

Behavioral Coaching of Second-person Relationships Involving Educators and Students

– By making sweets –

TAKENAKA Yu

Graduate School of Science for Human Services, Ritsumeikan University

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This study examines how an educator's behavior changes according to a student's behavior.

In the first study, I examine a student's behavior. I analyze the appearance frequency of various behaviors when performing tasks and the behavior category, as existing from educator to student regarding behavior and from student to educator regarding the same.

The results show that the student's behavior pattern consists of completion, accountability, and evaluation. In this study, an educator instructs a student in using a hand mixer. I conclude that working with students with less experience in this and working with more difficult tasks dictates the educator's behavior. In the two studies, I conduct four experiments to look for processes involving the educator's prompting (in support of student independence) by limiting time, making cake is only short cake and contenting four lower experience students than first study. In adding to the analysis of the first study, I analyze their cake's evaluation. The results show that I divide language prompting into indication, explanation, confirmation, evaluation, and positive viewpoint. Each category indicates the levels. The educator uses a hand mixer as a demonstration or in alternation, in order to provide an explanation to the student. I observed many indications and explanations regarding language prompting.