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Developing Pastoral Counseling in the Missionary Church of Brazil through the OMS International

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DEVELOPING PASTORAL COUNSELING
IN THE MISSIONARY CHURCH
OF BRAZIL THROUGH THE
OMS INTERNATIONAL

by

Darrell Wayne Mishler

A project
submitted in partial fulfillment
of the requirements for the degree of
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Approved by:

Major Professor William H. Vernallion Ph.D.

Department Counseling

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The Graduate Research and Examination Committee is also given recognition. Their willingness to approve this project based on the particular aims and goals of this student is expected to yield eternal rewards as these plans are implemented.

CONTENTS

	Page
APPROVAL.....	i
ACKNOWLEDGEMENTS.....	ii
Chapter	
1. INTRODUCTION.....	1
Chapter Two: Plan of Implementation.....	3
Chapter Three: Taylor-Johnson Temperament Analysis.....	3
Chapter Four: Family Life Publications.....	4
Chapter Five: Pastoral Counseling Course.....	4
2. PLAN OF IMPLEMENTATION.....	7
3. INTEGRATION OF THE TAYLOR-JOHNSON TEMPERAMENT ANALYSIS.....	13
Purpose.....	13
Description.....	14
Advantages.....	15
Problems and Solutions.....	16
Presentation of Materials.....	20
Question booklets.....	20
Answer sheets.....	21
Profiles.....	21
Trait scanner.....	22
Appendices	
A. P.P.I. Letter, 11-17-81.....	26

B.	P.P.I. Letter, Brazil Norms Status.....	27
C.	P.P.I. Letter, Brazil Norms Project.....	28
D.	T-JTA Question Booklet, English.....	29
E.	T-JTA Question Booklet, Portuguese.....	35
F.	T-JTA Answer Sheet, English.....	42
G.	T-JTA Answer Sheet, Portuguese.....	43
H.	T-JTA Shaded Profile, English.....	44
I.	T-JTA Shaded Profile, Portuguese.....	45
J.	T-JTA %ile Trait Scanner.....	46
	T-JTA Sten Trait Scanner.....	47
K.	D. Mishler Letter, 11-17-81.....	48
L.	P.P.I. Letter, 11-30-81.....	49
4.	FAMILY LIFE PUBLICATIONS MATERIALS.....	50
	Translation.....	50
	Translated Materials.....	52
	Parent-Adolescent Communications Inventory.....	52
	Marriage Role Expectations Inventory.....	53
	Appendicies	
	A. D. Mishler Letter, 10-22-81.....	56
	B. FLP Letter, 11-13-81.....	57
	C. PACI Portuguese Translation.....	58
	D. MREI Portuguese Translation.....	68
5.	PASTORAL COUNSELING COURSE.....	79
	Pastoral Counseling Class Syllabus.....	81
	Class Outline I: Area 1: Introduction.....	83

Class Outline II: Area 2: Crisis Counseling.....	85
Class Outline III: Area 3: Marriage and Family; Parent-Adolescent Communications Problems.....	86
Class Outline IV: Area 3: Marriage and Family; Premarital Counseling.....	87
Class Outline V: Area 3: Marriage and Family; Marriage Roles.....	88
Class Outline VI: Area 4: Sickness and Grief.....	89
Conclusion.....	90
6. CONCLUSION: A LOOK AHEAD.....	91
Taylor-Johnson Temperament Analysis.....	91
Family Life Publications, Incorporated.....	92
Pastoral Counseling Course.....	93
Dreams for the Future.....	94
"Telemensagem".....	94
Continuing Education.....	94
Workshops.....	95
Summary.....	95
BIBLIOGRAPHY.....	96

Chapter 1

INTRODUCTION

The local pastor will have ample opportunity to counsel his flock. This, simply, is a fact. People will bring their problems to him, and the well-being of his ministry--not to mention himself--may depend on the pastor's management of these important times.¹ The "people-helper"-oriented pastor will probably welcome this ministry, even though it has the potential of being a stressful form of shepherding. A goal for this project is to facilitate the development of the pastoral counseling role of the Brazilian local pastor, making him as totally effective a minister as possible. For, to quote Dr. Wayne Oates, "... (the pastor's) choice is not between counseling or not counseling, but between counseling in a disciplined and skilled way and counseling in an undisciplined and unskilled way".²

With this in mind, this project is designed to provide materials and training suited to the development of the counseling ministry within the Missionary Church in Brazil. Having served a term with the OMS International in Brazil, this author is acquainted with current resources and education provided our pastors, and also understands the necessity of culturalizing materials as they pass from the North American environment to that of Brazil. To the extent deemed

prudent, all aspects of this project have been adapted and designed to accomodate this cross-cultural situation. There are, however, certain principles of counseling which seem to be acultural, or at least compatible with the North American and Brazilian ways of life.

To be sure, the interest is not in the "contamination" of Brazilian culture. On the contrary, the desire is to help the Brazilian pastor help his Brazilian brother in his own culture.³ One way to do this is to provide needed training and tools which will effectively represent Biblical values. These tools and the pastor's knowledgeable use of them can help him decide in which areas his parishoner needs help. In this way, Christian counseling can be advanced with as little "Western" influence as possible.

With such a plan, pastoral counseling will advance, seminarians will be assisted so as to better serve as ministers, and effective counseling tools will be acquired and implemented. In the past, it has been common in our seminary for students to enter, study and graduate without receiving the benefit of personality assessment and subsequent assistance in development. Any counselor training he may have received has not included assessment inventories. Indeed, such tools have not existed, to this author's knowledge, on a pastoral level in Brazil.

If the pastor is to be an effective counselor, a level of understanding of "people problems"--and methods of their resolution--is necessary. To this end, certain aspects of

the project address this issue. But, even more important than this knowledge and skill, "...it appears that the personal characteristics of the counselors are of even greater significance".⁴ And, consequently, certain materials and activities have been included to help develop the pastor as a whole person.

Chapter Two: Plan of Implementation

It is important to understand that personality appraisal and correct use of the results can be, at once useful, and threatening to an established organization unaccustomed to such procedures. Therefore, a "plan of implementation" has been devised and included as Chapter Two of this project. It is hoped that through mature reasoning with key individuals, a smooth transition and acceptance of these proposed materials and programs can be effectuated.

Chapter Three: Taylor-Johnson Temperament Analysis

Since an effective personality is such a key to the counseling ministry, a logical goal seems to be the early detection of possibly negative personality traits of the pastors. The best time and place to accommodate this would appear to be the first part of their seminary training. When detected there, the faculty can spend some three years in a more-or-less controlled environment helping the future pastor in his personal development.

It is basically to this end that this author has

become certified to administer and teach the administration of the Taylor-Johnson Temperament Analysis. This psychological test can be immediately effective in our seminaries, as question and response sheets already exist in Portuguese. It is desired that eventually, many Brazilian brothers become proficient in its use, as those with sufficient English proficiency be trained.⁵ Chapter Three of this project is dedicated to the explanation of the proposed integration of the T-JTA into the OMS work in Brazil, and planned participation in the Brazil norming project.

Chapter Four: Family Life Publications

Some of the resources to be utilized in pastoral counseling include selected counseling inventories from Family Life Publications, Saluda, North Carolina. This organization produces many materials in English for pastoral use. For Brazilian benefit, however, translation is necessary. A discussion of these materials and authorization for translating them is found in Chapter Four of this project. Included are two inventories which this author has translated and adapted to the Brazilian culture.

Chapter Five: Pastoral Counseling Course

To utilize these prepared counseling tools and develop the pastor's abilities in counseling, Chapter Five includes a pastoral counseling course outline. The counseling area is very broad, and seminary terms are rather short.

However, an attempt has been made to include pertinent material to give an overview of pastoral counseling.

Creating interest in and introducing the student to this broad area of counseling are objectives of this course. But, along with these, is the hope of giving the student at least a hand-hold on common, yet demanding situations with which he will undoubtedly be confronted. The challenge has been in selecting the focus areas, culturalizing what has been learned at Western Evangelical Seminary, locating resource materials, and fitting it all into the 13 one-hour sessions this course will probably be afforded.

Upon acceptance of this course and these materials and plans, it is desired that a deeper interest in pastoral counseling will develop, leading to even more specific courses and post-graduate work-shops. Indeed, key portions of the proposed course (included herein) can be adapted immediately for pastoral work-shops. It would appear that the wider the distribution of these skills and assessments, the better developed will be the pastors' ministries, which is the over-all goal.

FOOTNOTES

¹Gary R. Collins, Christian Counseling, A Comprehensive Guide (Waco, TX, Word Books, 1980), p. 45 speaks to this issue and the problem of "burnout".

²W.E. Oates, ed., An Introduction to Pastoral Counseling (Nashville, Broadman, 1959), p. vi.

³The term "brother", as used in this project is the masculine form representing both sexes, common in Portuguese. E.g. "brotherly love" which is also a non-sexist expression.

⁴Gary R. Collins, Christian Coun., p. 14.

⁵This prospect is discussed thoroughly in Chapter Three and depends upon translation of the T-JTA Manual into Portuguese.

Chapter 2

PLAN OF IMPLEMENTATION

In order to introduce new concepts and programs into established institutions and thought patterns, a plan of implementation is necessary. By carefully thinking through the order of presentation, and following the plan, key individuals can be approached on a less threatening basis. As certain people accept the new idea, and they feel it develop in their own minds, perhaps they can make adaptations which personalize the concept even more.¹ For a program of Christian counseling to begin and be accepted, by the Missionary Church, key Brazilian--and American--leaders will need to accept the concept and internalize and adapt it to meet specific felt and real needs.

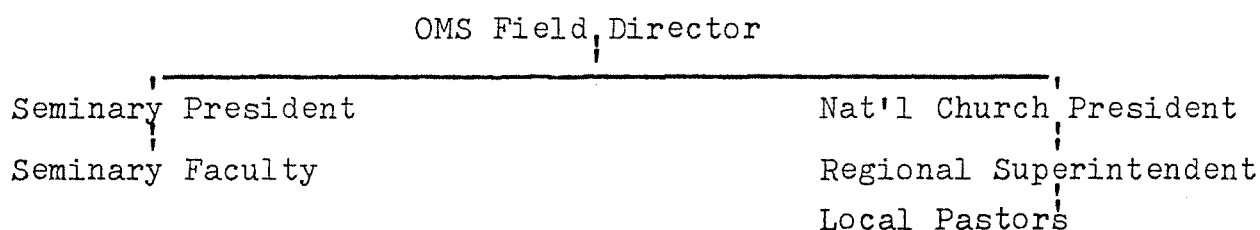
Being aware of this process, this project must be prepared in such a way that will represent "truth" (non-American, non-Brazilian) and be adapted as carefully as possible to what is understood to be Brazilian culture. Then, it must be realized that this work is only a suggestion which may be negotiated at different points as these key leaders see a need for adaption.

The goal is not to belligerently force a "pet" idea onto a well-established group, but to carefully introduce Christian counseling, personality assessment and development

and counseling tools into the Missionary Church and Seminaries in Brazil. To achieve that goal, a deliberate, yet slow approach may need to be made.

The general scheme of presentation will begin with the Mission leadership and move through to the local pastor. In the case of the OMS, Mission approval for a program of the type explained in this project would be at the Field level.² Therefore, initial contact must be with the Field Director, and move into and through the National Church leadership.

More specifically, the order may be presented in flow-chart fashion:



In order to explain specific movement, the following, including actual names and positions of leaders is presented. The narrative becomes first-person, indicating the personal involvement and persons involved at the present.

First contact must be with the immediate supervisor, who, in this case is the OMS-Brazil Field Director, Hubert Clevenger. With his approval of the idea, clearance will be received to move ahead. In fact, communications with the Director have already begun.³ He has said:

I think (counseling) is something we need and want, and I think it is necessary that you get back in Brazil and that you be in Brazil for a while as

that begins to develop and work its way out...I think the way (of presentation) is by a one-to-one proposition. You probably would begin with Peter (Pedro Klassen, President of OMS-Missionary Church Seminaries) who would have facility in understanding (the project). And then from Peter... you would (probably) be working with a local pastor... you need to have some kind of 'grass roots' experience before it gets put into the Seminary....

The discussion ended later, but the fact of the Director's support in pursuing this project was established.

The total plan will be presented to the Director upon return to Brazil. An attempt will be made to identify specific methods of implementation. Of particular interest will be the "grass roots" work mentioned.

Since Peter is the President of the Seminaries, he will be my Brazilian "chief". My job will be to direct the new OMS Seminary in Sao Paulo. However, this will be under Peter--and his Board of Directors. Therefore, understandably, his approval will be essential to the introduction of this plan. Peter has studied at Western Evangelical Seminary and is acquainted with the Counseling program. He also has, in the past, expressed to me some interest in the counseling area. I anticipate an informed, interesting discussion of this project, leading to his whole-hearted acceptance of the general plan, with significant input from him in specific areas.

Perhaps the next step will be to share with Pastor Elmar, the Superintendant of the Missionary Church in the Sao Paulo area. I will work most closely with Elmar. He has requested the help of my wife and myself in developing

youth ministry in his region. As we will be involved in six to ten of "his" churches, I see a natural door opening to pastoral work-shops in counseling as a method of working with the youth. Assuming acceptance and adaptation by Pastor Elmar, the "grass roots" work will be accomplished.

From there, the path should be clear to total implementation as an integral part of our seminary program. In the Sao Paulo Seminary, we will probably be starting a pastoral training program, two days per week, upon our arrival. This program, desired by the Brazilians (as well as Americans) is geared at upgrading the education of our present pastors in the urban metropolis of Sao Paulo, and would be limited to our present pastors (in addition to the existing night-school program for future pastors). This should provide an immediate opportunity for me, as Director, to introduce the T-JTA. I will plan to use the test as a starting point for their continued education. From this exposure, I can begin explaining certain aspects of the counseling idea. I envision ready acceptance, as these men see the value they can derive from this project.

I strongly believe in the benefit we as a mission and church in Brazil can receive from the counseling program. Therefore, I want to move deliberately, but not too quickly in gaining its acceptance. I do not want this to be seen as an "American" thing to do, with which our Brazilian brothers will "put up" without really wanting to. In consideration of this, I must be prepared for, and expect

my project to be altered according to the Brazilian manner of thinking. In the same way, I must depend on the wisdom of others to help develop more completely even this plan of implementation.

FOOTNOTES

¹W. Harold Fuller, Mission-Church Dynamics (Wm. Carey Library, Pasadena, CA, 1980), Chapter 8 and PART THREE, and Appendicies H and I discuss the problem of effective program development and transfer of responsibilities.

²OMS World Headquarters in Greenwood, IN does not normally concern itself with specific teaching programs on the fields.

³A phone conversation between this author and the Brazil Field Director was recorded on November 15, 1981.

Chapter 3

INTEGRATION OF THE TAYLOR-JOHNSON TEMPERAMENT ANALYSIS

The fact was established in Chapter One, that the personal characteristics of the counselor are very important in effective counseling. The Taylor-Johnson Temperament Analysis (T-JTA) was presented as a valuable tool that could be utilized to help assess and develop the personality. This chapter will attempt to 1) explain the purpose of the T-JTA, 2) describe the test, 3) show the advantages of using the test, 4) explain problems and solutions expected to be encountered in the implementation of the T-JTA, and 5) include sample materials in English and Portuguese.

Purpose

The test is constructed primarily to provide an evaluation in visual form showing a counselee's feelings about himself or herself....¹

The T-JTA is a well-developed inventory used to measure several personality tendencies. It is designed to give a relatively simple, meaningful comparison of behavioral variables which can indicate the personality adjustment of the testee.

The test can be used widely to show feelings about

oneself or another. It can help define traits of individuals applicable in family, pre-marital and/or marital situations.

While certain emotional problems can be at least tentatively screened and identified, "... (the T-JTA) is not intended to measure serious abnormalities."² Should more serious problems be indicated, further testing is recommended.

For the OMS in Brazil, it appears that the T-JTA will serve very well in the seminaries. Its purpose, providing a straight-forward indication of personality traits, coupled with a sound psychological base seem to make this an ideal tool.

Description

The T-JTA is designed to serve as a quick and efficient method of measuring nine personality traits; nervous vs. composed, depressive vs. light-hearted, active-social vs. quiet, expressive-responsive vs. inhibited, sympathetic vs. indifferent, subjective vs. objective, dominant vs. submissive, hostile vs. tolerant, self-disciplined vs. impulsive.³

By responding to each of 180 questions with a (+) "decidedly yes", (MID) "undecided", or (-) "decidedly no" answer, the testee gives insight into his feelings. These responses are then classified and scored, giving a raw score for each of the above nine personality traits. The raw score is compared to "norms" established statistically and this value is then charted for each area on a "profile" sheet. Thus, a visible picture of the testee's feelings is provided.⁴

Not only does the T-JTA provide a simple explanation of the testee's feelings concerning the nine traits listed,

the comparison of one trait score to another may indicate certain trait patterns. Since people are made up of "multiple personality forces"⁵ it is advantageous to see how these personality forces influence one another. Depending on charted scores, an individual may show a tendency toward the anxiety pattern, withdrawal pattern, hostile-dominant pattern, emotionally blocked and/or repressed pattern, socially effective pattern, or a combination of more than one "pattern".

It will be left to the Manual to describe more fully these patterns. However, from this brief overview, it should be apparent that the pastors in Brazil, with which the OMS co-operates, can benefit from this type of test. Used in the OMS seminaries, the T-JTA will help the faculty assist the students in effective personality development.

Advantages

There are many technical advantages to using the T-JTA. It is a test widely used and recognized by most types of counselors and agencies.⁶ The T-JTA is a highly reliable, valid test.⁷ That is, the T-JTA will afford consistently similar scores under varying testing conditions (reliability), and that it actually measures what it purports to test (validity). It correlates well to the MMPI and the 16PF, more sophisticated tests "designed to measure abnormalities in personality...."⁸

These technical points are important, but there are other advantages which seem more "practical". A strong point is the proven effectiveness the T-JTA has demonstrated over the years.⁹ With its revisions, this test has remained current

and its results, trustworthy. Another practical advantage is that the T-JTA question booklets, answer sheets and profiles presently exist in Portuguese.¹⁰

While the T-JTA is technically sound, and offers some other basic advantages, perhaps the greatest help is the relative ease with which the results can be understood. Sometimes, psychological testing takes on an air of near-mystique, which confuses and often scares the layman. The T-JTA, when presented correctly, seems to avoid much of this by putting the questions and trait comparisons in non-threatening, everyday language, while maintaining its sound technical status.

These advantages offered by the test itself are important reasons for consideration of the T-JTA for use in Brazil. They seem to validate this author's choice of a tool to meet the needs in the Seminaries. And, at the risk of being redundant, it seems necessary to reiterate the author's vision for the use of the T-JTA. Certainly, the Seminaries can benefit immediately by implementation of this test. With it can begin the assessment of the personalities of students. The sooner potential problems are identified, the more time will be provided to help with the development of the individual. Eventually, the test could be utilized in the local church by some pastors who may be trained. This will depend on many factors, but is a thought for the future.

Problems and Solutions

The T-JTA seems to have the potential of greatly assisting the OMS work in Brazil. However, there are potential

problems that need to be faced and solutions that need to be worked out for total implementation of the test.

First, the T-JTA, offering simple, straight-forward results to the testee, is a very technical instrument. The successful use and interpretation of the results of the test depend on a trained administrator.¹¹ Probably, this is one reason the test is not more widely used in Brazil today.

As a solution, the training the author has received at Western Evangelical Seminary is offered. Having become certified to administer the T-JTA, he can be, initially, the one who works with the test. Further, he is requesting certification to teach the administration of the T-JTA. When this is granted, the President of the OMS Seminaries can be taught to use the T-JTA.

The second problem for total implementation seems to be the language of the Manual: English. While the testing materials are in Portuguese, the Manual (essential to training and interpretation) exists only in English.

Initially, this will not be a problem. This author and the President of the Seminaries (both speaking English) can use the Manual. However, for further training, and wider use of the test, it will be necessary to have the Manual translated into Portuguese.

The solution, seems to be corresponding with the Publishers of the T-JTA concerning translation of the Manual.¹² They report that the translation is in process, but not expected to be finished soon. Perhaps (depending on the overall acceptance of this project), the OMS can pursue and expedite the translation.

The third problem deals with the norming process. Norms (raw score comparisons of a group of people which give meaningful interpretation of the testee's scores) do not exist, as yet, for Portuguese speaking Brazilians. This fact was of initial concern in considering the basis upon which the OMS could effectively utilize the T-JTA in Brazil. It seemed that the "population" (Brazilian, culturally different than Americans) would not equal that by which the American norms were prepared. This could invalidate the results obtained rendering the test useless.

As a solution to this problem, the following is offered. The publisher of the T-JTA (Psychological Publications, Incorporated) has responded indicating that they are presently collecting necessary statistical data for the establishment of Brazilian norms.¹³ Until their establishment has been completed, the Publishers suggest substituting the already-established U.S. norms for Brazilian norms, considering the results "experimental".

With this information, the decision to introduce the T-JTA into the OMS-related Missionary Church in Brazil seems to have been even more beneficial than previously thought. For, while "exact" norms do not exist, the OMS now has the opportunity to be a part of the establishment of the Brazilian norms. An invitation was extended from the Publishers to participate in their norming project.¹⁴

Utilizing the U.S. norms in Brazil should not pose problems to the trained counselor. Results obtained from the T-JTA are not to be considered definitive in any case.¹⁵

Realizing this, the counselor will recognize possible personality tendencies of an individual as reflected through the T-JTA, and will need to remain ever-conscious of the possible cultural, social and educational differences between the Brazilian testee and those of the "American statistics". The counselor will thus consider the results "experimental" and use what is applicable for his counseling purposes. Other counselors in Brazil have already used the T-JTA on a limited basis, depending on the U.S. norms, and report that, clinically, "...the results obtained are helpful with counselees".¹⁶

With the invitation to participate in the Portuguese-speaking Brazilian norming project, a basis is provided for the use of the T-JTA. Of concern has been the sociologic level of Brazilians involved in the norming process. By using the T-JTA extensively within the OMS Seminaries and then in the churches, the OMS should have substantial input into the establishment of the Brazilian norms. In this way, a service will be done for all of Brazil, as well as "guaranteeing" the validity of the future test norms, as they more truly represent the OMS-Missionary Church population.

The information the Publishers request for establishing the norms is listed in Appendix C. Instead of attempting such an overwhelming project as establishing our own norms, it would seem more advisable to contribute adequate information (i.e. results from as many tests as possible) to be instrumental in the establishment of Brazilian norms through the Publishers.

The use of the T-JTA will be beneficial, then, to the immediate OMS cause in Brazil. But, with excitement and anticipation, an even broader benefit is anticipated. By administering and training others to administer the T-JTA, the OMS will be helping to firmly establish for all of Brazil, a proven-effective psychological assessment tool. This opportunity was not considered at the outset of this project, but the challenge is accepted.

There are, as has been demonstrated, some problems to be contended with in the introduction of the T-JTA to the OMS work in Brazil. But, it would seem that there are also real solutions. The benefits expected from use of the test appear to far outweigh any trouble that may be encountered.

Presentation of Materials

The materials to be utilized in the actual administration of the T-JTA are explained here, and samples are included as appendices. The materials include 1) question booklet, regular edition, 2) Portuguese edition, 3) Shaded Profile, English, and 4) Shaded Profile, Portuguese, and 5) a tool for scanning completed profiles, invented by this author.

Question booklets. The English Edition¹⁷ and the Portuguese Edition¹⁸ are identical. They include 180 questions. The blank spaces at the beginning of each question are provided for the testee to insert either his own name in the case of a Self-test, or that of another person described.

Answer sheets. English¹⁹ and Portuguese²⁰ editions of the answer sheets utilize "the + MID - format unique to the T-JTA...to avoid the absolute yes-no true-false limitation of many other tests".²¹ The testee responds to the questions in the question book by marking the appropriate box on the answer sheet.

Profiles. The English²² and Portuguese²³ editions of the "Shaded Profiles" are included. The raw scores obtained from the answer sheets are converted to percentile values by use of charts in the possession of the administrator. These values are then plotted on the profile, providing a visual picture of the testee's feelings.

The shaded zones are guides for evaluation of the scores. While these zones are not hard-and-fast, specific designations, they do represent clinical judgment backed by some years of experience.²⁴

An important note to be aware of concerns these zones. When dealing with people of another culture (e.g. Brazilians), and especially with Christians, it is important to remember that the shadings do not necessarily represent the norm for the testee. This will, perhaps, be most important in the areas Dominant-Submissive and Hostile-Tolerant. A Christian definition of dominance or submission may not be equal to that of the T-JTA. The same is true of the other area, where "hostile", as defined by T-JTA, may indicate a Christian who stands up for what he believes. These types of concerns must be allowed for by the administrator.

Trait Scanner. Depending on certain alignments which may develop in the plotting of scores, different "Trait Patterns" may become apparent. Only the trained administrator will be able to detect these patterns.²⁵ For the novice, with only a few profiles, or even the experienced administrator with many profiles to interpret, this process can be time consuming and, possibly less-than-precise. To obtain proper test results, as quickly as possible, the alignment of traits scores must be verified with the least chance of error as possible.

While faced with the prospect of screening some 50-60 new-student profiles for the WES Counseling Center, this author confronted the problem of being a novice and having many profiles to evaluate. To accomplish this efficiently, a "Trait Scanner" was developed.²⁶

This scanner is a plastic over-lay which indicates, by color-coded dots, the direction and approximate location of extreme scores. Comparison of these scores would identify the anxiety pattern, withdrawal pattern, hostile-dominant pattern, emotionally blocked, emotionally repressed, or socially effective pattern.

By placing the Percentile Profile under the Scanner, the patterns can be easily identified. An adaptation of the "Percentile Scanner" is the "Sten Profile Scanner", which can be used in the same way.²⁷ As explained above, this Scanner can be helpful in rapidly and correctly identifying T-JTA Trait Patterns.

The Publisher of the T-JTA has been contacted

concerning the Scanner.²⁸ If they deem it worth investigating, they will contact the author who can supply the tool for their inspection. The possibility would then exist for publication of the Scanner.

While perhaps appearing to be a complicated process, the integration of the Taylor-Johnson Temperament Analysis seems to be a worthy goal. It can be the beginning point of a more complete program of pastoral counseling. It will help attain what has been established as the key-concept of a good counselor: a well-developed personality.

FOOTNOTES

¹Louise Nash, Taylor-Johnson Temperament Analysis Manual (Psychological Publications, Inc., 1980), p. 1.

²Ibid.

³Robert M. Taylor and W. Lee Morrison, T-JTA Handbook (Psychological Publications, Inc., 1980), p. 1.

⁴Nash, loc.cit. and sample test materials included will more precisely explain this charting.

⁵Nash, op. cit. p. 7.

⁶Taylor, loc. cit.

⁷Nash, op. cit. p.1.

⁸Ibid., pp 19-20 The "Minnesota Multi-phasic Inventory" and the "Sixteen Personality Factors" tests are other personality tests against which the T-JTA has been compared.

⁹Nash, op. cit. p.1.

¹⁰Even though the test materials exist in Portuguese, the use of the T-JTA has apparently been confined to the professional psychologist. At least I do not know of its use in educational institutions. But, I do know that the OMS seminaries have never been acquainted with this test.

¹¹Nash, loc. cit.

¹²Appendix A.

¹³Appendix B.

¹⁴Ibid., and Appendix C.

¹⁵T-JTA Profile Sheets.

¹⁶Appendix C.

¹⁷Appendix D.

¹⁸Appendix E.

¹⁹Appendix F.

²⁰Appendix G.

²¹Nash, loc. cit.

²²Appendix H.

²³Appendix I.

²⁴Nash, loc. cit.

²⁵Nash, op. cit. pp 7-8.

²⁶Appendix J.

²⁷Anne Anastasi, Psychological Testing (NY, The Macmillan Co., 1965), p. 83n. The Sten Profile is another type of profile sheet that projects the scores based on the "standard ten", a psychological-testing-technical term based on the bell-curve.

²⁸Appendices K, L.

Psychological Publications, Inc.

November 17, 1981

Darrell Mishler
OMS International
5121 S.E. Meldrum, #6
Milwaukee, OR 97222

Dear Mr. Mishler:

Your recent order for Taylor-Johnson Temperament Analysis (T-JTA) test materials in Portuguese has been filled, and should reach you soon.

With regard to the availability of the T-JTA Test Manual in Portuguese, a psychologist in Brasil has been cooperating with us on a translation. However, the project is not yet completed, and we do not expect to finish it in the near future.

We will be happy to notify you as soon as the Portuguese translation of the Manual is available. Meanwhile, feel free to contact us if you have any questions about the use of the T-JTA with Portuguese-speaking people.

Sincerely yours,



Louise Nash
Editor

Psychological Publications, Inc.

June 12, 1981

Professor William H. Vermillion
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Portland, OR 97222

Dear Professor Vermillion:

Thank you for your completed Application to Provide Authorized T-JTA Instruction. We are pleased to add your name to our roster of individuals approved to offer training in the use of our test materials.

We are also in receipt of your order for a packet of Manual update pages, which we will fill immediately; and your order for materials for Darrell Mishler, which we will also be sending to you. As we require all counselors who plan to utilize the T-JTA outside of the United States to sign a copyright protection statement, please have Mr. Mishler signature and return to our office as soon as possible the enclosed form.

With regard to a distributor of T-JTA materials in Brasil, we are currently negotiating for the distribution of the test in that country. Meanwhile, all orders for supplies should be sent directly to our office here in Los Angeles.

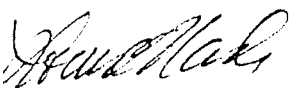
Currently, there are no T-JTA norms for Portuguese-speaking Brazilians, although we are currently collecting the necessary statistical data. In the interim, the U.S. Norms must be utilized, and the results obtained considered experimental. Should Mr. Mishler wish to participate in our Brazilian norming project, please have him follow the instructions detailed in the enclosed outline.

Enclosed please find an Order Form for Instructors, which should be used to order the materials for your first workshop. As stated in our prior correspondence, it is recommended that trainees purchase a Basic Package Option, described on page three of the Price List, as it contains all of the required supplies: a Counselor's Kit (Test Manual, Handscoring Stencils, scoring and profiling pens and ruler); Question Booklets; Answer Sheets; and Profiles. In addition, we suggest that each trainee obtain a copy of the T-JTA Handbook, since it contains assignments in scoring and profiling, interpretive guidelines, sample case studies, etc.

You will also recall from our last letter to you that T-JTA materials should be distributed only to those individuals who meet the prerequisite requirements for approval to purchase and utilize the test.

Please feel free to contact us if you have any questions concerning the requirements for approval to obtain and use the T-JTA, or any questions about the materials recommended for trainees. We shall look forward to working in cooperation with you as you plan and implement T-JTA workshops.

Sincerely yours,



Louise Nash

Administrative Assistant

5300 HOLLYWOOD BOULEVARD • LOS ANGELES, CALIFORNIA 90027 • TELEPHONE (213) 465-4163

Psychological Publications, Inc.

TO: Purchaser of T-JTA PORTUGUESE Edition

FROM: T-JTA Translations Department

Thank you for your order for T-JTA test materials in Portuguese. All T-JTA Portuguese are available at this time for experimental or research purposes, as Portuguese language norms have not yet been completed. On an experimental basis, counselors have been using the norms contained in the T-JTA Test Manual to convert raw scores into percentiles; and these counselors have reported that the results obtained are helpful with counselees.

We are currently in the process of collecting Answer Sheets which have been completed by Portuguese-speaking Brazilians for the purpose of developing Portuguese language norms for Brasil. We are seeking the cooperation of counselors such as yourself who are using the Portuguese Edition materials, and who might be in a position to send us completed Answer Sheets. We would welcome your participation in this research effort, and will replace without charge, any Portuguese Answer Sheets sent to us.

Should you be able to send us Answer Sheets, in order for us to eventually write an accurate population description, we would appreciate your including the following information:

1. It is essential that the biographical data in the upper right-hand corner of the Answer Sheet be completed. We cannot use Answer Sheets that fail to specify age or sex.
2. Please add the following information at the bottom right-hand corner of the Answer Sheet:
 - A. Source of the testee, or reason for testing
 - a. Volunteer
 - b. Counselee (academic, personal, rehabilitation, vocational, pre-marital, marital, or specified other)
 - B. Educational background, if not clearly or specifically designated on the Answer Sheet
 - C. Population represented (High School, College, General Population, Criss-Cross, or other group)
 - D. Socio-economic level of the testee
 - E. Race or ethnic background of the testee, and country of origin
 - F. Any distinguishing characteristics unique to the testee

We shall look forward to hearing further from you if you are in a position to contribute Answer Sheets completed using the T-JTA Portuguese Question Booklet.

Taylor-Johnson Temperament Analysis

Devised by Roswell H. Johnson, 1941 Revised by Robert M. Taylor, 1967

INSTRUCTIONS

Do not open this booklet until you have read all of these instructions.

1. Fill in carefully the personal information asked for in the upper right-hand corner of the answer sheet.

2. Please do not write or mark on this booklet.

Indicate your answers on the answer sheet as explained below.

3. Please answer every question, even if you feel uncertain about the answer. Do not think too long about any one question.

4. The blank space . . . in each question applies to yourself, unless you are describing another person. As you read each question, insert mentally the appropriate name in the space . . . indicated.

5. On the answer sheet you are given three columns in which to mark your answer.

\div Mid $-$

1. \div \div \div Plus (\div) means "decidedly yes" or "mostly so."

2. \div \div \div Mid means "undecided."

3. \div \div \div Minus ($-$) means "decidedly no" or "mostly not so."

6. Decide how each question applies to you or to the person you are describing. Record your decision by making a heavy pencil mark between the pair of dotted lines in the column which best indicates your answer. If you change an answer, please erase your first mark completely.

7. Try to give a definite plus (\div) or minus ($-$) response.

Avoid MID responses when possible.

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Taylor-Johnson Temperament Analysis

QUESTIONS

Mark your answers on the answer sheet. Do not mark on this booklet.

Please answer every question.

1. Is . . . by nature a forgiving person?
2. Does . . . take an active part in community affairs or group activities?
3. Is . . . relatively calm when others are upset or emotionally disturbed?
4. Can . . . put himself or herself sympathetically in another person's place?
5. Does . . . have a marked influence on the thinking of family or associates?
6. Does . . . prefer a restful, inactive vacation to an energetic one?
7. Does . . . have difficulty concentrating while reading or studying?
8. Does . . . prefer to be a follower rather than a leader in group activities?
9. Does . . . lead a quiet life, without becoming involved in many relationships outside of home and work?
10. Does . . . take the initiative in making arrangements for family outings and vacations?
11. Does . . . make many unrealistic plans for the future, which later have to be abandoned?
12. Does . . . feel compassion for people who are weak and insecure?
13. Does . . . enjoy belonging to clubs or social groups?
14. Does . . . seek to keep peace at any price?
15. Is . . . easily bothered by noise and confusion?
16. Does . . . avoid physical exertion and strenuous activity?
17. Does . . . usually appear composed and serene?
18. Is . . . seriously concerned about social problems, such as poverty and unemployment, even when not directly affected by them?
19. Does . . . like to keep on the move in order not to waste time?
20. Is . . . a well-organized person who likes to do everything according to schedule?
21. Is . . . sensitive to the feelings and needs of any member of the family who is ill?
22. Does . . . act deliberately rather than impulsively?
23. Is . . . highly competitive in games, business, or personal relations?
24. Does . . . prefer to be alone rather than with people?
25. Does . . . feel uneasy when riding or driving in traffic?
26. Does . . . exercise regularly in order to keep in condition?
27. Is . . . more excitable than most people?
28. Does . . . like to entertain guests at home?
29. Does . . . like to be in charge of and supervise others?
30. Is . . . extremely neat and orderly?
31. Is . . . so self-assured that at times it is annoying even to friends?

32. Does . . . quickly recover composure after an accident or other disturbing incident?
33. Does . . . move briskly and with energy?
34. Would . . . prefer to accept an unfair situation rather than complain?
35. Do noisy, active children get on . . . 's nerves?
36. Is . . . quick to know when someone needs encouragement or a kind word?
37. Is . . . the kind of person one might call a "self-starter" or a "go-getter"?
38. Does . . . often allow tension to build up to the point of feeling "ready to explode"?
39. Does . . . need encouragement and approval in order to work effectively?
40. Does . . . frequently use medication to aid in relaxation?
41. Does . . . stand up for his or her rights?
42. Does . . . have a wide range of interests?
43. Does . . . like to let people know where he or she stands on issues?
44. Is . . . relatively free from worry and anxiety?
45. Does . . . like to have plenty to do?
46. Is . . . deeply concerned about the welfare of others?
47. Does . . . worry a great deal about health?
48. Is . . . self-confident in most undertakings?
49. Is . . . too soft-hearted to be a strict disciplinarian?
50. Does . . . tend to rely on others when there are decisions to be made?
51. Do many people consider . . . to be incapable of deep feeling?
52. Does . . . find it easy to give way to wishes of others?
53. Is . . . a sympathetic listener when someone needs to talk about himself or herself?
54. Is . . . always trying to convert someone to a particular point of view?
55. Is . . . considered an industrious and tireless worker?
56. Does . . . have any nervous mannerisms such as nail-biting, foot-tapping, etc.?
57. Is . . . the kind of person to whom others turn in time of distress or trouble?
58. Does . . . find it difficult to follow a definite plan?
59. Does . . . insist on prompt obedience?
60. Does . . . believe that everyone is entitled to a second chance?
61. Does . . . get into difficulty occasionally because of some impulsive act?
62. Does . . . suffer from indigestion or loss of appetite when worried or under tension?
63. Is . . . easily taken advantage of by others?
64. Does . . . limit himself or herself to one or two friends?
65. Does . . . find it difficult to relax because of a restless need constantly to be busy?
66. Is . . . easily tempted by a bargain?
67. Does . . . like to speak in public and enjoy the challenge of a debate?
68. Does . . . seek release from tension by excessive smoking, eating, or drinking?
69. Is . . . easily moved to pity?

70. Does . . . sleep well, and find it easy to relax when sitting or lying down?
71. Would . . . take a special interest in helping young people who are frequently in trouble?
72. Is . . . regarded as a "high-strung" person?
73. Is . . . quick to sense another person's feelings and moods?
74. Is . . . very emphatic and forceful in voice and manner?
75. Does . . . often have "the jitters" for no particular reason?
76. Does . . . prefer to read or watch television after a day's work, rather than go out or engage in social activities?
77. Does . . . make plans well in advance of the event and carry them out?
78. Does . . . prefer to listen and observe rather than take part in discussions?
79. Does . . . enjoy taking chances?
80. Does . . . get tense and anxious when there is much work to be done in a short time?
81. Does . . . think our nation concerns itself too much with the needs and suffering of people in other countries?
82. Does . . . enjoy activity and excitement?
83. Does . . . prepare a budget and make every effort to stay within it?
84. Would . . . do everything possible to protect an animal from neglect or cruelty?
85. Does . . . find it difficult to say "no" to a persuasive salesperson?
86. Does . . . have little interest in other people's emotional problems?
87. Is . . . interested in people and in making new friends?
88. Is . . . considerate and understanding when dealing with an elderly person?
89. Would people refer to . . . as a person who is "always on the go"?
90. Does . . . think it unnecessary to apologize after hurting someone's feelings?
91. Is . . . able to express affection without embarrassment?
92. Is . . . apt to make thoughtless, unfeeling remarks?
93. Is . . . thought of as a warm-hearted, outgoing person?
94. Does . . . often feel left out or unwanted?
95. Does . . . have a place for everything and everything in its place?
96. Is . . . free from racial and religious prejudice?
97. Does . . . feel disillusioned about life?
98. Is . . . openly affectionate with members of the immediate family?
99. Does . . . sometimes become so emotional as to be unable to think or act logically?
100. Does . . . find it difficult to express tender feelings in words?
101. Is . . . hopeful and optimistic about the future?
102. Does . . . tend to analyze and dwell on inner thoughts and feelings?
103. Is . . . understanding when someone is late for an appointment?
104. Does . . . have phobias or a deeply disturbing fear of any object, place, or situation?
105. Does . . . tend to be reserved in manner?
106. Does anyone ever complain that . . . is "bossy" or unreasonable?

107. Do people sometimes accuse . . . of being illogical?
108. When . . . offers a suggestion, is it apt to be more helpful than critical?
109. Does . . . reach conclusions only after looking at all sides of a question?
110. Does . . . find any discussion of sexual matters difficult or embarrassing?
111. Does . . . have a quick temper?
112. Does . . . express appreciation and pleasure when looking at beautiful things?
113. Is . . . inclined to be argumentative?
114. Does . . . sometimes get the uncomfortable feeling of being stared at or talked about?
115. Does . . . like to stick to one job until it is finished?
116. Are there times when . . . feels discouraged or despondent over lack of progress or accomplishment?
117. Is . . . inclined to "tell people off"?
118. Does . . . feel that life is very much worth living?
119. Does . . . tend to be suspicious of people's motives and actions?
120. Is . . . apt to be too hasty in making decisions?
121. Does . . . find it difficult to be friendly and responsive in contacts with people?
122. Does . . . have a deep respect for all human beings?
123. Is . . . easily embarrassed?
124. Is . . . inclined to stop and think before acting?
125. Does . . . tend to be impatient with someone who is frequently ill?
126. Is . . . always working toward some future goal?
127. Is . . . bothered at times by feeling unappreciated or by the idea that "nobody cares"?
128. Does . . . readily show tenderness to children?
129. Is . . . apt to be sarcastic when annoyed with someone?
130. Does . . . often dwell on past misfortunes?
131. Is . . . apt to keep feelings "bottled up inside"?
132. Does . . . feel contempt for men who seem unable to make a living?
133. Is . . . very methodical about keeping records of personal and business affairs?
134. Is . . . likely to be jealous?
135. Is . . . often so low in spirit as to be close to tears?
136. Does . . . find it hard to accept criticism or blame?
137. Is . . . frequently depressed because of personal problems?
138. Does . . . speak with animation, enthusiasm, or frequent gestures?
139. When deeply disturbed about something, has . . . ever contemplated suicide?
140. Is . . . inclined to carry a grudge?
141. Does . . . have many friends and acquaintances?
142. Is . . . often troubled by a lack of self-confidence?
143. Does . . . find it difficult to express sympathy to someone in sorrow?
144. Is . . . logical in thinking and speaking?

145. Is . . . considered lenient and easy-going?
146. Is . . . easily disheartened by criticism?
147. Does . . . frequently tend to dominate people around him or her?
148. Does . . . feel a bit uncomfortable when expected to express enthusiasm over a gift?
149. Is . . . quick to forgive a mistake and overlook a discourtesy?
150. Is . . . a fair-minded, reasonable person?
151. Is . . . a talkative person?
152. Does . . . often have "the blues" or feel downhearted for no apparent reason?
153. Does . . . work methodically and deliberately?
154. Does . . . frequently misinterpret what others do and say?
155. Does . . . at times suffer extreme physical exhaustion resulting from emotional conflicts?
156. Is . . . overly critical of some member of the family?
157. Does . . . feel self-conscious with most people?
158. Does . . . often make such blunt, cutting comments that someone's feelings are hurt?
159. Does . . . smile or laugh a good deal?
160. In voting, does . . . study personalities and issues, sometimes supporting a candidate of another party?
161. Is . . . superior or overbearing in attitude toward others?
162. Is . . . thought of as being overly sensitive?
163. Does . . . feel free to discuss personal problems as well as joys with close friends?
164. Is . . . slow to complain when inconvenienced or imposed upon?
165. Is . . . inclined to daydream about things that can't come true?
166. Does . . . often do things on the spur of the moment?
167. Does . . . find it difficult to get over an embarrassing situation?
168. Does . . . find it hard to break a habit such as smoking or overeating?
169. Does . . . often feel discouraged because of a sense of inferiority?
170. Is . . . inclined to be shy and withdrawn?
171. Does . . . have periods of idleness when it is difficult to find any reason for either physical or mental effort?
172. Does . . . maintain that most people are "out for all they can get"?
173. Does . . . avoid letting emotion influence sound judgment?
174. Does . . . find it difficult to be complimentary to members of his or her family?
175. Is . . . especially self-conscious and concerned about what others might think?
176. Does . . . often feel depressed by memories of childhood or other past experiences?
177. Does . . . 's interest often shift from one thing to another?
178. Does . . . feel restrained and inhibited in a love relationship?
179. If called upon, would . . . be fair and impartial in helping others to settle their differences?
180. Does . . . have periods of depression without apparent reason which last for several days or more?

Análise de Temperamento Taylor-Johnson

Preparado por Roswell H. Johnson, 1941
Revisado por Robert M. Taylor, 1967

EDIÇÃO EM PORTUGUÊS, 1978

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








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INSTRUÇÕES

NÃO VIRE A PÁGINA ANTES DE LER TODAS ESTAS INSTRUÇÕES

1. Você vai responder a este questionário a respeito de você mesmo ou de outra pessoa, conforme o que foi combinado.
2. Não escreva nem rabisque nada neste questionário. Suas respostas serão dadas na “folha-de-respostas” anexa.
3. Preencha cuidadosamente as informações solicitadas na parte superior da “folha-de-respostas”.
4. Responda a todas as perguntas, mesmo quando não tiver a certeza da resposta. Não gaste muito tempo com uma pergunta apenas.
5. Na “folha-de-respostas”, há três colunas onde você deve marcar sua opção:

+	?	—	
			+ (MAIS) significa “decididamente sim” ou “na maioria das vezes sim”.
			? (INTERROGAÇÃO) significa “estou indeciso” ou “não tenho a certeza.”
			— (MENOS) significa “decididamente não” ou “na maioria das vezes não”.

6. Veja então de que maneira cada pergunta se aplica a você ou à pessoa que você está descrevendo e marque sua resposta com um traço forte a lápis (como no exemplo acima), na coluna correspondente. Se mudar de resposta, apague a primeira completamente.
7. Procure sempre dar uma resposta definida (mais +) ou (menos —), evitando quanto possível marcar “?”.

Análise de Temperamento Taylor-Johnson ³⁷

QUESTIONÁRIO

Não marque nada neste caderno. Use apenas a "folha-de-respostas".

Lembre-se de responder a todas as perguntas.

Ao ler a pergunta, preencha a lacuna (. . .) com o seu nome ou o nome da pessoa a respeito de quem você está respondendo.

1. . . . é, por natureza, uma pessoa que perdoa?
2. . . . toma parte ativa nos problemas da comunidade ou nas atividades de grupo?
3. . . . se mantém calmo(a) quando os outros ficam transtornados ou perturbados emocionalmente?
4. . . . é capaz de se colocar com simpatia no lugar de outra pessoa e sentir os seus problemas?
5. . . . exerce uma influência marcante sobre a forma de pensar de sua família ou do grupo em que vive?
6. . . . prefere férias que ofereçam descanso sem atividades, em vez de férias movimentadas?
7. . . . tem dificuldade em se concentrar quando lê ou estuda?
8. . . . prefere ser liderado(a) ao invés de liderar, nas atividades de grupo?
9. . . . leva uma vida sossegada, procurando não se envolver em muitos relacionamentos fora de casa ou do trabalho?
10. . . . toma a iniciativa de programar passeios e férias para a família?
11. . . . faz muitos planos para o futuro que não são realistas e que mais tarde terão de ser abandonados?
12. . . . sente compaixão daqueles que são fracos e inseguros?
13. . . . gosta ou gostaria de pertencer a clubes e associações?
14. . . . procura manter a paz a qualquer preço em suas relações com os outros?
15. . . . é perturbado(a) facilmente por barulhos e confusões?
16. . . . evita fazer esforço físico e participar de atividades intensas?
17. . . . aparenta geralmente estar tranqüilo(a) e sereno(a)?
18. . . . está seriamente preocupado(a) com os problemas sociais, como a pobreza e o desemprego, mesmo quando não o(a) atingem diretamente?
19. . . . prefere estar sempre ocupado(a) para não perder tempo?
20. . . . é uma pessoa organizada que gosta de fazer tudo de acordo com um programa estabelecido?
21. . . . sente os problemas e as necessidades de um membro da família que esteja doente?
22. . . . age mais refletidamente do que impulsivamente?
23. . . . é muito competitivo(a) nos jogos, nos negócios ou nas relações pessoais?
24. . . . prefere estar sozinho(a) em vez de acompanhado(a)?
25. . . . se sente tenso(a) no trânsito, seja como passageiro(a) ou como motorista?
26. . . . tem o hábito de fazer exercícios físicos para se manter em forma?
27. . . . se altera emocionalmente com mais facilidade do que a maioria das pessoas?
28. . . . gosta de receber visitas em casa?
29. . . . gosta de chefiar e supervisionar o trabalho dos outros?
30. . . . é extremamente limpo(a) e arrumado(a)?

31. se mostra tão seguro(a) de si mesmo(a) que, às vezes, irrita até os amigos?
32. se recompõe com rapidez de um acidente ou incidente desagradável?
33. se movimenta com rapidez e energia?
34. preferiria aceitar uma situação injusta em vez de reclamar?
35. fica irritado(a) com o barulho e a movimentação das crianças?
36. percebe logo quando alguém está precisando de encorajamento ou de uma palavra amiga?
37. é do tipo de pessoa que tem iniciativa própria e faz todo o esforço de conseguir seja o que for?
38. permite muitas vezes que as tensões se acumulem até quase explodir?
39. precisa de aprovação e encorajamento para ser eficiente no trabalho?
40. toma remédios com frequência para se acalmar ou descansar?
41. faz questão de exigir os seus direitos?
42. possui um círculo de interesses amplos e variados?
43. gosta que os outros conheçam as suas opiniões sobre assuntos controvertidos?
44. é relativamente livre de preocupações e ansiedades?
45. gosta de ter muitas coisas para fazer?
46. se preocupa muito com o bem-estar dos outros?
47. tem muitas preocupações com a sua saúde?
48. tem confiança em si mesmo(a) na maioria dos seus empreendimentos?
49. tem um coração mole demais para ser rigoroso(a) na disciplina?
50. tende a depender dos outros quando decisões precisam ser tomadas?
51. é considerado(a) por outros como sendo incapaz de sentimentos profundos?
52. acha fácil ceder aos desejos dos outros?
53. é bom ouvinte quando alguém precisa falar sobre si mesmo?
54. está sempre tentando convencer alguém de um determinado ponto de vista?
55. é considerado(a) trabalhador(a) incansável e diligente?
56. tem algum tique ou hábito nervoso como “roer as unhas”, “bater o pé”, etc.?
57. é do tipo de pessoa a quem os outros recorrem quando estão preocupados ou têm problemas?
58. sente dificuldade em seguir um plano definido?
59. exige obediência imediata?
60. acha que todos têm direito a uma segunda oportunidade?
61. se mete em dificuldades, às vezes, por agir impulsivamente?
62. sofre de indigestão ou falta de apetite quando está preocupado(a) ou sob tensão?
63. é do tipo de pessoa de quem os outros aproveitam facilmente?
64. tem apenas um ou dois amigos?
65. sente dificuldade em relaxar-se devido a uma necessidade de estar sempre ocupado(a)?
66. é facilmente tentado(a) por uma pechincha?
67. gosta de falar em público e tem prazer em participar de um debate?
68. procura livrar-se das tensões, fumando, comendo ou bebendo em excesso?
69. se compadece facilmente dos outros?

70. dorme bem e se relaxa com facilidade quando está sentado(a) ou deitado(a)?
71. teria interesse especial em ajudar jovens que freqüentemente se vêem em dificuldades?
72. é considerado(a) uma pessoa extremamente nervosa ou sensível?
73. reconhece logo os sentimentos e estados emocionais de uma outra pessoa?
74. é bastante enfático(a) e enérgico(a) no modo de falar e agir?
75. fica muitas vezes inquieto(a), sem motivo específico?
76. prefere ler ou ver televisão depois de um dia de trabalho em vez de sair ou participar de atividades sociais?
77. faz planos com antecedência, conseguindo cumprí-los ao final?
78. prefere ouvir e observar em vez de participar das discussões?
79. gosta de se arriscar?
80. fica tenso(a) e ansioso(a) quando tem muito o que fazer em pouco tempo?
81. acha que os mais ricos se preocupam demais com os problemas e as necessidades dos mais pobres?
82. gosta de atividade e situações muito animadas?
83. faz o seu orçamento e se esforça ao máximo para ficar dentro dele?
84. faria tudo o que estivesse ao seu alcance para evitar que um animal fosse maltratado ou abandonado?
85. tem dificuldade de dizer “não” a um vendedor persuasivo?
86. se interessa pouco pelos problemas emocionais dos outros?
87. se interessa pelas pessoas e em fazer novos amigos?
88. é atencioso(a) e compreensivo(a) quando está lidando com uma pessoa idosa?
89. é considerado(a) pelos outros como uma pessoa sempre ativa e ocupada?
90. acha desnecessário desculpar-se por ter ferido os sentimentos de alguém?
91. consegue demonstrar afeição sem constrangimento?
92. é capaz de fazer comentários insensíveis, sem pensar nos outros?
93. é tido(a) como alguém que trata as pessoas com calor humano e que se abre para os outros?
94. se sente freqüentemente rejeitado(a) ou desprezado(a)?
95. tem um lugar certo para cada coisa e coloca cada coisa em seu devido lugar?
96. não possui preconceitos raciais ou religiosos?
97. está desiludido(a) da vida?
98. tem facilidade em expressar carinho aos membros de sua família?
99. fica às vezes tão emocionado(a) a ponto de não poder pensar ou agir com lógica?
100. tem dificuldade de expressar em palavras os seus sentimentos de afeição?
101. é confiante e otimista em relação ao futuro?
102. tem o costume de se demorar na análise de pensamentos e sentimentos íntimos?
103. é compreensivo(a) quando alguém chega tarde a um encontro?
104. tem fobias ou qualquer medo profundo e perturbador de algum objeto, lugar ou situação?
105. tem a tendência a ser reservado(a) no seu modo de ser?
106. é acusado(a) de ser mandão(ona) ou injusto(a)?

37. é considerado(a), às vezes, incoerente?
38. procura ser mais útil do que apenas crítico(a) quando faz sugestões?
39. chega a conclusões só depois de examinar todos os lados da questão?
40. acha difícil ou desagradável qualquer discussão sobre o sexo?
41. zanga-se facilmente?
42. consegue expressar apreciação e prazer quando contempla coisas bonitas?
43. se sente inclinado(a) a discussões?
44. sente, às vezes, a desagradável sensação de estar sendo observado(a) ou comentado(a)?
45. gosta de continuar uma tarefa até terminá-la?
46. se sente, em certas ocasiões, desencorajado(a) ou desanimado(a) diante da falta de progresso ou realização?
47. tem a tendência de zangar-se com os outros, criticando-os?
48. acha que vale a pena viver?
49. tem a tendência de desconfiar dos motivos e ações dos outros?
50. costuma tomar decisões precipitadamente?
51. tem dificuldade de ser cordial e comunicativo(a) nos contatos com as pessoas?
52. tem um profundo respeito por todos os seres humanos?
53. fica facilmente envergonhado(a)?
54. tem a tendência de parar e pensar antes de agir?
55. costuma perder a paciência com uma pessoa que está quase sempre doente?
56. está sempre trabalhando por algum objetivo futuro?
57. fica aborrecido(a), às vezes, por sentir que não lhe dão o devido valor ou por pensar que ninguém lhe dá atenção?
58. tem facilidade de demonstrar ternura às crianças?
59. costuma reagir com ironia quando se aborrece com alguém?
60. fica pensando, muitas vezes, na sua falta de sorte no passado?
61. tem a tendência de guardar os seus sentimentos para si mesmo(a)?
62. julga com desprezo os homens que parecem incapazes de ganhar o seu sustento?
63. é bem metódico(a) em guardar anotações e documentos referentes a assuntos pessoais ou a negócios?
64. é capaz de ter ciúmes?
65. fica muitas vezes tão abatido(a) que quase chora?
66. acha difícil aceitar crítica ou reconhecer culpa?
67. fica muitas vezes deprimido(a) por causa de problemas pessoais?
68. fala com vivacidade e entusiasmo, gesticulando bastante?
69. esteve já tão perturbado(a) por algum problema que chegou a pensar no suicídio?
70. é do tipo de pessoa que guarda ressentimentos?
71. tem muitos amigos e conhecidos?
72. perturba-se muitas vezes pela falta de auto-confiança?
73. tem dificuldade em demonstrar simpatia por alguém que está sofrendo?

144. é coerente no pensar e no falar?
145. é considerado(a) uma pessoa tolerante e de bom gênio?
146. se desanima facilmente por causa de críticas?
147. tem a tendência de dominar aqueles que o(a) cercam?
148. fica meio sem jeito quando precisa demonstrar entusiasmo por um presente recebido?
149. tem facilidade de perdoar um erro e esquecer um gesto indelicado?
150. é uma pessoa imparcial, justa?
151. é uma pessoa que fala muito?
152. fica triste e abatido(a), muitas vezes, sem motivo aparente?
153. trabalha com método e determinação?
154. muitas vezes interpreta mal o que os outros fazem e dizem?
155. sofre, às vezes, de sério esgotamento físico em consequência de conflitos emocionais?
156. critica demais alguém de sua família?
157. se sente pouco à vontade com a maioria das pessoas?
158. faz freqüentemente comentários duros e mordazes, ao ponto de ferir os sentimentos de alguém?
159. costuma sorrir ou dar boas gargalhadas?
160. ao votar, estuda os candidatos e os seus pontos de vista, às vezes apoiando um candidato de outro partido?
161. se mostra superior ou dominador(a) nas suas atitudes para com os outros?
162. é considerado(a) sensível demais?
163. se sente à vontade com os amigos mais chegados para discutir problemas pessoais como também compartilhar as suas alegrias?
164. demora a reclamar quando os outros o(a) perturbam ou tentam manipulá-lo(a)?
165. tem o costume de sonhar acordado(a) com coisas que não podem acontecer?
166. resolve fazer as coisas geralmente de um momento para o outro?
167. acha difícil superar uma situação embaraçosa?
168. sente dificuldade em abandonar um hábito, como fumar ou comer demais?
169. se sente muitas vezes desanimado(a) por causa de um sentimento de inferioridade?
170. tem a tendência a ser tímido(a) ou retraído(a)?
171. experimenta períodos de inatividade, não vendo sentido algum em fazer esforço físico ou mental?
172. acha que a maioria das pessoas só atende ao seu próprio interesse?
173. procura evitar que a emoção influencie o bom senso de suas opiniões e decisões?
174. tem dificuldades em elogiar os membros de sua família?
175. está muito preocupado(a) consigo mesmo e com a opinião dos outros?
176. se sente deprimido(a) muitas vezes por causa de recordações da infância ou outras experiências do passado?
177. muda facilmente seu interesse de uma coisa para outra?
178. se sente constrangido(a) e inibido(a) no relacionamento amoroso?
179. seria honesto(a) e imparcial, se fosse chamado(a) a resolver desacordos entre pessoas?
180. tem períodos de depressão que, sem motivo aparente, duram vários dias ou mais?

**%-ile:
or Sten**

A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---

Norm(s): Gen Pop. _____ Col. Stu. _____ Criss Cross _____

High Sch. Stu.: Regular Edition _____ Secondary Edition Form S _____

Attitude

Raw Score:

Sten Score:

School	Now attending?	Grade	Major
--------	----------------	-------	-------

Last grade completed		Degree	Major	Counselor
----------------------	--	--------	-------	-----------

Marital Status: Single Engaged Yrs. married Yrs. divorced Yrs. widowed

M		F	
No. of children	Ages	No. of children	Ages
1	10	1	10
1	11	1	11
1	12	1	12
1	13	1	13
1	14	1	14
1	15	1	15
1	16	1	16
1	17	1	17
1	18	1	18
1	19	1	19
1	20	1	20
1	21	1	21
1	22	1	22
1	23	1	23
1	24	1	24
1	25	1	25
1	26	1	26
1	27	1	27
1	28	1	28
1	29	1	29
1	30	1	30
1	31	1	31
1	32	1	32
1	33	1	33
1	34	1	34
1	35	1	35
1	36	1	36
1	37	1	37
1	38	1	38
1	39	1	39
1	40	1	40
1	41	1	41
1	42	1	42
1	43	1	43
1	44	1	44
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1	46	1	46
1	47	1	47
1	48	1	48
1	49	1	49
1	50	1	50
1	51	1	51
1	52	1	52
1	53	1	53
1	54	1	54
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1	56	1	56
1	57	1	57
1	58	1	58
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1	66	1	66
1	67	1	67
1	68	1	68
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1	70	1	70
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1	72	1	72
1	73	1	73
1	74	1	74
1	75	1	75
1	76	1	76
1	77	1	77
1	78	1	78
1	79	1	79
1	80	1	80
1	81	1	81
1	82	1	82
1	83	1	83
1	84	1	84
1	85	1	85
1	86	1	86
1	87	1	87
1	88	1	88
1	89	1	89
1	90	1	90
1	91	1	91
1	92	1	92
1	93	1	93
1	94	1	94
1	95	1	95
1	96	1	96
1	97	1	97
1	98	1	98
1	99	1	99
1	100	1	100

Information given by **SELF** or Husband **Wife** **Father** **Mother**

Brother _____ Sister _____ Son _____ Daughter _____ or _____ of the person described.

+ Mid + Mid + Mid + Mid

APPENDIX F

	+	Mid.	—		+	Mid.	—		+	Mid.	—		+	Mid.	—		+	Mid.	—		+	Mid.	—		+	Mid.	—	
1				26				51				76				91				116				141				166
2				27				52				77				92				117				142				167
3				28				53				78				93				118				143				168
4				29				54				79				94				119				144				169
5				30				55				80				95				120				145				170
6				31				56				81				96				121				146				171
7				32				57				82				97				122				147				172
8				33				58				83				98				123				148				173
9				34				59				84				99				124				149				174
10				35				60				85				100				125				150				175
11				36				61				86				101				126				151				176
12				37				62				87				102				127				152				177
13				38				63				88				103				128				153				178
14				39				64				89				104				129				154				179
15				40				65				90				105				130				155				180
16				41				66								106				131				156				
17				42				67								107				132				157				
18				43				68								108				133				158				
19				44				69								109				134				159				
20				45				70								110				135				160				
21				46				71								111				136				161				
22				47				72								112				137				162				
23				48				73								113				138				163				
24				49				74								114				139				164				
25				50				75								115				140				165				

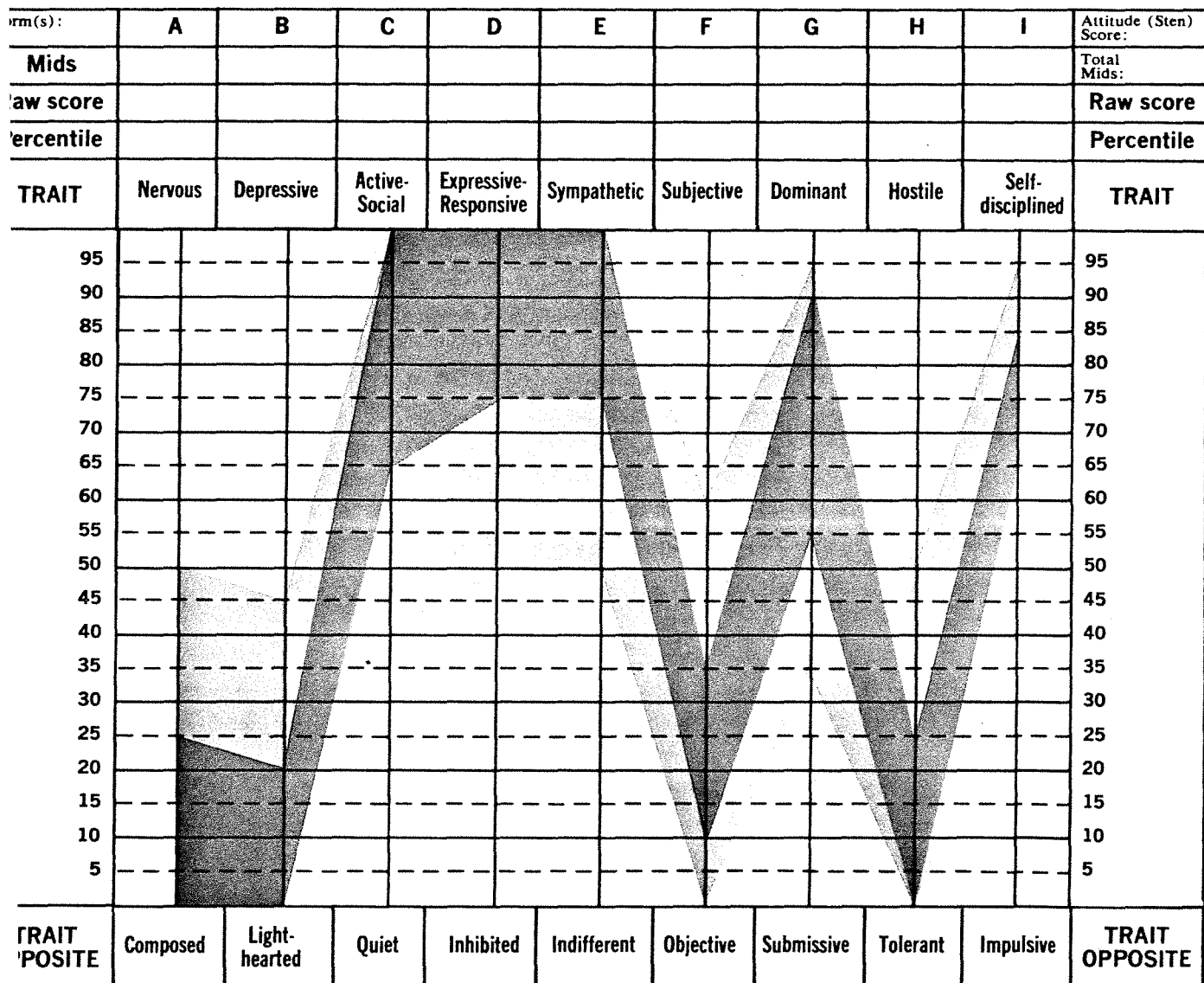
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS PROFILE

APPENDIX H

Profile Revision of 1967

44

These Answers Describe _____ Age _____ Sex _____ Date _____
 School _____ Grade _____ Degree _____ Major _____ Occupation _____ Counselor _____
 Single _____ Years Married _____ Years Divorced _____ Years Widowed _____ Children: M _____ Ages _____ F _____ Ages _____
 Answers made by: SELF and/or husband, wife, father, mother, son, daughter, brother, sister, or _____ of the person described.



Excellent

Acceptable

Improvement desirable

Improvement urgent

DEFINITIONS

TS
Nervous — Tense, high-strung, apprehensive.
Depressive — Pessimistic, discouraged, dejected.
Active-Social — Energetic, enthusiastic, socially involved.
Expressive-Responsive — Spontaneous, affectionate, demonstrative.
Sympathetic — Kind, understanding, compassionate.
Subjective — Emotional, illogical, self-absorbed.
Dominant — Confident, assertive, competitive.
Hostile — Critical, argumentative, punitive.
Self-disciplined — Controlled, methodical, persevering.

OPPOSITES
Composed — Calm, relaxed, tranquil.
Light-hearted — Happy, cheerful, optimistic.
Quiet — Socially inactive, lethargic, withdrawn.
Inhibited — Restrained, unresponsive, repressed.
Indifferent — Unsympathetic, insensitive, unfeeling.
Objective — Fair-minded, reasonable, logical.
Submissive — Passive, compliant, dependent.
Tolerant — Accepting, patient, humane.
Impulsive — Uncontrolled, disorganized, changeable.

Note: Important decisions should not be made on the basis of this profile without confirmation of these results by other means.

PERFIL GRÁFICO DE ANÁLISE DE TEMPERAMENTO TAYLOR-JOHNSON

APPENDIX I

45

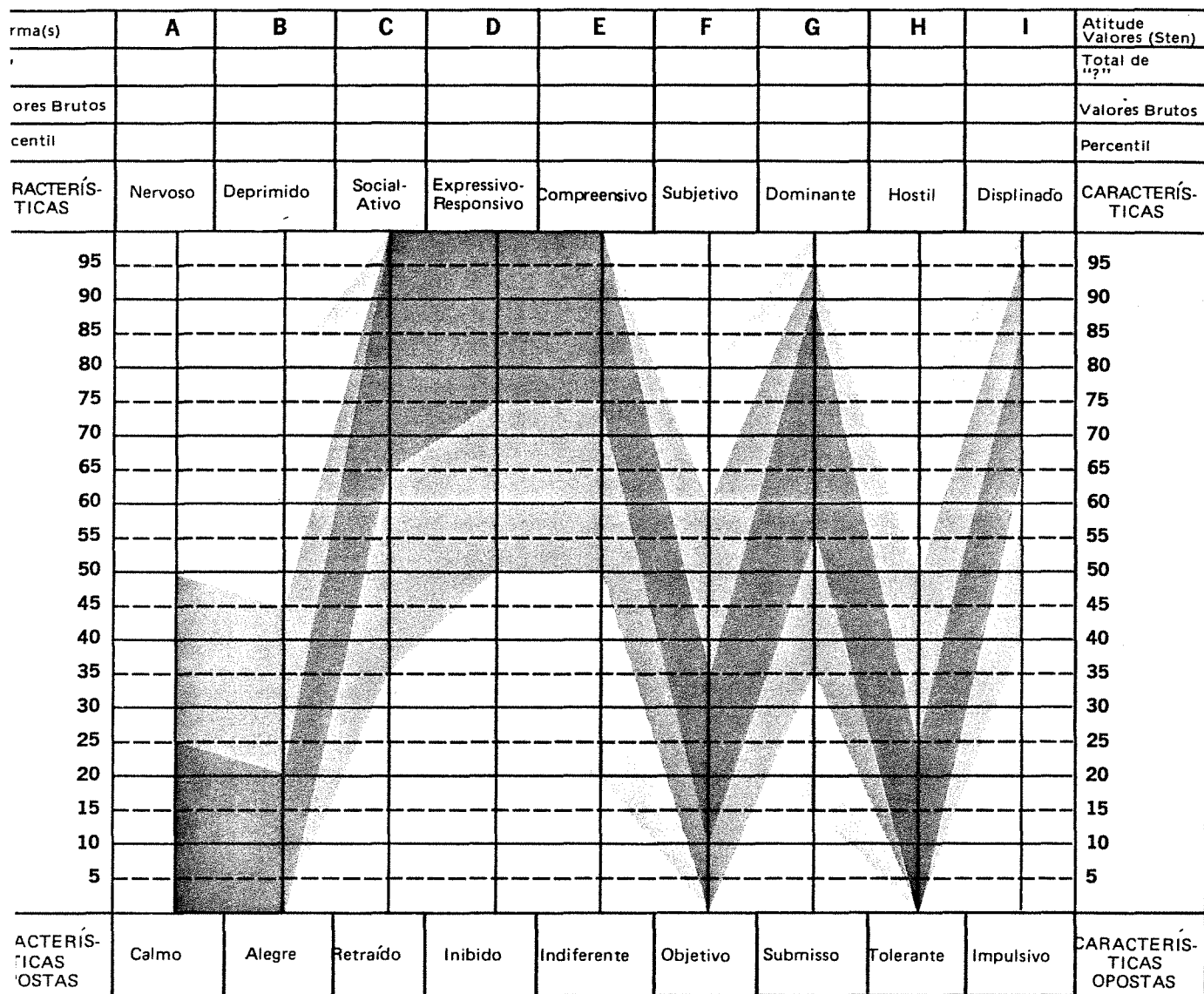
As respostas descrevem: _____ Idade _____ Sexo: _____ Data _____ 19 _____

Escola _____ Ano _____ Diploma ou Grau _____ Especialidade _____ Ocupação _____ Conselheiro _____

Estado civil: Solteiro (-a) _____ Quantos anos está: Noivo (-a) _____ Casado (-a) _____ Divorciado (-a) _____ Desquitado (-a) _____

Nível de vida maritalmente: _____ Viúvo (-a) _____ Filhos _____ Idades _____ Filhas _____ Idades _____

As respostas foram dadas por VOCÊ _____ ou por _____ (relacionamento) de pessoa cuja descrição foi dada.



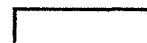
Ótimo



Aceitável



Melhoramento Desejável



Melhoramento Necessário

DEFINIÇÕES

CARACTERÍSTICAS

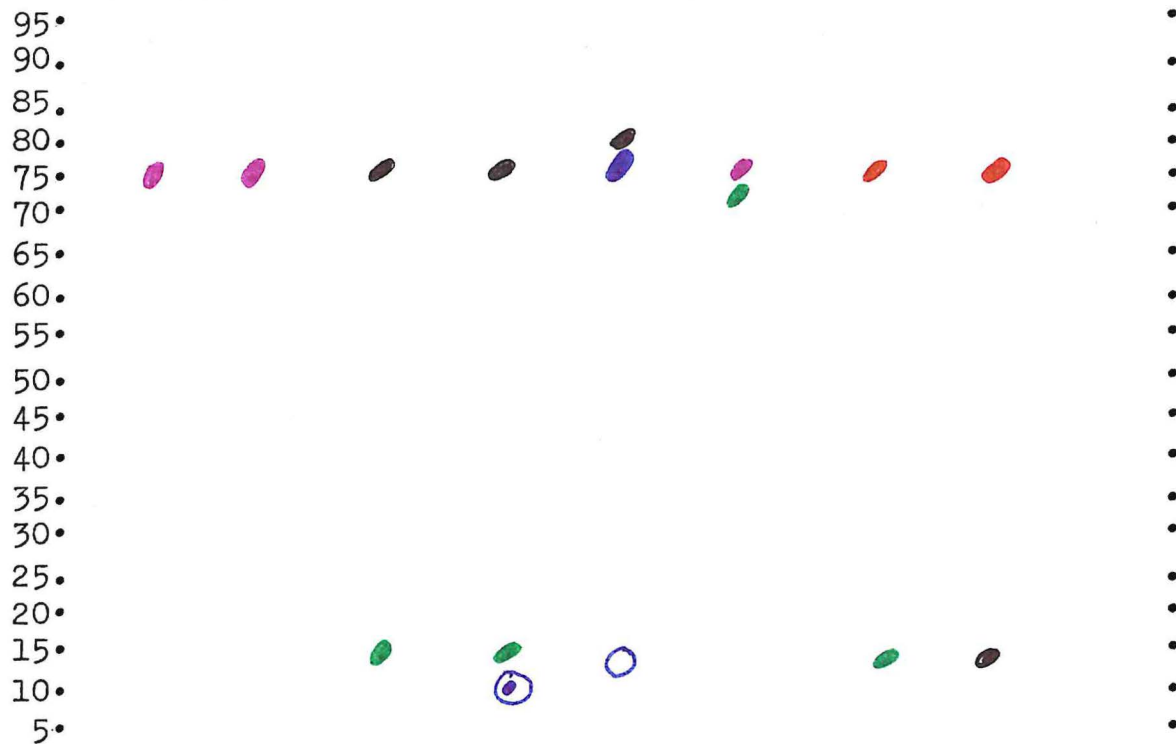
Nervoso – Tenso, agitado, apreensivo.
Deprimido – Pessimista, desalentado, abatido, desacomodado.
Social-Ativo – Dinâmico, entusiasta, sociável.
Expressivo-Responsivo – Espontâneo, afetuoso, expansivo.
Compreensivo – Benévolo, bondoso, compassivo.
Subjetivo – Ensimesmado, introspectivo, ilógico, emocional.
Dominante – Confiante, assertivo, influente, competitivo.
Hostil – Crítico, argumentador, punitivo.
Disiplinado – Controlado, metódico, perseverante.

OPOSTO

Calmo – Tranquilo, sereno, relaxado.
Alegre – Feliz, contente, otimista.
Retraído – Inativo, reservado, quieto.
Inibido – Restringido, irresponsivo, contido, reprimido.
Indiferente – Desconsiderado, insensível, impassível.
Objetivo – Imparcial, razoável, lógico.
Submisso – Passivo, concordante, dependente.
Tolerante – Indulgente, paciente, humano.
Impulsivo – Descontrolado, desorganizado, precipitado, inconstante.

NOTA: Não se deve tomar decisões importantes baseadas neste perfil, sem antes confirmar estes resultados por outros meios.

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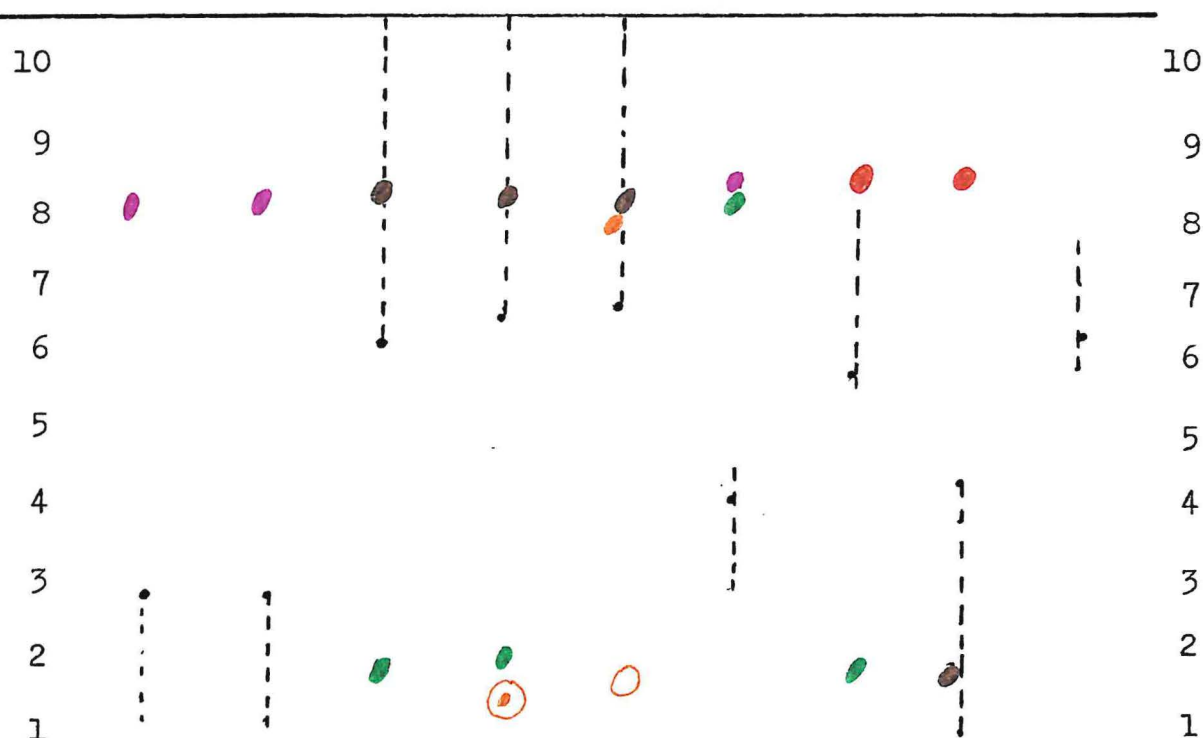
T-JTA %ile TRAIT PATTERNS

● Anxiety Pattern ● Hostile-Dom. Pattern ● Emot. Blocked
 ● Withdrawal Patt. ● Socially Effective ○ Emot. Repressed

NOTE: LOCATION OF COLORED DOTS IS ONLY INDICATIVE OF DIRECTION,
NOT ACTUAL PLACEMENT OF INDIVIDUAL SCORES.

This Trait-Pattern Scanner, if produced as a plastic overlay, can be effectively utilized to quickly view potential **personality** patterns.

T-JTA STEN TRAIT PATTERNS



⋮ = "Excellent" %ile area

● Anxiety Pattern ● Hostile-Dom. Pattern ● Emot. Blocked
 ● Withdrawal Patt. ● Socially Effective ● Emot. Repressed

NOTE: LOCATION OF COLORED DOTS IS ONLY INDICATIVE OF DIRECTION,
NOT ACTUAL PLACEMENT OF INDIVIDUAL SCORES.

This Trait-Pattern Scanner, if produced as a plastic overlay, can be effectively utilized to quickly view potential personality patterns.

*Reaching the Nations for Christ***OMS International, Inc.***formerly The Oriental Missionary Society, Inc.*

November 17, 1981

The President
 Psychological Publications, Inc.
 5300 Hollywood Boulevard
 Los Angeles, CA 90027

WORLD HEADQUARTERS
 P.O. Box A
 Greenwood, Indiana 46142
 Telephone: (317) 881-6751

NORTHWEST REGIONAL OFFICE
 5230 S.E. Roethe Rd.
 Portland, Oregon 97222
 Telephone: (503) 654-5581

Dear Sir:

While attempting to screen both percentile and sten profiles of the T-JTA, I developed what may be a new tool for the test. It helped me quickly and effectively identify trait patterns as described in the T-JTA Manual.

This tool, a plastic overlay, seems to be very useful, especially for the novice examiners. However, it could also be beneficial to the more experienced, assisting them in the screening of a quantity of profiles.

I have been advised to inform you of this new screening device. Without appearing presumptuous, it seems to me you may be interested in investigating my overlay. If so, please write me and I will forward it to you.

Sincerely,

Darrell Mishler
 5121 SE Meldrum #6
 Milwaukie, OR 97222

Psychological Publications, Inc.

November 20, 1981

Darrell Mishler
OMS International
5121 S.E. Meldrum, #6
Milwaukee, OR 97222

Dear Mr. Mishler:

We are in receipt of your letter dated November 17 relative to the Taylor-Johnson Temperament Analysis (T-JTA).

As you may know, Psychological Publications, Inc. is currently in the process of developing a computerized interpretive service for the T-JTA. The forthcoming Self-test report and complete Criss-Cross test report are based on years of statistical research and clinical experience, and will ensure accurate interpretation of test results, and will provide information and insights otherwise unavailable to the counselor.

The forthcoming computerized interpretations will incorporate considerable research on the T-JTA trait patterns, including statistical boundaries for the various trait patterns. In addition, several trait score combinations will be reported which are not currently described in the Test Manual.

We would be happy to evaluate your project in the light of current research, as described above. Should you wish us to share our reactions and suggestions, please feel free to send the overlay.

We shall look forward to hearing further from you concerning this most interesting idea.

Sincerely yours,



Louise Nash
Editor

Chapter 4

FAMILY LIFE PUBLICATIONS MATERIALS

For more than thirty years Family Life Publications (FLP) of Saluda, North Carolina has been distributing family life education and counseling materials.¹ The teaching/ counseling aids have been "widely used in public, private, and pastoral counseling and teaching...."² The materials include such things as sexual concerns inventories, sex knowledge surveys, marital communications and role expectations forms, courtship, dating and love attitudes inventories. Other aids include parent-adolescent communication and religious attitudes inventories as well as a pre-marital counseling kit. A wide variety of time-tested counseling aids is available.³

Translation

While this material has been in use in the United States for years, the benefit has not been available to Portuguese-speaking people. This fact is of concern as one considers the development of pastoral counseling in Brazil. Such instruments as are provided by FLP could be very useful in reaching the goals of this project. However, translation and some culturalization of the materials is necessary for use in Brazil.

Since the materials to be translated here are basically "Western" in nature, it may appear less-than-wise to consider their use in a "non-western" culture. To be noted and emphasized in this context is the extent to which Brazil has more or less consistently reached outside its borders for technical assistance. Therefore, introducing certain counseling-helps as planned in this project should not "cause problems", as long as cultural norms are not violated.

Translation of copyrighted material involves some legal clarification. The goal of this project is to develop pastoral counseling, which involves the use of certain evaluative tools. Specifically, some tools must be translated, and perhaps published in Portuguese. To accomplish this professionally, rights must be obtained from the Publisher to work with those materials.

To this end, this author has communicated with the President of Family Life Publications concerning this work. Initially, a telephone call was made to North Carolina, followed by a letter requesting permission to translate and "culturalize" the material, and produce up to 100 test-copies of each translated work for research purposes.⁴ Mr. Thomas McHugh responded, giving permission to translate any material and produce test-copies. And, as per prior agreement, any publication of translated material will be done only after proper negotiations with Family Life Publications, Incorporated.⁵

Translated Materials

Two "inventories" have been translated and included in this project. They are (1) the Parent-Adolescent Communication Inventory and (2) the Marriage Role Expectation Inventory. These particular tools were chosen because they seem to answer what may be seen as immediate needs. Also, the Pastoral Counseling Course, discussed in Chapter Five, is designed to include these tests.

Parent-Adolescent Communication Inventory (PACI).⁶

This test is designed to show how parents "get along" with their teenage children, and vice-versa. Translation was accomplished by "compacting" some of the material found in the "Counselor's Guide" of the test, and translating nearly verbatim, the actual inventory questions.

The translated materials for the PACI include (1) a "manual" for the counselor; (2) the actual translated test, "Form A" (adolescent); (3) "Form A" scoring key; (4) translated test, "Form P" (parent); and (5) "Form P" scoring key.

An examination of the translated material will show that two "forms" have been prepared: one for the parents, and one for the adolescent. This is as was furnished by the Publisher. A few changes were made (e.g. information gathering area is included first on the Portuguese translation, including name, etc.), to make the translated work more usable in the design of this project. Other slight changes were made to make the test "more Brazilian". No changes were made which would seem to change the intent nor

results of the Inventory as it was originally published.

Marriage Role Expectation Inventory (MREI).⁷ This evaluation was designed to verify the marriage expectations of the husband and/or wife. It may be used as a pre-marital or "post-wedding" tool. Translation included "compacting" the "Counselor's Guide" and rewriting it to serve the Portuguese translation of the test. Also, whereas the English work exists in a separate form for male and female, the Portuguese translation exists in only one form to be used by both sexes.

The translated materials for the MREI include (1) a "manual" for the counselor, being a "compacted" version of the English edition; (2) the actual translated test; and (3) a profile sheet for use in comparing scores of the test. These materials are basically adaptations of the English version. The reader who understands the use of the English edition would find a faithful rendition of the test if he were to read the Portuguese.

In order to suit the Inventory to what this author expects to be the situation in Brazil, thirty-one of the original (i.e. English) items were left out of the translation. That is, this test will be used by the local pastor with his parishoners. In some (perhaps most) instances, this will involve people who are unaccustomed to this sort of evaluation. Therefore, an attempt has been made to make the MREI as non-threatening as possible.

It has been this author's judgment that the basic

goal of the MREI could be reached by using fewer questions, reducing its bulk, thus making it "easier" to use. To accommodate this, the original seventy questions were divided by category (authority, homemaking, children, personality, social participation, sexual relations, education, and employment and support), and five questions from each of the eight areas were selected and included making a total of forty questions in the translation.

While not producing a totally new test, this process has altered any norming that has been attempted with the English edition.⁸ However, the immediate goal for this test (in Brazil) is not related to norms and standardization, but to the assistance it may offer in direct comparison during counseling. Therefore, the test is expected to be useful as a translation-culturalization of the English edition.

Both the PACI and the MREI have been translated by this author. However, upon return to Brazil, both inventories will be subject to correcting, editing and further "culturalizing" before any possible publication.

These translated works have been included in order to give the author an opportunity to prepare materials for immediate use upon return to Brazil, and to show the process expected to be necessary in further translations. Rights were given by the President of FLP to translate all FLP materials, and in the future, opportunities are expected for preparing more tools for use in Brazil.

FOOTNOTES

¹Family Life Publications, Inc., 1981 Resource Guide, p. 1.

²Ibid., p. 2.

³For a complete list of counseling aids and materials, the reader is directed to a current FLP resource guide.

⁴Appendix A is a copy of this author's letter to the FLP President.

⁵Appendix B is the letter from the FLP President granting permission to translate and produce test-copies.

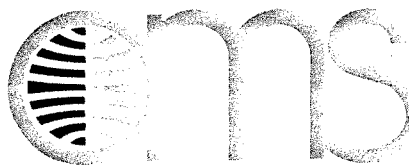
⁶Appendix C is the Portuguese translation of the "Parent-Adolescent Communication Inventory".

⁷Appendix D is the Portuguese translation of the "Marriage Role Expectation Inventory".

⁸The "Teacher's and Counselor's Guide" for the MREI, p. 9, reports results of limited research with the Inventory.

*Reaching the Nations for Christ***OMS International, Inc.**

formerly The Oriental Missionary Society, Inc.



October 22, 1981

Mr. Thomas G. McHugh, President
Family Life Publications, Inc.
P.O. Box 427
Saluda, NC 28773

WORLD HEADQUARTERS

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NORTHWEST REGIONAL OFFICE

5230 S.E. Roethe Rd.
Portland, Oregon 97222
Telephone: (503) 654-5581

Dear Mr. McHugh:

I appreciated talking with you on the telephone the other day. Thank you for your interest in my translation project. As we discussed, I would like to have a letter from you allowing me to work with Family Life's materials in my Senior Project at Western Evangelical Seminary here in Portland.

Some of the inventories appear to be more useful to my missionary work than others. However, it may be that after I return to Brazil, I will see how to use more of the materials.

Therefore, I am requesting your permission to translate into Portuguese and adapt any of the Family Life Publication counseling helps. Also, it will be necessary to produce approximately 100 test-copies of each translated work to ascertain its applicability to the Brazilian culture.

I am in complete sympathy with your desire and need to protect the Family Life Publication copyright. None of my work would attempt to discredit or deny your rights. With this understanding, the publication of any translated material for general use would be accomplished only after proper negotiations with Family Life Publications, Incorporated.

Thank you again, Mr. McHugh, for your help with this project. I will look for your letter by return mail.

Sincerely,

Darrell Mishler
5121 S.E. Meldrum #6
Milwaukie, OR 97222
(503) 655-6800



FAMILY LIFE PUBLICATIONS, INC.

219 Henderson Street • Post Office Box 427
Saluda, North Carolina 28773

November 13, 1981

Mr. Darrell Mishler
5121 S. E. Meldrum #6
Milwaukee, Or. 97222

Dear Mr. Mishler:

This letter constitutes permission for you to translate our material as part of your research with the understanding that you will not publish or market your translation without a written agreement from our firm.

Please keep me informed as to your progress.

Sincerely,

Thomas G. McHugh
Thomas G. McHugh
President

Inventário de Comunicações Entre
Pais e Adolescentes
Publicado por Family Life Publications
Saluda, NC EUA
Traduzido e Adaptado por
Darrell Mishler--Com Permissão
"Test Copy"

Este inventário foi preparado com a esperança que a comunicação entre pais e filhos adolescentes possa ser identificada, e se necessário, melhorada. Comunicação é feita com mais que palavras. Usa-se o corpo inteiro. Geralmente, o entendimento do ponto de vista de outrem é importante para a transmissão efetiva de ideias e sentimentos. Por estas razões, de vez em quando há falta de comunicação dentro da família. Para consertar um problema, é necessário achar o problema. O fim da preparação deste inventário é o melhoramento dos relacionamentos familiares.

Administração

Há 40 itens no Inventário. A comparação das Formas "A" (adolescente) e "P" (pais) mostrará que as perguntas são muito semelhantes. Geralmente só os pronomes e algumas palavras gramáticas foram mudadas para que cada item represente o mesmo conceito. Este fato é útil na comparação dos inventários completados pelos filhos e pais da mesma família.

É importante que filhos (as) usem "Forma A", e os pais usem "Forma P". Recebe-se resultados melhores se o filho(a) tem pelo menos 13 anos, e se ele(a) mora com ~~o~~ pai e a mãe em casa.

Cada pessoa fazendo o Inventário responderá nos espaços no lado direito das perguntas, indicando seus sentimentos

do momento. A coluna "+/-" (algumas vezes) deve ser usada somente quando necessário, mesmo.

É importante que cada pessoa usando o Inventário seja honesta e franca ao responder às perguntas. O administrador deve explicar que o alvo é de identificar problemas e ajudar resolvê-los.

No uso da "FormaP", os pais devem entender que as respostas representam o relacionamento com um filho(a) individualmente, e não todos eles.

Não há limite de tempo para fazer o Inventário, mas meia hora deve dar tempo suficiente para completá-lo. Ao terminar, é importante verificar que cada pergunta tenha uma resposta.

Avaliação

Há três respostas possíveis para cada pergunta: Sim, +/- (algumas vezes), e Não. Dependendo da pergunta, cada resposta é dado de 0 a 3 pontos; sendo 0 indicativo de relacionamentos inadequados, e 3, de bons relacionamentos familiares. Assim, a resposta "sim" pode ser favorável (recebendo 3 pontos), ou não-favorável (recebendo 0 pontos), dependendo da pergunta. Também, a resposta "+/-" receberá ou 1 ou 2 pontos, dependendo do atitudo representado pela pergunta.

É possível receber de 0 até 120 pontos neste Inventário. O mais alto que seja o total, melhor que sejam as comunicações entre os pais e o filho(a). O valor de cada resposta pode ser colocada ao lado da resposta, e o total calculado usando a chave, incluída.

Inventário de Comunicações Entre
Pais e Adolescentes
"Forma A"
Publicado por Family Life Publications
Saluda, NC EUA
Traduzido e Adaptado por
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"Test Copy"

60

FICHA

Seu Nome _____ Sexo ☐ M ☐ F Idade _____
Ano na escola _____ Sua Religião _____
Nome do Pai _____ Idade dele _____
Nome da Mãe _____ Idade dela _____
Quantos filhos em casa? _____ Você é o...(marque com X)....
☐ Filho mais velho ☐ Filho no meio ☐ Filho menor ☐ Único
Em casa, você mora com quem? ☐ Mãe natural ☐ Pai natural
☐ Madastra ☐ Pastro ☐ Vovó ☐ Vová ☐ Outrem
Pontos:
1-10 _____ +11-20 _____ +21-30 _____ +31-40 _____ =Total _____

Este questionário é para ajudar na comunicação entre pais e filhos adolescentes. Ele os ajudará acharem pontos bons nos relacionamentos, tanto como mostrará onde podem existir problemas. Será interessante e ajudante fazer este estudo.

Instruções

1. Isto não é um exame. Não há respostas certas, nem erradas. A resposta melhor é aquela que mostra melhor como você se sente no momento em que dá resposta.
2. Responda a cada pergunta sem demorar muito, e do jeito que se sente na hora, não como se sentia na semana passada, por exemplo.
3. A coluna "S" ("sim, geralmente") deve ser marcada com X se a resposta da pergunta é "na maioria das vezes", ou, "frequentemente". A coluna "N" ("não, quase nunca") deve ser marcada com X se a resposta da pergunta é "na maioria das vezes, não". Use-se a coluna "+/-" ("de vez em quando") somente se necessário.
4. Leia cada pergunta cuidadosamente e marque sua resposta pessoal. Responda a cada pergunta, para a melhor ajuda do Inventário.

Inventário de Comunicações Entre
Pais e Adolescentes
"FORMA A"

61

	S	+/-	N
1. A conversação na sua família é agradável durante as refeições?	—	—	—
2. Seus pais esperam até você terminar de falar ante deles começarem?	—	—	—
3. Você faz de contas que está ouvindo seus pais enquanto realmente já tem os desligado?	—	—	—
4. Você acha que seu pai "prega" (i.e. dá bronca) demais?	—	—	—
5. Sua família gosta de estar juntos?	—	—	—
6. Você acha que seus pais respeitam suas opiniões?	—	—	—
7. Eles gozam a você?	—	—	—
8. Será que sua mãe gostaria que você fosse pessoa de tipo diferente?	—	—	—
9. Seus pais creem que você é pessoa má?	—	—	—
10. Sua família conversa juntos sobre situações ou problemas comuns?	—	—	—
11. Você conversa com sua mãe sobre problemas pessoais?	—	—	—
12. Será que seu pai gostaria que você fosse pessoa de tipo diferente?	—	—	—
13. Seus pais conversam com você como se fosse de idade menor que realmente é?	—	—	—
14. Seus pais mostram interesse nos seus interesses e atividades?	—	—	—
15. Você conversa com seu pai sobre problemas pessoais?	—	—	—
16. Seu pai fala coisas complementárias a você?	—	—	—
17. Seus pais perguntam sua opinião em decidir quanto dinheiro você pode gastar em se mesmo?	—	—	—
18. Você fala do sexo com qualquer um dos seus pais?	—	—	—
19. Você acha que seu pai tem confiança em você?	—	—	—
20. Você ajuda seus pais a entenderem a você por dizer como está se sentindo e pensando?	—	—	—
21. Sua mãe fala coisas complementárias a você?	—	—	—
22. Ela tem confiança nas suas habilidades?	—	—	—
23. Seus pais estão sarcásticos a você?	—	—	—
24. Você acha que sua mãe tem confiança em você?	—	—	—
25. Seu pai tem confiança nas suas habilidades?	—	—	—
26. Você tem medo de <u>não</u> concordar com seus pais?	—	—	—
27. Acontece que você não pede algo dos seus pais por que crê que eles não lhe darão o que quer?	—	—	—

	S	+/-	N
28. Sua mãe critica demais?	___	___	___
29. Seu pai realmente tenta ver situações de seu ponto de vista?	___	___	___
30. Seus pais lhe dão permissão para "explodir-se" de vez em quando?	___	___	___
31. Será que seus pais considerem sua opinião em fazerem decisões que afetam você?	___	___	___
32. Seu pai critica demais?	___	___	___
33. O jeito da voz de sua mãe irrita você?	___	___	___
34. Quando você se sente deprimido, seus pais tentam ajudar-lhe?	___	___	___
35. Será que sua mãe realmente tenta ver situações de seu ponto de vista?	___	___	___
36. Você acha que sua mãe "prega" (i.e. dá bronca) demais?	___	___	___
37. Qualquer um de seus pais explica a razão por não permitir que você faça qualquer coisa?	___	___	___
38. Seus pais "desligam" você em vez de tentarem ouvir seus problemas?	___	___	___
39. Você pergunta as razões seus pais tem pelas decisões que eles fazem?	___	___	___
40. Você acha que é difícil dizer em casa o que está se sentindo?	___	___	___

Escreva a primeira coisa que entre na mente ao ler estas frases:

Em casa, eu me sinto_____

Minha família_____

A coisa mais difícil para conversar com meus pais é_____

Seria mais fácil conversar com minha mãe se_____

Seria mais fácil conversar com meu pai se_____

Eu me sinto mais perto aos meus pais quando_____

Se pudesse, eu mudaria estas duas coisas na minha casa:

1. _____

2. _____

CHAVE
Inventário de Comunicações Entre
Pais e Adolescentes

63

"FORMA A"

1.	3	2	0	28.	0	1	3
2.	3	2	0	29.	3	2	0
3.	0	1	3	30.	3	2	0
4.	0	1	3	31.	3	2	0
5.	3	2	0	32.	0	1	3
6.	3	2	0	33.	0	1	3
7.	0	1	3	34.	3	2	0
8.	0	1	3	35.	3	2	0
9.	0	1	3	36.	0	1	3
10.	3	2	0	37.	3	2	0
11.	3	2	0	38.	0	1	3
12.	0	1	3	39.	3	2	0
13.	0	1	3	40.	0	1	3
14.	3	2	0				
15.	3	2	0				
16.	3	2	0				
17.	3	2	0				
18.	3	2	0				
19.	3	2	0				
20.	3	2	0				
21.	3	2	0				
22.	3	2	0				
23.	0	1	3				
24.	3	2	0				
25.	3	2	0				
26.	0	1	3				
27.	0	1	3				

Inventário de Comunicações Entre
Pais e Adolescentes

64

"Forma P"

Publicado por Family Life Publications
Saluda, NC EUA

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FICHA

Seu Nome _____ Sexo M F Idade _____

Nome do seu marido (sua esposa) _____ Idade _____

Nome do jovem considerado neste Inventário _____

Você é casado? _____ Divorciado _____ Viuvo(a) _____

Quantos anos casado? _____ Quantos anos divorciado? _____

Idades dos filhos: meninos _____

meninas _____

Qual é seu serviço? _____

Quantos anos de educação escolar? _____

Sua religião _____

Pontos:

1-10 _____ +11-20 _____ +21-30 _____ +31-40 _____ = Total _____

Este questionário é para ajudar na comunicação entre pais e filhos adolescentes. Ele os ajudará acharem pontos bons nos relacionamentos, tanto como mostrará onde podem existir problemas. Será interessante e ajudante fazer este estudo.

Direções

1. Isto não é um exame. Não há respostas certas, nem erradas. A resposta melhor é aquela que mostra melhor como você se sente no momento em que dá resposta.
2. Responda a cada pergunta sem demorar muito, e do jeito que se sente na hora, não como se sentia ontem, por exemplo.
3. A coluna "S" ("sim, geralmente") deve ser marcada com X se a resposta da pergunta é "na maioria das vezes", ou, "frequentemente". A coluna "N" (não, quase nunca") deve ser marcada com X se a resposta da pergunta é "na maioria das vezes, não". Use-se a coluna "+/-" ("de vez em quando") somente se necessário.
4. Leia cada pergunta cuidadosamente e marque sua resposta pessoal. Responda a cada pergunta, para a melhor ajuda do Inventário.

Inventário de Comunicações Entre
Pais e Adolescentes
"Forma P"

65

	S	+/-	N
1. A Conversação na sua família é agradável durante as refeições?	—	—	—
2. Seu filho espera até você terminar de falar ante dele começar?	—	—	—
3. Você faz de contas que está ouvindo seu filho enquanto realmente já tem o desligado?	—	—	—
4. Você acha que seu marido (esposa) prega (i.e. dá bronca) demais?	—	—	—
5. Sua família tem bons tempos junto?	—	—	—
6. Você acha que seu filho respeita suas opiniões?	—	—	—
7. Você goza seu filho?	—	—	—
8. Você gostaria que seu filho fosse pessoa de tipo diferente?	—	—	—
9. Você cre que seu filho é pessoa má?	—	—	—
10. Sua família conversa juntos sobre situações ou problemas comuns?	—	—	—
11. Você conversa com seu filho sobre problemas pessoais?	—	—	—
12. Será que seu marido (esposa) gostaria que seu filho fosse pessoa de tipo diferente?	—	—	—
13. Seu filho fala a você sem respeito?	—	—	—
14. Você mostra interesse nos interesses e atividades de seu filho?	—	—	—
15. Seu filho conversa com seu marido (esposa) sobre problemas pessoais?	—	—	—
16. Seu marido (esposa) fala coisas complementárias ao filho?	—	—	—
17. Você pede a opinião do seu filho em decidir quanto dinheiro ele pode ter para gastar em se mesmo?	—	—	—
18. Você fala do sexo com seu filho?	—	—	—
19. Você acha que seu marido (esposa) tem confiança no filho?	—	—	—
20. O filho ajuda os pais a o entenderem por dizer como ele está se sentindo e pensando?	—	—	—
21. Você fala coisas complementárias ao filho?	—	—	—
22. Você tem confiança nas habilidades do filho?	—	—	—
23. Seu filho é sarcástico a você?	—	—	—
24. Você acha que seu marido (esposa) tem confiança no filho?	—	—	—

S +/- N

- | | | | |
|---|-------|-------|-------|
| 25. Seu marido (esposa) tem confiança nas habilidades do filho? | _____ | _____ | _____ |
| 26. Quando há diferença de opiniões entre você e seu filho, é possível discutí-la numa maneira calma? | _____ | _____ | _____ |
| 27. São consideradas as opiniões do filho nas decisões familiares? | _____ | _____ | _____ |
| 28. Você critica demais? | _____ | _____ | _____ |
| 29. Seu marido (esposa) realmente tenta ver situações do ponto de vista do filho? | _____ | _____ | _____ |
| 30. Você dá permissão para seu filho "explodir-se" de vez em quando? | _____ | _____ | _____ |
| 31. Será que você considera a opinião do filho em fazer decisões que o afetam? | _____ | _____ | _____ |
| 32. Seu marido (esposa) critica demais? | _____ | _____ | _____ |
| 33. O jeito da voz do seu filho irrita você? | _____ | _____ | _____ |
| 34. Quando seu filho se sente deprimido, você tenta a o ajudar? | _____ | _____ | _____ |
| 35. Será que você realmente tenta ver situações do ponto de vista do filho? | _____ | _____ | _____ |
| 36. Você tenta realmente ouvir os problemas do filho? | _____ | _____ | _____ |
| 37. Seu filho tenta ver situações do seu ponto de vista? | _____ | _____ | _____ |
| 38. Você "prega" (i.e. dá bronca) demais? | _____ | _____ | _____ |
| 39. Seu filho aceita suas razões pelas decisões feitas? | _____ | _____ | _____ |
| 40. Você acha que é difícil dizer em casa o que está se sentindo? | _____ | _____ | _____ |

Responda às perguntas seguintes...

*Você acha que existe uma quebra de comunicações na sua família?

___Sim, grande. ___Mais ou menos. ___Talvez um poquinho. ___Não.

*Na sua opinião, uma quebra de comunicações é coisa natural entre pais e adolescentes?

___Sim, muito. ___Mais ou menos. ___Talvez um poquinho. ___Não.

*Se há uma quebra, é maior hoje em dia do que foi no passado?

___Sim. ___Não.

*Você se sente satisfeito com a comunicação na sua família?

___Sim, muito. ___Mais ou menos. ___Só um poquinho. ___Não.

CHAVE
Inventário de Comunicações Entre
Pais e Adolescentes

67

"Forma P"

1.	3	2	0	25.	3	2	0
2.	3	2	0	26.	3	2	0
3.	0	1	3	27.	3	2	0
4.	0	1	3	28.	0	1	3
5.	3	2	0	29.	3	2	0
6.	3	2	0	30.	3	2	0
7.	0	1	3	31.	3	2	0
8.	0	1	3	32.	0	1	3
9.	0	1	3	33.	0	1	3
10.	3	2	0	34.	3	2	0
11.	3	2	0	35.	3	2	0
12.	0	1	3	36.	3	2	0
13.	0	1	3	37.	3	2	0
14.	3	2	0	38.	0	1	3
15.	3	2	0	39.	3	2	0
16.	3	2	0	40.	0	1	3
17.	3	2	0				
18.	3	2	0				
19.	3	2	0				
20.	3	2	0				
21.	3	2	0				
22.	3	2	0				
23.	0	1	3				
24.	3	2	0				

Avaliação das Esperanças de Casamento
Publicado por Family Life Publications
Saluda, NC EUA

Traduzido e Adaptado por
Darrell Mishler--Com Permissão
"Test Copy"

Esta avaliação é baseada no "Marriage Role Expectation Inventory" de Family Life Publications, Saluda, NC, EUA. Todavia, esta avaliação tem sido mudada para "encaixar" melhor na cultura Brasileira.

O ALVO.

O alvo desta avaliação é de ajudar alguém a ver numa maneira objetiva o que ele (a) espera de casamento. Tem sido mostrado que muitos problemas conjugais existem por que cada um do par tem ideias diferentes sobre casamento. O objetivo desta não é de dizer quem tem ideia melhor. Mas sim, para mostrar como cada pessoa se sente sobre algumas situações representativas de alguns casais.

Em saber os sentimentos dos dois em cada situação, o conselheiro pode ajudá-los a entenderem o outro melhor. Assim, o casamento pode melhorar-se.

No caso de um casal noivado, esta avaliação pode ajudar muito. Uma das coisas mais necessárias é para os dois jovens entenderem a si e ao outro antes de se casar. Esta avaliação pode ajudar a evitar muitos problemas conjugais e, assim, aumentar grandemente a alegria do casamento.

"CRISS-CROSS"

Qualquer que seja o caso, sendo já casado ou não, a

avaliação pode ser usado para uma pessoa melhor entender a si e também mostrar como um do par se sente sobre o outro. Por exemplo: para mostrar como eu me sinto, eu marco cada sentença expressando como eu me sinto. Mas, para ver o que eu acho que meu par sente, eu marco cada sentença do jeito que eu vejo que ele(a) se sinta.

Em fazer do primeiro jeito, eu leria a sentença como está escrita em cima de sentença um: "No meu casamento, eu quero que..." Mas, para fazer do segundo jeito, eu leria assim: "No meu casamento, eu acho que ele(a) quer que..."

Se fizer do jeito "Criss-Cross", tenha certeza que a pessoa marque a ficha: "Avaliação representa OUTRO", e coloque o nome dele(a) ali.

O USO

1. Cada pessoa que vai preencher a avaliação deve receber sua cópia.
2. O conselheiro deve ajudá-lo a preencherem cada espaço da ficha.
3. O conselheiro deve ler em voz alta os parágrafos: "Leia antes de Começar", para ver se cada pessoa entende como preencher do jeito certo.
4. O conselheiro notará que ao lado de cada sentença com número ímpar o lugar de marcar fica no lado no lado esquerdo. E, para cada sentença com número par, o lugar de marcar fica no lado direito. É de SUMO IMPORTANCIA MARCAR CORRETAMENTE. A razão será explicada nos parágrafos seguintes.
5. Depois de ler com seu conselheiro, as instruções em voz alta, o preenchimento pode começar.

MARCAR PONTOS

Depois de ter recebido a avaliação já preenchida, o conselheiro deve seguir exatamente as instruções a seguir.

1. Veja bem que cada sentença tenha uma resposta. Se não tem resposta, ou, se tem mais que uma, risque o número da sentença com lapis vermelho para chamar atenção depois. Se uma resposta tem mais ou menos que uma resposta, não deve dar ponto sequer.
2. Para ajudar a marcar pontos e avaliar as respostas, cada item representa ou uma relação "tradicional" ou uma "companheira". As sentenças "impar" (com área de marcar no lado ESQUERDO) representam uma relação companheira. As sentenças "par" (com área de marcar no lado DIREITO) representam uma "relação tradicional".

Lado Esquerdo

Para a "relação companheira", cada resposta (i.e. CF, C, NS, D, DF) é dado pontos diferentes.
CF=5, C=4, NS=3, D=2, DF=1

O conselheiro deve verificar cada resposta no Lado Esquerdo e marcar em cima da resposta riscada com X, o valor certo.

Exemplo: CF C NS ²~~X~~ DF

Depois de marcar os pontos, o conselheiro deve calcular o total de pontos para o Lado Esquerdo: "Companheira", e colocar o total no espaço "Pontos Total: Comp. _____" na ficha da Avaliação.

Lado Direito

Para a "relação tradicional", cada resposta (i.e. CF, C, NS, D, DF) é dado pontos diferentes.
CF=1, C=2, NS=3, D=4, DF=5

O conselheiro deve verificar cada resposta no Lado Direito e marcar em cima da resposta riscada com X, o valor certo.

Exemplo: CF ²~~X~~ NS D DF

Depois de marcar os pontos, o conselheiro deve calcular o total de pontos para o Lado Direito: "Tradicional" e colocar o total no espaço "Pontos Total: Trad. _____" na ficha da Avaliação.

Agora, o conselheiro deve Somar os Dois Totais, e colocar o Total dos Pontos no espaço "PONTOS TOTAL _____" na ficha da Avaliação.

3. As sentenças da Avaliação são divididas em oito categorias. As categorias e as sentenças que as pertencem são:

Autoridade: 1, 16, 17, 32, 39. Serviço: 8, 9, 24, 25, 35.
Trabalho de casa: 2, 15, 18, 31, 34. Crianças: 3, 14, 22, 38, 40.
Personalidade: 4, 13, 20, 30, 36. Educação: 7, 10, 23, 27, 29.
Participação Social: 5, 12, 19, 28, 33.
Relações Sexuais: 6, 11, 21, 26, 29.

O PERFIL

Na página "Perfil para a Avaliação das Esperanças do Casamento", o conselheiro deve preencher o nome da pessoa avaliada, e a data.

Cada categoria é dado uma sigla, que parece em uma coluna com espaços em baixo. Os espaços correspondem os números ao lado esquerdo do perfil. Os números representam cada sentença.

O conselheiro deve voltar à Avaliação e preencher coluna "A" com os valores dos pontos de cada pergunta da categoria "A" (.e. perguntas 1, 16, 17, 32, 39). Ao terminar, ele deve colocar o total da categoria no espaço marcado "Total de Cada Categoria".

Depois de terminar coluna "A", o conselheiro deve fazer o mesmo para cada coluna.

Ao terminar a última coluna, o conselheiro deve somar os totais, e calcular os "Pontos Total".

O perfil pode ser usado para identificar melhor as áreas de sentimento "tradicional" ou de "companheiro". Também ele pode ser utilizado na comparação de cada pessoa do casal.

Se for fazer o "Criss-Cross", os pontos de cada podem ser colocados nos espaços para comparação.

INTERPRETAÇÃO

Valores totais correspondem à interpretação assim:

40-80 = Tradicional: 81-120 = Meio-tradicional:

121-160 = Meio-companheira: 161-200 = Companheira.

As palavras "Tradicional" e "Companheiro" não tem valor social em si. Isto quer dizer que uma pessoa que recebe pontos igual a "tradicional" não é "melhor"--nem "pior"--de alguém "companheiro". Estas designações são somente para ajudar a pensar sobre os sentimentos e valores de alguém.

Definições para o marido e a esposa "tradicional" comparando com "companheiro" talvez seriam:

<u>TRADICIONAL</u> <u>Marido</u>	<u>Esposa</u>	<u>COMPANHEIRO</u> <u>Dois</u>
Sustenta a família, não quer ajuda financeira da esposa. Ganhar sustento é coisa esperada dele.	Financeiramente dependente no marido. É "errado" ela trabalhar e ganhar dinheiro.	Compartilha responsabilidades financeiras, se os dois quiserem. Esposa pode ter <u>carreira se quiser</u>
Trabalha fora sempre. Quase nunca ajuda em casa	Serviço de casa é o trabalho dela. Não espera ajuda do marido em casa.	Serviço de casa é a responsabilidade dos dois. Não é problema <u>pra ele ajudar</u> .
"Cavalheiro"--honesto, chefe, trabalhador...são <u>características dele</u> .	"Senhora"--religiosa, trabalhadora, cuidadora das crianças...isto é <u>ela</u> .	Personalidades complementativas. os dois ajudam ao <u>outro</u>
"Chefe" com as crianças. Não ajuda com o <u>cuido delas</u> .	Responsável pelo <u>cuido das crianças</u> .	Os dois ajudam <u>igualmente</u> .
Educação só para ser efetivo no <u>serviço</u> .	Não precisa mais que o básico na <u>educação</u> .	Educação é importante para o <u>gozo de cada</u> .
O mundo é importante, mas recreação não é.	Não tem interesse nas coisas políticas.	Os dois fazem coisas de acordo com os interesses <u>não pelo "masculino ou feminino"</u> .

"Avaliação das Esperanças de Casamento"

NOME: _____ DATA: _____

A=Autoridade; C=Trabalho de Casa; Cr=Crianças; P=Personalidade

S=Participação Social; X=Relações Sexuais; E=Educação Escolar;

Sr=Serviço

	A	C	Cr	P	S	X	E	Sr
1.	-							
2.	-							
3.		-						
4.			-					
5.				-				
6.					-			
7.						-		
8.							-	
9.								-
10.								-
11.						-		
12.					-			
13.				-				
14.			-					
15.		-						
16.	-							
17.	-							
18.		-						
19.					-			
20.				-				
21.						-		
22.			-					
23.							-	
24.								-
25.								-
26.						-		
27.							-	
28.					-			
29.							-	
30.				-				
31.		-						
32.	-							
33.					-			
34.		-						
35.								-
36.				-				
37.						-		
38.			-					
39.	-							
40.			-					

Total
das
Categorias

PONTOS TOTAL _____

Esperanças de Casamento

por Darrell W. Mishler
baseado no "Marriage Role Expectation Inventory"
Publicado por Family Life Publications
Saluda, NC 28773, EUA

FICHA: Avaliação representa: Si mesmo____/Outro____:Quem?_____

Nome:_____Data_____

Endereço:_____

C.E.P._____Cidade_____Estado_____

Fone:_____Idade:_____Sexo: M____ F____

Casado?_____Desquitado?_____Divorciado?_____

Educação Escolar: 1º Grau____ 2º Grau____ Universidade_____

Aonde cresceu? Raça____ Cidade Pequena____ Cidade Maior_____

Cidade Grande (S.P., Rio, etc.)_____

Religião: Católico____ Evangélico____ Outro____ Nada_____

Pontos Total Comp.____ Pontos Total Trad.____ Pontos Total_____

LEIA ANTES DE COMEÇAR

O que há nas mãos pode ajudar você no seu casamento, ou na sua preparação para se casar.

Preenchida caprichosamente, esta avaliação vai ajudar a revelar suas esperanças em casamento.

Comparando sua avaliação com a do seu par pode aumentar seu entendimento e a alegria do seu relacionamento.

Nas páginas seguintes, você achará frases que representam algumas esperanças que alguns tem para suas relações conjugais.

Você pode--ou não--concordar com cada sentença, dependendo de suas esperanças de sua relação.

Enquanto você lê cada sentença, decida se concorda ou ⁷⁵
não com o conceito, e marque com X, cada sentença assim:
CF = Concordo Fortemente: C = Concordo: NS = Não Sei:
D = Descordo: DF = Descordo Fortemente.

Tente não marcar "NS" mais vezes que necessário.

Esta Avaliação não é um exame. Não é possível responder
correto ou errado. É uma avaliação de suas esperanças.
Então, é necessário que você responda honestamente, indicando
suas esperanças para seu casamento.

Também, é importante NÃO FALAR com ninguém enquanto
esteja preenchendo a avaliação.

Agora, comece na página seguinte.

Direções: Leia cada sentença, começando sempre com as palavras:

"No meu casamento, eu quero que..."

- | | | |
|--------------|--|-------------|
| CF C NS D DF | 1. o marido e a esposa tenham o mesmo direito em fazer decisões e manejar situações familiares. | |
| | 2. o marido não sinta responsabilidade pela limpeza de casa, sendo que isto é "trabalho de mulher". | CF C NS D D |
| CF C NS D DF | 3. o marido passe tempo com as crianças embora a esposa fica em casa com elas o dia inteiro. | |
| | 4. seja mais importante para a esposa ser boa cozinheira do que ser boa companheira. | CF C NS D D |
| CF C NS D DF | 5. a esposa fique "a par" com assuntos e seja ativa em grupos que sejam interessantes para ela. | |
| | 6. o marido possa ter relações sexuais com a esposa a qualquer hora de acordo com seus "direitos" como marido. | CF C NS D D |
| CF C NS D DF | 7. a esposa tenha direito a educação avançada e uma carreira se desejar. | |
| | 8. se o marido ganha dinheiro suficiente, a esposa não vá trabalhar fora de casa. | CF C NS D D |
| CF C NS D DF | 9. seja importante para o marido compartilhar seus alvos e interesses, e que ele desfrute de sua família, tanto como ele ganhe bem no serviço. | |
| | 10. a esposa não precise muito educação escolar, se ela saiba cozinhar, limpar casa e construir. | CF C NS D D |
| CF C NS D DF | 11. a esposa seja completamente responsável pelos métodos de contracepção até decidirmos ter filhos. | |
| | 12. seja mais natural para o marido do que a esposa ter interesse nos assuntos políticos, e do mundo. | CF C NS D D |
| CF C NS D DF | 13. o marido possa mostrar emoções (i.e. chorar, etc.), sabendo que a esposa entende este comportamento. | |

14. enquanto as crianças cressem, os meninos serão mais a responsabilidade do pai, e as meninas, da mãe. CF C NS D D
- CF C NS D DF 15. o marido e a esposa, juntos, dividirão entre os dois, numa maneira justa, as responsabilidades da casa.
16. o marido seja o "chefão" da família. CF C NS D D
- CF C NS D DF 17. ou o marido ou a esposa poderia ser o primeiro em fazer as pazes depois de uma briga entre os dois.
18. o "horário de casa" (i.e. hora de jantar, etc.) seja determinado pelos desejos e o horário do marido. CF C NS D D
- CF C NS D DF 19. o marido e a esposa sejam interessados de modo igual, nos assuntos e atividades da comunidade.
20. o marido guarde seus "medos secretos" e não fale deles com a esposa por que ela não entenderia, e pensaria menos dele se falasse. CF C NS D D
- CF C NS D DF 21. a esposa seja mais agressiva do que o marido em relações sexuais, se ela desejar.
22. a disciplina das crianças seja a responsabilidade somente do pai. CF C NS D D
- CF C NS D DF 23. o marido continue sua educação escolar ainda que seja casado, se quiser.
24. a esposa não ganhe mais dinheiro (se trabalhar fora) do que o marido ganha. CF C NS D D
- CF C NS D DF 25. seja importante que o marido goste do seu serviço, tanto como ele ganhe bem.
26. não aconteça....conversação com o marido sobre o que dá prazer aos dois em relações sexuais.
- CF C NS D DF 27. educação escolar seja importante por mais razões do que "adquirir bom serviço".
28. a esposa tenha mais interesse em falar de roupas e filhos do que falar do governo, situações políticas ou econômicas. CF C NS D D
- CF C NS D DF 29. a esposa possa ter mais educação escolar do que o marido, sem haver problemas familiares.

30. se o marido seja fiel, seja bom trabalhador e tenha respeito na comunidade, outras características pessoais dele sejam de menos importância.

CF C NS D I

CF C NS D DF 31. o marido e a esposa dividam o serviço de casa de acordo com os interesses de cada, e não de acordo com o que seja "trabalho de mulher"...ou "do homem".

32. se haja diferença de opiniões, o marido decida aonde morar.

CF C NS D I

CF C NS D DF 33. seja importante para o marido e a esposa ter tempo suficiente para seguir interesses próprios fora de casa.

34. os fins de semana sejam "períodos de descanso" para o marido, e ele não tenha que ajudar na casa nestes dias.

CF C NS D D

CF C NS D DF 35. a esposa ajude com as despesas de casa igualmente com o marido se ela trabalhe fora.

36. o marido fique quieto quando tem problemas para não "pesar" a esposa.

CF C NS D D

CF C NS D DF 37. o marido e a esposa tenham direitos comuns na decisão de ter--ou não--relações sexuais.

38. o marido deixe o cuidado das crianças, quando nenes, completamente com a esposa.

CF C NS D D

CF C NS D DF 39. a opinião da esposa tenha tanto peso como a do marido quando falar de gastar dinheiro.

40. seja a responsabilidade da mãe (mais que do pai) ser bom exemplo para as crianças, e levá-las à igreja.

CF C NS D D

Chapter 5

PASTORAL COUNSELING COURSE

An introductory course in pastoral counseling should by definition, expose the student to a wide variety of counseling situations. Because of this broad coverage, the course does not offer detailed depth in any one area. These facts pose a particular problem for the professor: how to meaningfully condense so much into so little time. However, a "beachhead" must be established, and as such, it must, by definition, be strong and secure.

Goals

The particular goal for this course is to prepare the student by providing him basic working knowledge, skills, tools and an opportunity for personality development, in order to effectively counsel his "flock" in the local church. Admittedly, this is a high target for the twelve or thirteen teaching hours the course will be afforded. Nonetheless, it is a beginning. If nothing else is accomplished, perhaps the appetite can be whetted to a new and exciting "taste" as the student is exposed to different counseling areas and ideas.

The Course

This course is designed for use in the OMS-related Seminaries in Brazil. Basically, the education level of

the student is post-high school, and the teaching will need to be geared to this. Homework will be assigned for each week, with the idea of helping the student progressively develop his knowledge, skills, tools and personal aptitude for counseling. To accomplish this, the chapter includes (1) a course syllabus, and (2) basic class outlines, including objectives, resources and homework assignments.

Two of the texts, as detailed in the following Class Syllabus, are authored by Dr. Jay E. Adams. However, the design of the training is not necessarily "nouthetic", as defined by this man. He does present Biblical models for counseling, and his are the most available counseling books in Portuguese. For these reasons, the Adams' books have been chosen, initially at least, as required texts for this course.

The course is planned to be taught for two hours during the same "session" (e.g. 7-9 PM) for six weeks. The basic areas to be covered are (1) Introduction, hours one and two; (2) Crisis Counseling, hours three and four; (3) Marriage and Family, hours five to ten; and (4) Sickness and Grief Counseling, hours eleven and twelve. If scheduling permits, a thirteenth hour would be included as a Summary. Following are the course syllabus and class outlines.

Pastoral Counseling
Class Syllabus

I. Course Description.

A. This course is designed to be an introduction to key areas and techniques of counseling as it relates to the pastoral ministry. Special attention is given to problem situations in view of different local environments. Opportunity is presented for self development through personal awareness.

B. Rationale:

The local pastor will have numerous opportunities to be a people-helper. His effectiveness can be enhanced through self-awareness. His ministry can be strengthened by application of techniques introduced in this course. An interest in developing further experience in the area of counseling can be fostered by this initial survey.

II. Objectives.

A. Survey Four Basic Areas of Counseling.

1. Read assigned material for each area.
2. Participate in Lectures.
3. Participate in Role-Plays.

B. Locate Counseling Resources.

1. Read 25 pages (excluding texts) for each of four major areas.
2. Develop a bibliography of five available resources.
3. Self-verify reading and bibliography.

C. Prepare a Practical Counseling Notebook.

1. Keep notes from lectures.
2. Include reading verification (II B:1).
3. Include bibliography (II B:2).
4. Clearly label and index material for future reference.
5. Include any other relevant materials (magazine articles, etc.).
6. Include Bible studies as assigned in class.

D. Observation and Evaluation of Counseling Concept.

1. Present a two-page paper explaining your presuppositions of Christian Counseling, after the first class session.
2. Present a three-page paper explaining counseling procedures for a certain given situation, due last class session.

III. Texts.

- A. Adams, J. Christian Living in the Home.
Grand Rapids: Baker Book House, 1976.
- B. _____. Competent to Counsel. Grand Rapids:
Baker Book House, 1970.
- C. Clay, C.W. Manual do Pastor para a Clinica Pre-Matrimonial. Sao Paulo: Imprensa Metodista, 1969. (The Pastor's Manual for Premarital Counseling).

IV. Scheduled Class Sessions.

1. Hours 1-2: Introduction
2. Hours 3-4: Crisis Counseling
3. Hours 5-6: Marriage and Family; Parent-Adolescent Communication.
4. Hours 7-8: Marriage and Family; Premarital Counseling.
5. Hours 9-10: Marriage and Family; Marriage Roles.
6. Hours 11-12: Sickness and Grief.
7. Hour 13: (Possibly) Summary.

V. Evaluation.

- A. Class Participation.....30%
- B. Self-verification of Reading.....10%
- C. Presuppositions Paper.....10%
- D. Counseling Procedures Paper.....20%
- E. Counseling Notebook.....30%
(Notes, Bibliog., Other Matter, Labeled, Indexed)

Class Outline I
Area 1: Introduction. Hours 1 & 2

I. Objectives. At the end of this two-hour session, the student will:

1. be able to define "Christian Counseling";¹
2. be able to list five goals of Christian Counseling;²
3. have a "Helpful Scripture References for Counseling" sheet;
4. describe the importance of Confidentiality;³
5. be able to explain the importance of the Bible and the Holy Spirit in Christian Counseling;^{4,5}
6. have made a list of qualities of a good Christian Counselor;⁶
7. be able to define "burnout" and its effects.⁷

II. Resources.

¹Gary R. Collins, Christian Counseling (Word Books, 1980), p. 26.

Waylon O. Ward, The Bible in Counseling (Moody Press, 1977), p. 11.

²Collins, op. cit. pp. 23-24.

³Ibid., p. 44.

⁴J. E. Adams, Competent to Counsel (Baker Book House, 1970), pp. 20-25. I Tim. 3:16.

⁵Ward, op. cit. p. 17.

⁶C.W. Clay, Manual do Pastor para a Clinica Pre-Matrimonial (Imprensa Metodista, 1969), pp. 15-28.

⁷Collins, op. cit. p. 45.

III. Homework. This is to be turned in at the beginning of second class session.

1. Complete T-JTA.
2. Read Clay, pp. 15-28., Adams, Comp. Coun., pp. 1-25.
3. Write a two-page paper explaining your presuppositions of Christian Counseling.
4. Do Bible Study: "Anxiety"; Ward, pp. 97-99

Class Outline II
Area 2: Crisis Counseling. Hours 3 & 4

I. Objectives. At the end of this two-hour session, the student will:

1. be able to define "Crisis Counseling";¹
2. differentiate between "situational", "developmental", and "existential" crises;²
3. list goals of Crisis Intervention;³
4. explain "AID" (a method of Crisis Intervention);⁴
5. have participated in a Crisis Role-Play situation.

II. Resources. Books referred to in Outline I are cited here, and in following outlines, only by author.

¹H.W. Stone, Crisis Counseling (Fortress Press, 1976), pp. 4-6.

²Collins, pp. 49-50.

³Ibid., p. 50.

⁴J.E. Adams, Coping With Counseling Crises (Baker Books, 1976), pp. 11-14 (15-63).

III. Homework.

1. Read Adams, Comp. Coun., pp. 41-64; 128-170.
2. Do Bible Studies: "Despair, Depression": Ward, p. 39;
"Despair": Ward, p. 35.

Class Outline III
Area 3: Marriage and Family, Hours 5 & 6
Parent - Adolescent Communication Problems

I. Objectives. At the end of this two-hour session, the student will:

1. be able to explain the origins of the term and concept "adolescence";¹
2. be able to list reasons for potential problems in adolescence;²
3. list effects of problems of adolescence;³⁻⁴
4. be able to administer the PACI;⁵
5. have participated in a Role-Play of adol. problems.

II. Resources

¹Collins, p. 223.

²Ibid., pp. 223-226.

³Ibid., pp. 226-228.

⁴C.W. Stewart, The Minister as Family Counselor (Abingdon, 1979), pp. 151-167.

⁵Parent-Adolescent Communication Inventory (Chapter 4, Appendix C, this project).

III. Homework.

1. Administer the PACI to a family.
2. Read Adams, Comp. Coun., pp. 170-193; 211-240.
3. Do Bible Studies: "Dealing With Affection Needs": Ward, p. 81;
 "Learning to Endure Hardships": Ward, p. 117;
 "Seeking After Peace": Ward, p. 123.
4. Begin reading Adams, Christian Living in the Home (Baker Books, 1976), pp. 1-50.

Class Outline IV
Area 3: Marriage and Family
Hours 7 & 8, Premarital Counseling

I. Objectives. At the end of this two-hour session, the student will:

1. be able to list two Biblical models of PM Counseling;¹
2. be able to list at least three reasons for PM Counseling;²
3. have a basic outline for a six-session PM Counseling program.³

II. Resources.

¹Collins, p. 157.

²Ibid., pp. 157-161.

³Mishler (unpublished notebook on PM Counseling), and other books, by other authors, in Portuguese, on marriage and the young person.

III. Homework.

1. Read Clay, all: Adams, Ch. Living, pp. 51-100.
2. Do Bible Studies: "Understanding Resp. of Husband": Ward, pp. 135-137;
"Understanding Resp. of Wife":
Ward, pp. 138-140.
3. Converse with a pastor about the necessity of PM Counseling.

Class Outline V
Area 3: Marriage and Family
Hours 9 & 10: Marriage Roles

I. Objectives. At the end of this two-hour session, the student will:

1. have discussed the meaning of marriage;¹
2. be able to list causes of problems in marriage;²
3. have discussed effects of marital problems;³
4. have participated in marital problems Role-Play;
5. be able to administer the MREI.⁴

II. Resources.

¹Collins, p. 170; Genesis 2:24.

²Collins, pp. 171-174.

³Ibid., pp. 174-175.

⁴Marriage Role Expectations Inventory
(Chapter 4, Appendix D, this project).

III. Homework.

1. Finish Adams, Ch. Living, pp. 101-150.
2. Read Adams, Comp Coun., pp. 211-251.
3. Do Bible Studies: "Understanding Role as Mate":
Ward, p. 141;
"Christian Wife": Ward, p. 77;
"Christian Husband":
Ward, p. 79;
"What About Divorce?":
Ward, p. 149.
4. Administer the MREI.

Class Outline VI
Area 4: Sickness and Grief, Hours 11 & 12

I. Objectives. At the end of this two-hour session, the student will:

1. have discussed the Biblical view of sickness;¹
2. have discussed causes of sickness and related problems;²
3. have discussed the effects of sickness;³
4. have discussed varieties of grief and separation;⁴
5. be able to distinguish between "anticipatory" and "acute" grief;
6. have participated in a Role-Play involving sickness and/or death.

II. Resources.

¹Collins, pp. 396-398.

²Ibid., pp. 398-400.

³Ibid., pp. 400-402.

⁴W.E. Oates, Pastoral Care and Counseling in Grief and Separation (Fortress Press, 1976), pp. 51-61.

III. Homework. If there is a thirteenth session, this work would be turned in; if not, it could be done, to be included in the notebook later, for future reference.

1. Do Bible Studies: "God's Love and Purpose and Concern in Suffering":
 Ward, p. 57;
 "Fear and Depression":
 Ward, p. 49

Conclusion

A course of this type, as indicated, is designed to be anything but exhaustive. The areas covered in the Class Outlines are only representative of a very great field. They have been chosen to be included because of their apparent immediate benefit to the OMS situation in Brazil. That is not to say there could not be other concerns added. It only indicates the limitations of an introductory course.

With the implementation of this course in pastoral counseling, a step will have been taken in the direction of a more fully developed counselor training program. As some students become more interested in, and see the benefits of "solid" counseling in their churches, perhaps more study will be desired in particular areas.

Chapter 6

CONCLUSION: A LOOK AHEAD

The importance of effective pastoral counseling in Brazil has been discussed in this project. Because of this importance, definite steps have been taken to provide for introducing and developing this concept in the framework of the OMS-related work there. The goal of this project has been to provide specific tools and training in order to facilitate such development.

Taylor-Johnson Temperament Analysis (T-JTA)

It was first seen that, to be efficient, the pastor-counselor must have an effective personality. That is the basic rationale for this project's concern with the Taylor-Johnson Temperament Analysis. Proper utilization of this instrument in the OMS Seminaries should help insure the guided development of personalities of the seminarians.

In looking ahead, one hopes to see a much wider use of the T-JTA. Certain variables exist which may alter the direction taken, but this author's goal of wider use remains. For example, the fact that the T-JTA Manual is in the process of translation into Portuguese, as stated in Chapter Three, may be good. But, the uncertain time of its scheduled completion may frustrate attempts to train Brazilians to use the instrument. Follow-up involving further

communication with the Publisher of the T-JTA concerning this situation is recommended.

Family Life Publications, Incorporated (FLP)

Another aspect covered in this project was the preparation of assessment tools for counseling on the local pastoral level in Brazil. Family Life Publications, Incorporated was discussed as a prime supplier of already-prepared counseling-teaching materials. The problem confronted was the language: English. However, this author has translated the "Parent-Adolescent Communication Inventory" and the "Marriage Role Expectation Inventory" in order to provide materials and show the process involved in Portuguese translation. He also obtained permission from the President of FLP to produce Portuguese test-copies of all FLP materials.

A look ahead will, hopefully, see many more counseling-teaching aids translated and made available. Which ones, specifically, will depend on further study and evaluation of needs in Brazil. And, the possibility of publication of the FLP materials in Portuguese exists. That reality can come about as Brazilian and American leaders in the OMS work are convinced of the value of such a project. Slow, yet determined strides are recommended as these materials are utilized, in order to insure their acceptance and "whet the appetites" for more.

Pastoral Counseling Course

As a method of introducing the FLP materials and training people to use them, a Pastoral Counseling Course was designed for the OMS Seminaries. Of course, the scope of the Course is wider than the specific use of FLP materials, and herein lies the biggest problem confronted. Introduction of new concepts and programs must begin slowly. Thus, it is difficult to cover as much material as may be desired in a short time: the common frustration of most course designers. However, basics have been included in the Course, and a beginning step has been taken.

Looking into the future, one may hope to see leadership approval of this counseling concept. Along with this support, then, may follow additional time and programs allotted to further development in the counseling area. With such, entire courses could be developed around each class presently included in the Pastoral Counseling Course. Also, an outgrowth of such training would, hopefully, be the development of Brazilians who could design and produce their own pastoral-counseling assessments and tools.

Recommended, then, is careful attention to the development and progress of this Course. Specific care must be given to the successful and effective use of material learned. In this way, the whole concept is most likely to be seen as valuable.

Dreams for the Future

If this author may be permitted a few closing moments for dreaming, a whole program for counselor development can be envisioned. Some possible ministries ahead for this counseling program may involve (1) the "Telemensagem" (crisis-telephone) ministry; (2) a continuing-education program for present pastors; and (3) workshops.

"Telemensagem". A natural tie from the Seminary program to the "outside world" is the automatic telephone-answering ministry presently being operated as an evangelistic tool for the OMS-related church. Training for this work could become the responsibility of the Seminary in Sao Paulo. This could create a sort of counseling center which would provide experience for the seminarians, as well as workers for the telephone ministry. In fact, "Telemensagem" in Sao Paulo is located in the same building as the new seminary. While still a dream, a very real possibility may exist to create such a counseling center.

Continuing Education. Recent conversation with the OMS-Brazil Field Director has indicated interest in a continuing education program for the OMS-related pastors in Sao Paulo, at the new seminary. At last word, this author will be responsible for this program, involving two "solid" days of training each week. Of course, pastoral counseling will not be the only material studied, but it is a possibility to be included. Adapted as a method of youth

ministry, evangelism and discipleship, pastoral counseling immediately enters this author's mind as an important area to include in the curriculum. A dream is in process, then, which could lead to practical help for pastors.

Workshops. Finally, another dream would involve the idea of workshops. As seminarians train, graduate, and utilize pastoral counseling in the local churches, new materials will be developed. It is conceivable that counseling workshops may be implemented to acquaint the then-present pastor-counselors with new techniques and counseling aids. Then, other Brazilians could become proficient in the use of such tools and help train other pastors.

Summary

It seems evident that, when interest is aroused, and approval is granted, many doors may be available to pastoral counseling with OMS in Brazil. This author is committed to "knocking" at the doors and encouraging them to open, without shoving. Only as pastoral counseling is proven to be actually beneficial in Brazil, and trust is gained, will any real headway be made. It is the prayer of this author, that, following Christ, he may introduce and develop a program which will help people, and above all, glorify the Lord.

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