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A Reliability Measurement of the Transactional Analysis Checklist

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A RELIABILITY MEASUREMENT OF THE TRANSACTIONAL

ANALYSIS CHECKLIST

by

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ABSTRACT

A Reliability Measurement of the Transactional Analysis Checklist

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The purpose of the study was to measure the reliability of a checklist

created and standardized for the study. The development of the checklist,

referred to in the study as the Transactional Analysis Checklist (TAC), finds

its basis in Transactional Analysis theory.

The literature available pertaining to Transactional Analysis was

reviewed. No literature, prior to the study, existed which directed itself

specifically to the examination of an instrument that could be used during the

diagnostic phase of treatment by Transactional Analysts. The lack of literature

was a partial motivator for the study. It was suggested that informally con-

structed devices are being used by Transactional Analysts to the exclusion of

test batteries.

The content areas of the TAC resulted from material informally con-

tributed. The informal devices created by some Transactional Analysts

offered direction in creating the TAC. The content areas, with specific

questions assigned to each, were designed to aid the interviewer in obtaining valuable information which is deemed necessary if successful therapeutic outcomes are to be realized.

The objectives of the instrument are based on the four positions of Transactional Analysis theory: (1) I am Ok - You're Ok, (2) I am Ok - You're not Ok, (3) I am not Ok - You're Ok, and (4) I am not Ok - You're not Ok. The positions are represented by two continua, the I Count and You Count continua. A rating form, accompanying the checklist, is used by the interviewer to rate individuals along both continua.

The primary thesis of the study suggested that a newly trained interviewer, one instructed in the theory and methodology of Transactional Analysis, using a checklist device could consistently measure emotional states postulated by Transactional Analysis theory. The method utilized to test this thesis was a structured interview. The TAC formed the basis of the interview, being utilized by the interviewer to extract information from the interviewee. The rating form accompanying the TAC was also used.

Two hypotheses were stated, both in the null form. The first challenged the existence of the constructs under study and the second, if the raters rating individuals along the two continua, could do so consistently.

Three interviewers, selected from the professional staff of the First District Juvenile Court in Utah, were trained in the theory and practices of Transactional Analysis. The population from which the sample was drawn were those individuals who were "active cases" at the time of the study and under the jurisdiction of the juvenile court. A sample of thirty (30) subjects was chosen.

Each interviewer interviewed ten subjects and each interview was tape recorded. At the conclusion of each interview, the interviewer rated the subject on the rating form. When all interviews were completed and all ratings recorded, the tape recordings of the interviews were played back to the interviewers. Each interviewer, once again, rated those he interviewed, this time listening to a tape recording of the interview, and rated tape recorded interviews of the other interviewers. A total of four ratings were made by each interviewer.

Statistical treatments were applied. The specific statistics used were: (1) Pearson Product Moment Correlation, (2) An Analysis of Variance technique with unadjusted data, and (3) An Analysis of Variance technique with adjusted data. The results of the treatments supported the existence of the constructs and the ability of newly trained interviewers to rate individuals along the I Count and You Count continua consistently.

The study offers the first standardized instrument for use by Transactional Analysts. It is also recommended for use where discriminations between individuals seems necessary (e.g., for therapy assignment). The study contributes one of the few experimental studies centering around the theories and assumptions of Transactional Analysis.

(67 pages)

CHAPTER I

INTRODUCTION

In recent years many practitioners have begun to question the approaches that have traditionally characterized psychotherapy. As the result of this criticism a new emphasis has emerged. Behavior therapy, deriving its momentum from experimental psychology, has been widely accepted in psychological and psychiatric circles. Behavior therapy includes a variety of procedures varying from aversion conditiong to desensitization. Although the techniques vary they all have a common theoretical basis (Wolpe, 1958; Eysenck, 1960; Metzner, 1961).

Although many of the advocates of behavior modification are opposed to any mention of internal process resembling Freudian theory, there are some who are not. An example are those advocating Transactional Analysis, which encompasses both Freudian theory and behavioral technique (Berne, 1961). Transactional Analysis, as well as others (e.g., Ellis, 1962), use behavior as their primary indice of patient change and still recognize the existence of internal process and its role in development and decision making.

In many cases, especially where behavior is used to measure patient change and when contingency management is suggested, standard personality tests such as the Minnesota Multiphasic Personality Inventory (MMPI), lose

their practical value and power. These tests emphasize the problem and its appropriate labeling, not unlike the nosological categories found in traditional literature (American Psychiatric Association, 1965). Future tests should be able to offer information that behaviorally oriented practitioners can utilize.

The Transactional Analyst, trained in the theoretical assumptions and practices of Transactional Analysis, begins the therapeutic endeavor by interviewing the patient (Berne, 1966). The purpose of the interview is to uncover fantasies, determine the level at which the patient conceptualizes, ascertain the patient's motivation for therapy, and attempt to uncover maladaptive behavior patterns. Traditionally most practitioners have relied on their ability to extract information from the patient, aided at times by informally constructed checklists.

These checklists presumably assist the practitioner in his attempt to uncover underlying processes upon which madalaptive behavior patterns are thought to be predicated. These checklists have never been reported in the literature. Because of this, as will be seen later in the review of the literature, by never validating a standardized instrument, Transactional Analysts have not contributed experimental data necessary to substantiate their theory.

The purpose of administering any checklist device to a patient by a Transactional Analyst is to gather projective and fantasy material. This is done in the attempt to uncover two basic constructs postulated by Transactional Analysis theory, the Protocol and the Script (Berne, 1961). The Protocol are those experiences, occurring during childhood, which result in emotional

conditioning. Based on this conditioning an individual will engage in selective percpetions which tend to reinforce behavioral patterns, often maladaptive in nature. The Script, including patterns of behavior, is a style of life which is stable and enduring. The Script is an overt manifestation of the Protocol. These concepts will be elaborated on in the review of literature.

The development of a standardized checklist, referred to in this study as the Transactional Analysis Checklist (TAC) is based on a perceived need for a standardized method of Transactional Analysis diagnosis.

The Statement of the Problem

The purpose of this study is to measure the reliability of a checklist, standardized for this study and developed to be used by raters to discriminate between individuals on two continua. The two continua, referred to in this study as the I Count and You Count continua, find their basis in Transactional Analysis literature (Berne, 1962; Holland, 1970; Harris, 1971).

This study also attempts to measure the ability of professionals, trained in the theory and methodology of Transactional analysis, to use a standardized checklist to rate individuals along the I Count and You Count continua.

The standardized checklist, used in and created for this study, is based on checklists used by practicing Transactional Analysts which have not been formally reported in the literature.

Transactional Analysis originated with Eric Berne, a trained and practicing psychoanalyst. Berne found formal psychoanalysis too limited in

scope and versatility. He suggests a more inclusive theory emphasizing environmental and behavioral factors, but still primarily based upon the medical model (Berne, 1961).

The present research attempts to quantify a heretofore qualitative theory, using a checklist derived from Transactional Analysis theory and referred to in this study as the Transactional Analysis Checklist (TAC).

Outline of the Study

Chapter I has set the stage for the study by introducing the perceived need for the study and a statement of the problem. Chapter II will review the literature.

Chapter III introduces the Transactional Analysis Checklist, its rational, specific content areas, and rating form. It also details the procedures necessary for use of the TAC and Rating Form, and procedures necessary to test its effectiveness.

Chapter IV offers the results of the study.

CHAPTER II

REVIEW OF THE LITERATURE

A search of the available literature found very little of an experimental

nature pertaining to Transactional Analysis and specifically the topic of the

present study. The sources reviewed are presented below.

1. A letter written to the International Transactional Analysis Associ-

ation (ITAA) requesting information regarding any research dealing with the

theory or its application.

2. A comprehensive review of Psychological Abstracts.

3. A comprehensive review of all issues of the Transactional Analysis

Bulletin (TAB) and the Transactional Analysis Journal (TAJ).

Transactional Analysis Theory

Eric Lennard Bernstein was born May 10, 1910, in the Jewish section

of Montreal, Canada. His mother was a professional writer and editor and

his father was a general practitioner. After the death of his father Berne was

greatly influenced by his mother who became very ambitious for him and

encouraged him to go to medical school. He took her advice, receiving his

B.A. at age 21, his M.D. and C.M. (Master of Surgery) at 25, from McGill

University. Eric Berne became a United States citizen in 1938 and shortly thereafter changed his name, Eric Lennard Bernstein, to Eric Berne.

Publishing under the name of Bernstein, Berne showed varied interests. He published many articles, including subjects such as the type of psychiatry practiced in Syria (Bernstein, 1939), and the psychological effects associated with the dentists chair (Bernstein, 1941). Beginning in 1944, Bernstein began publishing under the name Eric Berne. He dealt with the psychology of masturbation (Berne, 1944), published his first book discussing the activity of the mind (Berne, 1947) and explored cultural aspects of multiple murder (Berne, 1950).

The actecedents of Transactional Analysis were predicated on Berne's psychoanalytic background and the diverse interests he evidenced. Although not published until 1957, two papers prepared in 1956 were written which clearly begin to emphasize a transition for Berne and an anticipation of the introduction of Transactional Analysis. The two articles dealt with the Ego States, later to become an integral part of the theory (Berne, 1957a), and intuition in relation to man's Ego ideal (Berne, 1957b). In 1958, an article devoted entirely to Transactional Analysis was published (Berne, 1958). These articles received wide attention since Berne published a revised edition of his first book which attracted even more attention then the original publication (Berne, 1957c).

Transactional Analysis is one of the therapeutic orientations that emphasize behavior as an indice of patient change and at the same time, in

psychoanalytic tradition, postulates internal process. Transactional Analysts
consider internal process to play a vital role in the curing or amieloration of
pathological states (Berne, 1966). Unlike the criticisms levied against the
radical behaviorists and their techniques, such as; behavior modification
does not offer the individual free choice (Carkhuff and Berenson, 1967) and
behavior modification is nothing more than a technique lacking a systematic
theoretical basis (MacMilland and Forness, 1970), Transactional Analysis
encourages the individual to make independent choices. It suggests that the
individual select behavior he decides to be more appropriate than behavior he
has come to realize is maladaptive and counterproductive. The practice of
Transactional Analysis is firmly rooted in psychoanalytic theory as well
(Berne, 1961).

Berne introduced psychoanalytic group therapy with a behavioral
emphasis. It has been suggested that Berne did not challenge psychoanalytic
tradition so much as "embrace" and "added to it" (Cheney, 1971).

The first book, entirely devoted to Transactional Analysis was
published in 1961 (Berne, 1961). This book expanded the notions of the Ego
State, introduced earlier (Berne, 1957a; 1957b).

The Ego States

Berne defines the Ego State as follows:

An Ego State may be described phenomenologically as a coherent
system of feelings related to a given subject, and operationally as
a set of coherent behavior patterns; or pragmatically, as a system

of feelings which motivates a related set of behavior patterns.
Penfield has demonstrated that in epileptic subjects memories
are retained in their natural form as ego states . . . . "The
subject feels again the emotion which the situation originally
produced in him (when areas of the cortex are electrically
stimulated), and he is aware of the same interpretations, true
or false, which he himself gave to the experience in the first
place . . . not the exact photographic or phonographic reproduc-
tion of past scenes and events . . . a reproduction of what the
patient saw and heard and felt and understood." [Penfield] noted
further that such evocations were discrete, and "not fused with
other similar experiences." (Berne, 1961, p. 17)

There are three Ego States. These are the Parent, Adult, and Child.

The three divisions, at times can act in opposition to each other. Each Ego

State has a set of words (vocabulary) that is characteristic of that division.

There are also gestures (with hands, face or body) and a tone of voice that

goes with each of the divisions. Below are specific definitions of the three

Ego States.

Parent Ego State

This is the part of an individual's personality that is "borrowed" from

his actual parents or those who operated in their place, such as an Aunt or

Grandmother. It is not an identification with them, rather an imitation of

them. Some of the values one holds regarding sex, morals, religion, and

politics may be part and parcel of what their parents actually viewed and felt

about these things.

The Parent is the part of an individual that is opinionated, judgemental,

prejudiced and says things in an "automatic way". The vocabulary of the

Parent is characterized by the following words (Collins, 1968).

silly	stupid	ridiculous
vulgar	cute	immature
proper	naughty	childish

Adult Ego State

This is the part of an individual's personality that always knows what is going on. The part of an individual's mind that is unemotional. There is no such things as Adult anger, sniffling, or laughter. When someone is crying, pouting or banging on a table in anger, the Adult is "unplugged". The Adult, like a data computer, must be plugged in and turned on. The vocabulary of the Adult is characterized by the following words (Collins, 1968).

practical	manageable	unmanageable
proven	predictable	validated
disproven	workable	varified

These words, unlike many of the Parents words are words without "catches". No advice or judgement is being offered when the above words are used.

Child Ego State

This is the part of an individual's personality that is left over from actual childhood and that segment of the personality that loves suprises, parties, parades, mystery stories, and hot fudge sundaes. The Child remains with us throughout our lives, bringing with it all the fun and misery experienced in real life childhood. The vocabulary of the Child is comprised of only three words (Collins, 1968).   Wow   Really   Honest

Games, Script, and Protocol

Transactional Analysis offers a structure of personality comprised of the three Ego States, as well as, emotionally conditioning experiences (Protocol), transactions with ulterior motives (Games), and patterns of behavior (Script). Often, especially when an individual manifests a maladaptive life style, Games characterize the Script.

Games

Games are characterized by their predictable outcomes and their ulterior motives. Unlike "complimentary" transactions these "ulterior" transactions are predictably destructive (Berne, 1964).

Games, often originating in childhood, are often innocently conceived. For example, a child who has learned to enjoy the game of hide and seek may experience feelings that set the stage for later, more serious, adult games. Let us say that a child is hiding from his father, he has found a good hiding place. He is hiding in the closet and is getting bored since his father is having difficulty finding him. The child makes a sound to be discovered and both he and his father enjoy the excitement associated with the discovery. Transactional Analysis suggests that this experience may set the stage for a real life game of "cops and robbers". For example, this same individual, later in adulthood, might engage in an armed robbery, well thought out and executed, only to forget that his cars tail light is broken. It is suggested that his individual may be stopped by the police because of the tail light only to be found out as

the thief. The act of discovery will bring on the same excitement that charac-
terized the discovery of the hiding place in the game hide and seek (Berne,
1964).

Script

Often Games appear to be segments of Scripts. The Game may be
viewed as a component of a larger complex, the Script. This is the individual's
life plan predicated on the Protocol and decided upon in one's early years. The
Script is available to the individual if he takes the time to asses his Child Ego
State and its dispositions. Often while introspecting an individual will glimpse
aspects of childhood thoughts and decisions which have been acted on and
carried into adulthood. The manifestations of these thoughts and decisions
comprise the Script. Berne describes the Script as follows:

> Scripts belong in the realm of transference phenomena, that is, they
> are derivatives, or more precisely, adaptations, of infantile expec-
> tations and experiences. But a script does not deal with a mere trans-
> ference reaction or transference situation; it is an attempt to repeat
> in derivative form a whole transference drama, often split up into
> acts, exactly like the theatrical scripts which are intuitive articist
> derivatives of these primal dramas of childhood. Operationally, a
> script is a complex set of transactions, by nature recurrent, but not
> necessarily recurring, since a complete performance may require a
> whole lifetime. (Berne, 1961, p. 116)

Protocol

The Protocol may be viewed as an emotionally conditioned experience
which sets the stage for Games and the life Script. The following may help to
clarify how a Protocol is established. Let us say that a father comes home
regularly and his three year old daughter is always at the door waiting for his

arrival. The father arrives around the same time everyday and usually goes through the same ritual, opening the door, picking up the newspaper, and picking up his little girl, kissing her and acknowledging her. Let us say he does this for weeks in a row, but one day, feeling a little low, maybe drinking too much, he breaks his routine. He comes home and does not acknowledge his little girl, she not understanding this runs to her room crying. Berne intimates that this experience, possibly combined with others similar in nature, dispose the little girl to make decisions about herself and possibly men in general (e.g., "I am not loved" or "You can't trust men"). Berne describes the Protocol as follows:

> First, there is no specific word in psychoanalysis for the original experiences from which transference reactions are derived. In script analysis, the household drama which is first played out to an unsatisfactory conclusion in the earliest years of life is called the protocol. This is classically an archaic version of the Oedipus drama and repressed in later years. Its precipitates re-appear as the script proper, which is a preconscious derivative of the protocol. (Berne, 1961, p. 117)

Maladaptive Behavior

If the Child Ego State is not expressed in "okay" ways it is going to be expressed at some time in "not okay" ways. Simply stated, the child in its earliest years learns from its association with others to use appropriate or adaptive behaviors or inappropriate and maladaptive behaviors. On a grown up level the Child who used to break windows and steal things today plays alcoholic or is addicted to drugs, or suffers from depression, colitus, etc. (Collins, 1968).

The Protocol, setting the stage for the emotional disposition of an individual, results in biased perceptions. These biased or faulty perceptions, often used to substantiate and reinforce the Protocol, set the stage for an unhealthy Script (Berne, 1961).

Diagnosis and Treatment

Treatment is indicated when an individual is perceived or perceives himself as playing out a faulty Script. Berne has suggested that these people evidence "pathological states" and suggests "group treatment" rather than "group therapy" (Berne, 1966). Berne (1964) offers information regarding the composition of Games and their analysis and Gaiberg and Berne (1963) suggest ways an individual may overcome a faulty Script. It is suggested, for example, that an individual must introspect and assess his innermost feelings and dispositions and this will aid him in discovering decisions upon which the Script is predicated.

Summary

This chapter reviewed the literature and discussed the theory of Transactional Analysis. It was shown that little experimental evidence exists that lends credence to the theory.

This study assumes that it is necessary to research and standardize an instrument that can be utilized by Transactional Analysts wishing to diagnose patients. Some of the terminology inherent to the theory has been offered.

CHAPTER III

MATERIALS USED, SAMPLES, AND PROCEDURES

The purpose of this study was to measure the reliability of a standard-
ized checklist, referred to in this study as the Transactional Analysis Check-
list (TAC). The TAC was desinged from material contributed by Transactional
Analysts being based upon their therapeutic experiences.

The first section of this chapter deals with the development of the TAC.
The next section clarifies the constructs, upon which the objectives of the instru-
ment are based, the content areas of the instrument, the sample, hypotheses,
and procedures including interviewers, training, method of rating, follow.

Transactional Analysis Checklist

The Transactional Analysis Checklist (TAC) was designed to expedite
the diagnosis and subsequent treatment regimen. The TAC results from infor-
mation, informally communicated, within Transactional Analysis circles. The
TAC is the first formally constructed instrument for use by Transactional
Analysts.

Although the TAC requires the user to be familiar with Transactional
Analysis, care has been taken to insure that variability between presentations
is reduced.

Cronbach (1961) has discussed the value of using short answer response items over lengthy essay type. The TAC requires short responses. Further suggestions by Cronbach (1961) and Helmstadter (1970) regarding standardization and objectivity have resulted in other safeguards being taken. Unlike many other checklists (e.g., Mooney Problem Checklist, etc.), the TAC requires an interaction between the interviewer and interviewee. This interaction increases the likelihood of variability between presentations and responses made by patients in reaction to perceived cues emitted by the examiner. In regard to standardization and objectivity, specific questions (see Appendix B) have been assigned to the content areas (see Appendix C) of the test.

Since no device, relating to the diagnosis of a patient, had been formally introduced by Transactional Analysis the development of the TAC required the assigning of objectives and clearly defined content areas. Below are the objectives, content areas, and the questions assigned each area.

TAC's Objectives

The TAC's purpose is to offer information helpful to the Transactional Analyst when a diagnosis is required. It has been offered that the way in which an individual views the world often perpetuates maladaptive behaviors (Berne, 1966). Theoretically the discovery of the perceptions and the Protocol upon which they are based will aid the therapist help the individual change faulty

Script. None of the constructs of Transactional Analysis seem to be more crucial to successful therapy than the determination of how a patient perceives himself along the I Count and You Count continua.

The decision to use the position a person maintains along the I Count and You Count continua was, in part, predicated on the writings of Holland (1970), McCormick and Campos (1969), and Harris (1971) who have elaborated on the basic four positions of Transactional Analysis (Berne, 1966). The four positions are presented below.

The four positions

The following is taken from Berne (1966), McCormick and Campos (1969) and Holland (1970). The four positions are (1) I am Ok - You are Ok, (2) I am Ok - You are not Ok, (3) You are Ok - I am not Ok, and (4) I am not Ok - You are not Ok.

(1) I am Ok - You are Ok. --Transactional Analysis theory suggests that the child starts life in this position. It represents a healthy outlook towards the world offering respect for and interest in others. This part of a grown up is responsible for friendly relations with others and may be deemed the adaptive part of the personality. A change from this position results when life experiences begin to alter the perceptions of the child.

(2) I am Ok - You are not Ok. --The most primary form of this position may be realized when an individual is angered and reacts aggressively. Some individuals entire repetoire is characterized by aggression and hostility betraying a disrespect for others. People who are disposed this way are often found

in the occupation of law or religion. These are professions dedicated to the elimination of evil. At an extreme this individual may manifest paranoid tendencies.

(3) I am not Ok - You are Ok.--The most primary form of this position may be realized by those individuals who have failed in their aggressive attempts and now are characterized by a fear reaction. They withdrew rather than fight. Submission reinforces this position since it often reduces anxiety. These people may often be found in dreary rooming houses or hospitals, often isolated and alone from the I am Ok people. At an extreme these individuals may choose a beatnik or down and outer existence.

(4) I am not Ok - You are not Ok.--When the other positions have been exhausted and individual may adopt this final position. This position often char- acterized by complete withdrawal, more severe than I am not Ok - You are Ok individuals. This may include actual physical escape, even autism and on occasion suicide. This position is associated with psychotic like behavior.

The importance of the positions is made clearer by Berne's (1966, p. 270) statement; "Every game, script, and destiny is based on one of these four basic positions." The only healthy position is I am Ok - You are Ok. The I am Ok - You are not Ok is essentially paranoid, I am not Ok - You are Ok is depressive, and I am not Ok - You are not Ok, futile and schizoid (Berne, 1966).

The I Count continua represents the I am Ok or the I am not Ok con- struct while the You Count continua represents the You are Ok or the You are not Ok construct. These continua, like the constructs they represent transcend

and are basic to Transactional Analysis theory, therefore making it necessary to ascertain an individual's position in order to realize successful therapeutic goals.

The two continua are the criterion of the checklist. They may be rated from one extreme I or You Count very much, to the other I or You Count very little.

The descriptive categories defining the I Count and the You Count individual have been derived from the works of Collins (1968) and Berne (1961), as well as the model offered by Gough (1957). Below are the categories and the words or phrases defining each.

I Count (a) very much (b) very little

(a) This individual may be best described in the following words or phrases; selfish, autonomous, suspicious, introspective, confident, extrovert, non-conforming, rebellious. He looks out for his own welfare, with no apparent concern for others.

(b) This individual may be best described in the following words or phrases; unselfish, dependent, trusting, introvert, conforming. He concerns himself with the welfare of others, often putting their welfare above his own. He feels incompetent and lacks confidence in himself.

You Count (a) very much (b) very little)

(a) This individual may be best described in the following words or phrases; loyal, consistent, predictable, forgiving, affectionate. He forms close and enduring relationships, often belonging to several clubs and

organizations. He would be viewed as other directed rather than self

directed.

(b) This individual may be best described in the following words or phrases;

disloyal, inconsistent, unpredictable, non-forgiving, hostile. He does

not form close or enduring relationships and seldom attends group meet-

ings. He would be considered as self directed rather than other directed.

TAC's Content Areas

The TAC's development represented the first checklist predicated on

Transactional Analysis theory and designed to be used by Transactional

Analysts. No prior information, other than that information informally com-

municated among International Transactional Analysis Association Members

offered any direction in terms of specific content areas valuable to the analyti-

cally oriented diagnostician. The final decision to use the content areas found

in the checklist (see Appendix B) resulted from suggestions offered by members

of the association and from the writings of Berne (1961; 1966).

The content areas contained within the TAC were designed to obtain

projective information from the patient. The content areas, although not

experimentally validated, suggest a value to the diagnostician attempting to

make determinations regarding the Script and Protocol. The names assigned

to the specific areas (see Appendix B) have no direct relationship to the theory

itself, but were so named because of their innocuous quality. It was hoped that

when a patient viewed the checklist form it would produce a minimal anxiety

reaction, hopefully setting the stage for a better rapport between the patient

and the analyst. Each content area is presented below and entitled in a way that most represents its purpose.

Motivational level

It is important to ascertain the motivation of the patient. By determining or at least estimating his motivation the therapist may gauge the way in which he approaches the individual and may set more realistic expectancies and goals for the patient. Berne (1966) has discussed "contracts" made with patients at the outset of therapy. These contracts are characterized by an agreement between the therapist and the patient as to what will be accomplished during therapy. To fulfill a contract a patient must be motivated. The motivational level of the patient is revealed by requesting him to co-operate with the therapist. Overtly this is done by discussing contractual agreements. However, the checklist uses a more subtle means, asking of the patient simply to disclose something of himself. Any resistance here may be interpreted as intimating the existence of suppressed or even repressed material. This area is referred to as Sweatshirt.

Free association

Transactional Analysis is founded upon formal psychoanalytic theory (Berne, 1961) and Berne has not rejected the basic techniques of psychoanalysis. He indicates a belief in catharsis, repression, symbolism, etc. As is the case in psychoanalysis an attempt is made to allow the patient to associate ideas and thoughts in a stream of consciousness, hopefully resulting in a disclosure of material closely associated with the Protocol. The value of this information

is valuable in disclsoing decisions made in childhood, but also is geared to get the patient to deal with himself introspectively making the prognosis more favorable. This area is referred to as Life.

Perceptual set of the patient

Transactional Analysis theory suggests that the position an individual takes may change as he realizes more experiences. It has been suggested that children start out in a I am Ok - You are Ok position and then, depending on specific experiences, may deteriorate to positions that are unhealthy (Holland, 1970). Assuming that positions may be uncovered the purpose of this area is to determine the position a particular patient evidences at the time he comes into therapy. This area reveals his misgivings about his life and when linked with other parts of the instrument suggests a extrovert or introvert orientation. This area is referred to as Tombstone.

Optimism

Closely linked with the preceding area and with the area to follow the same principle regarding the evolution of positions outlined by Holland (1970) applies here. The degree of optimism or I Count an individual evidences here may give clues as to the positive aspects of the individual. Fantasizing about his future the individual aids the therapist in helping him set realistic socio-economic goals reducing the chances of frustration at some point later in therapy. This area is referred to as Life 3+.

Patient's idea of success

The rationale upon which the previous questions rests is also applicable here. Berne (1961; 1966) and Holland (1970) have pointed out the importance of specific experiences and intimate that experience will be the deciding factor in the individuals evolution in terms of a position taken. This area taps his identification with fairytale characters and assesses who or what he aligns himself with. The identification with villians or heroes may show, substantiate, or negate the presence of a unhealthy Script.

Child fixations

An attempt is made to determine the felt age of the individual. This means the age of the Child Ego State. It is speculated that if an individual discloses a particular age it may later turn out to be of significance in therapy. It is possible (although untested) that more often than not an individual may disclose the age at which a traumatic experience occurred, even the Protocol experiences themselves.

Questions Assigned Content Areas

To reduce variability between presentations and to standardize the checklist specific questions were assigned to the content areas. The questions were designed to state clearly what the content area requested, using a vocabulary that could be understood by most anyone.

1. (Sweatshirt). Imagine yourself seated in a therapy group where all that was said and done is confidential, meaning no one could discuss what took

place outside of the group. You are given a sweatshirt and offered all the felt letters you want. What would you spell on the front of the sweatshirt to let people know something about you they could not see and that you felt would help in your learning how to be a better person.

2. (Life). I would like you to do me a favor and associate the words that follow the word life. For example, when I say life, what is the first word that comes to your mind? Ok what word follows (the word the person said after the word life), etc. (This ends when the person either says life or says he cannot think of anything else.)

3. (Tombstone). You are telling the grave marker what you want on your tombstone. What few words would you have him place on the tombstone to describe what your life has been like or how you felt about your life.

4. (Life 3+). I would like you to tell me where you will be if everything in your life goes the way you want it to, say in 3 years or so?

(Life 3-). I would like you to tell me where you will be if everything in your life goes sour and the worst possible things happen to you, say in 3 years or so?

5. (Parental messages--Mother). How does your mother feel about men? Are they Ok, stupid, cute, sexy, protecting, necessary, or what?

(Parental messages--Father). How does your father feel about women? Are they Ok, stupid, cute, sexy, protecting, necessary, or what?

6. (Rebirth). If you were to be given a birth certificate and on it you could write the way you would like your life to be, what would you have written on it?

7. (Song). What is your favorite song?

8. (Fairytale). What is your favorite fairytale?

9. (Felt age). How old do you feel inside?

The specific questions are designed to aid the interviewer in his inquiry as well as standardize the presentation. Although the questions are comprehensive the interviewers were instructed that they could aid the interviewee in any way he deemed beneficial to the inquiry.

Sample

The sample used in this study consisted of either probationers or relatives of probationers presently within the jurisdiction of the First District Juvenile Court, Ogden, Utah.

The subjects were chosen because of availability. The folder of each subject was available to the researcher and all individuals labeled "active case" became the population from which the sample was drawn.

Specific parameters of the sample:

1. The population from which the sample was chosen were persons on probation or relatives of these persons, at the time of the study.

2. The sample was chosen in accordance with the First District Juvenile Court's restrictions. Confidentiality was maintained and information pertaining to interviews was handled as confidential matter.

3. The sample was chosen from folders marked "active case". These are folders of individuals presently under the jurisdiction of the First District

Juvenile Court. These individuals served as the population from which a random sample was drawn. Each folder in the population was given a number and the numbers were drawn at random. Those chosen became the sample used in the study.

4. The sample was chosen without regard for ethnic origin, sex, age, or any other specific variable, other than the individual had to be under the jurisdiction of the court or be related to an individual under the jurisdiction of the court. If a probationer was selected for participation in the study this did not automatically exclude any other member of the same family from being a participant.

5. The sample consisted of 30 subjects. The age range was 12 to 46 years old. The probationers ranged from 12 to 18 and their relatives ranged from age 19 to 46.

Hypotheses

In order to effectively test the assumptions underlying the study two hypotheses, stated in the null form, were formulated. The first hypotheses directs itself to the question of inter-rater correlation and the second hypothesis deals with intra-rater reliability. Below are the two hypotheses.

Hypothesis 1

There is no reliability between the ratings made by interviewers on a rating scale with two continua, the I Count and You Count continua, when the

rating is based on a tape recorded structured interview, using the TAC as the basis for the interview.

Hypothesis 2

There is no reliability between ratings of an interviewer on a rating scale with two continua, the I Count and You Count continua, when the first rating is based on a structured interview using the TAC as its basis and the second rating is based on a tape recording, occurring at least two days after the original rating of the same interview.

Discussion of Hypotheses

Hypothesis 1 asks if a relationship exists between the ratings made by judges in response to tape recordings of interviews. If the assumption is made suggesting that the training of the interviewers was adequate and a negative finding results (e.g., the null hypothesis is accepted), a question arises regarding the very constructs being tested and the value of the information obtained by administering the TAC.

Hypothesis 2 asks if the ratings made by an interviewer immediately following TAC centered structured interviews, will correlate sufficiently with ratings made on the basis of the rape recordings of the interviews, to suggest consistency of measurement.

If the results indicate a negative finding (e.g., the null hypothesis is accepted) a question will arise in reference to the basis upon which the ratings were made. If a rating following an interview cannot be shown to correlate

sufficiently with a rating made of a tape recording of the interview it may be

that information, other than that recorded on the tape, was used to make the

first rating. Inconsistent ratings might suggest inadequate preparation (train-

ing of interviewers) for the task.

Specific Procedures

The specific procedures include a description of the interviewers, the

training they received prior to inclusion in the study, and the rating procedures

including the rating form used in the study.

Interviewers

Three interviewers were chosen to participate in the study. The inter-

viewers, at the time of the study, were employed by the First District Juvenile

Court of Utah. Two males and one female participated.

The female interviewer (Judge 1) held the position of Supervisor of

Probation Counselors at the time of the study. She received a Bachelor of Arts

degree in Sociology in 1966 and has been part of the court staff since that time.

She has had experience in group work and has been a therapy leader for the past

two years.

Interviewer two (Judge 2) held the position of Chief of Probation Coun-

selors at the time of the study. He received his Master of Social Work degree in

1970 and is presently working on a Ph.D. in Sociology. He has been a therapy

group leader for the past five years and has had eight years of experience working

in social services.

Interviewer three (Judge 3) held the position of Probation Counselor at the time of the study. He received his Bachelor of Arts degree in Sociology in 1961. He has little group experience, only recently becoming a group leader. He has worked for the Juvenile Court for six months. He previously worked for the Job Corps and held jobs unrelated to social service in the past.

Training of interviewers

The interviewers participating in the study were first trained in the theory and methodology of Transactional Analysis. They were introduced to the TAC and familiarized themselves with the checklist, particing its administration on one another.

The interviewers attended three one-hour sessions. At the first session the trainees were requested to purchase the book Transactional Analysis in Psychotherapy by Eric Berne (1961), and to have it read by the end of the training sessions. During the first hour a discussion took place centering around the definitions of Ego States. The second hour was characterized by a discussion of the initial reactions to the book and clarifications of areas presenting difficulties. The discussion also included the definitions of Protocol and Script. The final class discussion centered around the four positions and the I Count and You Count continua. Specific reference was made to the words and phrases that characterize the I Count and You Count constructs.

The criterion by which the researcher determined the knowledge gained by participants centered around a discussion, taking place during a fourth hour. The book assigned had been read by the three trainees and each was required

to define the Ego States, Script, Protocol, and what characterized the four positions as well as the I Count and You Count oriented person. Before proceeding with the study all trainees could give exact definitions of the Ego States, Protocol, Script, and constructs involved in the study.

The task required of each interviewer was explained and each was informed of and shown the rating form (Appendix A) that accompanies the TAC. Each interviewer demonstrated a working knowledge of the rating form before training was formally concluded.

Rating procedures

The entire sample consisted of thirty subjects. There were three interviewers. Below are the specific rating procedures.

1. Each interviewer using the TAC as the basis for the interview, interviewed ten subjects. A tape recording was made of each interview. At the conclusion of each interview the interviewer rated the individual on both the I Count and You Count continua, using the rating form (Appendix A).

2. The tape recordings of all the interviews were collected. A minimum of two days passed before the tape recordings were played to the interviewers.

3. The interviewers listened to tape recordings of their interviews and those of the other two interviewers.

4. Each interviewer, using the same rating form used immediately after the live interview, rated the tape recorded interviews of the other two interviewers.

5. Each interviewer, using the same rating from used immediately after the live interview, rated the tape recorded interviews of his own interviews.

6. Each interviewer rated four times: (1) Rated subject he interviewed immediately after the interview, (2) using a tape recording of the interview, rated a subject being interviewed by another interviewer, (3) using a tape recording of the interview, rated a subject being interviewed by the remaining interviewer, and (4) using a tape recording of the interview, rated a subject being interviewed by himself.

A rating form was devised to be used with the TAC. Two continua were present on the rating form, the I Count and You Count continua. The form was designed to be used immediately after the TAC was used to extract information from a patient. The rater could mark (by a check) anywhere along the continua on either dimension. The range of ratings were from 1 to 7. The ratings were marked on a form like that in Table 3.1. The form below, unlike the one actually used in the study (Appendix A) has numbers below each check point to indicate where the highest and lowest numbers were located on the form. No numbers were actually present on the rating form used in the study.

Summary

This chapter concerned itself with the development of the Transactional Analysis Checklist (TAC) and the procedures making up the study. The interviewers, their training for inclusion in the study and the sample was presented. The hypotheses for the study were presented.

TABLE 3.1

TAC RATING FORM

Please indicate rating by placing a check on the line of choice ___ ✔ ___

I COUNT VERY MUCH   I COUNT VERY LITTLE

___   ___   ___   ___   ___   ___   ___
 1   2   3   4   5   6   7

YOU COUNT VERY MUCH   YOU COUNT VERY LITTLE

___   ___   ___   ___   ___   ___   ___
 1   2   3   4   5   6   7

CHAPTER IV

RESULTS

In the previous chapter, the design of the study as well as the pro-
cedures was presented. The present chapter directs itself to two topics
basic to answering the hypotheses: (1) Inter-Rater Reliability and (2) Intra-
Rater Reliability.

Reliability

The presentations that follow deal with reliability or the consistency
of measurement demonstrated by the raters participating in the study. It has
been suggested that reliability coefficients are interpreted in different ways
depending on the material forming their basis. Correlation coefficients of
less .80 and often .90 are considered less than adequate when considering
objective test material (Cronbach, 1961), while correlations of .20 and .30
are often interpreted as encouraging when projective material is the basis
for the coefficient (Murstein, 1963). The inter-rater reliability and intra-
rater reliability coefficients should be considered in light of these limits.
The constructs being measured and the information obtained by using the
TAC are considered thematic material.

Inter-Rater Reliability

Two different methods were used to estimate inter-rater reliability. The purpose was to estimate the reliability between individual judges as well as estimate the reliability among the judges participating.

To estimate the reliability between individual judges correlation coefficients were computed on ratings made by judges, of the tape recordings of the interviews of all thirty subjects involved in the study. The coefficients are based on the ratings made of the tape recordings only and do not include the ratings made immediately after interviews by each judge. The I Count and You Count continua are treated as discrete continua without reference or bearing on each other. A discussion, first pertaining to the I Count construct and then the You Count construct, is presented below.

I Count

The intercorrelation coefficients, presented in Table 4.1 below, result from the application of a Pearson Product Moment Correlation on the data presented in Appendix D.

In view of the information presented regarding reliability the coefficients are acceptable for thematic material, but are low when compared against the requirements demanded of objective material.

The coefficients, although high enough to suggest the existence of the I Count construct, also intimate the existence of contamination factors. It is suggested that the content of the tape recordings contain information presented

TABLE 4.1

INTERCORRELATIONAL ANALYSIS FOR ALL JUDGES ON THE I COUNT

DIMENSION IN RESPONSE TO TAPE RECORDINGS ONLY

	Judge 1	Judge 2	Judge 3
Judge 1	1.00	.49	.62
Judge 2		1.00	.56
Judge 3			1.00

in such a way as to add dimensions not anticipated in the training sessions

(e.g., voice inflections of respondents, hesitations realized in reactions to

specific content areas, etc.) which may have disposed or biased individual

raters in a particular direction. The degree to which any judge elaborated

while administering the TAC was not restricted and so variability was expected

and did occur. The rater or raters that did elaborate may have obtained more

or less information, the relevancy of which in terms of being either beneficial

or detrimental to consistent ratings, has not been determined.

The Pearson Product Moment Correlation Coefficient offered informa-

tion regarding the interrelationship between individual judges. Any one judge

could conceivably alter the coefficient. As this was a consideration and because

there was interest regarding the relationship among judges as well as between

judges a second statistic was applied. The information, presented below in

Table 4.2, was arrived at by the use of an Analysis of Variance Technique.

TABLE 4.2

INTER-RATER RELIABILITY USING AN ANALYSIS OF VARIANCE

TECHNIQUE (I COUNT DIMENSION)

Source	df	Sums of squares	Mean Squares
Between People	29	276.49	9.53
Within	60	128.00	2.13
Between Judges	2	21.62	1.08
Residual	58	106.38	1.83
Total	89	404.49	

Correlation coefficient r = .78*

* Formula from which coefficient was derived: $r_3 = \dfrac{\text{MS Within People}}{\text{MS Between People}}$

The correlation coefficient obtained by the use of the analysis of variance technique is encouraging. A coefficient of .78 with thematic data suggests a strong case for the existence of the I Count construct.

The coefficient indicates that all the raters, when assessed among themselves, rate in the same direction and do so consistently. However, because one rater may rate using only the lower end of the rating scale while another may use the upper end of the scale (e.g., one rater may limit himself to using 4 as the highest rating given any one subject and 2 as the lowest, while another may use the full range of 7 and 1) a further refinement was warranted. An analysis of variance technique with adjusted data was used.

The procedure included obtaining a grand mean (a mean representing the average of ratings of all subjects in the study) for the I Count and the You Count Dimension and a mean for each individual group of subjects. (A group consisted of those individuals rated immediately after an interview and again based on the tape recording of the interview, by one judge.) The mean for each group was subtracted from the grand mean and resulted in a positive or negative number which was then added to the ratings of each individual in that group. The results of this application are presented in Table 4.3.

TABLE 4.3

INTER-RATER RELIABILITY USING AN ANALYSIS OF VARIANCE

TECHNIQUE WITH ADJUSTED DATA (I COUNT DIMENSION)

	Judge 1	Judge 2	Judge 3
Total	126	117	143
Means	4.2	3.9	4.8
Dev from	-.1	-.4	.5
$\overline{G}$	4.3	4.3	4.3

Total = 386

$\overline{G}$ (Grand Mean) = 4.3

Correlation coefficient based on adjusted data: r = .79*

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* Formula from which coefficient was derived: $r_3 = \dfrac{\text{MS Between} - \text{MS Within (adj)}}{\text{MS Between}}$

In the case of the correlation coefficient representing an Analysis of Variance Technique with unadjusted data, contamination may be a factor. As indicated, biased ratings, may effect the correlation coefficient. However, when an Analysis of Variance Technique with adjusted data is used these factors are taken into consideration and a more representative and less contaminated correlation coefficient results.

As indicated, with unadjusted data, a correlation coefficient of .78 resulted and when contamination was minimized .79 resulted. The .79 figure, because it represents a statistical treatment which takes into account intervening variables to a larger extent than the .78 figure, is used to represent the I Count dimension. Based on this coefficient, it is concluded that the I Count construct does exist and is being measured.

You Count

The intercorrelation coefficients, presented below in Table 4.4, result from the application of a Pearson Product Moment Correlation on the data presented in Appendix E.

As was the case with the I Count dimension, when the correlation coefficients are viewed in relation to the discussion concerning reliability, the results are positive. Those factors discussed in the section directing itself to the I Count dimension, pertaining to contamination, are relevant here as well.

The correlation coefficients presented in Table 4.4 represent the relationship shared by judges compared individually with each other. Below,

TABLE 4.4

INTERCORRELATIONAL ANALYSIS FOR ALL JUDGES ON THE YOU

COUNT DIMENSION IN RESPONSE TO TAPE RECORDINGS ONLY

	Judge 1	Judge 2	Judge 3
Judge 1	1.00	.41	.58
Judge 2		1.00	.48
Judge 3			1.00

in Table 4.5, based on an analysis of variance technique with unadjusted data,

is information regarding the relationship among judges.

TABLE 4.5

INTER-RATER RELIABILITY USING AN ANALYSIS OF VARIANCE

TECHNIQUE (YOU COUNT DIMENSION)

Source	df	Sums of Squares	Mean Squares
Between People	29	229.66	7.92
Within	60	130.00	2.17
Between Judges		8.96	4.48
Residual		121.04	2.09
Total		559.66	

Correlation Coefficient $r = .73*$

* Formula from which coefficient was derived same as in Table 4.2.

The analysis of variance technique, using unadjusted data, resulted in a correlation coefficient of .73, for the You Count dimension. However, below in Table 4.6, where adjusted data is used, and allowances are made for variability between the ratings made by judges, the results lend credence to the supposition that variability between judges, may be responsible for the slightly different correlation coefficients representing the I Count dimension.

TABLE 4.6

INTER-RATER RELIABILITY USING AN ANALYSIS OF VARIANCE

TECHNIQUE WITH ADJUSTED DATA (YOU COUNT DIMENSION)

	Judge 1	Judge 2	Judge 3
Total	116	118	97
Means	3.87	3.93	3.23
Dev From	.19	.25	-.45
$\overline{G}$	3.68	3.68	3.68

$\overline{G}$ (Grand Mean) = 3.68

Total = 331

Correlation coefficient: $r = .80*$

* Formula same as Table 4.3.

When the variability or bias of ratings made by judges is accounted for, the contamination affecting the results of an analysis of variance technique with unadjusted data, disappears. The analysis of variance technique, using adjusted data, results in a correlation coefficient for the You Count dimension of .80. Based on this coefficient, it is concluded that the You Count construct does exist and is being measured. The correlation coefficients, .79 representing the I Count construct and .80 representing the You Count construct, differ so slightly that they intimate that similar factors influenced the ratings applied to both dimensions without any idiosynchratic difference inherent to the measuring of either construct.

Intra-Rater Reliability

This section directs itself to intra-rater reliability. A statistical treatment was applied to the data to ascertain the consistency of ratings of each judge. A correlation coefficient for each judge, on both the I Count and You Count dimension, is presented. These are based on the ratings made by each judge immediately following interviews and subsequent ratings of tape recordings of these same interviews. These subsequent ratings took place at least two days after the initial rating. The discussions, first pertaining to the I Count dimension and then the You Count dimension, are presented below.

I Count

The Pearson Product Moment Correlation was used and the results of this statistical application, for the I Count dimension, are presented in Table 4.7.

TABLE 4. 7

CORRELATION COEFFICIENTS OF INTRA-RATER RELIABILITY

ON THE I COUNT DIMENSION

	Judge 1	Judge 2	Judge 3	(Second Rating)
Judge 1	.74			
Judge 2		.99		
Judge 3			.41	
(First Rating)				

The results represent the educational and experiential level of each

judge. In the case of the highest coefficient (.99) Judge 2 has received a

Master's in Social Work and has had the most experience in social services.

The second highest coefficient (.74), although measurably less than the .99

coefficient representing Judge 2, has a degree in Sociology and more than

six years experience. The lowest coefficient (.41) represents Judge 3 who

received a degree in Sociology, but has less than six months experience on

the job.

The results imply that educational background and experience may be

factors affecting the consistency of ratings made by the judges. Assuming that

preparation for the task was standardized, individual dispositions may influence

the level of receptivity to training and the task per se (e.g., utilization of the

TAC as an information tool and ratings based on the information) and may be

reflected in the correlation coefficients representing each judge's ratings. The

judge, most experienced in interview techniques and social services, may interview subjects in such a manner as to insure that the material used as the basis for the first rating immediately following the interview is also present on the tape, insuring consistant ratings. The less experience an interviewer has in interview techniques and social service the more probable an initial rating was made on the basis of material other than that recorded on the tape and so reduced the probability of consistency when the first ratings are compared to subsequent ratings. Memory may also be a factor. It is suggested that the correlation coefficient representing Judge 2, of .99, may be attributable to a biased disposition, based on memory of previous ratings made immediately after the interview. Although a minimum of two days separated the two ratings it is still possible that memory contaminated the result.

The results, attained by using the Pearson Product Moment Correlation, lend credence to the supposition that raters can consistently measure the I Count construct.

You Count

The Pearson Product Moment Correlation was used and the results of this statistical application, for the You Count dimension, are presented below in Table 4.8.

The results indicate that the pattern discussed in the section addressing itself to the I Count dimension also applies to the You Count dimension. Although

TABLE 4.8

CORRELATION COEFFICIENTS OF INTRA-RATER RELIABILITY

ON THE COUNT DIMENSION

	Judge 1	Judge 2	Judge 3	(Second Rating)
Judge 1	.73			
Judge 2		.89		
Judge 3			.70	
(First Rating)				

not as explicit, because of the lower correlation coefficient representing Judge 2

and the higher coefficient representing Judge 3 the pattern is still in evidence.

Therefore, all factors discussed and suggested as intervening variables,

applicable to the I Count dimension, apply here as well.

As in the case of the I Count dimension, the results of the application

of the Pearson Product Moment Correlation lend support to the supposition that

raters can consistently measure the You Count construct.

Summary

In this chapter the results of the study were presented. The two

hypotheses, stated in the null form, have been found unacceptable. The data,

presented in Table 4.3 and Table 4.6, are used to support the negation of

hypothesis 1, while Tables 4.7 and 4.8, negate hypothesis 2. There is an indication that the constructs tested in the study exist and that their consistent measurement is possible.

In the next chapter the study is discussed and limitations offered. Implications for further research will also be discussed.

CHAPTER V

DISCUSSION

This chapter explains the rational and limitations of the study, from the author's perspective.

The present study was designed to standardize a checklist for the purposes of adding a diagnostic tool to the armamentarium of the Transactional Analyst. As the result of informal discussions taking place within the circles of the International Transactional Analysis Association (ITAA) the author became increasingly aware of the need for some type of standardized instrument. The reasons for this are that many of those within the ITAA circle who advocated the use of a checklist seemingly relied solely on their informally constructed checklists when assessing a patient. This total reliance on one instrument, regardless of quality, is questionable in itself, but when one considers the fact that these instruments had never been validated or been measured for their reliability the problem becomes even more acute.

Another problem becomes apparent when the review of literature is made. Because of the nature of the ITAA membership, the fact that most members are either social workers or physicians, and few have been trained in research methods, little experimental evidence has been reported. The

membership of ITAA represent applied scientists who have reported a great deal of worthwhile clinical data, but unfortunately this clinical data being as subjective as it is cannot be used to lend credence to the theory itself.

The present study assumed that professionals could be trained to use a standardized checklist for the purposes of rating individuals along the two continua, the I Count and You Count continua. The results of the study support this assumption and not only substantiate the initial feelings of the researcher, but submit the first experimental data of its kind relating to Transactional Analysis theory.

The reliability measurement that took place in the study was just a beginning step supporting the contention that some aspects of the theory do exist. The importance of this kind of research cannot be minimized. If a theory is to survive it must be prepared to stand on its own merits. To accomplish this, clinical reports and subjective opinions begin to lose their appeal and the cry for more experimental data becomes louder and more desperate.

As much as it's felt that this study has supported the theory and practice of Transactional Analysis and has contributed the first experimental study of its kind to the literature, the contribution must be viewed with respect to its limitations as well. Below are areas limiting the study.

Limitations of Transactional Analysis Theory

Transactional Analysis is much broader in scope than traditional psychoanalytic theory, however, it is still predicated on the medical model.

The idea of a disease entity with symptomatic expression has been criticized by those of a behaviorist orientation. The present research, assumes that emotional conditioning as well as internal process exists, as suggested by the theory, which set the stage for patterns of behavior.

Limitations of Judges

All three judges lacked hospital and general clinical experience. The only judge with a degree above that of the Bachelor's degree was Judge 2 who received a Master of Social Work degree. All judges gained most of their experience working in social service agencies, other than clinics and hospitals, and dealt primarily with persons between the ages of 12 and 18. The judges had never been exposed to Transactional Analysis Theory, prior to the study and with the exception of training sessions preparing them for inclusion in the study. No test was offered to measure their entrance level dispositions, in terms of intelligence or emotional bias, as well as any measure of their personal feelings regarding the theory itself or its practice.

Limitations of the Sample

The population from which the sample was chosen came from the First District Juvenile Court of Utah. All participants, acting as subjects, in the study, were either probationers or relatives of probationers. No subject admitted to or was asked about any history or present concerns regarding any pathology (e.g. , neurosis, psychosis, etc.). No baseline for entering level behavior was established and no other screening other than the qualification

for inclusion in the study was carried out. Since no measurement of entry
level behavior was taken any changes within individual subjects during the
course of the study were not noted.

Limitations of the Instrument

The Transactional Analysis Checklist (TAC) was designed and standard-
ized specifically for the present study. The content areas and questions
assigned were arranged arbitrarily, as well as the goals and objectives. Without
prior validity or reliability studies available, this was the first actual use of the
instrument.

When all limitations are considered we are left with the first concrete
data, in the area of diagnosis, offered to those practicing Transactional Analysis.
The time to build this collection of data is now. If this is not done the theory
and its practitioners will find themselves without a solid base to stand on.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The present study was predicated on the assumption that interviewers, trained in the theory and methodology of Transactional Analysis and using a checklist, designed specifically for the study, could rate subjects on two continus, the I Count and You Count continua. The continua represent constructs inherent in Transactional Analysis theory.

The Transactional Analysis theory was reviewed, including relevant literature. No literature, prior to the present study, existed which directed itself specifically to the examination of an instrument that could be used to discriminate between individuals on the I Count and You Count continua. The lack of literature was a partial motivator for the study. It was suggested that informally constructed devices are being used by Transactional Analysis, to the exclusion of test batteries. These devices, never validated, became the primary concern of this study.

The primary thesis of the study suggests that a newly trained interviewer, one instructed in the practices of Transactional Analysis, using a checklist device could consistantly measure individuals, using constructs postulated by Transactional Analysis. The method utilized to test this thesis was a structured interview, using the newly developed checklist (TAC) as its

basis to extract pertinent information from the interviewee, and a rating form designed to accompany the checklist.

Two hypotheses were stated, both in the null form. The first challenged the existence of the constructs under study and the second if the raters, rating individuals along two continua representative of the constructs, could do so consistently. Both hypothesis 1 and hypothesis 2 were found unacceptable.

The rejection of the two hypotheses should not restrict the criticism of those reviewing the study. It was suggested that variables such as memory, content of the interviews, specifically the elaboration or lack of it by individual judges should be considered. The level of education, as well as the experience of each judge, should be considered. The correlation coefficients reported, especially in Tables 4.7 and 4.8, substantiate that attention should be paid to educational and experiental backgrounds.

Conclusions

The data indicates that for the population studied, using probation department personnel as interviewers and raters, that the Transactional Analysis Checklist has been shown to be effectively used to extract information from patients upon which ratings can be made to discriminate between subjects on the continua, I Count and You Count.

Implications

The present study has established the credibility of the TAC. It has been shown that when the TAC is used as the basis for information illicited by an interviewer that the information is sufficient to allow the interviewer to make discriminations based on the I Count and You Count continua. Although the goals for the TAC have been achieved by its use, the efficacy of relying solely on this information, for any purpose, is questionable.

The dimensions, although assessed independently in the present study, may be combined to offer a more encompassing perspective of an individual. An interviewer might be interested in knowing the degree to which a person feels he counts and others do not or the degree to which he feels others count and he does not.

The TAC is recommended for two specific purposes: (1) Therapist assignments and (2) Group assignments. The TAC may be used to make determinations about the therapists working in a particular clinic. With this knowledge patient's may be assigned to therapists who are either I Count or You Count oriented. For example, if a patient were screened and it was determined that he was more Child Ego State than Parent Ego State oriented it might be better that he be assigned a Parental therapist, who might use Parental manipulations to soothe the frightened Child of the patient, manipulating him into a dependency role so that leverage and more control might be realized within the therapy situation. The group to which a patient might be

assigned could also be based upon the disposition, discovered by using the TAC, of the patient. Some patients might do better in groups predominated by I Count types while others might do better in groups characterized by a You Count orientation.

Recommendations for Further Research

The standardization of the TAC and the subsequent finding that is can be useful to make determinations, about individuals on the I Count and You Count continua, sets the stage for the development of better instruments.

The TAC may be used as a comparison against which other tests may be measured. To use the TAC, the interviewer must be very familiar with Transactional Analysis theory, whereas if an objective instrument was devised, such as a true and false or multiple choice questionnaire, those relatively unfamiliar with Transactional Analysis, but otherwise qualified, could use the instrument. The development of an objective instrument would be more economical, since the TAC, in its present form, required an interviewer.

It is further recommended that a replication of the present study be carried out. Although attention has been paid to contaminants in the study, it remains a possibility that intervening variables effected the study to a larger extent than has been revealed.

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APPENDIXES

Appendix A: TAC Rating Form

Please indicate rating by placing a check on line of choice _____

_____

I.D. _____

I Count Very Much   I Count Very Little

____ ____ ____ ____ ____ ____ ____

You Count Very Much   You Count Very Little

____ ____ ____ ____ ____ ____ ____

_____

Appendix B: Transactional Analysis Checklist

Sweatshirt_____

_____

Life_____

Tombstone_____

Life 3+_____

_____

Life 3-_____

_____

Parental Messages (Mother)_____

_____

Parental Messages (Father)_____

_____

Rebirth_____

Song_____

Fairytale_____

Felt Age_____

Appendix C: TAC Questions

Specific questions asked of individuals sampled. Responses to questions were noted and taken down verbatim on the checklist. All questions relate to the items on the checklist.

1. (Sweatshirt) Imagine yourself seated in a therapy group where all that was said and done is confidential, meaning no one could discuss what took place outside of the group. You are given a sweatshirt and offered all the felt letters you want. What would you spell on the front of the sweatshirt to let people know something about you they could not see and that you felt would help in your learning how to be a better person.

2. (Life) I would like you to do me a favor and associate the words that follow the word life. For example, when I say life, what is the first word that comes to your mind? Ok what word follows (the word the person said after life), etc. This ends when the person either says life or says he cannot think of anything else.

3. (Tombstone) You are telling the grave marker what you want on your tombstone. What few words would you have him place on the tombstone to describe what your life has been like or how you felt about your life.

4. (Life Program) I would like you to tell me where you will be if everything in your life goes the way you want it to, say in 3 years or so?
(Life Program) I would like you to tell where you will be if everything in your life goes sour and the worst possible things happen to you, say in 3 years or so?

5. (Parental Messages) How does your mother feel about men? Are they Ok, stupid, strong and protecting, sexy, or what?
(Parental Messages) How does your father feel about women? Are they cute, stupid, sexy, necessary, or what?

6. (Rebirth) If you were to be given a birth certificate and on it you could write the way you would like your life to be, what would you have written on it?

7. (Song) What is your favorite song?

8. (Fairytale) What is your favorite fairytale?

9. (Felt age) How old do you feel inside?

Appendix D: Reported Ratings of Subjects by Judges

I = I Count
Y = You Count

Judge No.	Subject No.	Judges First Ratings		Judge 1		Judge 2		Judge 3	
		I	Y	I	Y	I	Y	I	Y
1 (1-10)	1	6	2	5	3	2	4	6	2
	2	7	1	6	2	6	3	7	1
	3	2	6	2	6	6	3	6	2
	4	2	6	2	6	2	4	5	3
	5	5	3	3	6	5	3	7	1
	6	7	1	7	1	6	2	6	2
	7	6	2	3	5	6	4	3	5
	8	3	5	3	6	2	6	6	2
	9	2	6	2	6	2	5	2	6
	10	6	2	2	6	6	2	6	2
2 (11-20)	11	6	3	7	1	6	2	6	2
	12	2	4	1	7	1	5	2	6
	13	6	3	6	2	6	3	6	2
	14	6	3	6	2	6	3	6	2
	15	2	6	7	1	2	5	2	6
	16	1	6	1	7	1	6	2	6
	17	6	3	7	1	6	3	6	2
	18	1	6	2	6	1	7	2	6
	19	6	3	6	2	6	3	7	1
	20	2	5	2	6	2	4	1	7
3 (21-30)	21	3	5	2	6	5	3	2	6
	22	6	2	3	5	3	5	6	2
	23	7	1	7	1	6	3	7	1
	24	6	2	7	1	5	2	7	1
	25	3	5	2	6	2	4	2	6
	26	7	3	2	6	3	6	1	7
	27	6	2	7	1	2	6	6	2
	28	3	5	5	3	3	5	5	3
	29	5	3	6	2	6	1	6	2
	30	6	2	5	3	2	6	7	1

VITA

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