

Course Title: Process Communication for Teachers

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## **COURSE OUTLINE FOR PROCESS COMMUNICATION FOR TEACHERS**

Course Title:           **PROCESS COMMUNICATION FOR TEACHERS**  
Number of Credits:       3  
Number of Hours:       40 plus 5 hours of practical project work  
Course Instructors:     Dr. Judith Ann Pauley, Mr. Joseph Pauley

### **COURSE DESCRIPTION:**

This course is designed to teach educators, counselors, supervisors, and school support staff how to communicate with and motivate individuals so they can work more effectively with others. The concepts are applicable for teachers to use in the classroom to individualize instruction so that they reach and teach every student more effectively. The model is particularly useful for those concerned with students who display at risk and disruptive behaviors and for all educators and support staff who work on teams with other staff members.

The internationally recognized, research based concepts of the Process Communication Model developed by Dr. Taibi Kahler, a clinical psychologist in Little Rock, Arkansas, will be the foundation of the instruction. Participants will learn various ways of communicating with and motivating others as well as strategies for dealing with people in distress. They will discuss how to individualize motivation and will develop and practice methods of interacting so as to reach all stakeholders.

### **COURSE OBJECTIVES:**

At the completion of this course participants will be able to:

- I       Articulate how effective communication impacts human relations, collegiality, and student success.
- II       Apply knowledge about individual personality and learning styles to better understand the work preferences and needs of diverse students and group members.
  - A    Identify six basic personality types
  - B    Identify the learning styles of each of the six types
  - C    Identify the motivational needs of each of the six types
  - D    Identify the environmental preferences of each of the six types
- III      Apply knowledge of the strengths and distress behaviors of students and colleagues to increase student academic achievement and student and teacher satisfaction.
  - A    Identify the strengths of each of the six personality types
  - B    Identify the distress sequences of the six personality types
  - C    Identify symptoms of first degree distress of the six personality types
  - D    Identify the failure mechanisms of the six personality types
- IV      Initiate and respond to the communication of students and teachers by effectively matching them in their particular preferred mode of communication

- A Identify and be able to use the five channels of communication
  - B Identify and be able to shift to the other person's frame of reference and preferred channel of communication
- V Address specific individual motivational needs
- A Identify eight motivational needs
  - B Understand the motivational needs of each of the six personality types
  - C Motivate each of the six personality types appropriately
- VI Use strategies to help teachers work effectively with students and colleagues of diverse cultures and backgrounds
- VII Use strategies to deal with conflict and challenging behaviors
- A Identify causes of conflict between teachers and students, between student and student, between teachers and parents, and between colleagues
  - B Develop strategies to invite people out of distress
  - C Use these strategies to resolve conflict with each of the six personality types
- VIII Articulate the settings in which these skills may be applied

**COURSE OUTLINE AND SCHEDULE:**

Session	Topic	Reading Assignment
1(8hrs)	The Individual First - How They Learn and How To Reach Them	“Process Teaching” Chapters 1, 2, 3, 5 and 6 “Here’s How to Reach Me.” Chapters 1-3
2(8hrs)	Communicating With and Motivating Others	“Process Teaching” Chapters 4 and 7 “Here’s How to Reach Me” Chapters 4-7
3(8hrs)	How People Interact; People in Distress	“Process Teaching” Chapters 8 and 9 “Here’s How to Reach Me” Chapters 8 & 9 Bradley, Jackson article
4(8hrs)	Conflict Resolution - Dealing with People in Distress	“Process Teaching” Chapter 10 “Here’s How to Reach Me” Chapters 10 & 11 Jackson, Pauley article
5(8hrs)	Work on Group Project Reports Develop strategies/ activities/intervention plans and document their use	Bradley, Smith article Gilbert article Bradley, Smith, Pauley article
6(5hrs)	WEB CT & Projects	Dr. Kahler’s article on <a href="http://kahlercom.com">http://kahlercom.com</a>

## **ASSIGNMENTS:**

Participants will demonstrate their understanding of the use of the concepts of Process Communication by completing the following written assignments and being prepared to discuss them in class:

1. Participants will create a suggested list of activities they can do to get their motivational needs met positively.
2. Participants will record things they have seen students and others do to get their motivational needs met negatively.
3. Participants will write a series of dialogues to use with people with whom they mis-communicate.
4. Participants will maintain a journal of their uses of the concepts of PCM with students and colleagues to maintain good communications and to keep them motivated and on task. They will report the strategies used and the results.
5. Participants will keep a log of communication and motivation problems which arise in the classroom, and in dealing with parents and colleagues. They will document the solutions they use and the results.
6. Participants will write and present a motivational introduction to a lesson or meeting using the six planning questions.
7. Given a set of team profiles, participants will analyze the strengths and needs of the team.
8. Participants will read and summarize two articles on Process Communication and explain their application to the classroom.
9. Participants will complete a student/personal intervention plan.
10. Participants will prepare a data base of strategies/activities for dealing effectively with people of different personalities.

## EVALUATION AND GRADING:

Participants will be evaluated by the instructors on specific performance based competencies stated for each project. On-going corrective and constructive feedback will be provided by the instructors. Multiple approaches to the task will be encouraged until competencies are demonstrated by achieving a minimal score of two on each task.

The following scoring Rubric will be used to demonstrate competencies for student and participant portfolios. The target for the participants is to obtain a 2 or above on the three-point rubric.

Content	Process	Communication
<b>SCORE 3</b> Response contains all key components of stated objectives. Accurately applies new concepts to novel situations.	Response indicates all components of using the strategies - Sets a precise goal. - Implements strategies effectively. - Provides detailed analysis of strategies used and the results obtained.	Written and oral communication is accurate, clear, and concise.
<b>SCORE 2</b> Response contains most key components of stated objectives. Some minor inaccuracies may appear in the novel application of concepts.	Response indicates most components of using the strategies - Sets a goal. - Implements some strategies effectively. - Provides some analysis of strategies used and the results obtained.	Written and oral communication is mostly accurate, clear and concise.
<b>SCORE 1</b> Response contains few key components of stated objectives. Serious inaccuracies occur in the novel application of the concepts.	Response indicates few components of using the strategies - Does not set goals. - Makes little effort to use the strategies. - Provides little or no analysis of the strategies used and the results obtained.	Written and oral communication is mostly accurate, clear, and concise.

## **INSTRUCTIONAL RESOURCES:**

### **TEXTS**

Kahler Process Teaching Model, Kahler, Kahler Communications Inc. 2000.

Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom, Pauley, Bradley, Pauley, Paul H. Brookes Publishing Co. 2001.

### **ARTICLES**

“Funsters and Feelers: Students Thrive with Teaching That Suits Their Natures.”, Jackson and Pauley, Momentum, 1999

“The Process Communication Model: An Effective Tool to Motivate All Students”. Bradley and Smith, Classroom Leadership Online 3(1) 1-5. ASCD 1999.

“Motivating At Risk Students Using The Process Communication Model”. Bradley, Pauley and Smith. May 2000, monograph for Eighth Annual Comprehensive System of Personal Development (CSPD) Conference on Leadership and Change (CEC)

“The Contrasting Personalities of Middle School Students: Reaching Each One”. Bradley and Jackson. Manuscript submitted to the Middle School Journal.

“The Process Communication Model: Understanding Ourselves and Others”. Gilbert, M. National Association of Secondary School Principals, 1996.

“Why Educators have problems with some students: Understanding frames of preference”. Gilbert, M. Journal of Educational Administration, Vol 37, No.3, 1999

Supplemental reading and videos illustrating the concepts.

Post class consultation with the trainers via web CT chat time

## **RESUME:**

Pauley, Judith Ann: B.A. chemistry, M.S. chemistry, Ph.D. physical chemistry; chemistry, physics professor at National Taiwan University, Academia Sinica, Providence College, Soochow University (Taiwan), Tribuvan University (Nepal), Chinese University of Hong Kong, and Chulalongkorn University (Thailand); chemistry, physics, math and computer science teacher and department chair at Taipei American School, Hong Kong International School, International School of Bangkok, Bruton High School (VA), and Connelly School of the Holy Child (Potomac); extensive experience in training and mentoring new science teachers; 18 years residence in Asia; extensive presentations at local, national and international science, science teaching, at-risk, dropout prevention and other teaching conferences; past president of Bangkok chapter of Sigma Xi; NIST chapter Sigma Xi Outstanding Science Teacher award; past president Chemical Educators of Maryland and Montgomery Area Science Fair Association; Charter organizer and past chair of the Maryland Chemathon; past Treasurer, present Executive Board member and Minigrant chair of the Maryland Association of Science Teachers; Outstanding Maryland Science Teacher award; fourteen year executive with Process Communications, Inc.; five years Process Communications trainer; CEO Process Communications, Inc., Bethesda, Maryland; coauthor of "Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom".

Pauley, Joseph: B.S. Ed, graduate study Chinese; Certified by U.S. Navy as Chinese language interpreter; Certified process Communication Instructor; Authority in Cross-cultural Communications; 21 years residence in Asia; 49 years leadership, management and executive experience communicating with and motivating people from diverse cultures; fourteen years experience as Process Communication trainer; teaching experience in elementary, middle, high school, college and graduate school; Adjunct professor at University of Virginia; extensive presentation experience at national drop-out prevention and at-risk student conferences sponsored by Clemson University; presenter on ways to improve science teaching at AAAS conference; presenter at ASCD, NSTA and CEC conferences; presenter at national conference on reducing violence in schools; presenter at national conferences on alternatives to medication for children who have been diagnosed ADHD; President, Kahler Communications (Washington, D.C.); Vice-president for Education Kahler Communications, Inc., Little Rock, Arkansas; coauthor of "Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom".