmadığınız halde, özür dilemenizin anlamsız olduğunu söylersiniz.
42. Bir emlakçı istemediğiniz bir mülkü göstermek için, peşinizi bırakmıyor.
- Gidersiniz ve bakarsınız çünkü, çok sayıda insanla iletişimi olan bu tür kişilere iyi görünmek zorundasınız.
  - Herhangi bir mülkü görmek istemediğinizi ve fazla baskıdan hoşlanmadığınızı açıkça söylersiniz.
43. Bir soda istersiniz ancak, dörtte üç buz ve dörtte bir soda getirilir.
- Parayı, buz için ödersiniz ve bu durumdan hoşnut olmadığınızı söylemezsiniz.
  - Garsona, az buzlu bir soda istediğinizi ve kibarca, parayı soda için ödediğinizi söylersiniz.

44. Birisi size "bana güvenmelisiniz, sizi dolandıracağımı ve size hile yapacağımı düşünmemelisiniz" der.
- Kişiye güvenmediğinizi inkar edersiniz ve onu kırmazsınız.
  - İnsanlarla ilişkilerde dolandırılmış olmanın, gerçek bir ihtimal olduğunu söylersiniz ve çok şüpheli olduğunuzu söylersiniz. Eğer sizin şüpheliğinizi kaldıramazsa, başka birisi ile irtibat kurarsınız.
45. Doktorunuz ikinci kez görüşmenizi söylüyor. Fakat, siz iki kez para ödemek istemiyorsunuz. Çünkü kendinizi iyi hissediyorsunuz.
- Belirlenen saatte gidip, iyi olduğunuzu söylersiniz ve ona gereksiz yere para ödersiniz.
  - İkinci kez gitmenizin gerçekten gerekli olduğunu düşünüyorsanız gidersiniz.
46. Terapiste gidiyorsunuz fakat, artık terapiyi bitirmek istiyorsunuz. Çünkü, daha fazla ihtiyacınızın olmadığını düşünüyorsunuz.
- Terapiste bir açıklama borcunuzun olduğunu düşünürsünüz. Terapiyi bitirmek için bir kaç oturumluk zaman daha harcarsınız. Dolayısıyla ona, terapistin bitişine katılması için para ödersiniz.
  - Terapistinizi ararsınız ve ona, artık terapiye son vermek istediğinizi, eğer gerekirse ileride kendisine tekrar geleceğinizi söylersiniz. Bitiş için ona para ödemeyi red edersiniz ve terapiste hiçbir şey borçlu olmadığınızı düşünürsünüz.
47. Bir bankadan kredi(borç) istiyorsunuz. Borç veren kişi çok kibirli davranıyor.
- Ne derse, "peki beyefendi" dersiniz ve kredi istemekte ısrar edersiniz ve alttan alırsınız.
  - Kibirliliğe katlanamayacağınızı söylersiniz ve hemen bir başka memur ile konuşursunuz.

48. Elinizde bir reçeteniz var ve siz içindeki ilaçların ne kadar tutacağını önceden bilmiyorsunuz.
- Eczacının verdiklerini alırsınız, birşey söylemeden istediği fiyatı ödersiniz.
  - Hem doktordan ilaçlar hakkında bilgi istersiniz, hem de eczaneye ilaçların fiyatının ne olacağını sorarsınız. Eğer fiyat çok yüksekse, ilaçları almadan önce, başka eczanelere de gidip fiyatını kontrol edersiniz. Ayrıca, eğer karışımından memnun kalmazsanız, doktorunuzun ilacı incelemesini ve size neden onu verdiğini ve sonuçtan ne beklediğini sorarsınız.
49. Eve geldikten sonra, satın aldığınız giysiyi memnun edici bulmuyorsunuz.
- Giysiyi geri götürmezsiniz veya götürürsünüz ancak, kasiyer giysiyi geri almayı red eder ve sizi azarlar. Böylece eve huzursuz olarak dönersiniz.
  - Giysiyi geri götürürsünüz ve geriye alıp, paranızı vermelerinde ısrar edersiniz. Eğer azarlanıp red ediliyorsanız, gerekirse şirketin başkanına kadar gidersiniz.
50. Gitmek istemediğiniz bir yere davetlisiniz ve gitmeseniz bile, bir hediye almanız bekleniyor.
- Gidip bir hediye alırsınız ve kendinizi sinirli hissedersiniz.
  - Hediye almazsınız ve kibarca üzüntünüzü bildirirsiniz.
51. Tatilde kart atma zamanı bulamadınız ve pek de atmak istemiyorsunuz.
- Kartları alırsınız, zarflarsınız, adres yazarsınız, posta parası ödersiniz ve yaptığınız işin her dakikasından nefret edersiniz.
  - Ne kart gönderirsiniz ne de açıklama yaparsınız.

52. Yakınınzdaki birinin radyosu veya teybi yüksek sesle çalıyor ve sizi rahatsız ediyor.
- Ona hiç birşey demeden katlanırsınız veya yüksek sesi protesto ederek katlanırsınız.
  - Kendinize kısarsınız veya sahibinden kısmasını istersiniz. Eğer red ederse oradan çıkarsınız veya yöneticiye durum düzelineye kadar dönmeyeceğinizi söylersiniz.
53. Komşunun köpeği yüksek sesle havlıyor ve sabahları sizin uykunuzu bölüyor.
- Orada uzanır ve kızarsınız.
  - Komşuya köpeğin havlamasının sizi rahatsız ettiğini söylersiniz. Eğer çözüm bulmazsa, gece yarısı köpek havladığında komşuyu arayıp durumu söylersiniz. Eğer, o da işlemezse, polise gürültüden dolayı şikayet edersiniz.
54. Yakın bir görüşmede, ev alırken, faturalar hakkında kafanız karışır ve kendinizi kullanılmış hissedersiniz.
- Aptal görünmemek için hiç birşey söylemezsiniz ve kendinizi rahatsız hissedersiniz.
  - Muameleyi (alışverişi) durdurursunuz ve bütün faturaları istersiniz.
55. Tiyatroda kaloriferler sönmüş ve siz rahatsız bir şekilde üşüyorsunuz
- Orada oturup donarsınız ve hiç birşey söylemezsiniz.
  - Yöneticiye, buz gibi bir tiyatrodan oturmak için para ödemediğinizi söyler, paranızın hepsini geri ödemesi için ısrar edersiniz.

56. Marketten aldığınız fişlere bakınca 10 bin lira kazıklandığınızı görürsünüz.
- Ses çıkarmazsınız ve ödersiniz. Çünkü insanlar, azıcık bir para için şikayet ettiğinizden dolayı, sizin cimri birisi olduğunuzu düşünecekler.
  - Sadece ne kadar gerekiyorsa, onu ödersiniz.
57. Bir seyahate çıkacaksınız ve turizm acentasındaki memur, sizinle hiç ilgilenmiyor.
- Memur ile diyaloga girmeye çalışır, sonunda kendinizi sinirli hissedersiniz.
  - O acentayı bırakıp, başka bir acentayı denersiniz.
58. Bir partide sarhoşun birisi, anlamsız şekilde gevezelikler yaparak sizi sıkıyor.
- Orada oturup kendinizi gergin hissedersiniz ve onun kendiliğinden uzaklaşmasını istersiniz.
  - Onun yanında bulunmayı red edersiniz ve oradan ayrılırsınız.
59. Bir petrol istasyonundasınız ve hizmetli, arabanızın ön camının kirli olduğunu gözardı ediyor (görmemezlikten geliyor).
- İşini yapmadığı için ona kızarsınız fakat, birşey söylemezsiniz.
  - Ondan, ön camınızı yıkamasını istersiniz ve böyle birşey istediğinizi unutursunuz. Sizin amacınız, camınızın temiz olmasıdır, istasyon hizmetlisini düzeltmek değil.

60. Bahçenizin çimenlik yerini ekmekten nefret ediyorsunuz fakat, komşularınız tarafından, sizin de ekmeniz bekleniyor. Çünkü, herkesin yemyeşil çimenliği var.
- Gidip tohum alırsınız, zamanınızı kullanırsınız ancak, böyle birşeyi yapmaktan nefret edersiniz.
  - Sizinkinin, diğerlerinin kadar yeşil olmadığını kabul edersiniz, çimliği ekmezsiniz ve komşuların da ne düşüneceklerini merak etmezsiniz.
61. Doktora tam randevu saatinizde gittiğiniz halde sizi bekletiyor.
- Doktorun ne kadar önemli işinin olduğunu ve ne kadar meşgul olduğunu bildiğiniz için birşey demezsiniz.
  - Bu şekilde beklemekten dolayı ne hissettiğinizi doktora söylersiniz ve zaman kaybınızı telafi etmesi için ücrette indirim yapmasını istersiniz.
62. Haksız yere verilmiş olduğuna inandığınız bir puan alıyorsunuz.
- Hiç birşey demezsiniz, hocaya kızarsınız.
  - Hocadan randevu alırsınız ve duygularınızı ona anlatırsınız. Eğer olumlu bir sonuç alamazsanız müdüre (ya da dekana) dilekçe yazarsınız, Gerekli süreci ısrarla izlersiniz.
63. Cenaze törenlerini organize eden kişi tarafından, pahalı bir tören düzenlemek için size duygu sömürsü yapılıyor.
- Kaybettiğiniz yakınınızı sevmediğinizi düşünmemesi için, bu kişinin önerdiği pahalı töreni kabul edersiniz
  - Organizatörü dinlemezsiniz ve aşırı duygusallıktan uzak, namuslu ve uygun bir tören yaparsınız.

64. Bilgisi yetersiz bir hocanın sınıfındasınız. Zamanınızı ve paranızı boşa harcıyorsunuz.
- Sınıfta kalırsınız ve sessiz kalarak üzülersünüz.
  - Yöneticiye veya müdüre ya da bölüm başkanına şikayet edersiniz. Paranızın geri verilmesinde ısrar edersiniz ve eğer red edilerseniz, mahkemeye veya gazeteye vereceğinizi hatta, onun hakkında yayınlanmak üzere bir hikaye yazacağınızı söylersiniz.
65. İyilik yaptığınız birisi size teşekkür notu göndermiyor.
- Onun düşüncesizliğinden dolayı rahatsız olursunuz.
  - İyiliği teşekkür almak için yapmadığınızı düşünürsünüz ve unutursunuz. Eğer o kişi, konuya sizin gibi yaklaşmıyorsa bu onun kötülüğünü göstermez ve sizin rahatsız olmanızı da gerektirmez.
66. Bir tane soğana ihtiyacınız var ve marketteki soğanlar üç kiloluk keseler halinde paketlenmiştir.
- Ya soğan almazsınız veya ihtiyacınız olmayan üç kilo soğanı alırsınız.
  - Poşeti yırtarsınız ve istediğiniz bir tane soğanı alırsınız.
67. Çok yemek yediğiniz için rehavetlisiniz.
- Başkasının (öğretmen gibi) kuralları gereğince, uyumazsınız ve acı çekersiniz çünkü, uyuklamamanız bekleniyor.
  - Hiç suçluluk hissetmeden uyuklarsınız.
68. Sizin için, çok önemli ve anlamlı olan kişisel bir gün olmasına rağmen, patronunuz geç saate kadar işte kalmanızı istiyor.
- Patronun ricası üzerine, bu kişisel işinizden vazgeçip çalışırsınız.
  - Patronunuza çok önemli bir işinizin olduğunu, daha önceden haber vermedikleri için geç kalmanızın imkansız olduğunu söylersiniz.

69. Güzel bir otelde kalmak istiyorsunuz ancak, otel çok pahalı.
- Daha ucuz bir yere gidersiniz. Çünkü, savurgan olmamalısınız.
  - Savurgan olursunuz ve merak etmezsiniz, aksine hoş zaman geçirirsiniz. Çünkü onu hak ettiğinizi düşünürsünüz.
70. Siz konuşuyorsunuz; birisi sizin konuşmanızı kesiyor ve sizin adınıza konuşuyor.
- Onun, sizin adınıza konuşmasına izin verirsiniz.
  - Konuşmanızın kesildiğini söylersiniz ve kendinizin konuşmak istediğinizi söylersiniz.
71. Birisi size "neden evlenmiyorsun" diye soruyor.
- Ona uzun açıklama yaparsınız ve bu nedenle kendinizi rahatsız hissedersiniz.
  - Bunun kişisel bir konu olduğunu ve onun sizin özel yaşantınıza karışmaya hakkının olmadığını söylersiniz.
72. Havaalanına varırsınız ve kiraladığınız arabayı almak istersiniz. Size daha önce söz verdikleri arabanın şu anda olmadığını veya kiranın aynı olmadığını söylerler.
- Daha pahalı bir araba kiralayıp farkını ödersiniz.
  - Aynı kiraya araba vermelerinde ısrar edersiniz aksi halde, rakip şirkete gideceğinizi söylersiniz ve genel müdürlüğe "iyi servis yapılmadığını" söylersiniz.
73. Ev masraflarınızı kontrol eden birisi var ve kendiniz, ondan izin almadan para harcamak için hiç serbest değilsiniz.
- Çok şikayet edersiniz fakat, yine de aynı durumu devam ettirirsiniz.
  - Kendinize bir hesap açtırırsınız ve başkasının kontrolünü red edersiniz.

74. PTT tarafından kazıklandığınızı düşünürsünüz.
- Faturayı ödersiniz.
  - Faturanıza bir mektup iliştip, durumu soruşturursunuz. Faturanın dökümünü istemekte ısrar edersiniz. Eğer, fatura dökümünü sağlamazlarsa ödemezsiniz.
75. Vejeteryansınız (hayvansal yiyecekleri yemeyen) ve misafirlikte size et yemeği ikram ediliyor.
- Ev sahibini kırmamak için eti yersiniz veya güçlük çıkarmamak için özür dilersiniz ve kendinizi rahatsız hissedersiniz.
  - Sadece sebze yersiniz ve hiç birşey demezsiniz veya hafif açıklama yaparsınız. Kendinizi suçlu hissetmezsiniz ve gruba vejeteryan olduğunuzu açıklarsınız.
76. Grupta bir akşam yemeğinde kimse kendisi ödemeyi önermez, hesap sizin elinize verilir.
- Ödersiniz ve onlara gücenirsiniz.
  - Herkesin payına düşeni kendinin ödemesini istersiniz.
77. Telefon ankesörü jetonunuzu yutar.
- Kızarak çekip gidersiniz.
  - PTT'ye gidip ankesörün jetonunuzu yuttuğunu söyleyip, paranızı geri istersiniz.
78. Birisi sizden, istemediğiniz bir olaya katılmanızı ister.
- Katılırsınız ve rahatsız olursunuz.
  - Katılamayacağınızı söylersiniz veya kelimelerden çok davranışlarınızla katılamayacağınızı gösterirsiniz.

79. Gittiğiniz lokantada arabalar lokantanın hizmetlisi tarafından park ediliyor. Ancak onun, sizin arabanızı sürmesini istemiyorsunuz.
- Arabanızı onun kullanmasını huzursuz bir halde seyredersiniz ve "arabama ne yapacak Allah bilir" diye düşünürsünüz.
  - Hizmetliye arabanızı kendiniz park edeceğinizi söylersiniz ve red ederse lokanta yöneticisi ile görüşürsünüz.
80. Birisi size dinlemek istemediğiniz birşeyi anlatıyor.
- Çabucak bitmesini ümit ederek oturup dinlersiniz.
  - Kibarca onun söyledikleri ile ilgilenmediğinizi söylersiniz ve eğer devam ederse oradan çıkarsınız.
81. Şiddetli bir şekilde açlık hissediyorsunuz fakat, kilo vermek de istiyorsunuz.
- Şişmanlatacak birşey yersiniz ve kendinizi rahatsız hissedersiniz.
  - Yeterince dayandığınız için kendinizi ödüllendirdiğinizi düşünürsünüz.
82. Yapacağınız bir sürü şey var.
- Huzursuz olursunuz, herşeyi yapmaya çalışırsınız, her iş için en az zamanı ayırırsınız ve hiç birisine dikkatinizi tam vermezsiniz.
  - Sorumlulukları başkalarına vererek sakinleşirsiniz ve kendinize biraz gevşeme zamanı verirsiniz.
83. Birinin dırdırına maruz kaldınız.
- Orada oturursunuz ve sıkılırsınız.
  - Dırdır edene dinlemek istemediğinizi söylersiniz ve ısrar ederse suçluluk duymadan çekip gidersiniz.

84. Küçük kardeşleriniz sizden, kendi tartışmalarını sizin çözümlenizi istiyorlar ve böylece sizin zamanınızı alıyorlar.
- Onlarla uzunca konuşursunuz.
  - Onlarla ilgilenmediğinizi söyleyip, bu konuda onları kendi başlarına bırakırsınız.
85. Arkadaşlarınız sizi davet etmiş ve siz gitmek istemiyorsunuz.
- Kararsız cevaplar verirsiniz ve sonunda gitmek istersiniz.
  - "Hayır teşekkürler" dersiniz.
86. Birisi, "belki sormamalıyım ama..." taktiğini kullanarak sizin özel yaşantınıza karışıyor.
- Onu kırmak istemediğiniz için özel yaşantınızı anlatırsınız.
  - Onun sizi sıkıldığını ve istediği bilgilerin özel olduğunu söylersiniz.
87. Birisi size istemediğiniz halde nasihat ediyor.
- Nasihati dinler ve kendinizi kötü hissedersiniz.
  - Yaşamınızı kendinizin sürdürebildiğini ve onun ilgisini istemediğinizi söylersiniz.
88. Beraber olduğunuz birisi size ne kadar bahşış vermeniz gerektiğini söyler ve sizin paranızı istediği gibi harcamak ister.
- Onun dediğini yaparsınız ve kendinizi rahatsız hissedersiniz.
  - Hak edildiğini düşündüğünüz bahşış verirsiniz ve o kişiye kendi parasından istediği kadar verebileceğini söylersiniz.

89. Bir hizmet için kesilen faturanın yüksek olduğuna inanıyorsunuz.
- Ödersiniz ve kendinizi rahatsız hissedersiniz.
  - Faturayı düzenleyen kişi ile konuşup, ayrıntılarını öğrenirsiniz ve kişiye faturanın görüşülmesini istediğinizi söylersiniz.
90. İş başvurusunda sorulması gereksiz sorular olduğunu görüyorsunuz.
- Başvuru formundaki soruları tam olarak, istendiği şekilde cevaplarsınız.
  - İstemediğiniz soruları cevaplamazsınız.
91. Anne-babanıza, kardeşlerinize, yakın akrabalarınıza, onları sevdiğinizi söylemek istiyorsunuz.
- Söylememek için kendinizi frenlersiniz.
  - Kendinizi, onların yüzüne karşı "seni seviyorum" demeye zorlarsınız.
92. Küçük kardeşiniz, kendisiyle çocuk oyunu oynamanızı istiyor ve siz de bundan hiç zevk almıyorsunuz.
- Onunla oynarsınız ancak, ne zaman bitecek diye sürekli saatinize bakarsınız.
  - Onunla, ikinizin de zevk alacağı birşey yaparsınız.
93. Ailenizden biri, bir garson gibi sizden, onlara birşeyler götürmenizi bekliyor.
- Garson olursunuz.
  - Başkalarına garsonluk yapmak istemediğinizi söylersiniz ve size seslenirken, ona cevap vermezsiniz.

94. Birisi, sizi anlamadığını söylüyor.
- Kendinizi yeniden anlatırsınız veya iletişim kuramadığınız için kendinizi kötü hissedersiniz.
  - Belki de, kişinin sizi anlamasına hiç ihtimal vermediğiniz için, kendinizi anlatmayı bırakırsınız.
95. Birisi size, saç biçiminizi veya giyiminizi sevmediğini söyler.
- Kendinizin beğenip beğenmediğinizi kontrol etmeden, diğer kişinin görüşüne göre saç biçiminizi veya giyiminizi değiştirirsiniz.
  - Herkesin sizinle aynı biçimde düşünemeyeceğini ayrıca, başkasının görüşünün, sizin düşünce ve davranışınızı kontrol edemeyeceğini düşünürsünüz ve söylenenlere aldırılmazsınız.
96. Özel yaşantınız sürekli engelleniyor.
- Engelleyene bağırsınız ve kimsenin, sizin kendiniz için de zaman ayırmanıza izin vermemesinden rahatsız olursunuz ve kendinize zaman ayırma isteğinizden vazgeçersiniz.
  - Kapıyı kilitleirsiniz, telefonu çıkarırsınız ve kimsenin engellemesine izin vermezsiniz.
97. Partiden ayrılıyorsunuz ancak, partneriniz sarhoştur ve arabayı kullanmakta ısrar ediyor.
- Arabaya binersiniz ve yol boyunca söylenirsiniz.
  - Sizin kullanmanızda ısrar edersiniz veya taksi çağırırsınız ya da partide kalırsınız. Sonuçta, sarhoş kişi direksiyonda oturduğu sürece arabaya binmeyi red edersiniz.
98. Hava çok sıcaktır.
- Herkes havanın sıcak olduğundan şikayet edersiniz ve sıkıntı yaşarsınız.
  - Sıcağa aldırış etmezsiniz, sıcakla ilgili olarak sürekli konuşmazsınız ve o günden zevk almaya çalışırsınız.

99. Sevdiğiniz birisi ölüyor.
- a. Yıkılırsınız, kendinizi kontrol edemezsiniz, uzun süre kendinize gelemezsiniz ve yaşamayı red edersiniz. Sürekli,"bu olmamalıydı" dersiniz.
  - b. Sevdiğiniz kimseyi kaybettiğinizden duyduğunuz üzüntüyü anlatırsınız ve sonra düşüncelerinizi yaşamınızı sürdürme yönüne çevirirsiniz, depresyona girmezsiniz.
100. Soğuk alırsınız.
- a. Hiç iyileşmeyeceğinizi zannedersiniz, gördüğünüz herkese ne olduğunu söylersiniz ve acı bir biçimde veya yüksek sesle kendi kendinize söylenirsiniz.
  - b. Hastalığınız hakkında düşünmezsiniz ve konuşmazsınız. Hastalığınızın sizin düşüncenizde ve yaşamınızda sürekli yer alacağını zannetmezsiniz ve hasta olduğunuz düşüncesini beyninizden çıkarıp yaşam düşüncelerine odaklanırsınız.

## APPENDIX F. SCORING OF SEQ

### Kendini Deęerlendirme Anketinin Puanlanması Ve Yorumlanması

"a" cevapları "sıfır"; "b" cevapları ise "bir" olarak deęerlendirilir. Puanlar toplanır ve yüz üzerinden alınan puana göre kişinin güvenli davranıp davranmadığı tespit edilir.

10= Hayatınız kendi kontrolunuzun dışında sürdürölmektedir. Tamamen başkalarının tarafından kullanılır ve yönlendirilirsiniz.

25= Çok istisnalar dışında ağır baskı altında ve başkalarının yönetimindediniz.

50= Hayatınızın yarısı başkalarının kontrolündedir.

75= Bir çok yönü ile kendi hayatınızın yetkilisisiniz, fakat hala da tam tamına deęilsiniz.

90= Kendi hayatınızın yetkilisisiniz ve nadiren kullanılıyorsunuz.

100= Tamamen güvenli davranıyorsunuz ve kendi hayatınızın yetkilisisiniz.