



Kahler Communications
(Washington, D.C.)

A Division of Process Communications Inc.

International Management Communication

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March 22, 2000

First Lady Hillary Rodham Clinton
The White House
Washington, D.C.

Dear First Lady,

You won't remember me, but a few years ago we met in Virginia at a book store when you were signing copies of your book. I am the guy who told you I represented Taibi Kahler in Washington, D.C. Taibi asked me to write you.

I saw the television coverage of your conference on Tuesday night. We share your concern about the incredible number of children of all ages, but especially of very young children, who are being diagnosed/mis-diagnosed ADHD and are being put on ritalin. No one knows what the long term implications are of putting these children on these drugs. What makes it worse is that many of them are being put on the drugs unnecessarily. Taibi estimates that 85% of the children who are being diagnosed ADHD are mis-diagnosed. D.C. Children's hospital has run TV ads on Channels 4 and 5 stating that 50% of the children they see who have been diagnosed ADHD are mis-diagnosed.

Our research shows that the great majority of the children who are being labeled ADHD are rebels and promoters in the basement of distress. There is nothing wrong with them except the fact their parents and teachers do not know how to reach them. The list of criteria used by parents, psychologists and teachers to determine ADHD are all things Rebels and Promoters do when they have not gotten their psychological needs met positively. We have found that when teachers and parents help the kids get their needs met positively, the behaviors which result in their being labeled ADHD and/or expelled from school are dramatically reduced and the academic achievement of the children markedly improves.

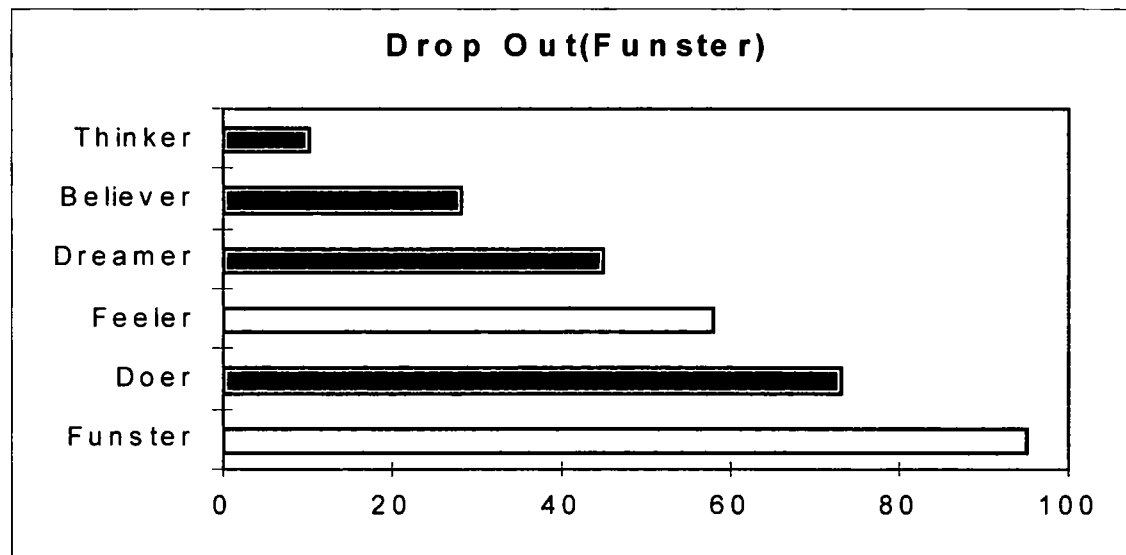
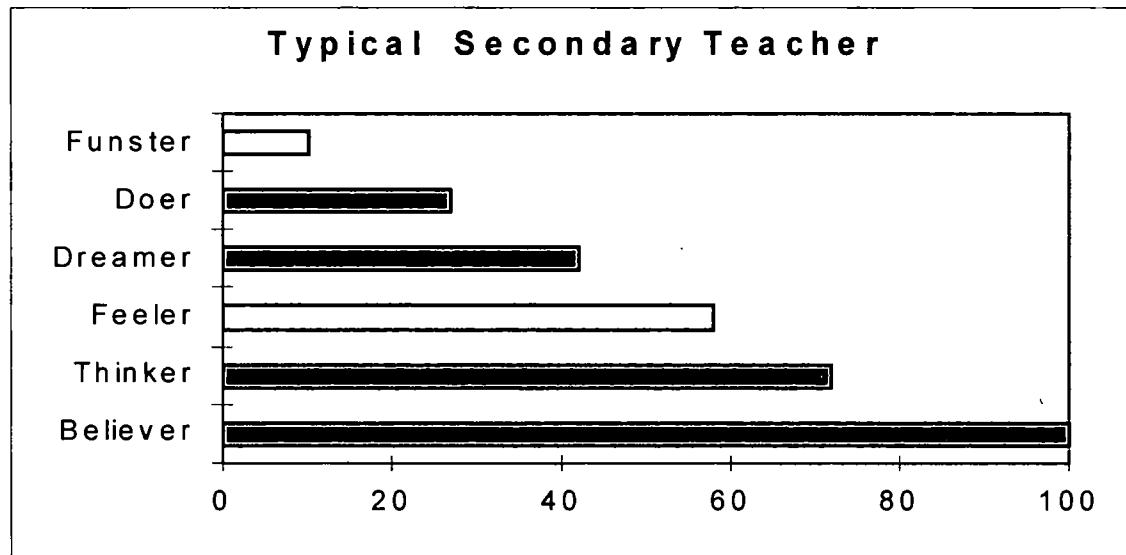
Rebecca Bailey wrote her doctoral dissertation at the University of Arkansas Little Rock on this phenomenon three years ago. She found the personality structure of the teachers who were referring students for diagnosis was almost the opposite of their students, i.e. the teachers had Rebel and Promoter as their least well developed parts and the students were Base Rebels or Promoters with the other part second. We are finding the same results in Maryland, Virginia, Washington, D.C., Vermont etc. We have a lot of data which we would like to share with you. We also would like to be a part of your research group because we have a unique, inexpensive solution to the over-diagnosis. Will you meet with us to allow us to show you our research?

Sincerely yours,
Joseph F. Pauley
President

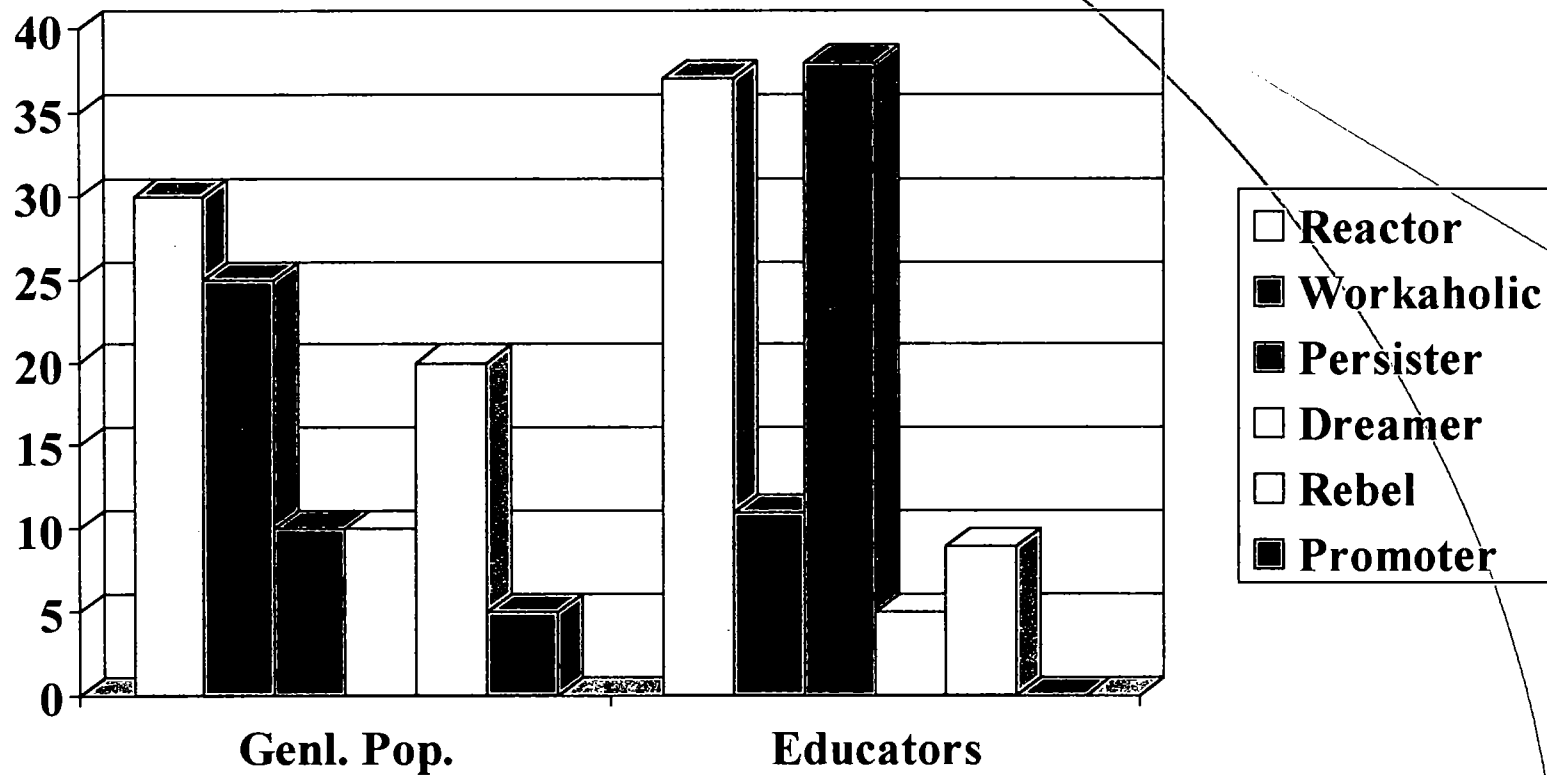
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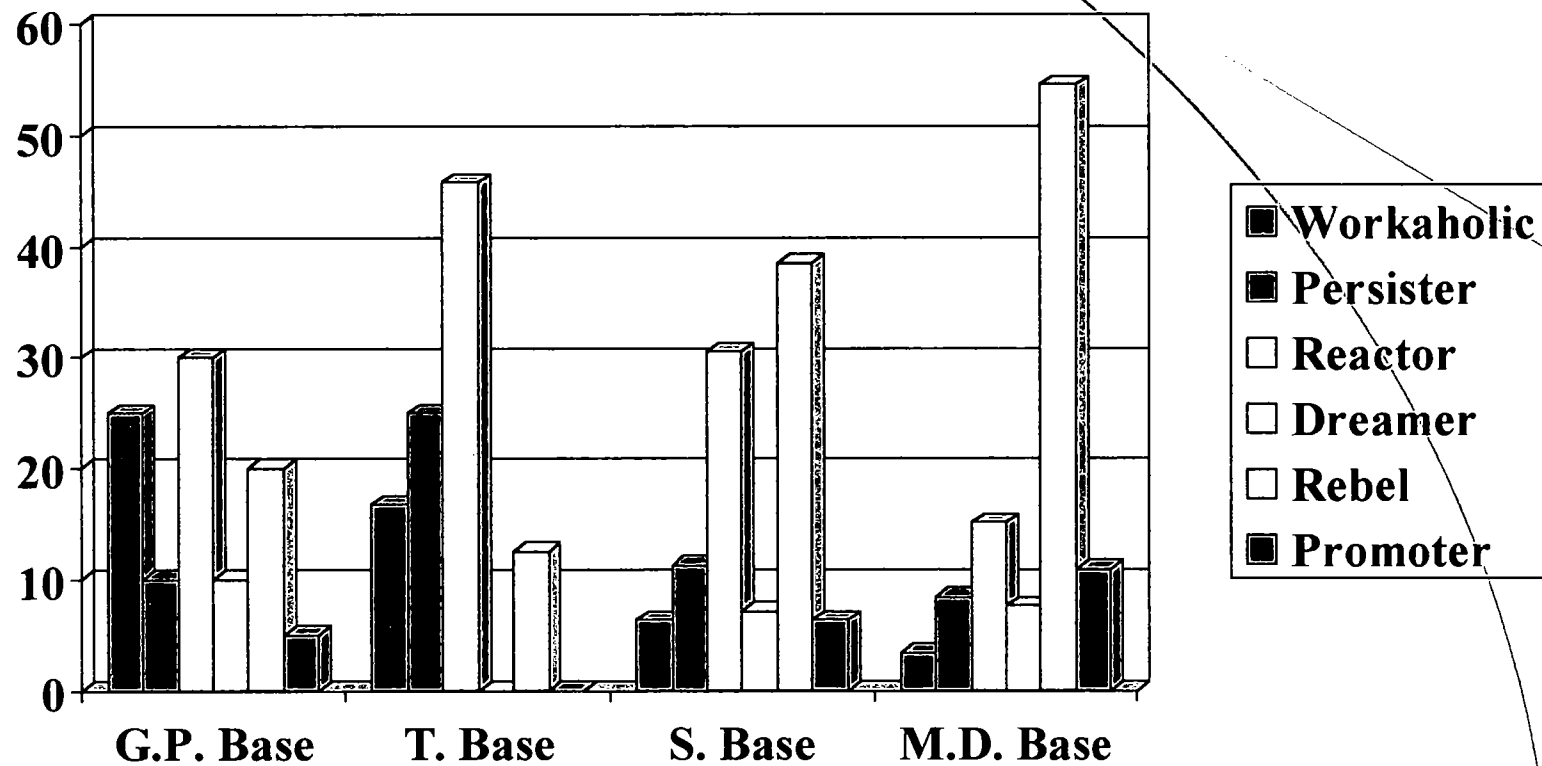
e-mail: joe@kahlercom.com website: <http://kahlercom.com/kahler.html>



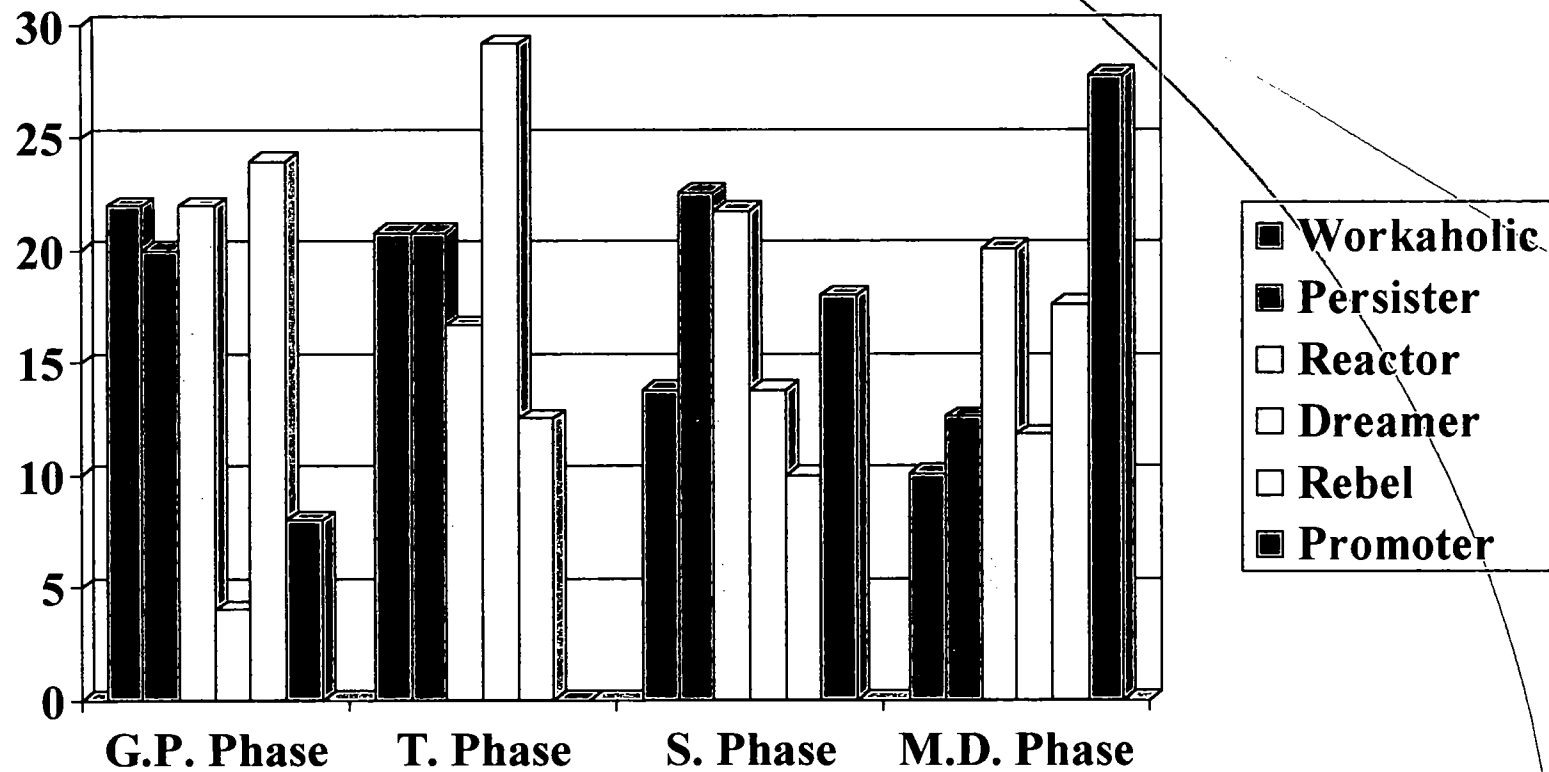
Distribution of Base Personality Types



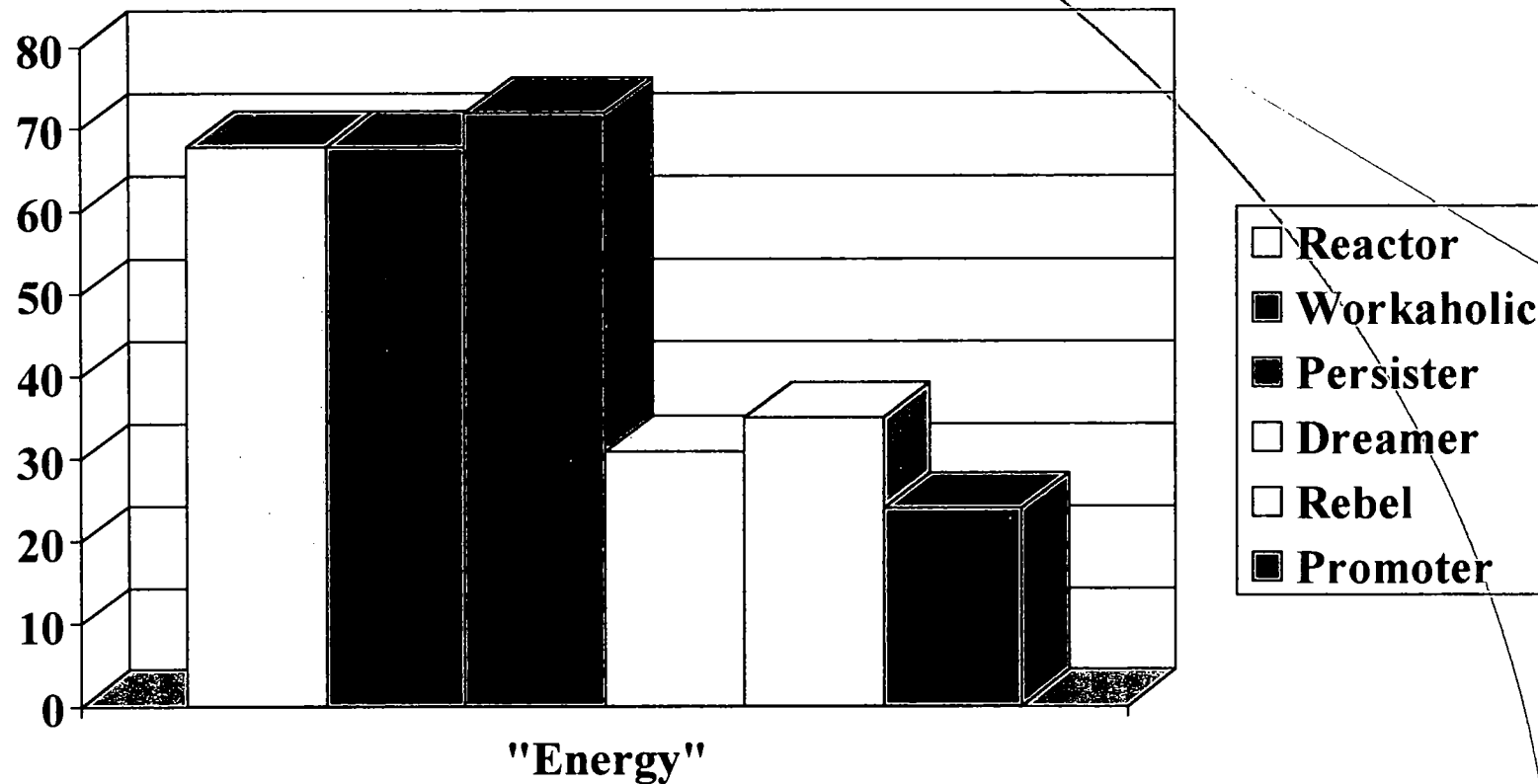
Base Comparisons of General, Teacher, Student, & Most Difficult Group Populations



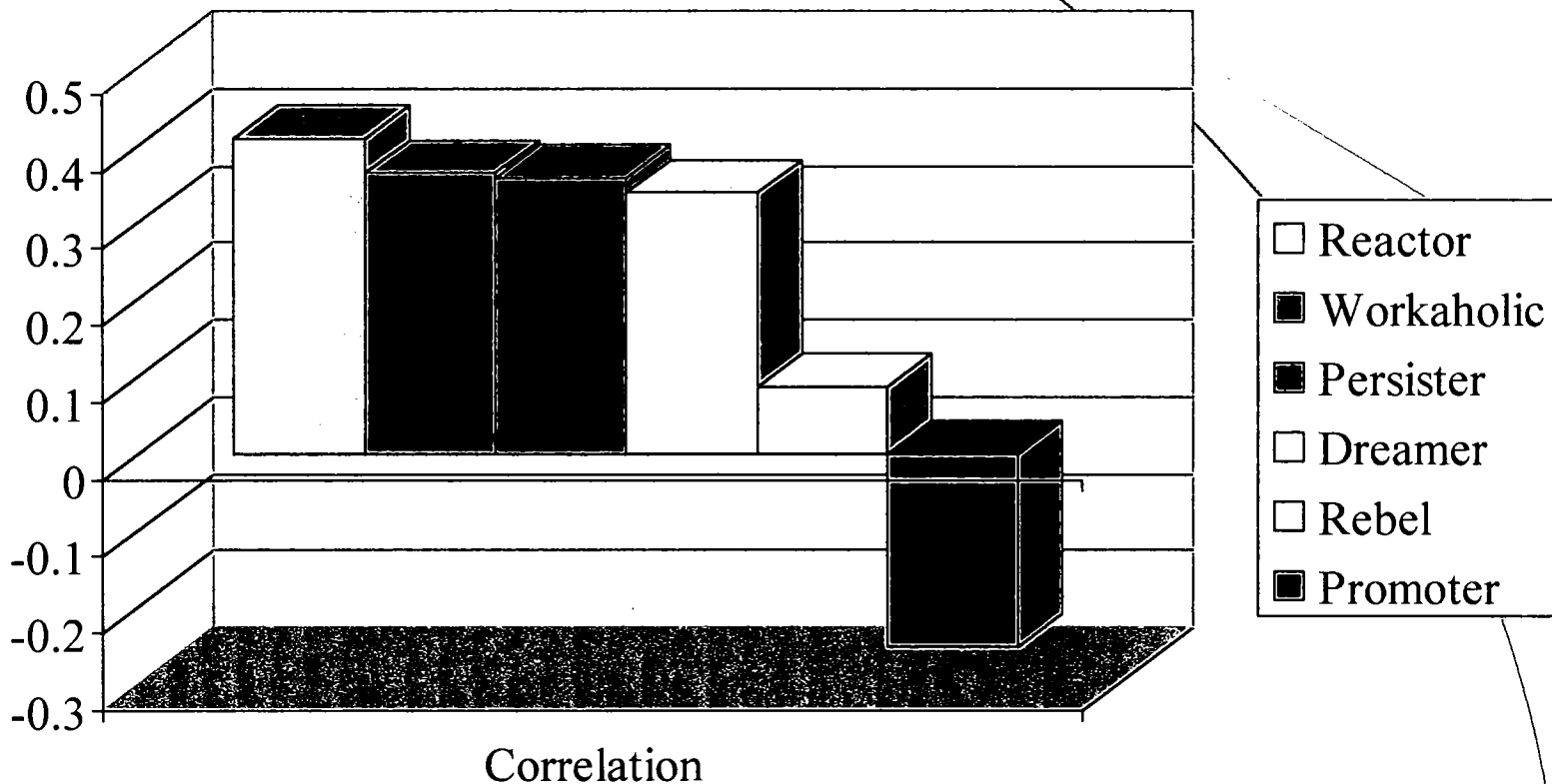
Phase Comparisons of General, Teacher, Student, & Most Difficult Group Populations



Interaction Span of Educators



Relationship of Personality Type to Student Grades



PROCESS COMMUNICATION RESEARCH

Bailey, Rebecca, Ed.D., 1998, University of Arkansas at Little Rock. Dissertation. "An Investigation of Personality Types of Adolescents Who Have Been Rated by Classroom Teachers to Exhibit Inattentive and/or Hyperactive-Impulsive Behaviors."

Findings of the study demonstrated statistically significant differences between student personality designations and the inattentive and hyperactive-impulse subscales. The combined findings suggest there were personality characteristics within a student's personality that would predispose him or her toward exhibiting what were perceived by teachers as inattentive and/or hyperactive-impulsive behaviors. Implications and recommendations were suggested for student assignment, for professional development of staff, and for related administrative considerations. The most compelling finding was that *miscommunication between teachers and students due to a difference in personality type may be the reason many students are referred for and consequently labeled with Attention-Deficit Hyperactivity Disorder*. This raises questions about the learning environment, the need to medicate students, and the utility of labels.

Bailey, Rebecca, Ed.D. & **Gilbert, Michael**, Ed.D., 1999, April. *An affirmation of suspicions: Identification of ADHD behaviors and classroom applications*. Presentation at the annual convention of the Council for Exceptional Children, Charlotte, NC.

Presented classroom applications and implications from Bailey's 1998 study, (above).

Bradley, Dianne, Ph.D. and **Smith, Kathryn**, Ed.D., 1999 September, Association for Supervision and Curriculum Development, "Classroom Leadership Online", Vol. 3, Number 1, September 1999, "The Process Communication Model: An Effective Tool To Motivate All Students".

Found that when teachers individualize instruction by including motivators for each of six personality types in every lesson, students learn more, faster and disruptive behaviors disappear or are significantly reduced. Provides suggestions to educators of ways they can stretch to reach every student.

Bradley, Dianne, Ph.D., **Pauley, Joseph**, and **Smith, Kathryn**, Ed.D., August 1999, submitted to the Journal of the Council for Exceptional Children (CEC), "Reaching and Teaching At Risk Students Using the Process Communication Model".

Described the concepts of Process Communication and reported the results of interventions with a sixth grade student who had been labeled ADHD and was about to be expelled from school for disruptive behaviors. Provided examples of successful interventions and noted that when the teachers did not apply the concepts the student again engaged in negative behaviors. Gave examples of 19 teachers in other schools who implemented the concepts with their hard to reach students and described the positive outcomes.

Bradley, Dianne, Ph.D., **Pauley, Joseph**, and **Pauley, Judith Ann**, PhD., March 2000, "Managing and Motivating At-Risk Students". A Presentation in New Orleans at the Annual Meeting of the Association for Supervision and Curriculum Development.

Described the concepts of Process Communication and gave the results of applying them with At-Risk Students, many of whom had been labeled ADHD.

Carpenter, Craig, Ed.D., Arizona State University, 1994. Dissertation. "Depressed Children: Brief Intervention Strategies for Teachers."

Found PCM to be a valuable model for teachers in the understanding of and brief interventions with Reactor personality type depressed children.

Faas, Larry, Ph.D., "Personality Patterns of Successful and Unsuccessful Learning in Disabled Adults." paper presented at the Annual Meeting of the American Educational Research Association in Washington, D.C. on 21 April, 1987. Research funded by the National Institute for Handicapped Research, U.S. Department of Education.

Found significant differences among personality types and related post high school success with learning disabled adults. Concluded that the use of Process Communication Model provides a viable basis for increasing our understanding of learning disabled students and adults.

Gilbert, Michael, Ed.D., Executive Educator, 1992. "Dreamers, rebels, and others: Personality styles affect communication."

Reported the results of PCM training in the Apache Junction school district over a three year period:

- the district reduced employee turnover from 43% to less than 3% (in spite of the fact that the district offered lower salaries than in neighboring districts)

- student achievement in every grade increased dramatically

- failure rate in grades seven and eight dropped from 20% to less than 2%

- the need for student discipline dropped substantially

- graduation rates increased

- the percentage of students going on to college or some other kind of postsecondary training increased from 19% to more than 43%

- employee satisfaction and morale reached an all time high

- parents and students grew increasingly satisfied with school

- William Wright was given the Superintendent of the Year Award for implementing PCM

Gilbert, Michael, Ed.D., 1994, (Unpublished off-campus duty assignment report, University of Arkansas at Little Rock). "Meeting the needs of students can promote success."

Found that there was a significant correlation between the interaction energy (similarity in personality types of teacher and student) and the performance grades of the students

Gilbert, Michael, Ed.D., 1996, The Process Communication Model: Understanding ourselves and other. *NASSP Bulletin*, 80(578), 75-80.

Outlined PCM and discussed some educational applications.

Gilbert, Michael, Ed.D., 1997. *An examination of the listening effectiveness of educators: Performance versus preference*. Presentation at the annual convention of the International Listening Association, Mobile, AL.

Most students prefer visual input - through normal development or instructional reinforcement - yet, most teachers provide information to be taken in by listening. This mismatch can confound the learning process. To determine how well teachers listen and what their preferences might be, more than 300 educators provided data about listening effectiveness and personality preferences. The data showed that the representative sample from the collegiate and pre-collegiate arenas, public and non-public, listened equally well - exceeding national norms. Questions were raised as to whether their performances matched their preferences and what their interaction potential was with students different from themselves.

Gilbert, Michael, Ed.D., 1998, *Are your kids at-risk? Do you listen to how they speak to you more than just what they say?* Presentation at the annual convention of the International Listening Association, Kansas City, MO.

Parents and educators can be described predominantly by three personality types as characterized by Kahler's Process Communication Model. Children at-risk are predominantly two other types, and the adults in their lives have little energy to deal with them effectively. This presentation explained Kahler's model, outlined the demographics of recent research, and described alternative ways to communicating.

Gilbert, Michael, Ed.D., 1999, Why educators have problems with some students: Understanding frames of preference. *Journal of Educational Administration*, 37.

Found that educators are predominantly Reactor, Workaholic, and Persister personality types, who demonstrate little potential to interact with the three other personality types (Dreamers, Rebel, and Promoter), that comprise 35% of the general (student) population.

Gilbert, Michael, Ed.D., 2000, July. *Why educators have problems with some students: Understanding frames of preference.* Paper presented at the 24th International Conference on University Teaching, Brisbane, Australia.

Presented basics of PCM and results of previous research showing that students most similar to their teachers do better in class/course expectations.

Gilbert, Michael, Ed.D. & Bailey, Rebecca, Ed.D., 2000, January. *Understanding student preferences as a means of reducing their at-riskness.* Presentation at the sixth joint national conference on Alternatives to Expulsion, Suspension, and Dropping out of School, Orlando, FL.

Presented PCM basics and results of Bailey's research showing that externally motivated students are perceived to be the most difficult to communicate with and are referred more often for ADHD.

Gilbert, Michael, Ed.D., 2000, February. *Understanding student frames of preference for learning and communicating.* Workshop presented at the Faculty Roles and Rewards conference of the American Association of Higher Education, New Orleans, LA.

Presented PCM basics and spoke to issues that might reflect on success in institutions of higher education.

Gilbert, Michael, Ed.D. & Bailey, Rebecca, Ed.D., 2000, March *Identifying potential listening/interaction problems in the classroom.* Presentation at the annual convention of the International Listening Association, Virginia Beach, VA.

Presented PCM basics and results of Bailey's research showing that externally motivated students are perceived to be the most difficult to communicate with and who may become problems in the classroom..

Hall, Gavin R., 1995, Leeds University, London, England. Dissertation. "The Process Communication Model of Humanistic Psychology as a Rehearsal Aid in the Creation of Character and Character Interaction."

Found the following elements of the PCM valuable to writers, directors, and actors: a knowledge of the psychological needs of a personality type gives an actor a solid foundation of what drives the character; personality parts (a.k.a., ego states) create a more subtle and interesting relationship between characters; channels of communication (a.k.a., transaction) enable actors to communicate the text in greater depth and understanding to the audience; a PCM textual analysis allows a director to come to a first rehearsal with a full picture of the world of the play, the elements of the characters, and the relationship to each other and the message of the play.

Hawking, Nancy, Ed.D., University of Arkansas at Little Rock, 1995. Dissertation. "A Study of the Impact on Student Achievement by Teachers Training in Process Communication".

Found that teachers trained in Process Communication positively affect student performance through understanding different student personality type needs and preferences.

Hopewell, Sylvester, Ed.D., 1997, "Targeted Outreach Delinquency Prevention Program Assessment," paper submitted to the Boys & Girls Clubs of Metro Atlanta. Research funded by the Bureau of Justice Assistance #4 Grant.

Found that children in the Boys & Girls Clubs who were exposed to the Kahler PCM program had an enhanced self-concept and greater self esteem. Also, there was overall improvement in morale and camaraderie, an increased involvement in activities, and a desire for recognition for accomplishment.

Jackson, Mary Jane, Ph.D. and **Pauley, Judith Ann**, Ph.D. "Momentum", November/December 1999, "Funsters and Feelers: Students Thrive with Teaching That Suits Their Nature".

Describes six student and teacher personality types; presents results of research as to which students are dropping out; presents a hypothesis of why they are being left behind; and provides examples/suggestions of how teachers can reach them.

Johnston, Richard, M.A., McGregor School of Antioch University, 1997. Thesis. "The Value of the Process Communication Mode to a Mediator."

Found that the PCM model allowed the mediator to be in a better position to assess the people negotiating; helped the mediator to identify how each negotiator views their world, understand what preferences each has for interacting with their world, recognize each negotiator's probable distress levels, and motivate each negotiator to behave more in their non-distress way, thus helping to increase each participant's level of clear thinking and good engagement in [completing] the mediation process.

The PCM also offers the mediator valuable information on what "not" to say or do, and then what and how to say the "best" thing to each negotiator. Furthermore the mediator can use this model to monitor himself/herself for insight into self behavior and a template for making self management decisions.

Kahler, Taibi, Ph.D., "Personality Pattern Inventory validation studies." Kahler Communications, Inc. 1982.

Found in the 1972 study correlation between driver behaviors and scripts, ego states, injunctions, games, rackets, life positions, myths, and psychological needs.

Found in the 1982 study significant correlation between base and phase distress patterns and scripts, injunctions, myths, games, rackets, life positions, and psychological needs, as well as personality type correlation with character strengths, transactions (channels), perceptions, management styles, environmental preferences and compatibility spans.

Kahler, Taibi, Ph.D., Purdue University, 1972. Dissertation. "Predicting academic underachievement in ninth and twelfth grade males with the Kahler Transactional Analysis Script Checklist."

Found correlations between the T.A. checklist items and underachievers, suggesting further research in comparing a "Stupid" criterion and underachieving.

Knaupp, Jon, Ph.D., Arizona State University, Unpublished paper. "Preservice teachers' ranking of personality characteristics preferred by primary students, middle school students, parents and administrators."

Found that teachers and students who have differing personality structures will have more miscommunication, and the resulting negative coping strategies will be used by both the teacher and student are predictable as a function of their personality typing in PCM.

Martin, Sue. University of Arkansas at Little Rock, 1996. Dissertation (Research in progress). "A Study of the Behavior Causes of Miscommunication in Arkansas Elementary Public School Students."

McGuire, Terence, M.D., "Astronauts, reflections on current selection methodology, astronaut personality, and the space station" (Non-published).

Identified the personality structures of various types of astronauts: pilots, mission specialists, and payload specialist, concluding that PCM is valuable in selecting and training astronauts and "has proven useful in predicting crew incompatibilities and probable modes of malfunction."

Mlinarcik, John, Ph.D., The Fielding Institute, 1990. Dissertation "Alcoholic Personality Types Revisited Ala Kahler's Process Communication."

Found that Reactive, Type II alcoholics had significantly lower mean Workaholic scores than the matched, nonalcoholic comparison subjects. Results support the movement favoring etiological theories that certain personality and psychological facts may lead to the development of Type II, "Process Reactive Alcoholism."

Nash, Barbara, Ph.D., Western Michigan University, 1984. Dissertation "Process Therapy: A Reliability and Validity Study".

Found that Process Therapy could be a useful and practical model for diagnosis and treatment.

Pauley, Joseph, 1996, "Using Process Communication to Accomplish Your Goals In IEP Meetings". A paper presented at the National Conference of the ARC (formerly the Association for Retarded Citizens) in Indianapolis, Indiana.

Described the concepts of Process Communication and gave examples of how parents can use them to accomplish their goals in IEP meetings.

Pauley, Joseph, February 1998, "Process Communication: What It Is and How To Use It to Reach Every Student". A paper presented to the National At-Risk Student Conference in Myrtle Beach, South Carolina".

Described the concepts of Process Communication and provided strategies to reach at-risk students, especially those who have been labeled ADHD.

Pauley, Joseph, June 1998, "PCM and the Hard To Reach Student". A paper presented to the National Student Leadership Conference at Clemson University.

Described the concepts of Process Communication and gave the positive results obtained by 19 teachers in Virginia schools when they applied the concepts in their classrooms. Each teacher was asked to name a student with whom they were having problems in their classes. Process Communication strategies were developed for each of them with the result that every student stopped their negative behaviors. One teacher reported her student told her he loved her. Another teacher reported she had been unable to list any strengths of her student, but now had two pages of strengths she did not know the student had. All 19 teachers had similar stories.

Pauley, Joseph, and **Smith, Kathryn**, PhD., July 1998, "How to Reach Those Hard To Reach Students". A presentation at the Annual Conference of the Virginia Association of Secondary School Principals in Williamsburg, Virginia.

Described the concepts of Process Communication and gave intervention strategies to use with students when they are in distress. Emphasis was placed on using Process Communications strategies to intervene with students who were labeled ADHD as an alternative to labeling them and putting them on medication.

Pauley, Joseph, October 1998, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the annual National Dropout Prevention conference in Detroit, Michigan.

Described the concepts of Process Communication and reported the positive changes in student behaviors when the concepts were used to intervene with students who were in danger of being expelled from school. Emphasis was placed on the positive changes in the behavior of those who had been labeled ADHD.

Pauley, Joseph, February 1999, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the annual National At-Risk Student Conference in Myrtle Beach, South Carolina.

Described the concepts of Process Communication and reported the positive results when the concepts were used to intervene with students who were in danger of being expelled from school. Evidence was introduced showing that many students who had been labeled ADHD were mis-diagnosed. Examples were given showing that Process Communication was a non-medical alternative to dealing with the negative behaviors of these students.

Pauley, Joseph and **Reed, Donald**, February 1999, "How Process Communication Can Help Your Clubs Reach The Hard To Reach Kids". A presentation at the Southeast Region Conference of the Boys and Girls Clubs of America in Hilton Head, South Carolina .

Described the concepts of Process Communication and gave the results of a year long study by Emory University of a program being run by the Atlanta Boys and Girls Clubs. The study concluded

Process Communication was changing for the better the lives of the young men and women in the Atlanta program, many of whom had been labeled ADHD.

Pauley, Joseph, and Smith, Kathryn, PhD., April 1999, "What To Do About Bernie: Teaching and Reaching the Hard To Reach Student". A presentation at the National Conference for Exceptional Children.

Described the concepts of Process Communication and gave the results of applying the concepts with special education students in Virginia and Maryland. Emphasis was placed on students labeled "mentally retarded" and ADHD. Strategies were developed for positively intervening with all students.

Pauley, Joseph, Reed, Donald and Reed Pamela, May 1999, "Reaching and Teaching At-Risk Students". A presentation at the Seventh Annual Comprehensive System Of Personnel Development, Leadership and Change in Black Mountain, North Carolina.

Described the concepts of Process Communication and provided strategies for applying them with at risk students, especially those who had been labeled ADHD.

Pauley, Joseph, December 1999, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the National Drop Out Prevention Conference in Austin Texas.

Described the concepts of Process Communication; provided strategies for applying them with at risk students; and provided an update of the status of students previously in danger of being expelled from school. Evidence was given showing why many students are being mis-diagnosed as being ADHD.

Pauley, Joseph, February 2000, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the National Drop Out Prevention Conference in Myrtle Beach, South Carolina.

Described the concepts of Process Communication; provided strategies for applying them with at risk students; and provided an update of the status of students previously in danger of being expelled from school. Research results were given showing why there was mis-communication between teachers and students as a result of the difference in their personality structures. This difference frequently resulted in the students being diagnosed ADHD.

Pauley, Joseph, February 2000, "The ADHD Student: Is There an Alternative To Medication?" A presentation at the Twelfth National Drop Out Prevention Conference in Myrtle Beach, South Carolina.

Presented the results of research showing that many students who are being diagnosed with ADHD are mis-diagnosed. Showed that many of the students were normal, but were in distress and demonstrated that frequently the problem results from mis-communication between teachers and students and parents and students. Provided alternative strategies to reach these students so as to reduce or eliminate the negative behaviors which resulted in the diagnosis of ADHD and the prescription of medication. Showed there is an effective alternative, i.e. helping students get their needs met positively so they do not get bored and act out.

Shcolnik, Bonnie, Ph.D., The Fielding Institute, 1987. Dissertation. The Process Communication Model Concept of Developmental Processes: The Effects of Phase Development in Husbands on Marital Satisfaction of Wives."

Found that PCM was a useful model for understanding how people might interact in a marital relationship: PCM can predict accurately that a certain personality type and phase individual would experience in a relationship with someone who is a different personality type or phase.

Also results point out clearly that PCM is useful in predicting how people will communicate and whether or not specific psychological needs will be issues for them in a relationship.

Stansbury, Pat. "Child Abuser Study," 1991, (funded by Taibi Kahler Associates and SCAN America).

Found that the PCM predicts child abuser personality structures at 78.2% (with 6.2% false negative and 15.6% false positive).

Stansbury, Pat. "Myers-Briggs/Personality Pattern Inventory Research", 1990, (funded by NASA).

Found that a cross predictive correlation between base personality types and certain Myers - Briggs typologies. Concluded that the PPI is far more pragmatic and utilizable because of "phase" – identification of psychological need motivators and predictability of distress patterns. Also concluded the value of PCM included immediate intervention strategy capabilities.

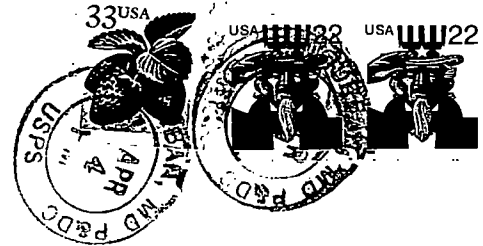
Stansbury, Pat. "Report of Adherence to theory discovered when the Personality Pattern Inventory was administered to subjects twice," 1990, (funded by Kahler Communications).

Found 85.2% adherence to Phase theory and condominium order in test-retesting over time.

Wallin, Mark, Ph.D., Northern Arizona University, 1994. Dissertation. "Making the Grade: The Effects of Teacher Personality Types on Student Grading Practices."

Found that a student's grade is significantly affected by the difference in personality structure between that of the teacher and that of the student.

from Dr. Taiibi Kahler
via Joseph F. Pauley



**Kahler Communications
(Washington, D.C.)**

A Division of Process Communications Inc.

International Management Communications

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CHARLES W. BAKER
OF COUNSEL

February 8, 1985

Ms. Sandra Kahler
Vice President, Operations
TAIBI KAHLER ASSOCIATES, INC.
Seven Shackleford Plaza
Little Rock, AR 72211

Dear Sandi:

I am pleased to respond to the inquiry from your trainer in Chicago regarding my experience at the Process Communications Seminar you held recently for attorneys. I found the information about process communications pertinent to my work in litigation. The ability to communicate effectively with all kinds of people and particularly with witnesses and jurors is key to a trial lawyer's success. The Process Communication Model provides a framework for evaluating the information one wishes to communicate and the best means for doing so with various recipients of that information.

I appreciate Taibi taking the time to provide the special seminar for us and look forward to many years of making use of what I learned.

Sincerely yours,


HILLARY RODHAM CLINTON

/jklf

Foreword

I became aware of Dr. Taibi Kahler in the mid 1970s, as a result of innovative work he was doing in the field of communication. In 1978, when astronaut selection was resumed in preparation for NASA's shuttle program, Dr. Kahler was invited to participate with me as a consultant in a selection cycle. As I conversed with the individual applicants, Dr. Kahler sat quietly and listened, only rarely asking a pertinent question. Ten to fifteen minutes into each two hour interview, he would make a few notes on a piece of paper and place it on the floor. When each interview was completed, we would share our findings. To my amazement, he had been able to extract and commit to paper at least an equal amount of meaningful data about the applicant's personality structure in a fraction of the time it had taken me. My response was, "I must learn how he does that." Thus began a long and very satisfying personal and professional relationship that continues to grow and be enriched with the passage of time.

First, regarding his professional accomplishments, I have had the pleasure of watching the Kahler Process Model continue to evolve into a truly remarkable technique that presents a veritable cascade of pragmatically useful information. An important by-product of his investigations has been the Personality Pattern Inventory. This is not a "test," since there are no right or wrong answers, but rather an invaluable instrument meant to delineate a roster of personality characteristics, communication preferences, defenses, and the like. Even the pathways of greater vulnerability for the individual to "mess up" are identified.

The Kahler Process Model has been so very useful that it has now become part of my day-to-day interaction with others. This is not in a one-ups-manship sense, but rather as a communication tool and a facilitator of empathic understanding. If clean communication is really the name of the game, the more rapidly I can assess the strengths, needs, vulnerabilities, communication skills and preferred communication channels of the individual with whom I am dealing, the more effectively we together can deal with life's problems... or play, or nurture, or love, or any of those other functions that are ultimately as important as work.

I have had the opportunity in my walk of life to have known a number of "professional giants" in the fields of behavioral science and medicine. Individuals of well-deserved national or international reputation. I have had some remarkable teachers, but I am the most grateful for what I have learned from my continued contact with Taibi Kahler.

Let me tell you something of the man, for I believe this will explain in part why he has been able to accomplish so much. In life's journey, most of us meet only a handful of those very complete individuals who seem to have it all together. They have a remarkable empathic awareness of the position from which others operate, are at peace with themselves, are benignly oriented toward the rest of the world, and know how to smile at the absurdities of life. Dr. Kahler is such a man.

Perhaps the most important of the pivotal needs for close relationships is trust. Literally, I would trust Taibi Kahler with my life or my wife. I have never seen him use his prodigious intellect to put someone down or to impress at someone else's expense. He is interesting to watch in any situation where his leverage is high, for I have never seen him use the power of the moment to put another person at disadvantage. He is truly into the win-win proposition. His honesty, his remarkable intellect, his irrepressible good humor, his wide range of interests, his compassion, his non-defensiveness, and his disinterest in playing manipulative psychologic games mark him as the most remarkable—the most complete—man it has been my privilege to know.

As I read back over what I have written, it sounds more like a eulogy than an objective appraisal of the man and his work. But fear not; he is alive and well, and the descriptions are accurate. Much of my professional life has been involved with the objective assessment of men and women and their tolerance to the insults and joys of life. I believe Dr. Kahler to be the premier expert in process communication in our country and well beyond. I, for one, intend to continue to learn from him and to enjoy the pleasure of his company.

Terence McGuire, M.D.

B.S., Biology & Chemistry

M.S., Physiology

M.D., Board eligible in Internal Medicine, Board qualified in Psychiatry

Associate Professor, University of Texas Health Science Center, Department of

Psychiatry Examiner American Boards of Psychiatry and Neurology

Private Practice, Little Rock, Arkansas, Psychiatry

Medical Director, Living Hope Institute, Little Rock, Arkansas

Psychiatric Consultant, NASA for over 3 decades for manned space activities.

Special Award from the American Medical Association for contributions to space medicine.

Upcoming Colonel USAF (NZ) (ret) – Special recognition for studies in the psychophysiology of life-threatening stress.

Dr. Mary Helen Smith, Associate Superintendent of Schools,

Dear Mary Helen,

THANK YOU for giving me the professional development opportunity to learn about Kahler process communication model. The experience was personally and professionally rewarding - I feel like I swallowed the cat's canary, it was so energizing and useful. The group was small allowing for in depth exploration/discussion. I HIGHLY RECOMMEND THIS TRAINING.

..... This is the first tool I've seen that MCPS could use across and between stakeholder groups and their members, and within groups or systems (e.g. executive staff, classroom teachers, cluster/school communities, countywide/school committees, classrooms). It complements facilitative leadership, goals of the Leadership Academy, vision/mission/lens questions of Professional Development Coordinating Council. I think it is a fabulous tool - and it's strategic - I believe MCPS can really begin to close the achievement gap using this tool. Participants receive badges showing their strengths/talents profile. I think this could be a powerful tool for continuous improvement efforts! You know I'm not one to jump up and down for fads or glitz. There's a body of research/history that show real results. I think process communication is worth institutionalizing in MCPS. The trainers have a story worth telling too. Please take a look at this. Thanks. Vicki.

Gaithersburg Middle School

2 Teachers' Way
Gaithersburg, Maryland 20877

March 22, 1999

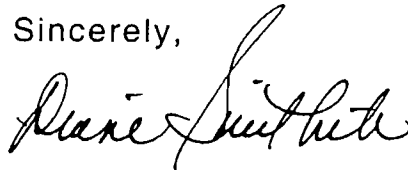
Mr. Joseph Pauley

Dear Mr. Pauley,

I strongly endorse the training grant, PROJECT High MARKS (MOTIVATING AT-RISK Kids) which will facilitate the improved behavior and academic performance of middle students. As the cultural diversity and the depth of educational needs in Montgomery County changes and teachers are required to reach multiple needs within the general education classroom, teachers are finding that they need to expand their understanding different personality types and communication styles. Teachers are seeking this training in ever increasing numbers. The need has reached a critical level. This grant provides just the opportunity the teachers need to receive training and ensure that instructional practices are research-based and effective.

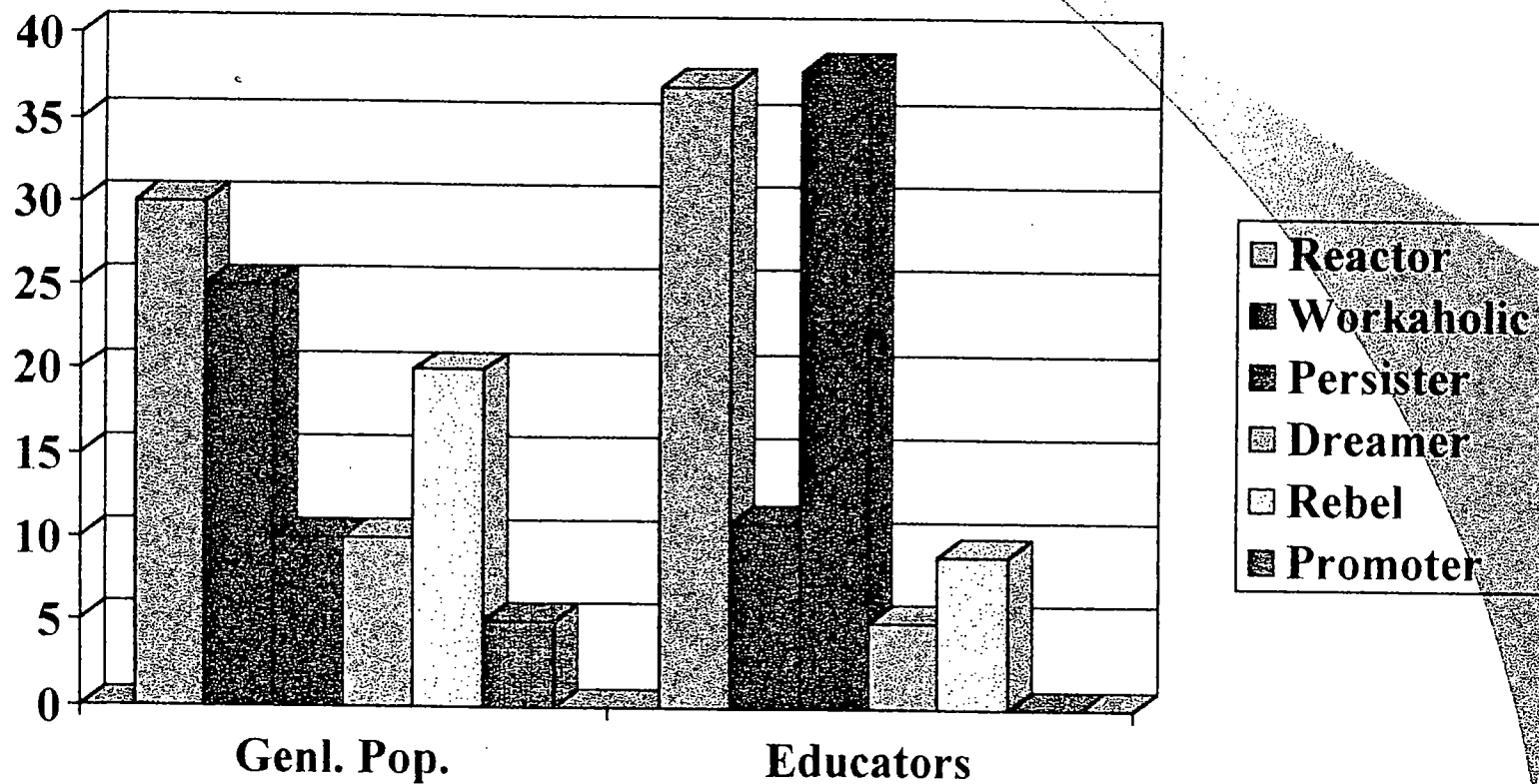
This project proposal is innovative. It addresses a pressing issue facing educators today. It is consistent with the goals of the Montgomery County Schools. I believe that this program will enhance the skills of teachers who are charged with educating children with multiple learning needs. I congratulate you on your analysis of needs and excellent plans. I whole heartedly encourage that this grant be funded and implemented.

Sincerely,

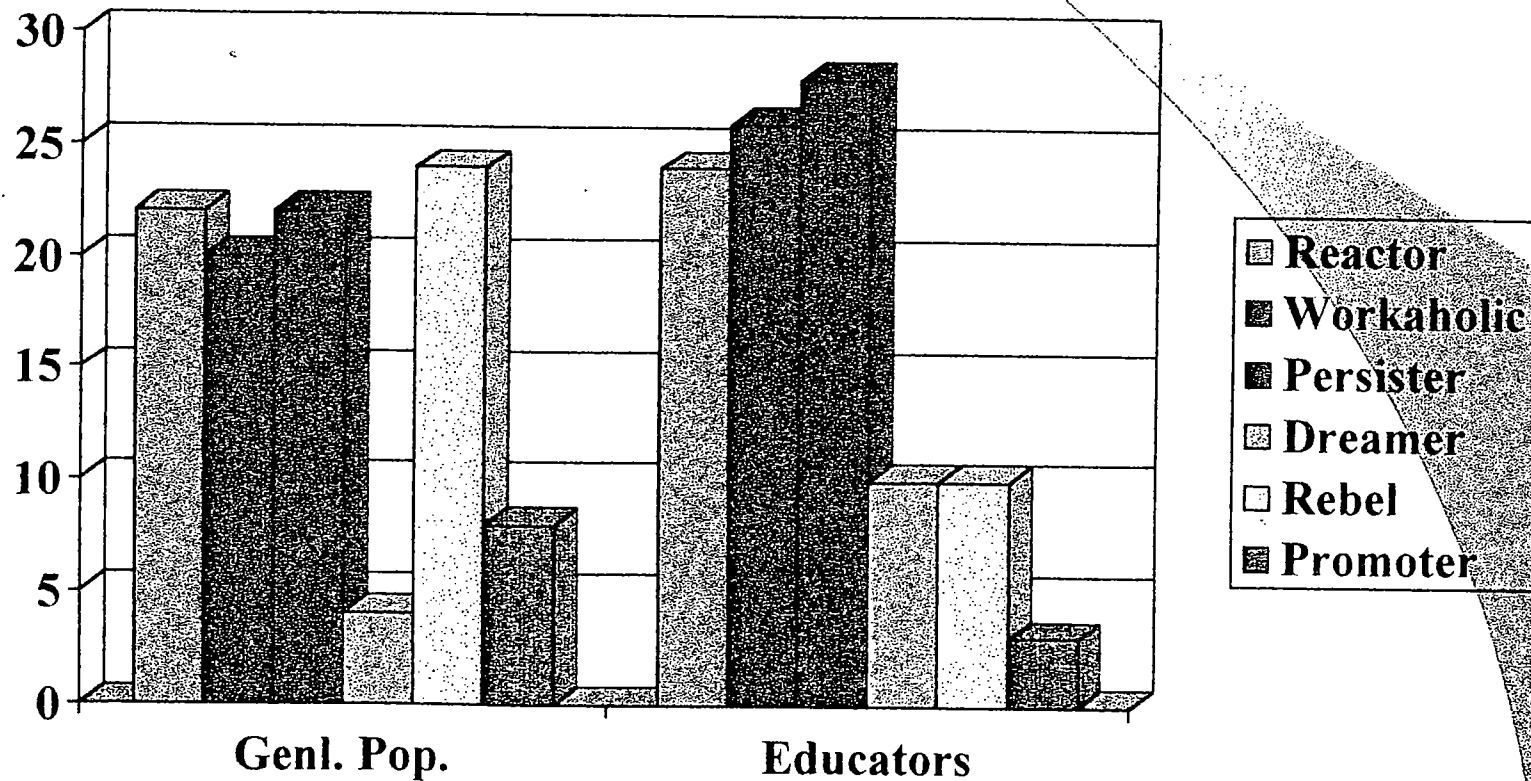
A handwritten signature in cursive script, appearing to read "Diane Switlick".

Diane Switlick
Assistant Principal

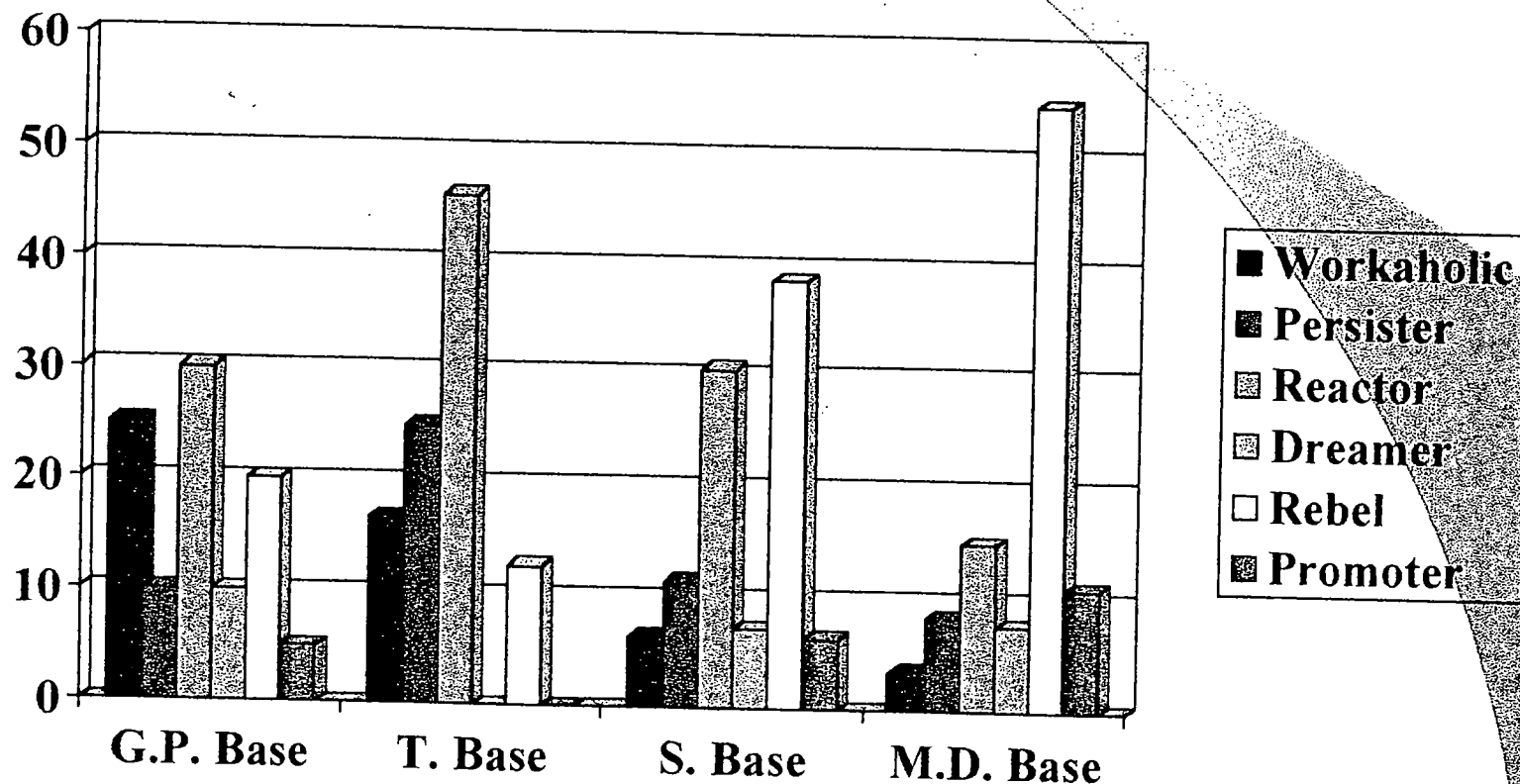
Distribution of Base Personality Types



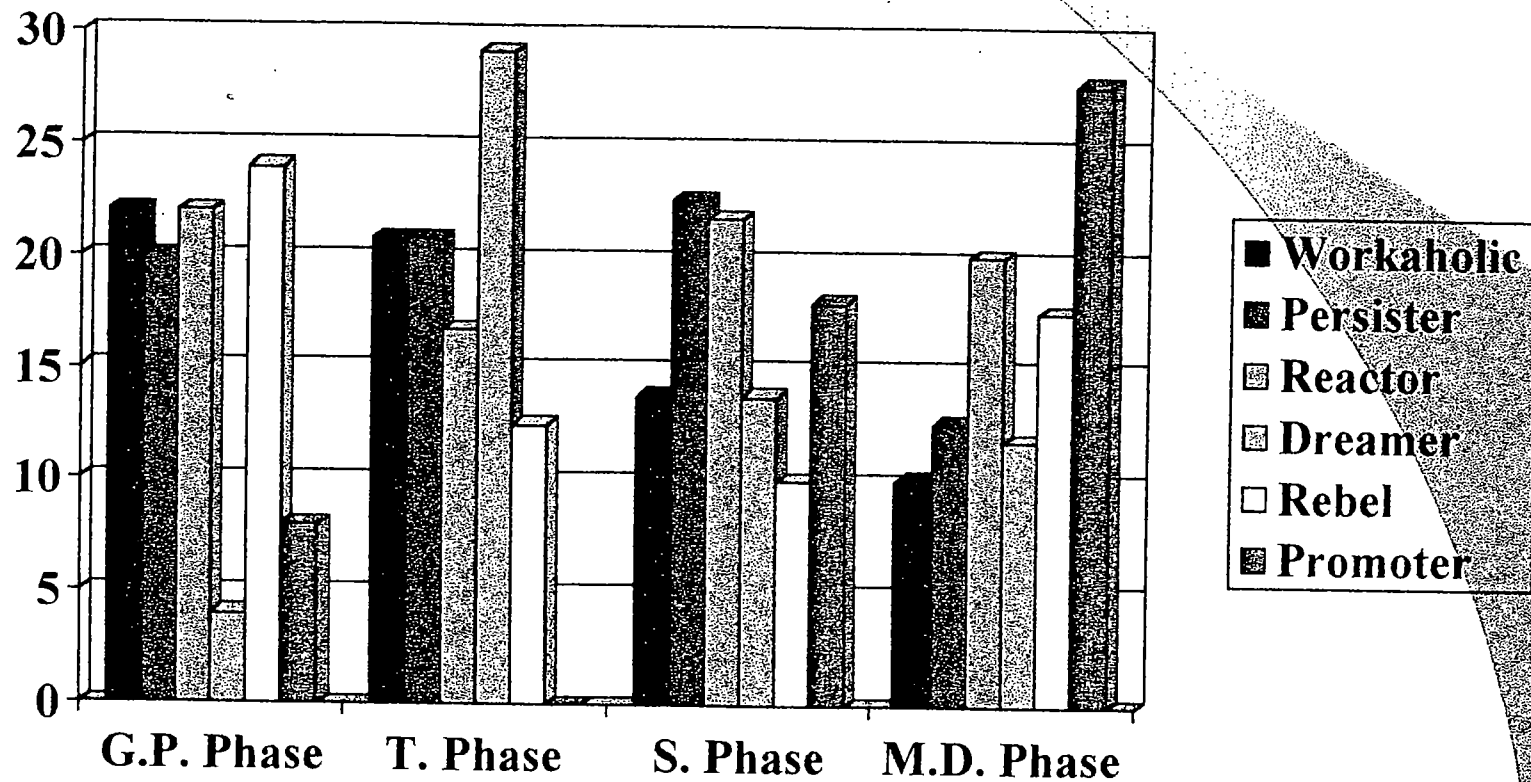
Distribution of Phase Personalities



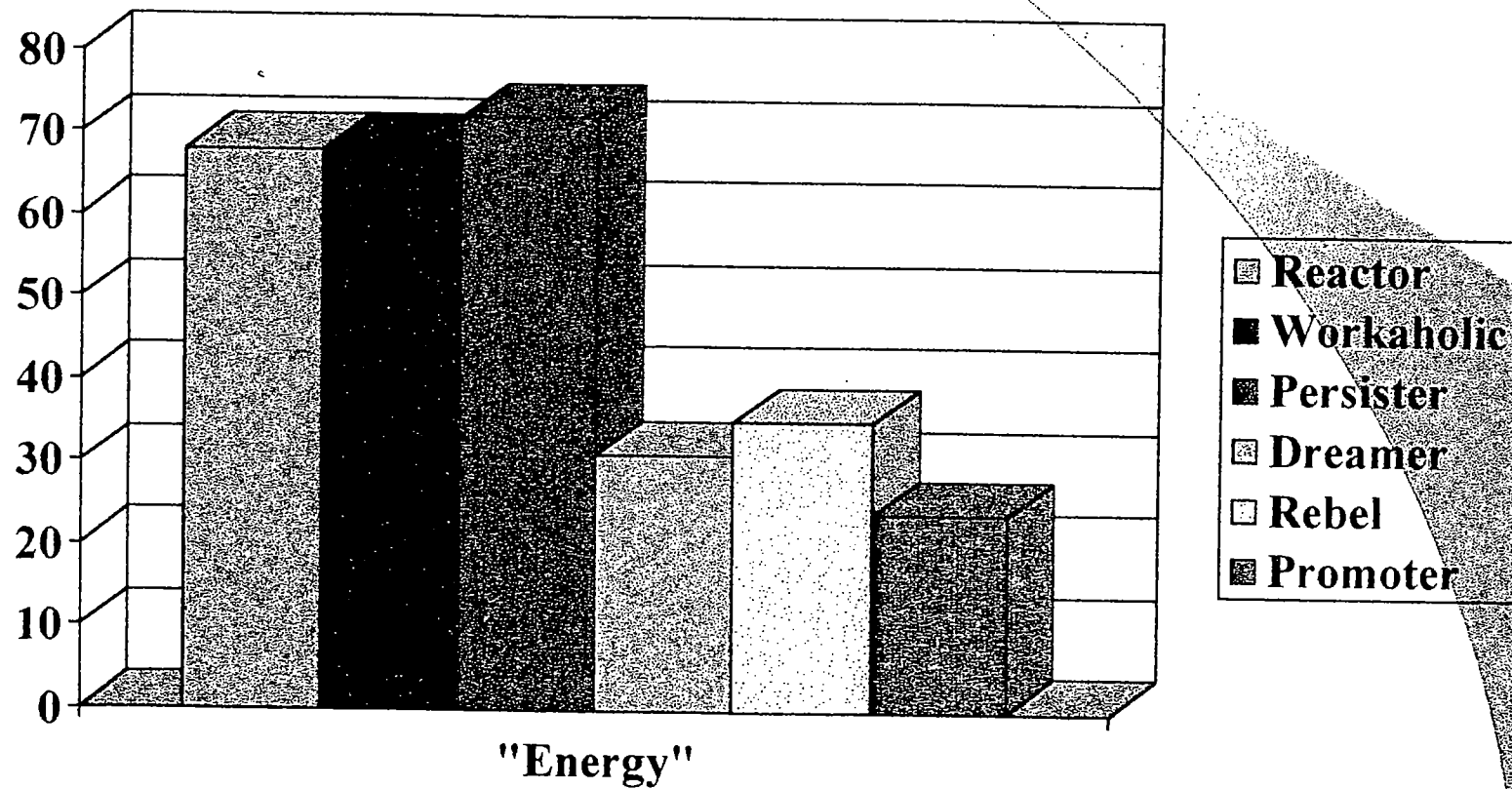
Base Comparisons of General, Teacher, Student, & Most Difficult Group Populations



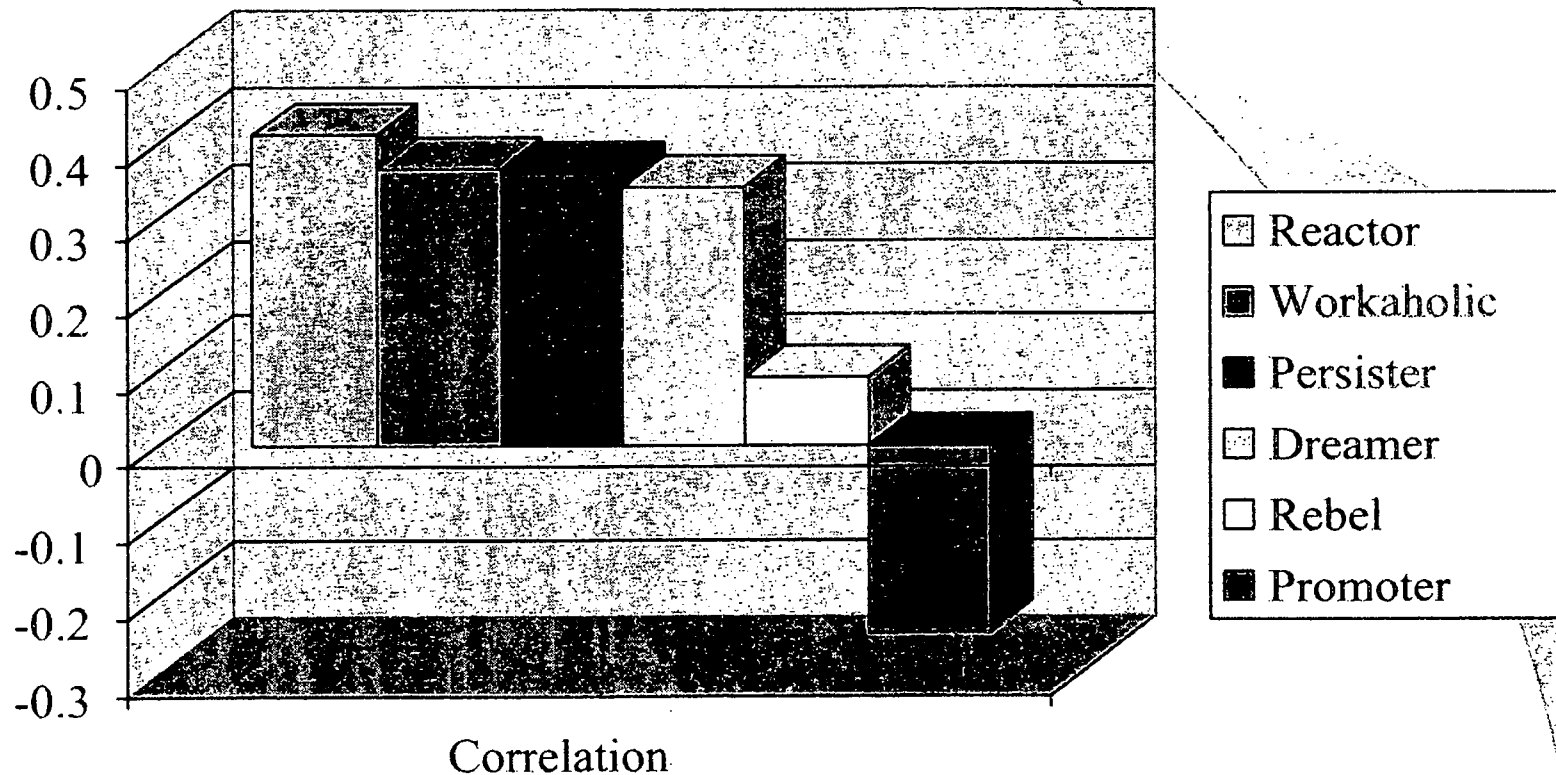
Phase Comparisons of General, Teacher, Student, & Most Difficult Group Populations



Interaction Span of Educators



Relationship of Personality Type to Student Grades



Apache Junction Unified School District

Post Office Box 879
Apache Junction, AZ
85217-0879

602-982-1110

Superintendent of Schools
Dr. William F. Wright



September 10, 1990

Dr. Taibl Kahler
1301 Scott Street
Little Rock, Arkansas 72202

Dear Dr. Kahler:

I thought that you might be interested in an update of our Process Communication Program in the Apache Junction Unified School District. Out of 213 certified teachers, 103 of them have been trained in Process Communication. All of our 17 administrators have also taken Process Communication and will be responsible for evaluating our teachers on this component. We have also trained 33 of our classified supervisors in the areas of secretarial, maintenance, custodial and transportation. The feedback we are receiving from our employees on this information has been overwhelmingly positive.

All of our coaching staff in grades 7 through 12 were trained last year. (I observed more negative behavior in coaching than any place in the district.) Although this was a tough group to train, the results were gratifying. The athletic director is evaluating the coaches on implementation and is very pleased with the outcome. While enrollment has remained stable, participation of students in athletics has increased 15 per cent.

We have already incorporated Process Communication into the career ladder program for teachers, and this year, formal evaluations will be conducted on all Level III teachers by their administrative supervisor. Many of our staff have already implemented Process Communication in the classroom and they have told me that the results have been outstanding. It is exciting to them to begin using a positive approach to management in the classroom as opposed to always resorting to punitive measures.

Our personnel director uses Process Communication extensively in his interviewing process and all of our supervisors have commented that over the last 2 to 3 years our selection and placement of personnel has been better than ever before.

In 1983-84 our turnover rate for certified staff was 22.8% and, in our transportation department, the turnover rate in any given year was 65%. This last year our turnover rate for certified teachers was less than 8% and the classified turnover, in the transportation department, dropped from 65% to 15%.

Enriching lives through education

Several years ago the district started to use a non-adversarial meet and confer process with our staff to settle salaries and benefits. The first couple of years of this process was very difficult, but now it is working very well. In fact, the longest we have negotiated salaries and benefits in the last 5 years, has been 7 hours. In 1988-89 the district had a salary freeze for all employees and that salary freeze was settled in about 6 1/2 hours. I am firmly convinced that one of the major reasons this type of approach has worked is because of the implementation of Process Communication. For the most part, all of those who have been involved in meet and confer were trained in Process Communication.

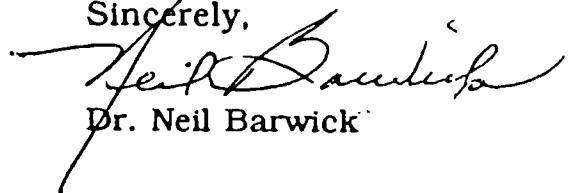
We have also created a Professional Advisory Council consisting of teachers and administrators which meets on a monthly basis to keep the lines of communication open and solve problems before they become detrimental to school operations. Again, I am convinced that these kinds of programs have been successful because the communication has been greatly enhanced by Process.

I am enclosing a copy of our evaluation instrument for Level III teachers and also a packet developed by one of our first grade teachers showing how she implemented Process Communication in the classroom, with her peers, and with parents.

Needless to say, I am very excited about what is going on in our school system and I would hope that in the future, more schools will be introduced to Process Communication because I believe that it can have a tremendous impact on young people's lives.

Please feel free to give me a call or write if you have any questions about our program. As always I would also appreciate any suggestions that you might have in implementing the program.

Sincerely,

A handwritten signature in cursive script, appearing to read "Neil Barwick", written over the typed name.

Dr. Neil Barwick

NB/clr

Enclosures



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Operation Peace

Yvette V. Holmes
Office Manager

March 4, 1999

To whom it may concern:

This letter is written in support of Joseph Pauley, and his efforts to expose individuals to Process Communication. Joe and I have worked together co-facilitating Process Communication seminars in and around the Washington DC vicinity. We have received only positive feedback from participants in these training sessions. Process Communication focuses on the most effective way of communicating with others based upon their personality style or character strengths.

In my capacity as Director of the DeKalb Chapter, 100 Black Men of America, Inc. Leadership Academy, I have used Process Communication with adults and youths. Some members of our organization as well as parents of participants, have been trained in Process to aid in their interaction with the youth enrolled in our leadership academy. A few of the older youths have also participated in training to improve their ability to positively interact with peers. We have found the use of Process Communication to be very rewarding. It requires that one suspend their own judgment, and respect the perspective/style of others in communicating thoughts, feelings and ideas. Our parents speak highly about how the Process training has helped them in their interactions both at home, and on the job.

Joe is an exceptional human being, who is highly thought of as a Process Communication trainer. He possesses the skill, and expertise to be effective with diverse populations, and personality styles. I highly recommend him as a facilitator, and support his efforts to secure funding for grants to conduct training in Process Communication. I know that he will be successful in any training situation. It is always a pleasure to be in his presence, and to work with him.

Truly yours,

Sylvester B. Hopewell
Director, Leadership Academy



BOYS & GIRLS CLUBS
OF METRO ATLANTA

Camp Kiwanis

2613 Old Wildcat Bridge Road

Danielsville, GA 30633

Office: 1-706-795-0970

Fax: 1-706-795-0976

e-mail: campkiwanis@earthlink.net
<http://home.earthlink.net/~campkiwanis/>

Camp Kiwanis

Date: March 22, 1999
TO: Grant Selection Committee
FROM: Lee Fox, Assistant Camp Director

I am writing this letter in support of the grant proposal submitted by Mr. Joseph F. Pauley, Dr. Kathryn Smith and Dr. Dianne Bradley to fund research to substantiate the benefits of teachers using the concepts of the Process Communications Model to help at-risk students succeed in the classroom.

We have trained staff members to use the Process Communication Model with the students who have come to us to participate in our mentoring and other programs. It has been remarkably effective and has resulted in our being able to change the lives of the young men and women with whom we work. Their attitudes toward school and their grades have improved. We have also trained some of the young people themselves. They quickly grasp the concepts, understand the significance of the training, and many have stayed out of trouble as a result of the training. They have stayed out of gangs; they have not been involved in criminal activities; they have said no to drugs; and they have stayed in school. Many of the young women in the clubs were at risk to get pregnant. Many of those who have received the Process Communication training have adopted safer sexual habits and have avoided early pregnancies.

There is no question in my mind that the improved understanding between our staff members and mentors and the youth in our clubs is the result of our using the concepts of Process Communication in dealing with them. In 1998 Sylvester Hopewell, Deputy Director of the Multi-cultural Affairs Department at Emory University, studied our Process Communication based programs and concluded that Process Communication is changing the lives of our young people. I agree with that finding.

I am excited by the possibility of training teachers to use the model in the classroom. I know how well it works in mentoring and other programs. One of the chief complaints our young people have about school is that the classes and teachers are "boring." I believe this perception will change if the teachers begin to use Process Communication concepts in the classroom. If everyone - teachers, parents, mentors and the students themselves read from the same sheet of music about each student, I believe good things will happen to these at-risk students.

Sincerely yours,

Lee Fox

"One touch of Nature Makes the whole World Kin."

- Shakespeare -



A United Way Agency



CENTRAL MICHIGAN
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*Educational Administration
and Community Leadership
Ronan 320
(517) 774-3204 FAX (517) 774-4374*

October 19, 1998

Joseph Pauley
President/C. E. O.
Kahler Communication (Washington, D. C.)
6701 Democracy Blvd., Suite 300
Bethesda, Maryland 20817

Dear Joe:

By way of this letter, I wanted to share with you the impact that Process Communication has had on my personal and professional lives.

Personally, I have grown to understand why people act as they do and what motivates them to do so. I have also learned about how I might interact more effectively with those important people in my life— my children and family.

Professionally, I have seen nothing else that allows educators and those who prepare educators to do their jobs as well. When one understands that there are different patterns (all OK) from which colleagues and students approach their work, the ability to adjust or shift becomes extremely important to recognize and do.

During my more than 30 years as a professional educator, I have become increasingly aware of the need to communicate effectively. Process Communication, Process Teaching, and Process Parenting provide the means for those who work with children to be successful in understanding themselves and others.

The administrators with whom I work are amazed at the effectiveness of the Model. They add the concepts they learn to their repertoire of behaviors as quickly as they can.

I plan to continue my research and application of Process Communication throughout my teaching and consulting.

Best wishes,

Michael B. Gilbert
Professor and Coordinator
Educational Leadership Doctoral Program



UMBC

The Shriver Center
The Choice Program

February 10, 2000

To Whom It May Concern:

The Choice Programs are community-based service delivery programs for "at risk" adolescents administered by the Shriver Center at UMBC. The program is designed to provide 24 hours a day, 7 days a week, casemanagement and advocacy services to clients and their families. These clients are referred to the programs from the Departments of Juvenile Justice, Social Services and Local Boards of Education. The Choice Programs serve approximately 1,300 annually. The programs have been very well received and presently operate in fourteen field offices through out the state of Maryland.

Since 1993, The Choice Programs has had the unique opportunity to have at least 75 program staff trained in ***Process Communication*** by Joseph Pauley of Kahler Communications Inc. This training has proved to be invaluable to our staff in their work with these adolescents and their families.

The results of staff receiving the ***Process Communication*** training are evident in the success we see in our clients. Program staff feel that they are better able to communicate with the population we serve. Many of the clients and their families have been involved in one system or another and usually feel misunderstood. In our attempts to reach these "at risk" adolescence and their families, one tool in our bag of interventions has to be ***Process Communication***.

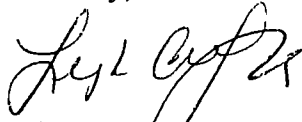
Program staff visit the homes of the client 3-5 times a day. The chance for misunderstandings and miscommunication is minimized as a result of this continuous support. However, as a program we must not only be clear and concise with our expectations of the client and his family but also communicate these expectations in a manner that will be understood. ***Process Communication*** helps staff to ensure better communication takes place. This is imperative to the success of the youth in the program.

Further more, understanding how people react when they are in distress has enormous impact on where, as a program, we need to focus the intervention. Too often these clients and their families feel isolated and overwhelmed with the issues that bring them to us. I believe, as a program we have an obligation to change this perception. It begins with clear communication. Knowing how to get a message across seems easier than it is at times. However, once a staff member is been trained in ***Process Communication***, they come to realize that it is not necessarily what they said but how they were said it.

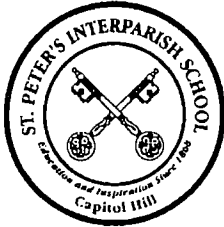
Without question, I would recommend ***Process Communication*** to anyone working with “at risk” populations. I believe that it is extremely important skill to possess if we are going to make a difference in any of the lives of the adolescents we serve!

If I can be of any further assistance, please feel free to call me @ 410-455-2493.

Sincerely,

A handwritten signature in black ink, appearing to read "Leigh C. Higgins". The signature is fluid and cursive, with the first name "Leigh" being more prominent.

Leigh C. Higgins
Acting Director,
The Choice Programs



St. Peter's Interparish School

422 THIRD STREET, S.E. WASHINGTON, DC 20003

ESTABLISHED 1868

PHONE: 202-544-1618

FAX: 202-547-5101

May 10, 1999

Dear Mr. Pauley,

As Principal of a Catholic School in Washington, D.C., I have found Process Communication's staff development program helpful for our teachers to better meet the needs of our "at risk" students.

Beginning in the fall of 1998 the Kahler trainers presented the Process Communications concepts to our staff. Over the next seven months they shared with the staff the characteristics of each of the six personality types and the needs of each type. Teachers had an opportunity to take an inventory to learn about their own particular personality type. The model has helped us to motivate students who are "at risk". Often these students would up set the class in order to get the attention of the teacher or their classmates. Such challenges were overwhelming to some teachers. A major concern was that student's inappropriate behaviors forfeited valuable instructional time.

Since these staff development sessions began, teachers have been able to meet students needs and have used alternative teaching strategies in the classroom. Even teachers who were hesitant at first are now able to relate better to these students. They have learned to avoid confrontations with students whose personality type differs from theirs.

The PCM model enabled our teachers to better understand our students and their needs by identifying the personality types and ways to get those needs met. Once teachers were able to accomplish this in a positive way the students could meet their teacher's expectations. Our teachers have learned how to interpret negative behavior and to acquire new ways to intervene effectively with students. As a result their classrooms have become more productive.

As the school year draws to a close, I want to thank you for introducing this effective tool to our staff.

Sincerely,
Mary Jane Jackson
Mary Jane Jackson

COMMENTS OF PARTICIPANTS AT 16-18 JUNE 1999 SEMINAR

Personal Usefulness 9.0, Professional Usefulness 9.0, Instrument 8.8, Trainer 10+

1. This was arguably the best three days of learning I've had in a fairly long life of somewhat similar experiences. The structure of the training program was extraordinarily well thought out. The activities and exercises were nicely varied in terms of their demands. The content was interesting, relevant and frequently the source of insight. I especially liked the give and take character of the sessions and the "accepting".
2. The content was informative, easy to understand and will be useful for review. I especially liked the movies and cartoons to reinforce the lessons and Joe's acting out the different types. I am very satisfied and energized to practice what I've learned. I will encourage others at work to take this course - ASAP! I gained a much better understanding of myself and why I do what I do.
3. The content of the material was valuable and reinforced basic concepts from the beginning of the course all the way through to the end. I especially liked the practical application of the material and the trainer. This was a very positive experience. Joe fostered a very open environment in the classroom and involved all of us in discussions. Joe was great. I will definitely recommend this course to my co-workers.
4. This was a good course. It was enlightening in many respects and maybe a bit simplistic in others. I liked the guest trainer as well. I especially liked the flexible atmosphere and the mixed media.
5. The material was presented with energy and animation which was enlightening. I especially liked the examples and video descriptions. They helped explain the concepts.
6. This material is helpful to interacting positively with parents, colleagues, children, friends, co-workers etc. It increased my self confidence and presentation skills. I especially liked the films/cultural analysis and final simulation exercise.
7. This was a very positive experience. I especially liked the videos and the practice exercises. They were very helpful in learning to apply the concepts.
8. The content was extremely interesting. It is relevant to work and home and working with people. I liked the instructors and the value of the course material. This was a valuable experience. I want to adopt many of the concepts into my home and work life. Great class.
9. The content was very interesting. I liked the videos. They were valuable for visual learners like myself. I liked the round table effect.
10. Great seminar. I liked the cartoons and videos and the practical exercises.
11. This was a very valuable experience. I learned a great deal about how to communicate more effectively and how to motivate others by helping other people get their needs met.

COMMENTS OF TEACHERS IN UNIVERSITY OF VIRGINIA SEMINAR
FEBRUARY 1998

1. "This was very Applicable to my classroom. I really enjoyed the seminar. Thank you."
2. "I liked the teaching style, the use of examples, and the class sharing."
3. "The concepts we learned in this seminar give me pause when dealing with people, particularly difficult people. It was a lot to absorb in a short time. You've got me thinking now."
4. "I enjoyed learning about another way to view my students and others. I have been through some training in the past, but this has another 'twist' to it in determining what motivates people. I enjoyed hearing people's own stories of students they're working with. The film clips were great."
5. I think this class has helped me to understand my strengths and weaknesses a little better. I also believe that what I have learned from this class has helped me to understand how to work with and accept my students and my family members to a greater degree."
6. "As a teacher I think I can see more clearly the different personalities in my classes and how I need to work with students in respect to their basic needs. The strategies we have discussed in class to address the various personalities has been very helpful in terms of motivating my students."
7. "The concepts learned in this seminar are very useful in the classroom."
8. "I believe this course will be useful to me both through interactions with students as well as colleagues. The personality ;types will help me to identify the best ways to communicate and motivate students and coworkers."
9. "This course has helped me to realize what my current motivation is. This will help me to relate better to both family members and friends. I also think that I can attempt to 'type' others and communicate more effectively."
10. "I liked the open-mindedness of the trainers and the fact we were encouraged to share and help each other. I sense a real love of helping kids."
11. "Everything was so interesting. I liked the interchange."
12. "The trainers are obviously very knowledgeable and experienced and bring a lot to the course. They complemented each other very well and are obviously very dedicated."

13. "I learned a lot of useful information about what personalities I can relate well to while teaching and what types I need to work on a little harder."

14. "I really liked the model and the way it was easy to use."

15. "This course was very interesting and worthwhile. I liked the use of films as examples and the handouts."

16. "I liked the comfort level and friendliness of the instructors and their knowledge of the subject matter and how to apply it in the classroom."

17. "I learned how to deal with rebels."

Personal Usefulness: 9.7

Professional Usefulness: 9.6

Trainer: 9.5

COMMENTS OF PARTICIPANTS

Teacher in Vermont: "Thank you for giving me a tool which here and now has changed my life for the better."

USX Vice President: "Being able to use Process Communication is like having a magic wand."

AT&T Director of Training: "Process Communication is the missing link to a successful training program."

Former President of Martin Marietta: "Process Communication supplements TQM beautifully."

USX Manager: "The most productive three days I have spent this year."

NASA Headquarters executive: "Process Communication should be mandatory training for every executive in NASA."

Baltimore County Public School Administrator who works with at risk students: "Incredibly accurate picture of the students I work with in my program. Thank you. Now I have a better idea how to reach them and deal with them on a continuing basis."

Boys and Girls Club Administrator of an Inner City Club in Atlanta. "Process Communication is making a difference in the lives of the kids in our program. We are watching lives change for the better as a result of our using Process Communication in dealing with them."

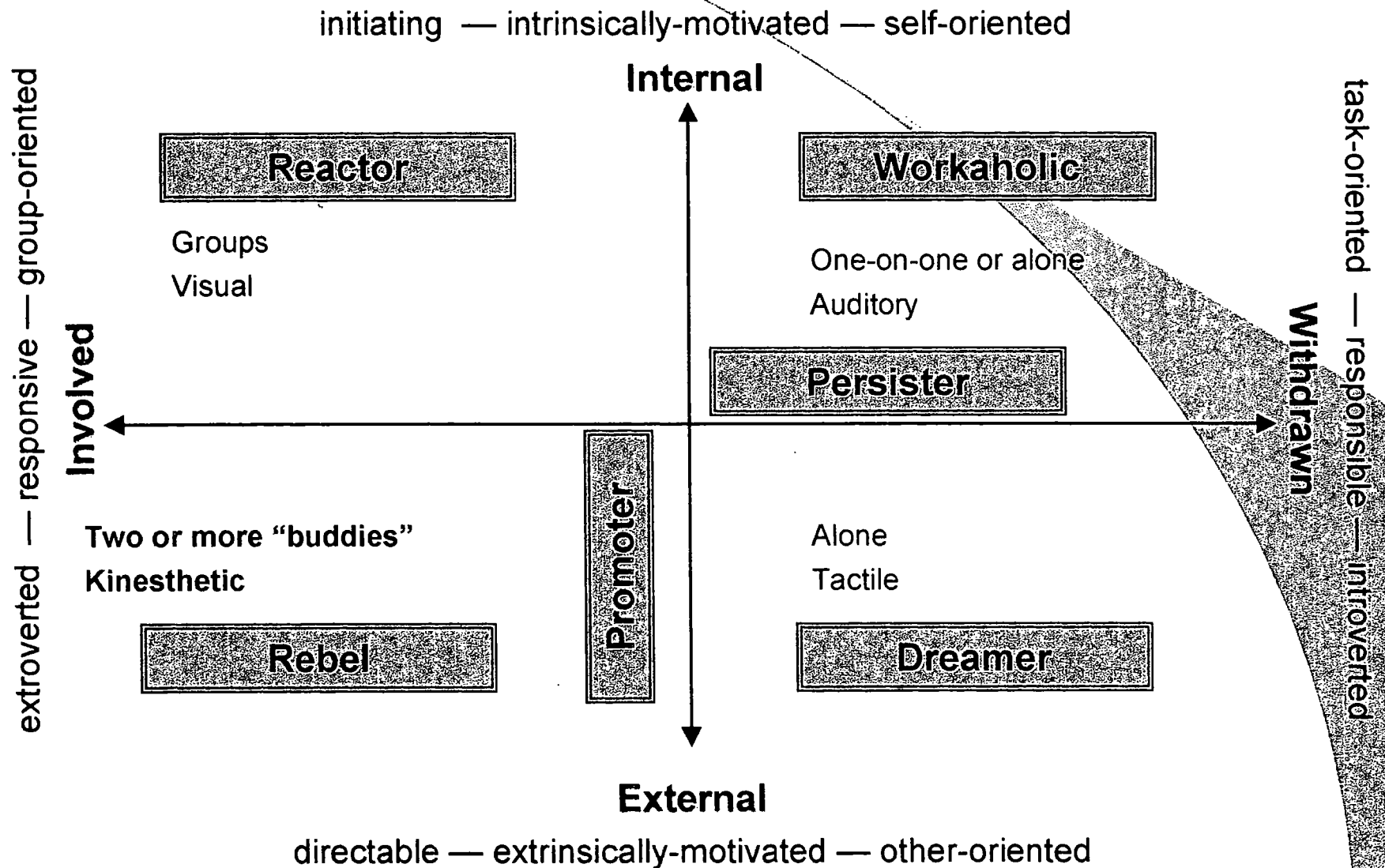
Centers For Disease Control Manager: "Outstanding communication course. I now am able to individualize the way I manage each of the members of my branch. I run better meetings. My teams function more efficiently, and the members of my branch are happier, healthier and more productive. I want everyone in my branch to receive this training."

CIA Executive: "Superb."

ALCOA Tennessee Director of Training: "There are many good management courses out there. Process Communication Management is a graduate course in management communications."

Clayton Homes Director of Human Resources: "For five years Forbes magazine has named Clayton Homes one of the best managed small companies in America. Process Communication is partly responsible for our success. We now plan to give all 4000 employees some form of Process Communication training."

Assessing Matrix[©] for Educators



Hyperactivity

- (a) often fidgets with hands or feet or squirms in seat
- (b) often leaves seat in classroom or in other situations in which remaining seated is expected
- (c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- (d) often has difficulty playing or engaging in leisure activities quietly
- (e) is often "on the go" or often acts as if "driven by a motor"
- (f) often talks excessively

Impulsivity

- (g) often blurts out answers before questions have been completed
- (h) often has difficulty awaiting turn
- (i) often interrupts or intrudes on others (e.g., butts into conversations or games)

- B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
- C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
- D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
- E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or Personality Disorder).

■ **Diagnostic criteria for Attention-Deficit Hyperactivity Disorder**

A. Either (1) or (2):

- (1) six (or more) of the following symptoms of **inattention** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Inattention

- (a) often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
- (b) often has difficulty sustaining attention in tasks or play activities
- (c) often does not seem to listen when spoken to directly
- (d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- (e) often has difficulty organizing tasks and activities
- (f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- (g) often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- (h) is often easily distracted by extraneous stimuli
- (i) is often forgetful in daily activities

- (2) six (or more) of the following symptoms of **hyperactivity-impulsivity** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Based on your observation, please evaluate the student in comparison to other students in the same grade by recording a minus (-) for problems or plus (+) for strengths frequently observed. Leave blank if not frequently observed or within expectations.

LISTENING COMPREHENSION

- ☐ Understands spoken language
- ☐ Follows verbal directions

ORAL EXPRESSION

- ☐ Expresses thoughts and ideas
- ☐ Speaking vocabulary

READING

- ☐ Word recognition/decoding
- ☐ Comprehension skills (literal/inferential)
- ☐ Reading assigned text(s) or material(s)
- ☐ Vocabulary skills
- ☐ Written directions
- ☐ Competency skills

WRITTEN EXPRESSION

- ☐ Spelling
- ☐ Writing speed
- ☐ Capitalization, punctuation
- ☐ Grammar, usage
- ☐ Writes a sentence, edits, and proofreads
- ☐ Organizes sentences and ideas into meaningful paragraphs
- ☐ Develops an outline
- ☐ Organizes thoughts into reports or essays
- ☐ Conducts research

MATHEMATICS (if appropriate)

- ☐ Basic facts (+, -, x, ÷)
- ☐ Fractions, decimals, percentages
- ☐ Practical applications (money, time, measurements)
- ☐ Solving word problems
- ☐ Algebra
- ☐ Geometry
- ☐ Competency skills

MEMORY

- ☐ Short term
 - ☐ Visual
 - ☐ Auditory
- ☐ Long term
 - ☐ Visual
 - ☐ Auditory

SPEECH

- ☐ Fluency
- ☐ Voice quality
- ☐ Articulation

ATTENTION/ORGANIZATION/ACTIVITY LEVEL

- ☐ Maintains attention
- ☐ Distractible
- ☐ Loses or forgets work and/or materials
- ☐ Late for class
- ☐ Underactive
- ☐ Overactive
- ☐ Organization

DAILY WORK

- ☐ Taking notes
- ☐ Class attendance
- ☐ Participates in class
- ☐ Completes in-class assignments
- ☐ Test grades
- ☐ Completes homework assignments

SOCIAL/EMOTIONAL

- ☐ Interrupts and distracts class
- ☐ Motivation
- ☐ Changes in mood
- ☐ Self-control
- ☐ Consistent performance
- ☐ Needs constant approval
- ☐ Aggressive behavior
- ☐ Shy or withdrawn
- ☐ Interprets social cues
- ☐ Makes and keeps friends
- ☐ Accepts responsibility for own behavior
- ☐ Influenced by others
- ☐ Easily frustrated
- ☐ Gets along with adults

ADDITIONAL COMMENTS:_____
Signature_____
Date

RATING SCALE IV - SCHOOL VERSION

Date: _____

Child's name _____ Age _____ Grade _____ Completed By _____

Circle the number that best describes this student's school behavior over the past 6 months (or since the beginning of the school year)

	Never or Rarely	Sometimes	Often	Very Often
1. Fails to give close attention to details or makes careless mistakes in schoolwork.	0	1	2	3
2. Fidgets with hands or feet or squirms in seat	0	1	2	3
3. Has difficulty sustaining attention in tasks or play activities	0	1	2	3
4. Leaves seat in classroom or in other situations in which remaining seated is expected	0	1	2	3
5. Does not seem to listen when spoken to directly	0	1	2	3
6. Runs about or climbs excessively in situations in which it is inappropriate.	0	1	2	3
7. Does not follow through on instructions and fails to finish work	0	1	2	3
8. Has difficulty playing or engaging in leisure activities	0	1	2	3
9. Has difficulty organizing tasks and activities	0	1	2	3
10. Is "on the go" or acts as if "driven by a motor"	0	1	2	3
11. Avoids tasks (e.g., schoolwork, homework) that require mental effort	0	1	2	3
12. Talks excessively	0	1	2	3
13. Loses things necessary for tasks or activities	0	1	2	3
14. Blurts out answers before questions have been completed	0	1	2	3
15. Is easily distracted	0	1	2	3
16. Has difficulty awaiting turn	0	1	2	3
17. Is forgetful in daily activities	0	1	2	3
18. Interrupts or intrudes on others.	0	1	2	3

PROCESS COMMUNICATION RESEARCH

Bailey, Rebecca, Ed.D., 1998, University of Arkansas at Little Rock. Dissertation. "An Investigation of Personality Types of Adolescents Who Have Been Rated by Classroom Teachers to Exhibit Inattentive and/or Hyperactive-Impulsive Behaviors."

Findings of the study demonstrated statistically significant differences between student personality designations and the inattentive and hyperactive-impulse subscales. The combined findings suggest there were personality characteristics within a student's personality that would predispose him or her toward exhibiting what were perceived by teachers as inattentive and/or hyperactive-impulsive behaviors. Implications and recommendations were suggested for student assignment, for professional development of staff, and for related administrative considerations. The most compelling finding was that *miscommunication between teachers and students due to a difference in personality type may be the reason many students are referred for and consequently labeled with Attention-Deficit Hyperactivity Disorder*. This raises questions about the learning environment, the need to medicate students, and the utility of labels.

Bailey, Rebecca, Ed.D. & **Gilbert, Michael**, Ed.D., 1999, April. *An affirmation of suspicions: Identification of ADHD behaviors and classroom applications*. Presentation at the annual convention of the Council for Exceptional Children, Charlotte, NC.

Presented classroom applications and implications from Bailey's 1998 study, (above).

Bradley, Dianne, Ph.D. and **Smith, Kathryn**, Ed.D., 1999 September, Association for Supervision and Curriculum Development, "Classroom Leadership Online", Vol. 3, Number 1, September 1999, "The Process Communication Model: An Effective Tool To Motivate All Students".

Found that when teachers individualize instruction by including motivators for each of six personality types in every lesson, students learn more, faster and disruptive behaviors disappear or are significantly reduced. Provides suggestions to educators of ways they can stretch to reach every student.

Bradley, Dianne, Ph.D., **Pauley, Joseph**, and **Smith, Kathryn**, Ed.D., August 1999, submitted to the Journal of the Council for Exceptional Children (CEC), "Reaching and Teaching At Risk Students Using the Process Communication Model".

Described the concepts of Process Communication and reported the results of interventions with a sixth grade student who had been labeled ADHD and was about to be expelled from school for disruptive behaviors. Provided examples of successful interventions and noted that when the teachers did not apply the concepts the student again engaged in negative behaviors. Gave examples of 19 teachers in other schools who implemented the concepts with their hard to reach students and described the positive outcomes.

Bradley, Dianne, Ph.D., **Pauley, Joseph**, and **Pauley, Judith Ann**, PhD., March 2000, "Managing and Motivating At-Risk Students". A Presentation in New Orleans at the Annual Meeting of the Association for Supervision and Curriculum Development.

Described the concepts of Process Communication and gave the results of applying them with At-Risk Students, many of whom had been labeled ADHD.

Carpenter, Craig, Ed.D., Arizona State University, 1994. Dissertation. "Depressed Children: Brief Intervention Strategies for Teachers."

Found PCM to be a valuable model for teachers in the understanding of and brief interventions with Reactor personality type depressed children.

Faas, Larry, Ph.D., "Personality Patterns of Successful and Unsuccessful Learning in Disabled Adults." paper presented at the Annual Meeting of the American Educational Research Association in Washington, D.C. on 21 April, 1987. Research funded by the National Institute for Handicapped Research, U.S. Department of Education.

Found significant differences among personality types and related post high school success with learning disabled adults. Concluded that the use of Process Communication Model provides a viable basis for increasing our understanding of learning disabled students and adults.

Gilbert, Michael, Ed.D., Executive Educator, 1992. "Dreamers, rebels, and others: Personality styles affect communication."

Reported the results of PCM training in the Apache Junction school district over a three year period:

- the district reduced employee turnover from 43% to less than 3% (in spite of the fact that the district offered lower salaries than in neighboring districts)

- student achievement in every grade increased dramatically

- failure rate in grades seven and eight dropped from 20% to less than 2%

- the need for student discipline dropped substantially

- graduation rates increased

- the percentage of students going on to college or some other kind of postsecondary training increased from 19% to more than 43%

- employee satisfaction and morale reached an all time high

- parents and students grew increasingly satisfied with school

- William Wright was given the Superintendent of the Year Award for implementing PCM

Gilbert, Michael, Ed.D., 1994, (Unpublished off-campus duty assignment report, University of Arkansas at Little Rock). "Meeting the needs of students can promote success."

Found that there was a significant correlation between the interaction energy (similarity in personality types of teacher and student) and the performance grades of the students

Gilbert, Michael, Ed.D., 1996, The Process Communication Model: Understanding ourselves and other. *NASSP Bulletin*, 80(578), 75-80.

Outlined PCM and discussed some educational applications.

Gilbert, Michael, Ed.D., 1997. *An examination of the listening effectiveness of educators: Performance versus preference.* Presentation at the annual convention of the International Listening Association, Mobile, AL.

Most students prefer visual input - through normal development or instructional reinforcement - yet, most teachers provide information to be taken in by listening. This mismatch can confound the learning process. To determine how well teachers listen and what their preferences might be, more than 300 educators provided data about listening effectiveness and personality preferences. The data showed that the representative sample from the collegiate and pre-collegiate arenas, public and non-public, listened equally well - exceeding national norms. Questions were raised as to whether their performances matched their preferences and what their interaction potential was with students different from themselves.

Gilbert, Michael, Ed.D., 1998, *Are your kids at-risk? Do you listen to how they speak to you more than just what they say?* Presentation at the annual convention of the International Listening Association, Kansas City, MO.

Parents and educators can be described predominantly by three personality types as characterized by Kahler's Process Communication Model. Children at-risk are predominantly two other types, and the adults in their lives have little energy to deal with them effectively. This presentation explained Kahler's model, outlined the demographics of recent research, and described alternative ways to communicating.

Gilbert, Michael, Ed.D., 1999, Why educators have problems with some students: Understanding frames of preference. *Journal of Educational Administration*, 37.

Found that educators are predominantly Reactor, Workaholic, and Persister personality types, who demonstrate little potential to interact with the three other personality types (Dreamers, Rebel, and Promoter), that comprise 35% of the general (student) population.

Gilbert, Michael, Ed.D., 2000, July. *Why educators have problems with some students: Understanding frames of preference.* Paper presented at the 24th International Conference on University Teaching, Brisbane, Australia.

Presented basics of PCM and results of previous research showing that students most similar to their teachers do better in class/course expectations.

Gilbert, Michael, Ed.D., & Bailey, Rebecca, Ed.D., 2000, January. *Understanding student preferences as a means of reducing their at-riskness.* Presentation at the sixth joint national conference on Alternatives to Expulsion, Suspension, and Dropping out of School, Orlando, FL.

Presented PCM basics and results of Bailey's research showing that externally motivated students are perceived to be the most difficult to communicate with and are referred more often for ADHD.

Gilbert, Michael, Ed.D., 2000, February. *Understanding student frames of preference for learning and communicating.* Workshop presented at the Faculty Roles and Rewards conference of the American Association of Higher Education, New Orleans, LA.

Presented PCM basics and spoke to issues that might reflect on success in institutions of higher education.

Gilbert, Michael, Ed.D., & Bailey, Rebecca, Ed.D., 2000, March *Identifying potential listening/interaction problems in the classroom.* Presentation at the annual convention of the International Listening Association, Virginia Beach, VA.

Presented PCM basics and results of Bailey's research showing that externally motivated students are perceived to be the most difficult to communicate with and who may become problems in the classroom..

Hall, Gavin R., 1995, Leeds University, London, England. Dissertation. "The Process Communication Model of Humanistic Psychology as a Rehearsal Aid in the Creation of Character and Character Interaction."

Found the following elements of the PCM valuable to writers, directors, and actors: a knowledge of the psychological needs of a personality type gives an actor a solid foundation of what drives the character; personality parts (a.k.a., ego states) create a more subtle and interesting relationship between characters; channels of communication (a.k.a., transaction) enable actors to communicate the text in greater depth and understanding to the audience; a PCM textual analysis allows a director to come to a first rehearsal with a full picture of the world of the play, the elements of the characters, and the relationship to each other and the message of the play.

Hawking, Nancy, Ed.D., University of Arkansas at Little Rock, 1995. Dissertation. "A Study of the Impact on Student Achievement by Teachers Training in Process Communication".

Found that teachers trained in Process Communication positively affect student performance through understanding different student personality type needs and preferences.

Hopewell, Sylvester, Ed.D., 1997, "Targeted Outreach Delinquency Prevention Program Assessment," paper submitted to the Boys & Girls Clubs of Metro Atlanta. Research funded by the Bureau of Justice Assistance #4 Grant.

Found that children in the Boys & Girls Clubs who were exposed to the Kahler PCM program had an enhanced self-concept and greater self esteem. Also, there was overall improvement in morale and camaraderie, an increased involvement in activities, and a desire for recognition for accomplishment.

Jackson, Mary Jane, Ph.D. and **Pauley, Judith Ann**, Ph.D. "Momentum", November/December 1999, "Funsters and Feelers: Students Thrive with Teaching That Suits Their Nature".

Describes six student and teacher personality types; presents results of research as to which students are dropping out; presents a hypothesis of why they are being left behind; and provides examples/suggestions of how teachers can reach them.

Johnston, Richard, M.A., McGregor School of Antioch University, 1997. Thesis. "The Value of the Process Communication Mode to a Mediator."

Found that the PCM model allowed the mediator to be in a better position to assess the people negotiating; helped the mediator to identify how each negotiator views their world, understand what preferences each has for interacting with their world, recognize each negotiator's probable distress levels, and motivate each negotiator to behave more in their non-distress way, thus helping to increase each participant's level of clear thinking and good engagement in [completing] the mediation process.

The PCM also offers the mediator valuable information on what "not" to say or do, and then what and how to say the "best" thing to each negotiator. Furthermore the mediator can use this model to monitor himself/herself for insight into self behavior and a template for making self management decisions.

Kahler, Taibi, Ph.D., "Personality Pattern Inventory validation studies." Kahler Communications, Inc. 1982.

Found in the 1972 study correlation between driver behaviors and scripts, ego states, injunctions, games, rackets, life positions, myths, and psychological needs.

Found in the 1982 study significant correlation between base and phase distress patterns and scripts, injunctions, myths, games, rackets, life positions, and psychological needs, as well as personality type correlation with character strengths, transactions (channels), perceptions, management styles, environmental preferences and compatibility spans.

Kahler, Taibi, Ph.D., Purdue University, 1972. Dissertation. "Predicting academic underachievement in ninth and twelfth grade males with the Kahler Transactional Analysis Script Checklist."

Found correlations between the T.A. checklist items and underachievers, suggesting further research in comparing a "Stupid" criterion and underachieving.

Knaupp, Jon, Ph.D., Arizona State University, Unpublished paper. "Preservice teachers' ranking of personality characteristics preferred by primary students, middle school students, parents and administrators."

Found that teachers and students who have differing personality structures will have more miscommunication, and the resulting negative coping strategies will be used by both the teacher and student are predictable as a function of their personality typing in PCM.

Martin, Sue. University of Arkansas at Little Rock, 1996. Dissertation (Research in progress). "A Study of the Behavior Causes of Miscommunication in Arkansas Elementary Public School Students."

McGuire, Terence, M.D., "Astronauts, reflections on current selection methodology, astronaut personality, and the space station" (Non-published).

Identified the personality structures of various types of astronauts: pilots, mission specialists, and payload specialist, concluding that PCM is valuable in selecting and training astronauts and "has proven useful in predicting crew incompatibilities and probable modes of malfunction."

Mlinarcik, John, Ph.D., The Fielding Institute, 1990. Dissertation "Alcoholic Personality Types Revisited Ala Kahler's Process Communication."

Found that Reactive, Type II alcoholics had significantly lower mean Workaholic scores than the matched, nonalcoholic comparison subjects. Results support the movement favoring etiological theories that certain personality and psychological facts may lead to the development of Type II, "Process Reactive Alcoholism."

Nash, Barbara, Ph.D., Western Michigan University, 1984. Dissertation "Process Therapy: A Reliability and Validity Study".

Found that Process Therapy could be a useful and practical model for diagnosis and treatment.

Pauley, Joseph, 1996, "Using Process Communication to Accomplish Your Goals In IEP Meetings". A paper presented at the National Conference of the ARC (formerly the Association for Retarded Citizens) in Indianapolis, Indiana.

Described the concepts of Process Communication and gave examples of how parents can use them to accomplish their goals in IEP meetings.

Pauley, Joseph, February 1998, "Process Communication: What It Is and How To Use It to Reach Every Student". A paper presented to the Tenth Annual National At-Risk Student Conference in Myrtle Beach, South Carolina".

Described the concepts of Process Communication and provided strategies to reach at-risk students, especially those who have been labeled ADHD.

Pauley, Joseph, June 1998, "PCM and the Hard To Reach Student". A paper presented to the National Student Leadership Conference at Clemson University.

Described the concepts of Process Communication and gave the positive results obtained by 19 teachers in Virginia schools when they applied the concepts in their classrooms. Each teacher was asked to name a student with whom they were having problems in their classes. Process Communication strategies were developed for each of them with the result that every student stopped their negative behaviors. One teacher reported her student told her he loved her. Another teacher reported she had been unable to list any strengths of her student, but now had two pages of strengths she did not know the student had. All 19 teachers had similar stories.

Pauley, Joseph, and Smith, Kathryn, PhD., July 1998, "How to Reach Those Hard To Reach Students". A presentation at the Annual Conference of the Virginia Association of Secondary School Principals in Williamsburg, Virginia.

Described the concepts of Process Communication and gave intervention strategies to use with students when they are in distress. Emphasis was placed on using Process Communications strategies to intervene with students who were labeled ADHD as an alternative to labeling them and putting them on medication.

Pauley, Joseph, October 1998, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the Tenth Annual National Dropout Prevention conference in Detroit, Michigan.

Described the concepts of Process Communication and reported the positive changes in student behaviors when the concepts were used to intervene with students who were in danger of being expelled from school. Emphasis was placed on the positive changes in the behavior of those who had been labeled ADHD.

Pauley, Joseph, February 1999, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the Eleventh Annual National At-Risk Student Conference in Myrtle Beach, South Carolina.

Described the concepts of Process Communication and reported the positive results when the concepts were used to intervene with students who were in danger of being expelled from school. Evidence was introduced showing that many students who had been labeled ADHD were mis-diagnosed. Examples were given showing that Process Communication was a non-medical alternative to dealing with the negative behaviors of these students.

Pauley, Joseph and Reed, Donald, February 1999, "How Process Communication Can Help Your Clubs Reach The Hard To Reach Kids". A presentation at the Southeast Region Conference of the Boys and Girls Clubs of America in Hilton Head, South Carolina .

Described the concepts of Process Communication and gave the results of a year long study by Emory University of a program being run by the Atlanta Boys and Girls Clubs. The study concluded

Process Communication was changing for the better the lives of the young men and women in the Atlanta program, many of whom had been labeled ADHD.

Pauley, Joseph, and Smith, Kathryn, PhD., April 1999, "What To Do About Bernie: Teaching and Reaching the Hard To Reach Student". A presentation at the National Conference for Exceptional Children.

Described the concepts of Process Communication and gave the results of applying the concepts with special education students in Virginia and Maryland. Emphasis was placed on students labeled "mentally retarded" and ADHD. Strategies were developed for positively intervening with all students.

Pauley, Joseph, Reed, Donald and Reed Pamela, May 1999, "Reaching and Teaching At-Risk Students". A presentation at the Seventh Annual Comprehensive System Of Personnel Development, Leadership and Change in Black Mountain, North Carolina.

Described the concepts of Process Communication and provided strategies for applying them with at risk students, especially those who had been labeled ADHD.

Pauley, Joseph, December 1999, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the Eleventh Annual National Drop Out Prevention Conference in Austin Texas.

Described the concepts of Process Communication; provided strategies for applying them with at risk students; and provided an update of the status of students previously in danger of being expelled from school. Evidence was given showing why many students are being mis-diagnosed as being ADHD.

Pauley, Joseph, February 2000, "What To Do About Bernie: Reaching and Teaching the Hard To Reach Student". A presentation at the Twelfth Annual National At-Risk Conference in Myrtle Beach, South Carolina.

Described the concepts of Process Communication; provided strategies for applying them with at risk students; and provided an update of the status of students previously in danger of being expelled from school. Research results were given showing why there was mis-communication between teachers and students as a result of the difference in their personality structures. This difference frequently resulted in the students being diagnosed ADHD.

Pauley, Joseph, February 2000, "The ADHD Student: Is There an Alternative To Medication?" A presentation at the Twelfth Annual National At-Risk Conference in Myrtle Beach, South Carolina.

Presented the results of research showing that many students who are being diagnosed with ADHD are mis-diagnosed. Showed that many of the students were normal, but were in distress and demonstrated that frequently the problem results from mis-communication between teachers and students and parents and students. Provided alternative strategies to reach these students so as to reduce or eliminate the negative behaviors which resulted in the diagnosis of ADHD and the prescription of medication. Showed there is an effective alternative, i.e. helping students get their needs met positively so they do not get bored and act out.

Shcolnik, Bonnie, Ph.D., The Fielding Institute, 1987. Dissertation. The Process Communication Model Concept of Developmental Processes: The Effects of Phase Development in Husbands on Marital Satisfaction of Wives."

Found that PCM was a useful model for understanding how people might interact in a marital relationship: PCM can predict accurately that a certain personality type and phase individual would experience in a relationship with someone who is a different personality type or phase.

Also results point out clearly that PCM is useful in predicting how people will communicate and whether or not specific psychological needs will be issues for them in a relationship.

Stansbury, Pat. "Child Abuser Study," 1991, (funded by Taibi Kahler Associates and SCAN America).

Found that the PCM predicts child abuser personality structures at 78.2% (with 6.2% false negative and 15.6% false positive).

Stansbury, Pat. "Myers-Briggs/Personality Pattern Inventory Research", 1990, (funded by NASA).

Found that a cross predictive correlation between base personality types and certain Myers - Briggs typologies. Concluded that the PPI is far more pragmatic and utilizable because of "phase" – identification of psychological need motivators and predictability of distress patterns. Also concluded the value of PCM included immediate intervention strategy capabilities.

Stansbury, Pat. "Report of Adherence to theory discovered when the Personality Pattern Inventory was administered to subjects twice," 1990, (funded by Kahler Communications).

Found 85.2% adherence to Phase theory and condominium order in test-retesting over time.

Wallin, Mark, Ph.D., Northern Arizona University, 1994. Dissertation. "Making the Grade: The Effects of Teacher Personality Types on Student Grading Practices."

Found that a student's grade is significantly affected by the difference in personality structure between that of the teacher and that of the student.

Apache Junction Unified School District

November 6, 1989

Taibi Kahler
1301 Scott Street
Little Rock, AR 72202

Dear Taibi,

During the past decade we have been actively involved in researching, developing and implementing a valid performance-based compensation program for teachers and administrators in the Apache Junction Unified School District.

A review of the literature indicated to us that there were seven distinct categories of professional responsibility that educators had to be in control of in order to deliver an effective instructional program and provide the basis upon which the effectiveness of that instruction could be measured and thus compensated for. They include:

- Knowledge of Subject Matter
- Interpersonal Skills
- Knowledge of Human Growth and Development
- Classroom Control
- Planning
- Selection of Materials at the Appropriate Level of Difficulty
- Instructional Delivery/The Teaching Act.

In order to evaluate each of these specific dimensions objectively, a training program, together with a competency-based evaluation system had to be developed or selected to ensure that the staff met minimum performance levels in each of these areas.

The training program we choose to upgrade the knowledge and skill of our staff in the areas of interpersonal skills and classroom control was Process Communication. To date, every professional staff member in the district has been through at least a three-day session. The positive results of selecting Process Communication has been overwhelming as evidenced by:

Enriching lives through education

Post Office Box 879
Apache Junction, AZ
85217-0879

502-982-1110

Superintendent of Schools
Dr. William F. Wright



Taibi Kahler
November 6, 1989
Page 2

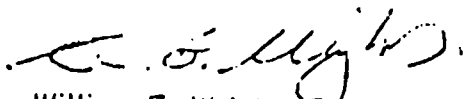
- Employee turnover in the district has been reduced from 43% to less than 5%
- Employee satisfaction and staff moral is at an all time high
- Student achievement at every grade level has increased dramatically
- The failure rate at the seventh and eighth grade level has been reduced from approximately 20% to less than 2%
- Disciplinary referrals in all schools have been significantly reduced (Less than 2% of our students are in trouble on any given day)
- Graduation rates at the high school level are up
- Students entering into post secondary training has increased from less than 19% to over 43%
- The failure rate at the junior high school level is less than 2%
- The satisfaction of parents and students toward the schooling process has improved significantly.

These improvements by no means represents all the positive aspects of the program. Indeed, process communication has worked so well with the professional staff that we are training support personnel in the model as well.

Taibi, we have ample evidence to demonstrate to those interested in improving education to suggest that process communication can play an integral part in school improvement. In fact, we're so convinced of the value of the program that we would like to invite those who may be interested in using your information to visit our district and talk to our personnel about how they view the program.

If you would like further information on our project, please do not hesitate to give me a call. Thank you for your interest in improving communication and relationships among all of us.

Sincerely,


William F. Wright, Ed.D.
Superintendent of Schools

WFW:dt

TYPE	CHARACTER STRENGTHS	PERCEPTION	NEEDS	CHANNEL
Reactor (Feeler)	Sensitive, Warm, Compassionate 30%(75% F, 25%M)	Emotion	Recognition of Person, Sensory	Nurturative 4
Workaholic (Thinker)	Responsible, Organized, Logical 25%(75%M, 25%F)	Thoughts	Recognition for Work Time Structure	Requestive 3
Persister (Believer)	Dedicated, Observant, Conscientious 10%(75%M, 25%F)	Opinions	Recognition for Work Recognition for Convictions	Requestive 3
Dreamer (Dreamer)	Reflective, Imaginative, Calm 10%(60%F, 40%M)	Inaction	Solitude, Clear Directions	Directive 2
Rebel (Funster)	Spontaneous, Creative, Playful 20%(60%F, 40%M)	Reaction	Playful Contact	Emotive 5
Promoter (Doer)	Resourceful, Adaptable, Charming 5%(60%M, 40%F)	Action	Incidence, Action	Directive 2

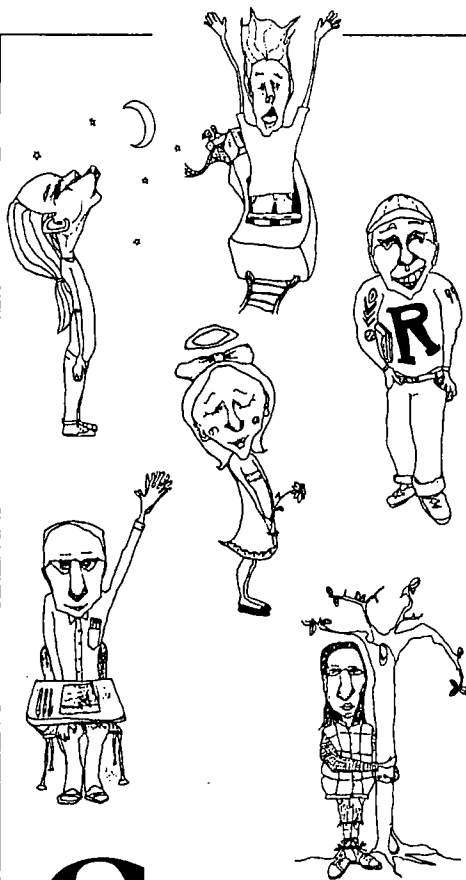
Teaching Math and Science to At-Risk Students

2000 AAAS Forum for School Science: Reforming Science & Math in Urban Schools
February 20-22, 2000

Judith Ann Pauley, Ph.D., CEO and Joseph F. Pauley, President
Kahler Communications (Washington, D.C.)
6701 Democracy Blvd., Suite 300
Bethesda, MD 20817
301-983-8447

LESSON PLANNING QUESTIONS

- How can I provide personal recognition for the *Feeler*?
- How can I give recognition for work and provide time structure for the ***Thinker***?
- How can I insure the task is meaningful for the ***BELIEVER***?
- How can I provide reflection time for the *Dreamer*?
- How can I make this fun for the ***Funster***?
- How can I incorporate action for the ***Doer***?



Funsters and Feelers

Students Thrive with Teaching That Suits Their Natures

Mary Jane Jackson, Ph.D. and Judith Ann Pauley, Ph.D.

Sally just exasperates me! She's a challenge with a capital C."
 "Oh, she really gets under your skin?"
 "You can say that again. We get along like oil and water! She tries to get out of work. She leaves the room without permission. She makes up stories whenever she gets in trouble! I've tried three behavior programs that just don't work!"
 "My little Eric will fall on the floor, scream, cry and try to kick others. I've tried to ignore him but of course I have to keep him from hurting others."

Conversations like these are common in the teachers lounge. What can we do about it? In the fall of 1998 our Process Communications Management (PCM) staff development team trained the teach-

ers at a Catholic school in a large city in the concepts of Process Communication. These concepts were developed by Dr. Taibi Kahler, an internationally acclaimed clinical psychologist who was awarded the 1977 Eric Byrne scientific medal for one of his discoveries. Our team helped the teachers devise strategies to carry his theory into practice. Through role play, completion of personality inventories and interactive exercises in regularly scheduled sessions, the teachers had an opportunity to learn more about them-

selves and their students. In small teams, they learned how to communicate with each student individually and how to motivate each student according to the student's motivational needs. We believe it is the role of Catholic education to serve all of God's children. We believe each student, including challenging students like Sally or Eric, is special in God's eyes, having been made in His image and likeness. We have found the concepts of PCM to be particularly useful in helping teachers deal with *all* the students in their classrooms.

Dr. Mary Jane Jackson and Dr. Judith Ann Pauley are consultants for Kahler Communications in the Washington, DC area.

Six Basic Personality Types

Process Communications Management (PCM) is based on two premises: First, everyone is one of six basic personality types; and second, how people say something is more important than what they say. According to the research of Dr. Kahler, the six types are the following:

- *Feelers*, who make up 30% of the population in the United States and are compassionate, sensitive and warm;
- *Thinkers*, who make up 25% of the population and are responsible, logical and organized;
- *Believers*, who make up 10% of the population and are dedicated, observant and conscientious;
- *Dreamers*, who make up 10% of the population and are reflective, imaginative, and calm;
- *Funsters*, who make up 20% of the population and are spontaneous, creative and playful; and
- *Doers*, who make up 5% of the U.S. population and are persuasive, adaptable, and charming. (See Table 1.) Dr. Kahler's research has shown that none of these six types is better than any other type, and that each of these six types is motivated



*Funsters are
the most
creative
students in a
classroom.*

*They need to
have fun. If they do not get
their fun needs met positively
in class, they will do things to
get negative attention...*

differently and prefers to communicate in one of four different ways.

According to Dr. Kahler, although everyone is one of these six basic personality types, each person has parts of all six types, arranged like a six-floor condominium. However, some parts are more fully developed in each person than are other parts. (See Figure 1.) As a result, people tend to communicate most effectively with the personality types which are most well developed in their structure, i.e., with people who are most like them. Conversely people tend to

have the most difficulty communicating with people who are least like them, i.e., people who are of the personality types that are least well developed in their structure.

This is also true of teachers and students. Elementary school teachers tend to be Feelers and have Thinker and Believer as their next strongest parts. Secondary school teachers tend to be Believers or Thinkers and have Feeler as their third most developed part. Most teachers have Funster, Doer and Dreamer as their least well developed parts. Consequently, those students who are most successful in these teachers' classes are Feelers, Thinkers and Believers. Those students who tend to be less successful in these teachers' classes are Dreamers, Funsters and Doers.

Studies of dropouts in several states indicate that the great majority of dropouts are Funsters, Doers, and Feelers who have Thinker as their least well developed part. (See Figure 2). Thinkers tend to excel at math, science, and problem solving and are good at organizing things and collating information. Therefore people who have this as their least well developed part tend to be at risk in subjects involving these skills.

In June 1998, Dr. Rebecca Bailey published a dissertation at the University of Arkansas Little Rock, in which she found that teachers who had Funster and Doer as their least well developed part identified Funsters and Doers as the students they had the most difficulty managing in the classroom. More significantly these teachers tended to refer Funsters and Doers for diagnosis for ADHD. In research done by Dr. Katherine Smith and Joseph F. Pauley in Maryland, Vermont and Virginia, every teacher identified students of these two personality types as their most difficult student. Research by Dr. Bailey, Dr. Smith and the authors indicates there are two keys to reaching all students in the classroom. Perhaps the most important is helping each student get his or her motivational needs met positively. The second is talking to them in the way

TABLE 1. PERSONALITY TYPES — DEMOGRAPHICS AND CHARACTERISTICS

Personality Types	Percent of US Population	Characteristics
Feeler	30% (75%F, 25%M)	Sensitive, Warm, Compassionate
Thinker	25% (75%M, 25%F)	Logical, Responsible, Organized
Believer	10% (75%M, 25%F)	Dedicated, Observant, Conscientious
Dreamer	10% (60%F, 40%M)	Imaginative, Reflective, Calm
Funster	20% (60%F, 40%M)	Spontaneous, Creative, Playful
Doer	5% (60%M, 40%F)	Persuasive, Adaptable, Charming

*Doers are
natural leaders
who need action
and excitement.
They are very
direct people, like to
make deals, and prefer to be
told what to do.*



pace, and was able to stay on task after he got his fun needs met.

One of the authors has her chemistry students act out the motions of particles as solids, liquids and gases as they study kinetic theory. Students stand and vibrate in a tightly ordered cluster to represent solids, move their feet in a heel and toe motion but must stay in contact with at least one other student to represent liquids and move in straight lines until they bump into something or someone as a gas. In another demonstration, they dramatize the vibrations and rotation

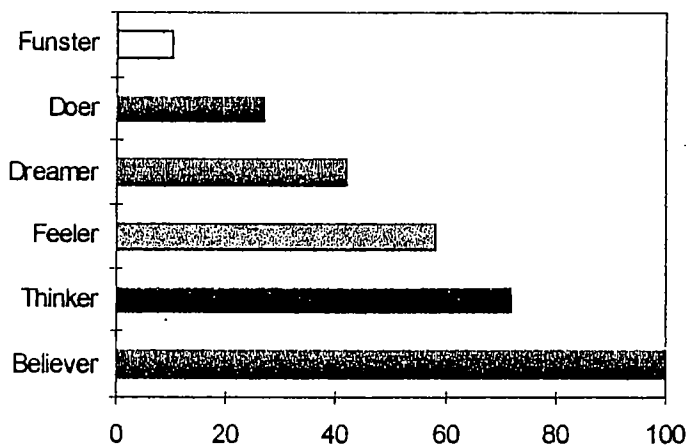
of the water molecule by imagining their fists as hydrogen atoms bonded to an oxygen atom represented by the trunk of their body. They move their fists in and out symmetrically and asymmetrically and from front to back to show the modes of vibration and they turn around to show rotation. These motions are then related to different electromagnetic wavelengths in the infrared and microwave region. Physics students create a musical instrument using an electric circular saw to cut PVC pipe to calculated lengths for the musical scale.

in which they can best relate. Because most teachers are Feelers, Thinkers, or Believers, they motivate students who are Feelers, Thinkers, or Believers naturally. Because most students who are identified as difficult to manage are Funsters and Doers, this article will focus on these two types.

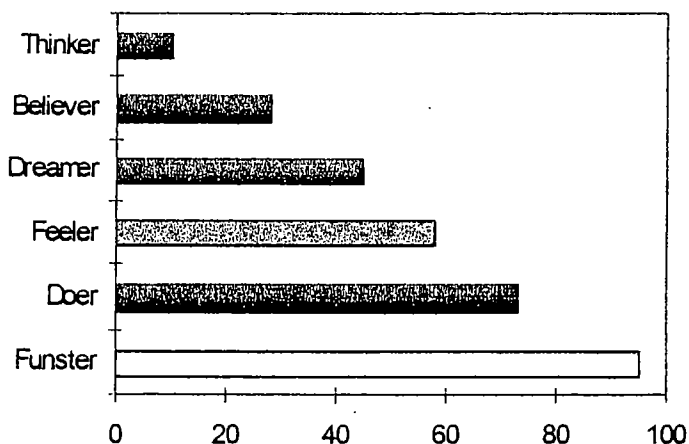
Funsters

Funsters are the most creative students in a classroom. They *need* to have fun. If they do not get their fun needs met positively in class, they will do things to get negative attention such as acting out, biting other students, throwing chairs, tipping over desks, kicking, and shouting at the teacher. Research has shown that when Funsters are given the opportunity to have fun and be creative in the classroom they do not engage in these negative behaviors. Funsters prefer to communicate in a lively, energetic, upbeat way and have difficulty responding positively when ordered to do something. Some activities that might appeal to Funsters in the classroom are writing poems or songs, team games, telling jokes or stories, giving reports in front of the class, and acting out parts in plays or stories. A middle school resource room teacher assessed one of her challenging students as a Funster and had him play games each time he came to her classroom before she worked with him on academic subjects. The teacher found that he learned more, worked at a faster

Typical Secondary Teacher



Drop Out(Funster)



What Do the Students Think?

The reason I think I am a Funster is because I like to play around a lot and I can be creative. I think I am creative because I can think of a good way to write essays and writing assignments. I am playful because I make jokes and play tricks on people. This got me in trouble because I went too far and punched someone when I could have just walked away.

I think I am a Thinker because I finish my work and turn it in on time. I am organized because I keep all my stuff organized. I keep my binder organized so I know where all my papers are. I also have an organized room.

I was giving Eleanor's planner back and she was giving me my binder back and Michael slapped the binder out of my hands out of play. Then I punched him out of play.

Then they serenade other classes at school with Christmas carols.

Doers

Doers are natural leaders who need action and excitement. They are very direct people, like to make deals, and prefer to be told what to do. If they don't get their needs met positively, they will engage in behaviors to get their needs met negatively. For example, they might manipulate the class, pull cons, make fools of their classmates, get their classmates in trouble or attempt to make a fool of their teacher. Again research has shown that if teachers will involve them in competitive games and active demonstrations, or will make deals and provide an opportunity for them to earn rewards, for instance, they will not engage in the negative behaviors mentioned above. One sixth-grade teacher found that when one of

her Doer students began to fidget, offering the student the job of messenger to the office made the difference. One of the authors uses a reward system of "chembucks" in relays, chemistry games, responding to challenging questions, and meeting deadlines and assignments. One chembuck is worth a point on a quiz and five chembucks are worth two points on a test. This has been an effective motivator for Doers.

Feelers, Thinkers, Believers and Dreamers

It is outside the scope of this article to go into detail on the preferences for Thinkers, Dreamers, Feelers, and Believers but briefly, Feelers need to be reassured that people like and need them because they are good people. They tend to talk in soft, soothing tones and prefer it when people speak to them the same way. They also need pleasant surroundings and an environment that pampers the senses. When they don't get their needs met positively they make mistakes such as silly errors on tests, so they don't test well. One of the authors allowed her chemistry and physics students to take the class teddy bears to their desk when taking a test. Thinkers are task oriented and need recognition for their accomplishments and ideas. They also respond well to deadlines and need to know when things are due. When in distress, they get impatient with people who are not organized and don't think clearly. Believers need to be recognized for their accomplishments and ideas but also need to be respected for their ideals, values and commitment. They easily form opinions and, in distress, they may get argumentative and push their beliefs. Both Thinkers and Believers respond well to questions and an exchange of information. Dreamers need to be told what to do and be left alone to do it. They do best when given only one or two things to do at a time. One elementary school teacher asked her Dreamer student if he would like to move his desk to a quiet, out-of-the-way section of the classroom. He

jumped at the opportunity and his grades improved.

In her dissertation Dr. Bailey concluded that the ability of teachers to communicate with each student in their classes may be the most important factor in determining the success or failure of students in the classroom. The authors' research indicates that the key to successful communication in the classroom is the teacher's ability to shift to each student's frame of reference as outlined above. When the teacher does this successfully, students are happier, healthier, learn more and are easier to manage in class. Absences are reduced, disciplinary referrals drop dramatically, achievement test scores increase, and students develop a positive attitude toward education. This results in a significant decrease in dropouts and a dramatic increase in the number of students who go on to post-secondary education. An additional bonus for teachers dealing with students like Sally and Eric is that they enjoy teaching more and are no longer so tired at the end of the day.

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Kahler Communications (Washington, D.C.)

A Division of Process Communications Inc.

International Management Communication

History and Concept:

In 1971, Taibi Kahler saw a PROCESS...a sequence by which people interacted with one another both in positive and negative ways. The uniqueness of this discovery was that human behavior could be identified objectively literally second by second as being either productive (COMMUNICATION) or non-productive (MISCOMMUNICATION). Both patterns were sequential, measurable, and *predictable*.

For this discovery, Dr. Kahler was awarded the 1977 Eric Berne Memorial Scientific Award and honored by more than 20,000 of his clinical peers from 52 countries as having provided the *most significant scientific discovery in his field of psychology*. His **Mini Script** afforded people the means of diagnosing someone within minutes and accurately predicting their pattern of negative behavior under stress.

With many invitations to speak at national and international business and organizational conferences, Dr. Kahler translated his concept into a non-clinical model of communication for business and individuals. Process Communication was developed to offer business people a firm behavioral, management and interaction foundation.

Process Communication

- Identifies personality types.
- Assesses character strengths.
- Reflects preferred management styles and favorite "channel" or means of communication.
- Determines individual psychological and motivational needs.
- Predicts potential management/interaction success or failure patterns under stress.
- Provides intervention points for failure patterns.
- Offers ways of reinforcing positive, productive behaviors.

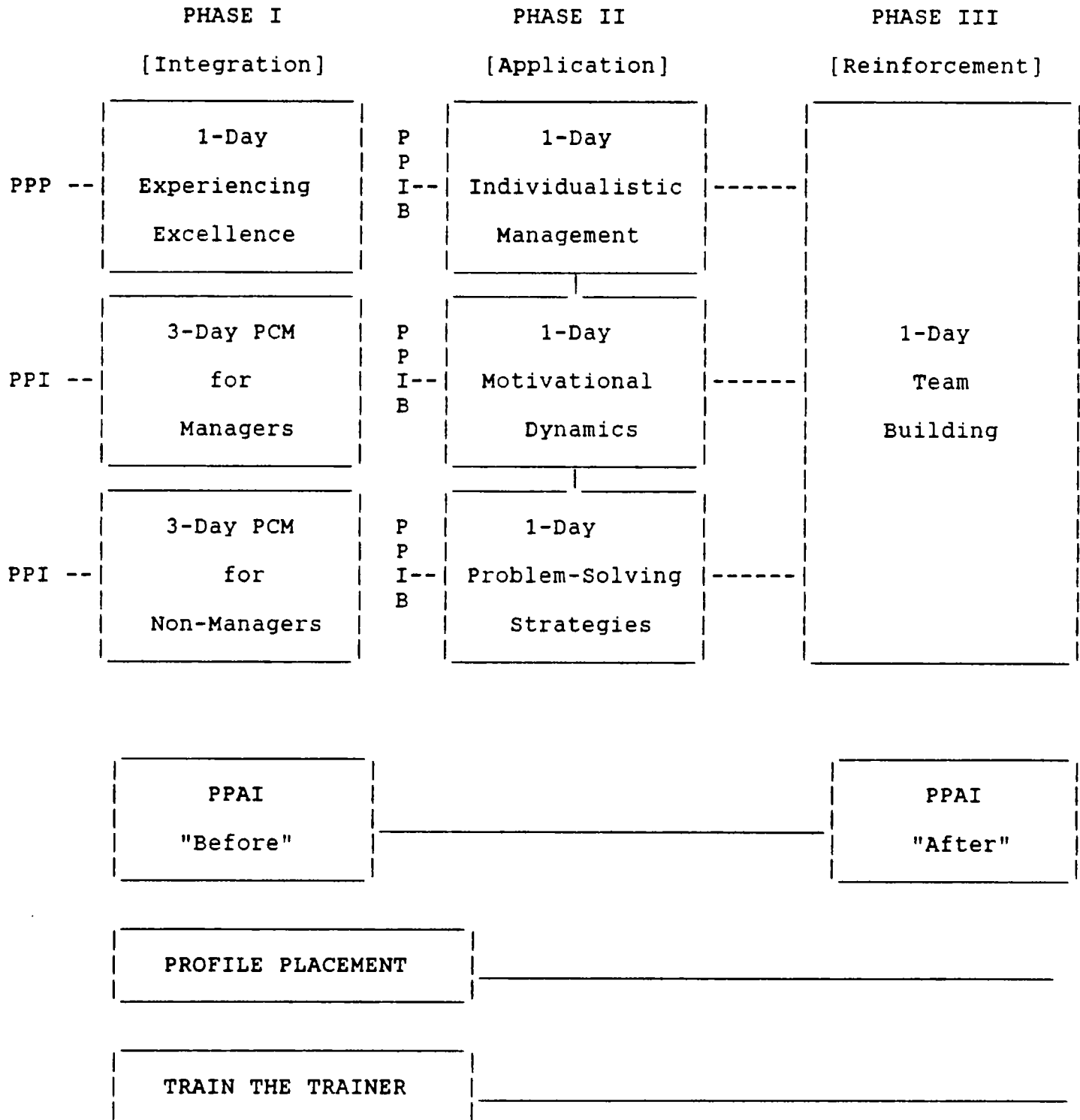
Dr. Kahler's theory has withstood professional scrutiny and the test of time since 1971. His Process Communication programs have already significantly touched the world of business and industry.

Representative Clients:

- | | |
|--------------------------------------|--|
| • ALCOA | • International Brotherhood of Teamsters |
| • AT & T | • Lincoln Memorial University |
| • Arkansas Social Services | • NASA |
| • Banque Bruxelles Lambert (Belgium) | • Peace Corps (Dominican Republic) |
| • Baptist Medical Center | • Phillip Morris (Switzerland) |
| • Belle Tournure | • RepublicBank—Dallas |
| • Brevard Community College—Florida | • SCAN America |
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| • Chevrolet Motor Division | • Southwestern Bell |
| • Domino's Pizza | • St. Vincent Infirmary |
| • First National Bank of Crossett | • Toshiba |
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PROCESS COMMUNICATION TRAINING





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INTEGRATION

3-DAY PCM FOR MANAGERS

THIS IS A 3-DAY WORKSHOP DESIGNED FOR SENIOR AND MIDDLE LEVEL MANAGEMENT, AS WELL AS LINE SUPERVISORS.

THE PRIMARY FOCUS IS ON LEARNING THE PROCESS OF COMMUNICATION, RECOGNIZING LEADERSHIP STRENGTHS AND WEAKNESSES, AND EMPLOYING INDIVIDUALISTIC STRATEGIES FOR MOTIVATION.

THE ESSENCE OF THE WORKSHOP IS LEARNING HOW TO MANAGE PEOPLE INDIVIDUALLY THEREBY REDUCING MISCOMMUNICATION (UNPRODUCTIVE BEHAVIOR), AND INCREASING MORALE AND PROFITS.

MANAGERS TODAY FACE TREMENDOUS CHALLENGES WHICH REQUIRE CONTINUOUS UPGRADING OF BASIC SKILLS, AND OFTEN RAPID ACQUISITION OF NEW ONES.

A LEADER WHO UNDERSTANDS THE IMPORTANCE OF HOW WE SAY WHAT WE SAY, OF EACH PERSON GETTING PRIMARY NEEDS MET, AND OF HAVING THE ABILITY AND DESIRE TO SHIFT MANAGERIAL STYLES, CAN EFFECT THE PRODUCTIVITY OF THE PEOPLE FOR WHOM HE/SHE IS ACCOUNTABLE.

VISUAL AIDS, EXAMPLES, ROLE-PLAYING, DEMONSTRATIONS, PRACTICE SESSIONS, AND WORK GROUPS ARE ALL INCORPORATED IN THE SESSIONS TO INCREASE INVOLVEMENT AND REINFORCE UNDERSTANDING.

THE WORKSHOP IS CONDUCTED BY A TRAINED CERTIFIED LEADER.

EACH PARTICIPANT RECEIVES AN EXECUTIVE 3-RING BINDER, COMPLETE WITH EXAMPLES, EXERCISES, AND REFERENCES. THIS WILL PROVIDE VALUABLE RESOURCE MATERIAL FOR PRACTICAL APPLICATION AND FOLLOW UP.

MAJOR BENEFITS:

- * Increased team spirit
- * Greater levels of effectiveness in counseling employees
- * Matching the proper person with the proper job atmosphere
- * Creation of a quality work environment
- * Reduced stress
- * Increased profits and productivity



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INTEGRATION

3-DAY PCM FOR MANAGERS

FEATURES:

INTRODUCTION: Describes each of the 6 Personality Types.

MANAGEMENT STYLES: Defines 4 Management Styles.

PERSONALITY PARTS: Defines 5 Personality Parts.

CHANNELS OF COMMUNICATION: Defines 5 Channels of Communication.

PSYCHOLOGICAL NEEDS: Identifies the psychological needs for each Personality Type.

ENVIRONMENTAL PREFERENCES: Provides job placement strengths for each Personality Type.

BENEFITS:

Advises how to identify the Personality Type of the employee.

Knowledge of which style the manager should use with different personalities. Gives the advantages and disadvantages of his/her management approach. Why his style works well with some employees and not with others.

Advises why people hear us in different ways. HOW we say something is more important than WHAT we say, and choosing the right HOW is the difference between productive and unproductive behavior.

Advises Manager which "wavelength" is to be used with each employee's personality type in order to prevent miscommunication. "Wavelengths" provide an observable, behavioral means of looking at, understanding, and productively using communication. Knowing "wavelengths" and how to use them is like knowing which street to take in a strange city without consulting a person or a map for help.

Advises how best to motivate each employee according to his/her primary psychological needs. This awareness allows for an individual management strategy.

Advises manager how to match the employee and the work setting, and how effectively different types are likely to function in each setting.



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INTEGRATION

3-DAY PCM FOR MANAGERS

FEATURES:

MANAGEMENT PERCEPTIONS:

Describes how different Personality Types take in information and perceive the world they work in.

SUPERVISORY SPAN: Shows your natural ability to interact with each Personality Type.

DRIVER BEHAVIORS: Describes 5 Driver Behaviors.

FAILURE PATTERNS: Describes 6 Failure Pattern Scripts.

FAILURE MECHANISMS: Describes 6 Failure Mechanisms.

BENEFITS:

Advises whether the manager is likely to think, feel, or behave first, and how to adjust to that employee's perception of the work world. When a manager 'thinks' with a 'feeler', problems may arise. Such miscommunication is avoided when managers know about the 6 perceptions and how to adjust to them.

Knowledge of which Personality Types the manager will interact most effectively with. This "natural" compatibility profile provides an understanding of social interaction problems and preferences.

Alerts managers to the "warning signals" of miscommunication. Lets the manager know immediately that the employee is being mismanaged... that the wrong "wavelength" or Personality Part was used.

Predicts for the manager when, and what ways, an employee will engage in non-productive behavior patterns.

Knowledge of these destructive behaviors will alert the manager that an employee's needs are not being met. If not interrupted, these behaviors result in negative payoffs for the manager, employee, and the organization.



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LIST OF PROGRAMS AND SERVICES

SEMINARS/WORKSHOPS:

3-Day	Process Communication Management (PCM)
3-Day	Process Communication (Non-Management)
1-Day	Experiencing Excellence with PCM
1-Day	Individualistic Management *
1-Day	Motivational Dynamics *
1-Day	Problem Solving *
2-Day	Team Building
2-Day	Selling Process
1-Day	Banking on People (Customer Service Program)
1-Day	Quality Relations (Customer Service Program)
1-Day	How to Relate Better to Your Mate
*	3-Day Workshop pre-requisite applies

PRODUCTS AND SERVICES:

- * Key to Me Profile
- * Executive Success/Stress Profile
- * Successful Dieting/Alcoholism/Drug Program
- * Personality Pattern Inventory in Brief (PPIB), a recruitment and placement tool.
- * Personality Pattern Attribute Index (PPAI), a pre and post measure of communication skills.

CONSULTATION AND FOLLOW UP:

Consulting is available to all levels within the organization to ensure that what has been learned from PCM is being applied productively in the workplace.

TRAIN THE TRAINER PROGRAM:

Ideal for those companies with an ongoing centralized training program who desire company-wide implementation of PCM at all levels.



October 13, 1988

Kahler Communications, Inc.
1301 Scott St.
Little Rock, AR. 72202

Dear Dr. Kahler:

Let me express my company's appreciation for the impact the Kahler product has had on our operation over the past four years. After being exposed to many other products which had no measurable results on the organization, I admit I was not optimistic for other products. I now believe, however, we have found the *"missing part of the puzzle"* needed by organization.

The fact that this product addresses both the personal and professional part of one's life sets it apart from all others. Both of these areas are critical to the success of the other in business environments today. We now have measurable differences on improved communications between managers and subordinates — especially in understanding how to meet the psychological needs of various personality types which may be different from our own. It has improved "boss/subordinate" relationships drastically in the past four years. With a projected growth curve of 25% of year and the adding of approximately 500 persons per year basis, we believe this model is our key to continued growth.

It has also been the number one requested training program by our employees. Our plans are to have everyone who works for Clayton Homes (from the critical executive level to the hourly people) complete the PCM model.

Congratulations! Kahler Communications, on giving me the model that has impacted our organization from a personal professional standpoint. We have received awards from Forbes as being one of the best managed 200 small companies. I believe your product has helped us attain this award.

Sincerely,

Jerry C. Eledge
Director, Human Resources

jp



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TRAINING AND SERVICE GUARANTEE

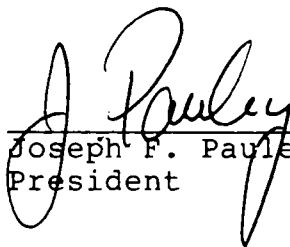
Process Communications Inc. is strongly committed to providing training and service of the highest quality. As evidence of our commitment, the following guarantee is offered on all training programs and services held "publicly":

If following the conclusion of the client's involvement in the entire program the client believes the training was inadequate or that training failed to meet his/her expectations, the client may elect to:

1. Enroll in a different Process Communication program of similar value at no charge; or
2. Obtain a full reimbursement for the cost of that training or service (less the actual invoice cost of materials).

This guarantee covers all publicly held training programs offered by Process Communications Inc. and its affiliate companies. The terms of this guarantee may be invoked following the conclusion of any public seminar and up to a period of one week after that seminar. In order to receive a reimbursement for any training or service, the client need only submit in writing a letter explaining how that training was inadequate or failed to meet his/her expectations. This is so Process Communications Inc. and its affiliate companies may continue to improve and provide superior training and service.

This guarantee is not intended to represent a product guarantee of internally held training programs. This guarantee is effective January 1, 1989.



Joseph F. Pauley
President