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A NEW SELF REPORT BEHAVIORAL MEASURE FOR  
EVALUATING THERAPEUTIC OUTCOMES

by

Clyde D. Elliott

A dissertation submitted in partial fulfillment  
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Psychology

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1975

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Clyde D. Elliott

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## ABSTRACT

A New Self Report Behavioral Measure  
for Evaluating Therapeutic Outcomes

by

Clyde D. Elliott

Utah State University, 1975

Major Professor: Elwin Nielsen  
Department: Psychology

Statement of the problem

Psychology is currently unable to demonstrate that psychotherapy is effective because it has no reliable no-inference objective measures of behavior and behavior change. Reliable measures of therapeutic outcomes are currently nonexistent. The problem with which this study was concerned was one of reliably evaluating psychotherapy outcomes and behavioral change.

Objective

The objective of this study was to develop and assess new measures of behavioral change. The assessment was directed toward those distressing behaviors which cause adult clients to seek psychotherapy.

Methods and procedure

Development of a Behavioral Checklist which would assess the distressing behaviors which brought clients to therapy required a list of specific behaviors which may cause a client stress. A questionnaire

which would measure stress required not only a list of behaviors, but also a measure of the stress caused by each behavior. A Behavioral Checklist which would measure the degree that specific behaviors were representative of the client's behavior was developed and each behavior was quantified by the S's self-report, as to degree of stress. When the degree that the behavior represents the client was multiplied times the amount of stress caused by that behavior, the result was a multiplicative measure of the behavior and the distress concomitant with that behavior which brought the client to therapy.

The test-retest reliability of the Behavioral Checklist for a one week period was obtained from a University class of 21 undergraduate students. This reliability study revealed that 40 of the questionnaire's original 203 items had low test-retest reliability. After the 40 unreliable questions were deleted, the questionnaire's reliability ranged from .816 to .865 depending upon which of the first three scoring techniques were used.

Following its development, the Behavioral Checklist was used to evaluate a "clinical" population to determine if it would measure change due to psychotherapy.

#### Findings of the Study

Using the therapist's ratings of improvement, the Ss were divided into an improved and an unimproved group. A t test for each of the three scoring techniques used on the Behavioral Checklist revealed that Ss judged improved had significant gains on each scoring technique post therapy while Ss not so judged did not have significant gains.

The Behavioral Checklists, pre less post scores, yield correlations varying from .54 to .78 when correlated with the therapist's rating of therapy outcomes. Specific Target Behaviors, which are operational definitions of the reasons clients came to therapy, were scored and evaluated in the same manner as the Behavioral Checklist. The Specific Target Behaviors yielded correlations ranging from .33 to .407 when correlated with the therapist's rating of therapy outcomes.

#### Summary and Conclusions

The current study indicates that a client's self-report of no-inference objective behaviors will measure change resulting from psychotherapy. Self-report no-inference behaviors will measure change due to psychotherapy whether they are from a prepared list of no-inference behaviors (Behavioral Checklist) or operational definitions of the client's own statements about the reasons that he came to therapy (Specific Target Behaviors). The results of the current study indicate that using no-inference, overt, quantifiable behavior is a fruitful area in which to study therapy outcomes with a clinic population.

(137 pages)

### Statement of the Problem

Psychotherapy is currently plagued with the question: is psychotherapy effective, and if so, how can we measure this effectiveness? The critics of psychotherapy, such as Eysenck (1952), assert that psychotherapy is no more effective than just leaving people alone to overcome their nonpsychotic disorders. Shlein (1966) asserts that continued subscription to psychotherapy is based upon personal conviction, investment, and observation rather than upon general evidence that psychotherapy is effective. Subotnik (1972) asserts that psychotherapy is effective and presents some disputed evidence to support his claim.

The current state of affairs regarding the evaluation of the efficacy of psychotherapy appears to be unresolved. Colby (1964) reviewed the outcome studies conducted prior to 1963 and concluded that the results represent utter chaos. The studies conducted after Colby's review have not shown much improvement.

One may well ask why psychotherapy is promoted if its efficacy is questioned. Therapy seems to be promoted by therapists that have found their clients experiencing "cures." Thus, therapists seem to continue to do therapy because they seem to "know" that they are effective.

If psychotherapy is effective, one may well ask why the proponents of psychotherapy have been unable to demonstrate the efficacy of psychotherapy. Reviews of the criticisms of the studies and the tests

used in measuring psychotherapy, by Hock and Zubin (1964), Strupp and Luborsky (1962), Bergin and Garfield (1971) and Subotnik (1972), seem to indicate that the methods and measures used to evaluate psychotherapy have been inadequate. Meehl (1955) reviewed what he thought to be the 200 most important articles and 12 most important text books published from 1954-1955 and found that only one work effectively evaluated psychotherapy. The current state of affairs regarding the efficacy of outcome studies has improved little since 1955. One may well ask why there have been such a small number of adequate outcome studies. There appears to be two answers. First, there are no reliable outcome measures, and second, psychologists have, according to Zubin (1964), turned to the study of the process of therapy. Psychologists have studied the process of therapy and have incorrectly used process changes as an outcome measure. In process studies the measure of change (process) is similar to the outcome criterion (a change in process); thus, the process studies are inherently confounded.

Paul (1967) states that "irrespective of any theoretical position, the real question of outcome on logical and ethical grounds is whether or not the clients have received help with the distressing behaviors which brought them to treatment" (p. 110). Subotnik (1972) and Hyman and Berger (1965) point out that we do not measure these distressing behaviors because we have no tools to measure them. Put succinctly, Subotnik (1972) states that, "We have no way [using currently available dependent variables] of estimating to what extent we are simply dealing with error" (p. 38). The current paper agrees with Paul's and Subotnik's statements which state in effect that we cannot

or do not measure the distressing behaviors exhibited by clients which cause clients to come for therapy. If we could reliably measure these distressing behaviors pre and post therapy, we could ascertain the efficacy of psychotherapy. Developing assessment devices which could assess these distressing behaviors is the goal of the current study.

## Review of the Literature

Literature concerning measurement of psychotherapy will be presented with two major areas of focus. The first section will include the arguments pro and con regarding whether or not psychotherapy is effective and the reasons why the studies have been inconclusive. The second section will summarize the measures of psychotherapy, their weaknesses and strengths.

### Psychotherapy Has Been Unable to Demonstrate Its Effectiveness

Psychotherapy is currently plagued with the question: is psychotherapy effective, and if so, how can we measure this effectiveness? There are two schools of thought, one pro and one con, regarding the question of therapeutic effectiveness. Each school of thought has its own antithetical interpretation of what is supposedly the same data, and its own means of data analysis. Shlein (1966), a critic of psychotherapy, asserts that "continued subscription [to psychotherapy] is based upon personal conviction, investment, and observation rather than upon general evidence" (p. 125). Shlein cites Eysenck's (1952) critique of psychotherapy to support his claim. Eysenck (1952, 1961, 1965, and 1972), a critic of psychotherapy, asserts that, according to his interpretation of the data, psychotherapy is no more effective than just leaving people alone to overcome their nonpsychotic disorders or leaving them under the care of a physician. The data Eysenck cites is not, however, representative of a population left alone or given minimal

therapy. His supposed control group is, in fact, a group of hospitalized patients and persons who have filed for insurance claims because they report neurotic disorders. His measure of "cure" is release from the hospital or relinquishment of insurance claims. These are certainly questionable measures of "cure." Using Eysenck's (1952) criteria, all persons relinquishing an insurance claim are "cured." It is also questionable whether the persons reporting to a clinic for help are representative of the same population which Eysenck used for controls (those filing disability insurance claims). Rosenzweig (1954) has, in fact, shown that Eysenck's "controls" were not representative of persons receiving psychotherapy. One could also question whether or not Eysenck's (1952) "controls" received psychotherapy--he did not address this question.

The protagonists of psychotherapy offer a different version of the efficacy of psychotherapy. Subotnik (1972), Luborsky, Chandler, Auerback and Cohen (1971), and Rosenzweig (1954), who are proponents of psychotherapy's efficacy, disagree with Eysenck (1952, 1961), stating that many types of therapy appear to be effective. Eysenck (1972) criticizes Luborsky et al. (1971), stating that therapy appears to be effective only because therapeutic outcomes are not compared to a control group. Eysenck holds that therapy must be more effective than control groups that supposedly have 66 percent spontaneous remissions within one year. Eysenck reports that most therapies are not even 66 percent effective. Luborsky (1972), Subotnik (1972) and Kiesler (1966) question the verity of Eysenck's 66 percent figure. It has not been shown that either the pro or con groups have satisfactory or

comparable control groups, or that they used comparable dependent variables. Even if both groups offered appropriate control groups to support their data, it is questionable that they would reach similar conclusions because most studies use unreliable and unvalidated outcome measures and compare them to different criteria of "cure." Thus, the current state of affairs regarding the evaluation of therapeutic outcomes appears to be unresolved. Colby (1964) reviewed the outcome studies that had been conducted prior to 1964 and concluded that the results represented utter chaos. The situation according to Bergin (1971) has improved little since 1964.

One may well ask why psychotherapy is promoted if its efficacy is questioned. Therapy seems to be promoted by therapists that have found their clients experiencing "cures." Meehl (1955) states, "Like all therapists, I personally experience an utter inability not to believe in effective results in individual cases." Thus, therapists continue to do therapy because they seem to "know" that they are effective.

The proponents of therapy state that therapy has not been demonstrated to be effective because the studies have been plagued by methodological problems. A review of the criticisms of the studies measuring psychotherapy by Bergin and Garfield (1971) indicate that the methods and measures used to evaluate psychotherapy have been inadequate. Paul (1967) asserts that the ultimate measure of psychotherapy outcomes should assess whether clients received help with the distressing behaviors which brought them to treatment. Subotnik (1972) points out that we do not measure these distressing behaviors

because we have no tools to measure them. The current paper proposes that the development of a questionnaire measuring the degree of distressing behaviors which bring clients to therapy is needed so that psychotherapy can be effectively evaluated. A technique is also needed that would allow clients to specify and quantify those specific distressing behaviors which were unique to the client and yet caused the client to seek therapy.

#### Measures of Behavior and Personality Change

Edwards (1970) holds that personality or behavioral assessment is concerned with what individuals are like at any given moment in time. He asserts further, as does Allport (1950), that there are two ways one can obtain descriptions of individuals. The first way is to ask the person to describe what he is like and the second is to ask others what he is like. The current paper is concerned with the former technique of assessment but also uses the latter as a criterion measure (the therapist's evaluation). If an Experimenter (E) asks Subjects (Ss) to describe themselves, the descriptions will, according to Edwards (1970), be so varied that comparisons between and within descriptions are almost impossible. The current paper, following test construction procedures as outlined by Angoff and Anderson (1963), develops a self-report questionnaire (standardized test). A standardized test was developed in which responses between and within persons could be evaluated against the same stimuli (questions). Given a common basis for behavioral descriptions (the standardized questionnaire), a basis for comparing similarities, differences, and changes in personality or

behavior, according to Cronbach (1970) and Payne and McMorris (1967), is possible. The adequacy of any set of questions describing behavior depends, according to Cronbach (1970), upon the content of the statements, their objectivity, and their number. Given a set of variables or dimensions (questions) describing behavior, a self-report score on the scale for each item is taken as representative of that person's behavior or of the self-perceptions the person is willing to disclose for that item. Individual differences between persons are represented by varying scores on the test. Changes within a person over time are reflected as changes in scores on the test. This latter characteristic of tests was of primary interest in constructing the current self-report Behavioral Checklist (questionnaire) used to measure behavioral change due to psychotherapy.

Self-report tests that use ambiguous true-false items have been assailed by Cronbach (1970), Anastasi (1961) and numerous other critics as being influenced by S response style bias. Borg and Gall (1971) summarize the criticisms of self-report tests as follows:

If self-report inventories are to be used effectively in practical applications and in research settings, it is important to investigate the extent to which subjects are responding to the content of each item and the extent to which their responses are determined by a general "set." Three types of "response sets" have been extensively researched: social desirability, or the set to present oneself in a favorable light; acquiescence, or the set to respond "true," no matter what the content of the inventory item may be; and the set to respond deviantly. It should be noted that the extent of contamination of personality inventories by response sets is still an active research problem. For example, Block (1965) has presented evidence indicating that the MMPI is relatively free of response sets, even though previous researchers had reached just the opposite conclusion. (p. 178)

Rorer (1965) questions the verity of what he calls "The great response-style myth." Rorer cites reviews by Messick et al. (1957) which indicate that response-style or "set" has an effect when content is highly ambiguous or imaginary. Messick et al. reviewed the criticisms of self-report tests and concluded that the critics agree that true-false or agree-disagree types of tests, such as the MMPI, are interpretable primarily in terms of response-style rather than in terms of content. The term "acquiescence" was coined by Cronbach (1941) when he found that some Ss tended to respond "true" to ambiguous educational test items when they were unsure of the correct answer. Cronbach's (1941) conclusion that some Ss tend to respond "yes" to education test questions when they are unsure of the correct answer has been incorrectly generalized to personality tests. Rorer (1965) questions the validity of generalizing Cronbach's results to personality tests. Rorer (1965, p. 131) states that, "It does not follow from the fact that an individual gives a preponderance of 'true' responses to a 'neuroticism' inventory that he guessed true when in doubt."

The current paper questions whether or not "acquiescence" affects self-report inventories. The construction of the current questionnaire skirted the issue, however, by allowing Ss to respond on a Likert scale, rather than true-false, to each item, and by using no-inference specific test questions.

Borg and Gall (1971) hold that the tendency to respond deviantly or to respond in a socially desirable manner tends to influence and bias self-report measures. Berg (1957), in spite of Rorer's (1965) evidence to the contrary, holds that ambiguous true-false or forced

choice tests should be interpreted in terms of S response style rather than in terms of item content.

Forced choice tests have been alleged to eliminate the tendency for Ss to respond in a socially desirable manner. A number of experimenters such as Longstaff (1953), Dickens (1959), and Wesman (1952), demonstrated that Ss were able to "fake" forced choice tests. Cronbach (1960), summarizing the data on forced choice tests, states that "investigations of faking [forced choice tests] compare scores made under instructions to describe oneself honestly, with scores made when directed to try for a good score or a bad score. All these studies demonstrate that faking is possible" (p. 448).

Thus, one could conclude that if Ss do not want to honestly present themselves there are no currently available means that one can use to obtain "honest" responses.

The self-report questionnaire developed for the current paper was developed in a manner that compensates for Berg's (1957) "challenged" criticisms of self-report tests because, if social desirability and the tendency to respond deviantly do in fact reliably affect self-report tests, then these two factors should mitigate against the current test's measurement of change. In short, these factors should mitigate against the current measures being able to measure change. Any change measured by the current test is therefore probably more, rather than less, likely to represent a "real" change.

When behavior is measured it is desirable, according to Rundquist and Sletto (1936), that a Likert scaling technique be used which will yield a wide range of scores where small differences between or changes

within persons may be detected. The current paper capitalized upon the Likert scaling principle while constructing the Behavioral Checklist, which requires Ss to respond by both the degree to which a behavior was representative of them and by the degree to which that behavior concerned or bothered them.

There have been, according to Edwards (1970) and Cronbach (1970), two major types of personality scales: rational and empirical. The strategy used to develop each scale is different. A rational scale is developed to measure individual differences regarding traits or behaviors that are of theoretical or scientific interest. To develop a rational scale, according to Edwards (1970) and Flanagan (1951), an initial pool of items is obtained which, it is believed, are representative of what one desires to measure. The current questionnaire (Behavioral Checklist) was developed using the rational method. The developmental goal of the Behavioral Checklist was to obtain items which measure no-inference objective behavior rather than traits, concepts, or global impressions. No-inference behaviors were chosen because, as Bergin and Garfield (1970) and Flanagan (1951) point out, more specific goals of psychotherapy are easier to measure and are, according to Cronbach (1970), more reliably measurable. Bergin and Garfield (1970) point out further, as does McClelland (1959), that many studies which have reached inconclusive results have been committed to global, diffuse goals for psychotherapy. These global, diffuse goals have required the use of global, imprecise methods of assessing change. Thus, no-inference specific behavioral measures are, according to Cronbach (1960), likely to yield significant results. Bergin

*rational method*

and Garfield (1970) hold that what one chooses to observe and to assess, and the questions used for this assessment (items in one's questionnaire), will be determined by the theory underlying the assessment device. The diverse items used in the construction of numerous tests (see Appendix A) based upon various theories were examined for items (behavioral descriptions) when constructing the current questionnaire. The only criterion used to construct the current questionnaire was that each question represent no-inference behavior. Thus, the items in the current test cut across many theories and the tests derived from them. Bergin and Garfield (1970) assert that much of the current confusion and lack of knowledge surrounding personality and psychotherapy research results from confusion regarding how to deal with individual differences in research designs. From research with behavior modification, Gagne (1967) and Hirsch (1962) have demonstrated that individual differences need not impede research. The current paper, following the ipsative approach of behavior modification, asserts that change must be measured by comparing each person to himself rather than to a theory, process, or set of norms.

#### Target Behaviors as a Measure of Change

Target complaints as criteria of improvement have been studied successfully by Battle, Nuber, Hoehn-Saric, Stone, Nash, and Frank (1966). Freyhan (1959) was an early advocate of the use of target complaints as a measure of change in psychopharmacological research. Target complaints have been used in medicine, according to Battle et al. (1966), for some time. The efficacy of most medical treatment is,

in fact, determined by evaluating whether or not patients receive relief from the complaints which caused them to seek treatment. Weiss and Schaie (1964) used target complaints with a Q-Sort technique. The problem with Freyhan's and Weiss' technique is how to compare Ss with different complaints with each other since complaints differ quantitatively (within Ss) and qualitatively (across Ss). Rickard (1965) suggested that target complaints be identified for each client, and then each client would serve as his own control. Pascal and Zax (1956) have completed a study in a manner similar to that suggested by Rickard. However, they examined clients retrospectively and their design was not experimental.

Battle et al. (1966) studied patients' first three spontaneously expressed complaints, which they labeled target complaints. Battle et al. point out that the questionnaire-type scales are difficult for patient populations of lower socioeconomic class to respond to. Target complaints, contrary to complicated rating instruments, are easy for poorly educated clients to respond to. Battle et al. found that none of their patients had difficulty stating why they came for therapy. Battle et al. used an experimental design wherein three target complaints were defined prior to therapy. Following therapy the same target complaints were again evaluated to measure improvements. The complaints were evaluated on a five-point scale ranging from "no improvement" to "much improvement." There are three problems with this procedure: first, it is difficult to determine the exact meaning of improvement; second, a client may have more than three problems or complaints which brought him to therapy; and third, an operational

definition, rather than the client's statement, is more objective. Using the system of rating improvement devised by Battle et al. (1966), it is difficult to determine whether the target behavior decreased in frequency, and this was rated as improvement, or if the behavior remained unchanged but it no longer bothered or troubled the client. The current paper makes the distinction regarding which cause of change Battle et al. (1966) ignored. The second change the current study makes relative to the study by Battle et al. was to allow Ss to make up to nine rather than just three of their most important target complaints. Thus, if Ss had more than three complaints, they could list them in the current study. The last, and possibly most important, improvement over the Battle et al. study was the operational definition (quantification) of problems (target complaints) rather than using complaints as verbalized by the S as the target complaint. Battle et al. summarize their experiment using target complaints by stating:

In conclusion we can say that target complaints, when properly elicited, can be obtained reliably from the patient and that the majority of patients do not change in their main content nor in their severity ratings throughout an intensive psychiatric evaluation interview. Moreover, the treatment goal is stated as perceived by the patient himself, whether it constitutes improvement of classic neurotic symptoms or changes in interpersonal relationships. Target complaints are easily and reliably obtainable even from patients with little education, and such patients form a large portion of outpatients in psychiatric clinics. (p. 191)

#### The Criterion Problem

Taft (1959), in his review of multiple methods of personality assessment, holds that there are currently three types of assessment and validity measures. The three approaches are the: (1) Naive

empirical (inference of change proceeds directly from test to criterion without the mediation of intervening variables), (2) Global (the assessor relies upon his intuition), and (3) Analytic (the assessor uses theory and mediating constructs in prediction). The current study used the naive empirical method of test construction and the Global and analytic methods of validation. Taft states that:

the naive empirical strategy has the advantage over other strategies of objectivity and also of enabling the assessors to predict complex and little understood behavior . . . . Not a great deal of use has been made of this empirical strategy because of intellectual resistance to atheoretical procedures on the part of personality researchers and partly because of the absence of reliable criteria. (p. 338)

The current study agrees with Taft's summary. The current study uses a somewhat atheoretical approach to item selection for developing the Behavioral Checklist and uses the most widely accepted and used criteria (therapist's and client's ratings).

Taft (1959) found that two types of approaches have been used to evaluate outcome criteria. He states:

The intuitive approach is the one usually used in personality assessment; typically the assessors have used either the testimony of "experts" or their own theoretical analysis to determine the criterion requirements. These analyses [usually] rest on a theory of personality, but the theory is usually not made explicit, nor is it subjected to empirical validation. The empirical approach to criterion analysis can employ subjective or objective methods. (p. 339)

All of these methods can be criticized by various other perspectives. Taft (1959) states that: "The main difficulty with the analytic method of assessment is that it requires a set of constructs which may not exist in our present state of psychological knowledge." The current study was also unable to find any acceptable tests or

constructs to validly measure change, other than the most frequently used measure (therapist's ratings), and asserts that this was the reason the development of the Behavioral Checklist was necessary.

The problem of what to use as a criterion measure to evaluate therapy is thus currently unresolved. The current paper used two criteria to determine which criterion to use. First, it used the most widely accepted (used) criterion, and, secondly, it used a criterion from a different perspective. The Behavioral Checklist, being objective and specific, was developed from a different perspective than the therapist's rating (global, intuitive). Thus, the current study used two different approaches to assess and validate therapy change.

Therapist's judgments are the most widely used criterion measure in therapy outcome studies. Some studies such as Saslow and Peters (1950), used patient's and therapist's judgments of improvement as the validity measures. Other studies, such as Endicott and Endicott (1963), used a number of validity measures such as the Rorschach, MMPI, TAT, Draw-A-Person test, and Therapist's Evaluation of Improvement Scale; with the latter measure being the only one used to report the results. Subotnik (1972) reviewed 56 outcome studies and found that they "relied upon clinical judgment of improvement [as the dependent variable]" (p. 36). Outcome studies are thus forced to use therapist's judgment because there is no agreed-upon criterion measure and no measures which reliably measure the criterion. The current study was undertaken to develop an instrument to help remedy the criterion problem.

### Objective

The general objective of the current project is to develop techniques that could effectively evaluate the efficacy of psychotherapy, or behavior change.

### Hypotheses:

1. An objective Behavioral Checklist will demonstrate that clients receiving therapy will check less degree of problem behaviors on a post than on a pre-therapy test.

2. An objective Behavioral Checklist will demonstrate that clients receiving therapy will check a lesser degree of stress committant with problem behavior on a post than on a pre therapy test.

3. An objective Behavioral Checklist, when multiplicatively scored, will demonstrate that clients receiving therapy and judged by the therapist to have improved will have lower scores on a post than on a pre therapy questionnaire.

4. Clients who did not improve will check an increased degree of some problems on a Behavioral Checklist following therapy that they had not checked prior to therapy.

5. The problems checked on the Behavioral Checklist to a greater degree after therapy than had been checked prior to therapy will also be checked as having been present prior to therapy. This assumes that the client was unaware or was unable to accept these problems prior to therapy (will check that he has recently become aware of the problem).

6. The degree of change indicated by the Behavioral Checklist will agree with the therapist's subjective evaluation (rating) of the client's change after therapy.

7. The degree of post therapy change indicated by the Behavioral Checklist will agree with the client's subjective evaluation (self rating) of his change as a result of therapy.

8. Client's target complaints (specific reasons the client came for therapy), as operationally defined, will reflect change when pre less post therapy measures are compared with the therapist's evaluations.

## Procedures

This chapter describes the procedures used in the current investigation. It describes (a) the development of a Behavioral Checklist, (b) the S population and further development and scoring of the Behavioral Checklist, (c) development of a technique for assessing target behaviors, (d) statistical analyses, and (3) a summary.

### Development of a Behavioral

#### Checklist (Questionnaire)

The preliminary development of the Behavioral Checklist was based in part upon a Behavioral Checklist developed for an unpublished Master's thesis by Allen (1973) at Utah State University. This study demonstrated that a self-report questionnaire asking Ss to respond to objective specific questions could measure behavioral change. Allen's Parent Attitude Survey had been given, pre and post, to an eight-week parent training workshop. Allen's Behavioral Checklist did not, however, allow Ss to indicate degree of severity of problem. The Behavioral Checklist developed for the current study used or developed items that represented no-inference objective behavior. Two criteria dictated selection or development of items for the current Behavioral Checklist. The first criterion was that the items represent objective no-inference behavior. The second criterion was that each item could be represented on two dimensions. The first dimension was the representation (statement) of the behavior per se, and the second dimension was the discomfort caused by the behavior. When these two

dimensions are applied to a self-report of a feeling such as anger, a statement is generated, the first portion of which becomes: "I'm angry." To this statement (question), the S may respond from "never" to "always" on a five point scale. The second dimension, when applied to the first, i.e. anger, results in a question that measures the degree of discomfort felt or caused by the degree of anger as checked on the first dimension. The resulting question appears as follows:

	never		seldom		always
1. I'm angry .....	<u>0</u>	.....	1	...2 3 4	..... 5
a. Anger bothers me	<u>0</u>		1	2 3 4	5
b. I have been angry to the degree I checked above for .....	1	...2	...12	...24	.... 36 months or longer
c. I've been aware of my anger to the degree I checked above for	1	2	12	24	36 months or longer

After the criterion for developing questions had been established, many of the currently used personality tests were examined for items. A list of the tests examined for items, such as the MMPI, EPPS, Mooney Problem Checklist, etc., is in Appendix A. After all the tests were examined for objective items, a list of 520 items resulted. Items were then examined for face validity to determine overlap between items, and obviously overlapping items were deleted. A list of 203 items resulted. Next a set of instructions was developed. The instructions developed, in which the print in the example has been reduced to 85 percent of its original size were as follows:

Social Security Number

\_\_\_\_\_

Sex M \_\_\_\_\_ F \_\_\_\_\_

Date \_\_\_\_\_

#### BEHAVIORAL CHECKLIST

This questionnaire covers many behaviors which may not be representative of your behavior. Check only those behaviors which describe you. Answer by degree from never to always (circle 0 to 5) the degree that each behavior describes you. If you circle never (the nevers 0's of the numbered behaviors have been underlined), for a behavior you need not answer the qualifying (a, b, and c) questions for that behavior. If, however, you respond (circle) a 1, 2, 3, 4 or 5 for a behavior, then you must answer the qualifying questions (a, b, and c) for that behavior.

The instructions state, in effect, that, if a behavior is not characteristic of you, it is illogical that it can bother you (cause you distress). Thus, if a S indicates that a behavior is not characteristic of him (checks "never" for that question), he need not respond to the qualifying items for that question.

The preliminary study found that Ss would respond affirmatively (to a greater degree) to some questions representing "problems" (undesired behaviors) on a post therapy test that they had responded to negatively (to a lesser degree) on a pre therapy test. A number of hypotheses could explain this phenomena. The E hypothesized that these problems were not created as a result of therapy, but rather the Ss became aware of problems that they had been unaware of prior to therapy.

To test this hypothesis (hypothesis number five of the formal hypotheses) the E added two qualifying questions to each behavior, i.e.,

	never	seldom	always
1. I'm angry .....	0	1	2 3 4 ..... 5
a. Anger bothers me .....	0	1	2 3 4 ..... 5
b. I have been angry to the degree I checked above for .....	1	2	12 ... 24 ..... 36 months or longer
c. I've been aware of my anger to the degree I checked above for .....	1	2	12 24 ..... 36 months or longer

In response to the qualifying questions (b. and c. above) it was hypothesized that clients would indicate that they have had or exhibited the behavior for a long period of time but that they had just recently become aware of it as a result of therapy. Thus, the latter qualifying questions were necessary to help determine why clients respond differently on a post than on a pre test.

A copy of the original Behavioral Checklist is in Appendix C.

Subject Population and Reliability  
of Behavioral Checklist

The original reliability study of the questionnaire (Behavioral Checklist) was initially administered to 25 male and female college students in an undergraduate education class at Utah State University. Four Ss failed to return after one week to take the questionnaire the second time. Thus 11 male and 10 female Ss comprised the original test-retest reliability study with a one week latency between pre and post test administrations. The Ss, even though they were volunteers, were offered credit for class work and two dollars for taking the questionnaire twice. This was done in the hope of obtaining optimal performance from the Ss. Ss were paid and given credit only if they took the questionnaire twice in order to assure a low dropout rate. Many questions in the Behavioral Checklist are of a confidential nature, i.e., number 134, "I'm homosexual." The E advised Ss that all questionnaire responses would be kept in complete confidence. To further insure the Ss that the responses would be kept confidential and that honest responses could be obtained, the E advised Ss that they could put their social security number on the questionnaire, or any other number from which they felt they could not be identified. The E suggested they put down their telephone number backwards or do the same with their social security number to assure that they could not be identified. The E explained that the numbered identification of their papers was necessary only that their first questionnaire could be matched with their second which would be taken the following week.

The E asked the Ss to read the questionnaire's instructions and respond to all the questions which applied to them; some questions such as: "My marriage is a problem" do not apply to single persons. Ss were instructed to respond "never" to these questions. In response to Ss' questions regarding the meaning of various questions, the E replied, "You will have to decide what that question means."

Ss were able to complete the questionnaire in from 30 to 60 minutes at both testings. Most Ss completed the questionnaire in 40 minutes both times they took the questionnaire.

The first question and its first qualifying question on the Behavioral Checklist may be scored two different ways. The straightforward scoring technique (scoring an item directly) was used to score both the numbered question and the qualifying question a. The multiplicative scoring method multiplied the numbered questions times the qualifying question a. Thus, two methods applied to two test items yielded three test scores. Each manner of scoring was examined independently (a separate correlation computed) so that the most reliable scoring technique could be used on the patient population. The assumption was made that the most reliable method used to score "normal's" (college Ss') responses would also be the most reliable method by which to score a patient population's responses. The first method used to score the self-report questionnaire was to multiply the degree the behavior represented the S times the degree that the behavior bothered the S. This scoring procedure is called a multiplicative approach, and it is used to magnify change differences within interrelated scores. The second scoring technique used was a

straightforward scoring of each behavior based upon the S's response to the question. The same straightforward approach was also used to score the degree the behavior bothered the S.

The correlations for each item which resulted from administering the original 205 item questionnaire to 21 college Ss are presented in Appendix B. The first column of correlations represents the correlations for each item that resulted from the multiplicative scoring method. The second through the fifth columns represent correlations for each item that resulted from using a straightforward scoring method for each item.

The total test-retest correlations and means for each scoring method are presented in Table 1. With alpha set at .01 no means varied significantly, and with alpha set at .05 no means varied significantly in a positive (client improvement) direction.

An examination of the individual item correlations, in Appendix B, revealed that many items have low test-retest correlations. The E decided to delete any item that had a test-retest correlation of less than .25 for the numbered items and any of their qualifying questions regardless of scoring method used. Deletion of items with low test-retest correlation coefficients resulted in the deletion of items 7, 8, 21, 26, 34, 37, 42, 44, 47, 48, 49, 53, 59, 60, 61, 62, 80, 88, 93, 107, 108, 111, 113, 127, 129, 130, 135, 136, 137, 142, 143, 153, 163, 171, 175, 176, 177, 182, 192, and 195.

After these items were deleted from the questionnaire, the correlations and means were recalculated. The resultant correlations are in Table 2. A comparison of the test-retest correlations in

Table 1  
 Test-retest Correlations and Means for One Multiplicative and Four  
 Straightforward Scoring of the 205 Item Behavioral Checklist

	Multiplicative scoring	Straightforward scoring of:			
		Numbered questions	Qualifying questions		
			a.	b.	c.
Number of <u>Ss</u>	21.000	21.000	21.000	21.000	21.000
Correlation coefficient	0.792	0.839	0.813	0.971	0.971
Initial test mean	-904.714	-339.190	-351.381	967.857	957.333
Second test mean	-882.381	-339.857	-352.048	977.381	969.810

Table 2  
 Test-retest Correlations and Means for One Multiplicative and Four  
 Straightforward Scorings of the Behavioral Checklist After  
 40 Items with Low Test-retest Correlations were Deleted

	Multiplicative scoring	Straightforward scoring of:			
		Numbered questions	Qualifying questions		
			a.	b.	c.
Number of <u>Ss</u>	21.000	21.000	21.000	21.000	21.000
Correlation coefficient	0.816	0.865	0.836	0.974	0.975
Initial test mean	-750.190	-263.762	-298.238	774.619	765.381
Second test mean	-732.467	-267.095	-298.048	783.095	776.952

Tables 1 and 2 revealed that the deletion of the items that did not reach criterion (test-retest correlations for individual items of less than .25) only slightly elevated the total correlations. The resultant questionnaire used to evaluate the "client" population contained 165 items because it did not include the 40 items that had test-retest correlations of less than .25.

An examination of the two scoring methods (straightforward or multiplicative) in Tables 1 and 2 revealed that the multiplicative scoring method is slightly less reliable than the straightforward method (.816 vs. .865). This may mean that the multiplicative scoring method is less reliable or that it is more sensitive to change. If the second hypothesis is true, the multiplicative scoring method would be expected to be lower because Ss change over a one week period and this change is reflected in the lower test-retest correlation. Only a comparison of each scoring technique against a validity measure for a clinical population will yield an answer regarding which scoring method is the most valid. Thus, the multiplicative scoring method was retained pending evaluation of the clinical populations.

#### Development of a Technique for

#### Assessing Target Complaints

Since no questionnaire of reasonable length could cover all specific behaviors which bring clients to therapy, a technique for operationally defining target complaints (specific reasons the client came for therapy) was developed. This technique, pioneered by Battle et al. (1966), incorporated a means of measuring the stress concomitant

with each behavior as well as the behavior per se. A small investigation to determine the efficacy of using target complaints as behavioral measures was conducted and compared with the results obtained from the Behavioral Checklist.

Target behaviors are those behaviors which bring clients to therapy. They should, as they were in this study, be defined within the first therapy session.

A special questionnaire was printed which was labeled "Questionnaire: Specific Target Behaviors." It contained the following instructions:

Evaluation by: Client, therapist, or experimenter (circle one or two).

Client's name or Social Security No. \_\_\_\_\_

Date behavior is defined \_\_\_\_\_, \_\_\_\_\_, 197\_\_\_\_\_

In which therapy session is this behavior defined: 1, 2, other \_\_\_?

Special target behaviors are specific, behaviorally defined behaviors which you wish to change about yourself. These behaviors should be specifically defined within the first therapy session. An example of something (a specific behavior) you may wish to change about yourself may be: I want to stop fighting with my husband. After you have listed this specific thing that you want to change about yourself, then circle the degree that you now fight with him or operationally define the degree (i.e., we fight 3 hours of a 24 hour day). Then check the degree that you want to change that behavior on a scale from 1-8.

A copy of the questionnaire used is exhibited in Appendix E.

An assessment of client's target complaints revealed that it was necessary to ask clients for both the degree to which they wanted to change the behavior (the degree it bothered them) and the degree to which the behavior described in the question is representative of their behaviors. Without making this distinction, it was found in a preliminary study that it was difficult to evaluate the degree to which the two dimensions were confounded. The E found in the pilot study

that Ss were able to easily discriminate the degree which the behavior was representative of them and the degree to which they wanted to change the behavior. The E conducted the pilot study when he was an intern at the Northern Utah Mental Health Clinic. The E found, as did Battle et al. (1966), that Ss could always state why they came to therapy or what they wanted to change about themselves; i.e., a client may tell the E: "I came in for therapy because I'm an alcoholic." The E would put this exact statement on the Specific Target Behavior questionnaire. Because this is not an operational definition (difficult to quantify), the E would then also put "I drink excessively now" on the Specific Target Behavior questionnaire. To this the S would respond from 1-8 the degree that he now drinks excessively. This is simply a statement about the frequency of the behavior and says nothing about the degree that the S wants to change the behavior. The E would then ask, "To what degree from 1-8, with 1 being not very and 8 being very, do you want to change your excessive drinking behavior?" The E found that all Ss could respond to each question separately. A summary of all Ss Specific Target Behaviors appears in Appendix Q.

The E did not change the format (Battle's format is explained in the review of the literature) greatly from that used by Battle et al. (1966) because the E did not want to develop two totally new measures for the current study. Thus, the E used the Specific Target Behavior technique in about the same format as it was originally developed by Battle et al. The E assumed that asking a S to rate the degree which he wants to change a behavior (the question asked in Specific Target Behaviors) and the degree to which a behavior bothers

him (qualifying question a. from the Behavioral Checklist) measures approximately the same behavior. The E did not assess the verity of this assumption, however, because the main goal of the current study was to find ways to assess self-reported behavior change. If wording the question in a slightly different way is a more efficacious measure of change, then this would be the most desired information, given the goals of the current study.

So that statistical comparisons across as well as within Ss could be made, the E limited each S's target complaints to nine. Battle had not used the same number of complaints for all Ss. The E communicated this restriction to the Ss, and the E, or therapist filling out the Specific Target Behavior questionnaire by adding the following instructions to the Specific Target Behavior questionnaire:

Be sure to indicate nine behaviors about yourself that you want to change. If you are unable to think of nine behaviors that you want to change, refer to the Behavioral Checklist and use behaviors that you have checked on it. Since you can only select nine behaviors for this questionnaire, select the nine behaviors which you are most concerned about changing.

#### Developing Validity Measures Against

#### Which to Compare the Behavioral

#### Checklist and Target Behavior

#### Questionnaire

The current study developed two techniques (Behavioral Checklist and Specific Target Behavior questionnaire) to measure no-inference behavior and changes as a result of psychotherapy.

Since both of these instruments appear (with face validity) to measure no-inference objective behavior, a different criterion was used as a validity measure. Two commonly used validity measures are the therapist's and the client's self-report ratings of how effective each perceived therapy had been. These measures were used to obtain a quick global self-report measure which could be used to validate the instruments developed in the study. These measures, as they were presented to the therapists and Ss appear in Appendix F and G, respectively.

Assessing the Effectiveness of  
Psychotherapy on a "Clinical"  
Population Using the Measures  
Developed for the Current Study

The instruments developed for the current paper were pretested at the Northern Utah Mental Health Clinic in Logan, Utah, during the months of January through March of 1974 during which time the E was an intern at the Clinic. Pretesting consisted of the E administering the Behavioral Checklist to five clients to determine if a "clinical" population could respond to self-report measures of the nature used in the current study. The E found that the "clinical" population could respond to the Behavioral Checklist without the aid of an E, but that it was necessary for the E or the therapist to assist some clients in filling out the Specific Target Behavior questionnaire. Thus, the E decided to have all clients receive help from the E, the psychometrist, or the therapist while filling out the Specific Target Behavior questionnaire.

During the month of June 1974 the E obtained employment as a Psychologist at the Human Development Center in Pocatello, Idaho. The E there obtained permission to administer his questionnaires and conduct his experiment on a "clinical" population (adults seeking therapy at the Clinic). The Human Development Center in Pocatello, Idaho, has compiled considerable statistics concerning a definition of the population it serves. The modal client, for the period of September, 1972, through April, 1974, as defined by these statistics covering 972 Ss, most probably is female; is married; has two children; has married only once; has completed the 12th grade; lives in Bannock County, Idaho; has an income of \$6,000 per family; is not on public assistance; has voluntarily sought service based upon a physician's recommendation; has been evaluated by the Clinic and has received a diagnosis of personality disorder; has a 2-7 MMPI profile with one or both of the scores elevated over 70; if S uses or abuses a substance it is alcohol--users and abusers represent, however, only 12 percent of the total population; is white; is treated by a white male M.S.W. therapist; is seen 6 times; fails to show once; cancels once; receives individual therapy; if anyone is consulted regarding a patient, it is most probably the patient's physician (not a psychiatrist); and termination is most probably initiated by the client.

Permission to test the clinical population was approved contingent upon the following conditions: (a) the clinic would obtain a copy of the results; (b) the therapists would be numbered so that the therapists and their effectiveness could be assessed; (c) the therapists could

choose whether or not they wanted to participate in the research;  
(d) the names of the clients be kept confidential.

The E found that therapists had trouble understanding exactly how to administer (in what order and how to label) the questionnaires, so packets were constructed which contained the following: two Behavioral Checklists, two Specific Target Behavior questionnaires, a Client's and a Therapist's Evaluation of Therapy questionnaire. On the front of each packet (8 1/2 inch by 11 inch manila folder) the E stapled a flow chart (see Appendix H) which explained to each E using a packet which tests were to be administered. Inside of the front cover of the packet, the E stapled a release of information, a copy of which is in Appendix I. To assure that there be no confusion as to which questionnaires would be matched with each other for statistical analysis, the E numbered all questionnaires in each packet. Thus, each packet contained labeled pre and post therapy questionnaires, each of which had the same number. Each therapist was also given a number which became the first digit of the numbering system. The resultant numbers were used to identify both the therapist and his clients.

Since the packets contained 6 questionnaires plus a release of information, the E paper clipped the pre and post therapy questionnaires together. This, it was hoped, would eliminate confusion at the time of testing. In front of each set of pre test questionnaires the E paper clipped a sheet of 3 1/2 inch by 4 1/2 inch paper containing the following information:

## PRE-THERAPY

Find attached two numbered forms which should be filled out before or during the first therapy session as follows:

1. Give the Behavioral Checklist to the client to fill out. Be sure to get it back before the second therapy session.
2. Have the client define with therapist or psychometrist the nine target behaviors on the Specific Target Behavior questionnaire.

In front of the post therapy questionnaires the E clipped a slip of paper containing the following instructions:

## POST THERAPY

Find attached four numbered forms which should be filled out during the last therapy session as follows:

1. Give the Behavioral Checklist to the client to fill out.
2. Have the client check the degree that the 9 target behaviors which were defined pre-therapy are now representative of him. Use the Specific Target Behavior questionnaire for this purpose.
3. Have client fill out the Client's Evaluation of Therapy questionnaire.

The first group of Ss to which the E administered the pre therapy questionnaires was a group the clinic referred to as alcoholic outpatients. These Ss were given the numbers 4-30 through 4-40. The prefix number (4) indicated that the Ss were those of a specific therapist and the suffix numbers (30-40) identified the Ss. Initially, it was the intention of the E to separate Ss according to which therapist had given them treatment. This was impossible, however, because some therapists only saw one S. After the E administered questionnaires to the alcoholic outpatients, it became apparent to the E that "client"

populations varied greatly. The alcoholic outpatients appeared to the E to be functioning on a very "low" (dysfunctional) level. They made statements, for instance, that they were having trouble understanding how to fill out the Behavioral Checklist. The college Ss, nonalcoholic, and nonpsychotic clients the E tested had not made such statements. When the E filled out the Specific Target Behavior questionnaire with the four Ss in the alcoholic outpatient group, it was necessary to spend considerably more time with them than the E had spent with other Ss. The E was unsure how the S's level of functioning would affect test results. The current experiment was undertaken to develop a measure which would measure change regardless of client problem or nosological category. The population evaluated in the current study represented, in the E's opinion, many and diverse problems and numerous nosological categories, although this information is not available for the current study.

The E decided to administer and collect all the post therapy questionnaires using a mailing technique. This procedure was used because the E thought that clients might respond favorably (the hello-goodbye effect) to please the therapist if the therapist were present when the client filled out the post therapy questionnaire. The E used the following mailing technique: A letter (see Appendix J) was sent to each of the 31 clients that participated in the study with a stamped, self-addressed envelope, a check for \$3.00, and the three questionnaires. The three questionnaires were: The Behavioral Checklist, the Client's Evaluation of Therapy questionnaire; and the Specific Target Behavior questionnaire. The clients returned, as

a result of the original and second follow-up letter (see Appendix N), a surprisingly large number of the questionnaires (27, which is 86 percent of 31). This was probably because the E enclosed a check for \$3.00 which the clients could cash if they completed and returned the questionnaires.

### Findings of the Study

The present study was undertaken to develop techniques that could measure no-inference behavior and behavior change.

A review of the literature indicated that many studies suggest that no-inference objective behaviors may reliably measure behavior and behavior change. Two approaches were used to examine the efficacy of using no-inference behaviors to measure behavior and behavior change. Each approach used t tests for correlated means to examine pre and post therapy change scores.

#### Analysis of Specific Hypotheses

Hypothesis I. An objective behavioral checklist will demonstrate that clients receiving therapy will check less degree of problem behaviors on a post than on a pre-therapy test if their therapist saw them as having improved at least moderately (rated  $\geq + 4$ ).

To analyze Hypothesis I, three graduate students in psychology were asked to evaluate each numbered question (not the qualifying questions) to determine which direction of change would indicate a positive change (improvement). This rational analysis (examination for face validity) of each question was conducted by assuming that questions describing behaviors and their increase (as checked by the Ss) were either positive, negative, or neutral. Thus, if a client checked that he is seldom angry on the pretest and checked that he is always angry on the post test, this change was assumed to be

negative. This change would be represented as a movement of four points on the nominal (Likert) scale used in the Behavioral Checklist. The questions which were found to be negative were: 1-15, 17-28, 30-40, 42-71, 95, 97-106, 108-109, 111-114, 116, 118-120, 122, 125-126, 128-131, 133-141, 143-145, 147-152, and 154-163. A rational analysis (examination for face validity) was also conducted to determine which questions would be scored as indicating positive change. The questions found to indicate positive change were: 72-74, 78-86, 88, 90-93, and 153.

For a number of questions it was difficult for the graduate students to agree upon the direction of change which would be seen as positive, negative, or neutral. Those questions on which there was not complete agreement among the graduate students were deleted from the scoring technique used to test hypothesis I. Questions numbered 16, 29, 41, 75-77, 87, 89, 94, 96, 107, 110, 115, 117, 121, 123, 124, 127, 132, 142, and 146 were thus seen as neutral, or agreement was not reached upon their scoring direction. The neutral questions were not scored to test hypothesis I.

A t test was used to compare the change observed on the numbered questions which had been judged to be positive or negative. This was done by scoring the negative scores directly and inverting the formula for the positive questions. The formula for scoring the negative questions became: pre test score less the post test score; and for positive questions, the post test score less the pre test score. Thus, if a S answered question number 98 (I have so many difficulties

that I can't cope with them), which was judged to be negative, as always like him on the pre test, he received a score of five for this item. If, on the post test, he answered seldom to this same question, the question was scored directly and the resultant score was:  $5 - 1 = 4$ . Using the formula for positive questions, a change from a scaled score of 1 on the pre test to a scaled score of 5 on the post test would yield  $5 - 1 = 4$ . Thus, regardless of the original direction in which a question was answered, the scoring technique was such that judged positive movement was represented by an increased score.

The statistical test used to analyze hypothesis I was a one-tailed (directional) t test for correlated means, as described by Ferguson (1971, p. 153). The predicted direction of change was specified as an increase in scores on positive behaviors and a decrease in negative behaviors for clients who were perceived by the therapist as having improved (checked a score of 4 or more on the Therapist's Evaluation of Therapy questionnaire). The data relevant to testing hypothesis I is presented in Table 3.

From Table 3 it may be seen that the post therapy scores are decreased significantly ( $p \leq .05$ ) from the pre therapy scores for Ss judged to have improved but not for Ss judged not to have improved.

Hypothesis II. Hypothesis II states that: An objective Behavioral Checklist will demonstrate that clients receiving therapy and judged by the therapist to have improved by a degree of 4 or more will check a lesser degree of stress concomitant with problem behavior (behavior seen as negative or positive in hypothesis I) on a post than on a pre therapy Behavioral Checklist.

Table 3  
 Mean Difference Between Post and Pre Therapy Responses for the  
 Numbered Questions (Behavior Descriptions) on the  
 Behavioral Checklist, for Ss Judged to Have  
 Improved and Ss Judged not to Have Improved

	Mean therapy score pre	Mean therapy score post	Differ- ence	<u>t</u> value	Significance level
Improved	-149.5	-87.5	61.9	3.65	.004
Not improved	-133	-134.1	-1.1	-.03	None

This hypothesis was tested by comparing the pre and post degree that Ss responded to the qualifying question a. This was done by subtracting the post from the pre therapy responses in the same manner that hypothesis I was scored. A one-tailed t test for correlated means as described by Fergeson (1971, p. 153) was used to analyze the resultant scores. The data relevant to testing hypothesis II is presented in Table 4.

Table 4  
 Mean Difference Between Pre and Post Therapy Responses  
 for the Qualifying Question a.

	Mean therapy score pre	Mean therapy score post	Differ- ence	<u>t</u> value	Significance level
Improved	-296	-235	61	2.14	.026
Not improved	-287.3	-273.8	13.5	.25	None

From Table 4 it may be seen that the post therapy scores decreased significantly ( $p \leq .05$ ) from the pre therapy scores for Ss judged to have improved and not for Ss judged not to have improved.

Hypothesis III. Hypothesis III states that: An objective Behavioral Checklist, when multiplicatively scored, will demonstrate that clients receiving therapy and judged by the therapist to have improved will have lower (improved) scores on a post than on a pre therapy questionnaire.

This hypothesis was tested by comparing the pre and post degree that Ss responded to each numbered question times the degree of stress item for each numbered question. A one-tailed (directional) t test for correlated means as described by Ferguson (1971, p. 153) was used to analyze the resultant scores. The data relevant to testing hypothesis III is presented in Table 5.

From Table 5 it may be seen that the post therapy scores decreased significantly ( $p \leq .05$ ) from the pre therapy scores for Ss judged to have improved and not for Ss not so judged. The data (Ss raw scores) used for testing hypotheses I-III are presented in Appendix K.

Hypothesis IV. Hypothesis IV states that: Clients who did not improve will check an increased degree of some problems on a Behavioral Checklist following therapy that they had not checked prior to therapy. This hypothesis was tested by comparing the frequency of negative behaviors on the pre and post therapy questionnaires. If a S responded by an increased degree of negative behaviors, this was used as support for hypothesis IV. Thus, a simple frequency count of those

Table 5  
Mean Difference Between Pre and Post Therapy Responses for  
the Multiplicative Scoring of the Behavioral Checklist

	Mean therapy score pre	Mean therapy score post	Differ- ence	<u>t</u> value	Significance level
Improved	-891.8	-524.9	366.9	4.123	.001
Not improved	-432	-627	-196	-2.518	None

negative behaviors which the S reported as increased following therapy was compiled. The frequency of negative behaviors is represented in Table 6.

As can be seen from Table 6 (sum of 3 and 4), the Ss judged not to have improved had a smaller, rather than larger, number of negative behaviors increased post therapy. Thus, hypothesis IV was rejected. A directional statistical test of significance comparing improved vs. not improved Ss was not necessary because the frequency moved in a direction opposite to the predicted direction.

Hypothesis V. Hypothesis V states that the problems checked on the Behavioral Checklist to a greater degree after therapy than had been checked prior to therapy will also be checked as having been present prior to therapy. This assumes that the client was unaware of or was unable to accept these problems prior to therapy--(will check that he has recently become aware of the problem).

This hypothesis was tested by comparing negative behaviors checked pre and post therapy and comparing increases with the qualifying

Table 6  
 Frequencies of Negative Behaviors Increased Post Therapy  
 Compared to Pre Therapy Scores

	1. Mean Frequency of all negative behaviors checked	2. Mean frequency of negative be- haviors <u>S</u> had prior to therapy but became aware of as a result therapy	3. Mean frequency of negative be- haviors increased not always characteristic of the <u>S</u>	4. Mean frequency of negative be- haviors increased but were always characteristic of the client	Sum of 3 and 4
<u>Ss</u> judged to have improved	124	9.23	6.53	24.86	27.6
<u>Ss</u> judged not to have improved	124	1.36	2.79	9.23	14.7

questions b and c. Question number 145 was judged to be negative. It will serve as an example of how hypothesis V was scored and tested statistically. Question number 145 follows:

I suspect others of stealing things I lose . . . . .	0 . . . . .	1 . . . . .	2 . . . . .	3 . . . . .	4 . . . . .	5
a. I'm bothered by my suspecting others of stealing things that I lose	0 . . . . .	1 . . . . .	2	3	4 . . . . .	5
b. I've suspected others of stealing things that I lose for . . . . .	1 . . . . .	2 . . . . .	12 . . . . .	24 . . . . .	36 months or longer	
c. I've been aware that I suspect others of stealing things I lose for . . . . .	1 . . . . .	2	12 . . . . .	24 . . . . .	36 months or longer	

This hypothetical example of the post test scores assumes that the S responded "never" to question number 145 on the pre test and "always" on the post test. On the post test the S responded 3 to qualifying question a, 36 months or longer to b, and 2 months to qualifying question c. Thus, in this example, the S indicates that he was not aware of suspecting others of stealing things that he lost, but, as a result of therapy became aware of a behavior that had always been characteristic of him.

Questions judged to be negative were analyzed for hypothesis IV by a chi square statistical test of significance. Those negative questions that increased following therapy were compared relative to their qualifying questions b and c. A summary of the frequencies of negative behaviors that increased relative to their qualifying questions is presented in Table 6.

The chi square test of independence with Yeat's correction (see Ferguson, 1971, p. 183) was calculated on a 2 x 2 contingency table. The table's marginal comparison was improved vs. not improved and frequency of behavior (responses) which S became aware of as a result of therapy but was always characteristic of the S. The chi

square test yielded a value of .314 which was not significant ( $p = .05$ ). Thus, hypothesis V was rejected.

Hypothesis VI. Hypothesis VI states that the degree of change indicated by the Behavioral Checklist will agree with the therapist's subjective evaluation (rating) of the client's change after therapy. The therapists were blind to the clients' ratings of therapy outcome (Client's Evaluation of Therapy questionnaire) and were blind to which group clients would fall into. The therapists and clients were unaware of how the data would be analyzed. In fact, only 4 Ss of 27 were not totally evaluated by the E and were given only their pre therapy questionnaires by their therapist. All Ss were followed up by a post therapy questionnaire mailing technique. Thus, the E and the therapist were absent when the post therapy questionnaires were responded to and the client's data could be identified (the client was not required to put his name on his questionnaire). This hypothesis was supported by t tests (see Tables 3-5). For each of the scoring techniques used on the Behavioral Checklist, the Behavioral Checklist change scores were able to significantly ( $p = .05$ ) discriminate the improved but not the unimproved therapist ratings as hypothesized. Thus, hypothesis VI was retained.

Hypothesis VII. Hypothesis VII states that the degree of post therapy change indicated by the Behavioral Checklist will agree with the client's subjective evaluation (self rating) of his change as a result of therapy. This hypothesis was tested in the same manner as hypothesis VI except the Client's Evaluation of Therapy Questionnaire

is used as the validity measure. This hypothesis is also supported by Tables 3-5. Using the client's in lieu of the therapist's ratings caused no significant changes in the  $t$  values (see Appendix L). The correlation between the client's and the therapist's evaluation of therapy for all  $Ss$  was .763, which was significant ( $p \leq .01$ ). The statistic used to calculate the correlations is described by Ferguson (1971, p. 102).

Hypothesis VIII. Hypothesis VIII states that client's target complaints (specific reasons the client came for therapy), as operationally defined, will reflect change when pre less post therapy scores are compared with the therapist's evaluations. To test this hypothesis it was necessary that a decision be made for each target complaint regarding which direction of reported change reflected "positive movement" (improvement). This required the  $E$  to determine the desired direction, if any, of movement for each item before post test target behaviors were compared with pre test items. After this judgment was made, a  $t$  test was computed which compared the pre and post  $Ss$  judged to have improved. A similar test compared pre and post test scores for  $Ss$  judged not to have improved. A summary of the results is presented in Table 7.

As can be seen from Table 7, the Specific Target Behaviors yield results very similar to those found with the Behavioral Checklist. The only discrepancy was with the numbered items (behaviors) wherein the improved and unimproved groups both yielded significant results ( $p \leq .05$ ).

Table 7  
 Mean Difference Between Pre and Post Therapy Responses for  
 Various Scorings of the Specific Target Behaviors

	Pre	Post	Differ- ence	<u>t</u> value	Significance level
<u>Mean therapy score for the numbered items</u>					
Improved	-42.9	-11	31.98	1.98	.03
Not improved	-35.7	-26	9.7	3.00	.01
<u>Mean therapy score for the degree of stress</u>					
Improved	-48.3	-16.6	31.7	1.88	.04
Not improved	-31.5	-29.92	1.58	.15	None
<u>Mean therapy score for multiplicative scoring</u>					
Improved	-301.1	-92.07	209	2.63	.01
Not improved	-284.2	-240.0	43.8	1.30	None

The data for the current study could be analyzed many ways. An analysis could make comparisons between, rather than within, the improved and unimproved groups. Such an analysis was conducted in the following manner: an F test was conducted comparing the variances of the improved and unimproved groups for the three scoring techniques of the Behavioral Checklist and the Specific Target Behaviors. This analysis resulted in the six F ratios depicted in Table 8. Scoring techniques which yielded homogeneity of variance were analyzed using a one-tailed (directional)  $t$  test for independent samples as described by Ferguson (1971, p. 151). These are depicted in Table 8. Scoring techniques which yielded heterogeneity of variance were analyzed using a nonparametric  $t$  test developed by Cochran and Cox, and described by Ferguson (1971, p. 155). The results of the nonparametric  $t$  tests are depicted in Table 8.

The results depicted in Table 8 support the hypothesis that the Behavioral Checklist is able to discriminate improved over unimproved Ss better than is the Specific Target Behavior questionnaire.

Table 9 depicts the correlations between the scoring techniques of the Specific Target Behaviors and the Behavioral Checklist, and the Therapist's rating of therapy outcome. The correlation statistic computed was a Spearman Rank-Order Correlation ( $\rho$ ) as described by Bruning and Kintz (1968, p. 156). These correlations indicate, as do the aforementioned statistical analyses, that the Behavioral Checklist is a better predictor of the therapist's evaluation of therapy (the validity measure) than are the Specific Target Behaviors.

Table 8  
 Comparisons Between Improved and Unimproved Groups  
 for the Three Scoring Techniques of the  
 Behavioral Checklist and the  
 Specific Target Behaviors

	Behavioral Checklist			Specific Target Behaviors		
	Numbered items	Motive	Multipli- cative	Numbered items	Motive	Multipli- cative
F value	3.46*	2.52*	1.17*	32.6	49.03	5.83
<u>t</u> value for data with homogeneous variance	2.17*	.45	4.80*			
<u>t</u> value for data without homogeneous variance				1.35	1.77	1.88*
Mean change score improved	66.69	60.07	366.92	31.92	26.0	209.08
Mean change score not improved	13.57	13.50	-199.86	7.93	.36	40.71

\*F values marked with an \* indicate homogeneity of variance ( $p = .01$ ).  
t values marked with an \* are significant ( $p \leq .05$ ).

Table 9  
Correlations Between the Scoring Techniques for the Specific  
Target Behaviors and the Behavioral Checklist, and  
the Therapist's Ratings of Client Improvement

	Therapist's rating
Specific Target Behaviors	
Numbered items	.33*
Motive	.407*
Multiplicative	.376*
Behavioral Checklist	
Numbered items	.617*
Motive	.54*
Multiplicative	.783*

\*Significant correlations ( $p \leq .05$ ).

When the correlations between the numbered items for the Specific Target Behaviors and the therapist's ratings of client improvement are examined (see Table 9), it is apparent that this is the lowest correlation obtained (+.33). The F value for the same data indicates, as does the nonparametric  $t$  test (see Table 9), that the numbered items of the Specific Target Behaviors is the least predictive measure of therapist's ratings of therapy outcome.

### Subjective Hypotheses

Appendix D contains Ss responses to the question numbered 164 which is: "How honest did you feel that you were when you answered this questionnaire?" The Ss mean response was 4.64 on a scale from 0-5. Thus, they report that they responded honestly to the questions.

Appendix N also contains Ss responses to the question numbered 165 which is: "Did the fact that you could avoid answering a, b, and c by circling 'never' influence you to circle more nevers than you would have otherwise?" Ss responded .43 which is at the "never" rather than the "always" end of a 0-5 Likert scale.

The E hypothesized that if Ss found the questionnaire to be aversive to respond to, they would so indicate in the comments section of the questionnaire. One S indicated that the questionnaire was too long. This was the only consistent criticism of the questionnaire for the reliability and clinical populations.

### Limitations

The current study has numerous limitations. The first is the limitation imposed by the criterion measure (therapist's and client's rating of improvement). Although this is the most common validity measure of therapy outcome, it is contaminated by the invested interest that therapists and clients have in the rating. That is, the degree to which the rating is affected by the client's need not to have wasted his time in therapy (the client's cognitive dissonance) is not known. A similar bias may affect the therapist's judgment.

An examination of the client's ratings (see Appendix K) indicates the clients rated their improvement rating as being greater than the therapist's rating of their improvement. Thus, the therapist's rather than the client's ratings were used for the statistical analyses. An examination of the frequency distribution of the therapist's and client's ratings indicates that the scores are normally distributed (see Appendix M). In fact, the therapist's distribution is skewed to the right, indicating that the therapist's ratings were not biased toward improvement. The distribution also included high to low ratings having two 0 (no improvement) and no 8 (much improvement) ratings. Thus the distribution had an approximate normal range and distribution of scores. A  $t$  test found that the therapist's and client's ratings did not vary significantly ( $p \leq .05$ ).

A further limitation of the current study is the lack of information regarding the reliability of the questionnaires for a "clinical" population. The reliability for a college population was, however, found to be high (.816-.975). If the questionnaires were highly unreliable, this would usually be offered as an explanation of failure rather than an explanation of successful measurement of change as was found in the current study. Thus, one would assume that the reliability study for the college population may approximate the clinic population. The absence of test-retest reliability of the questionnaires used in the current study for a "clinic" population is, however, still a serious limitation of the current study.

Battle et al. (1966) did conduct a reliability study for the specific target behaviors. The correlation was .68 for degree of

severity of problem pre and post one therapy interview. The problems per se correlated 1.0 (none changed) for 56 Ss but the degree changed correlated pre and post .68. This is not a desired reliability study, however, because an interview was interspersed between the test-retest measures. It does indicate, however, that the behaviors (reasons the client came for therapy) don't change (correlation = 1.0). It also indicates that the degree the client is bothered by some behaviors does change (correlation by degree pre and post = .68). The cause of this change (lack of reliability) is not known, and limits the generalizations made from the current study. Since the current study has numerous limitations, cross validation is recommended.

A further limitation of the current study is the single blind nature of the study. A double blind study which would not let therapists or clients know that they are in a study would be ideal. Some of the problems with a single blind study have been controlled by having the E rather than the therapist administer the pre test and using a mailing technique to administer the post test questionnaires. The E, in his extensive review of the literature, found no outcome studies that were double blind in nature.

The limitations of the current study do not, however, indicate that the new approach developed by the current study to evaluate therapy is not justified. The current study was not undertaken to evaluate the efficacy of psychotherapy but rather, to develop a new measure of psychotherapy. The criticisms and limitations of the validation study do not indicate that the Behavioral Checklist is not

able to discriminate improved vs. unimproved clients. The criticisms indicate that cross validation of the Behavioral Checklist and Specific Target Behavior questionnaires is indicated.

## Discussion

This chapter includes a discussion of the overall results of the study and a subjective discussion of the evaluations.

### Overall Results

The results of this study must be considered in relationship to the criterion used to evaluate improvement. In order to obtain an adequate sample size of improved clients, it was necessary to consider clients rated +4 or more on an 8-point scale as the improved group. If the E had unlimited monetary resources and a larger sample, the criterion for acceptance into the improved group could have been raised to +7 and +8 (much improved). This should have yielded results which could reach significance at a much higher level. In short, the current study bifurcated clients into an improved and an unimproved group. More striking results can usually be obtained if the least improved and most improved groups are contrasted. This bifurcation requires, however, a larger number of Ss because the moderately improved and unimproved groups are deleted from the evaluation.

Hypothesis I compared the relationship between therapist's ratings for Ss judged to have improved and the Behavioral Checklist. Hypothesis I found that specific no-inference behaviors can measure therapeutic change. The current experiment's review of the literature found that many outcome studies have studied global, diffuse measures, and process change, and except for "Behavior Modification" type studies,

have somewhat ignored overt, specific, quantifiable behavior as an outcome measure. The current sample evaluated no therapists, judged by the E, who used only "Behavior Modification" type techniques, yet by using that measurement philosophy the Behavioral Checklist was able to measure change resulting from other types (therapists not claiming to use a behavior modification approach) of therapies. Thus, the current study supports the E's major hypothesis which is that a client's self report of overt no-inference behavior will measure therapy change for Ss independently judged (rated 1-8) to have improved.

Most (86 percent) clients rated their pre therapy questionnaires independently of their therapist's and all rated their questionnaires independently post therapy because the E used a mailing technique to obtain follow-up data.

The clients were not present when the E rated their degree of improvement. Thus, all clients and therapists were blind to each other's ratings post therapy. Both clients and therapists were also blind to the nature of what would happen to the data collected. Although both types of data collected are self-reports (S's responses to no-inference questionnaires and the therapist's global ratings), the self-reports represent different types of self report data. The extremes are Ss specific no-inference behaviors vs. a global intuitive therapist's rating.

Figure 1 depicts the relationship between the therapist's ratings and the three scores derived from the two methods used to score the Behavioral Checklist. It is apparent from Figure 1 that all measures

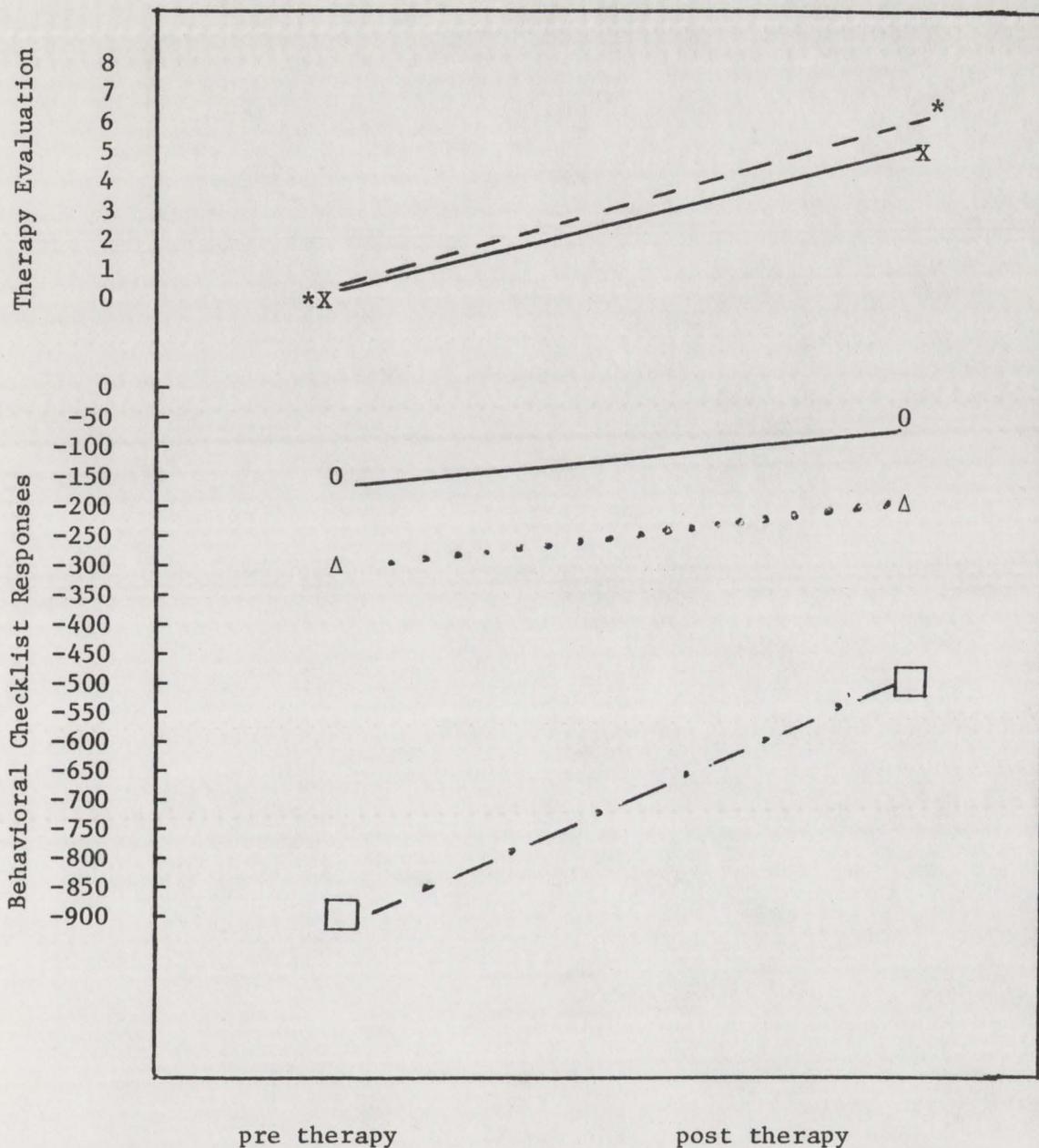


Figure 1. The relationship between behavioral checklist responses pre and post therapy for Ss judged to have improved.

specific behaviors	0 ————— 0
desire to change	Δ . . . . . Δ
multiplicative scores	□ - - - - - □
client's evaluation	* - - - - - *
therapist's evaluation	X ————— X

significantly measure improvement, with the multiplicative scoring method being the most sensitive to change. Figure 2 depicts the opposite results for Ss independently judged by their therapists not to have improved. In contrast to the improved group, wherein all changes were significant, in the unimproved group no changes were significant. In the unimproved group it is apparent, as in the improved group, that the multiplicative scoring method is the most sensitive to change.

The results obtained with the Behavioral Checklist are very similar to those obtained with the Specific Target Behaviors. Figure 3 depicts the relationship between the three scores derived from the two scoring methods for the Specific Target Behaviors and the therapist's ratings for Ss judged to have improved. This figure indicates, as do the others, that the specific behaviors measure changes similar to those measured by the desire to change and that the multiplicative scoring is very sensitive to change. In short, the Behavioral Checklist and the Specific Target Behaviors seem to yield very similar results across analyses.

It is possible to examine Ss change scores from an individual S design point of view using the Behavioral Checklist. Figures 5 and 6 represent Behavioral Checklist responses over weeks in therapy. Figure 5 represents a S from the improved group and Figure 6 represents a S from the unimproved group. The individual, like the group data, indicates that all scoring techniques tend to agree for the improved Ss but that the variance is greater for the unimproved Ss.

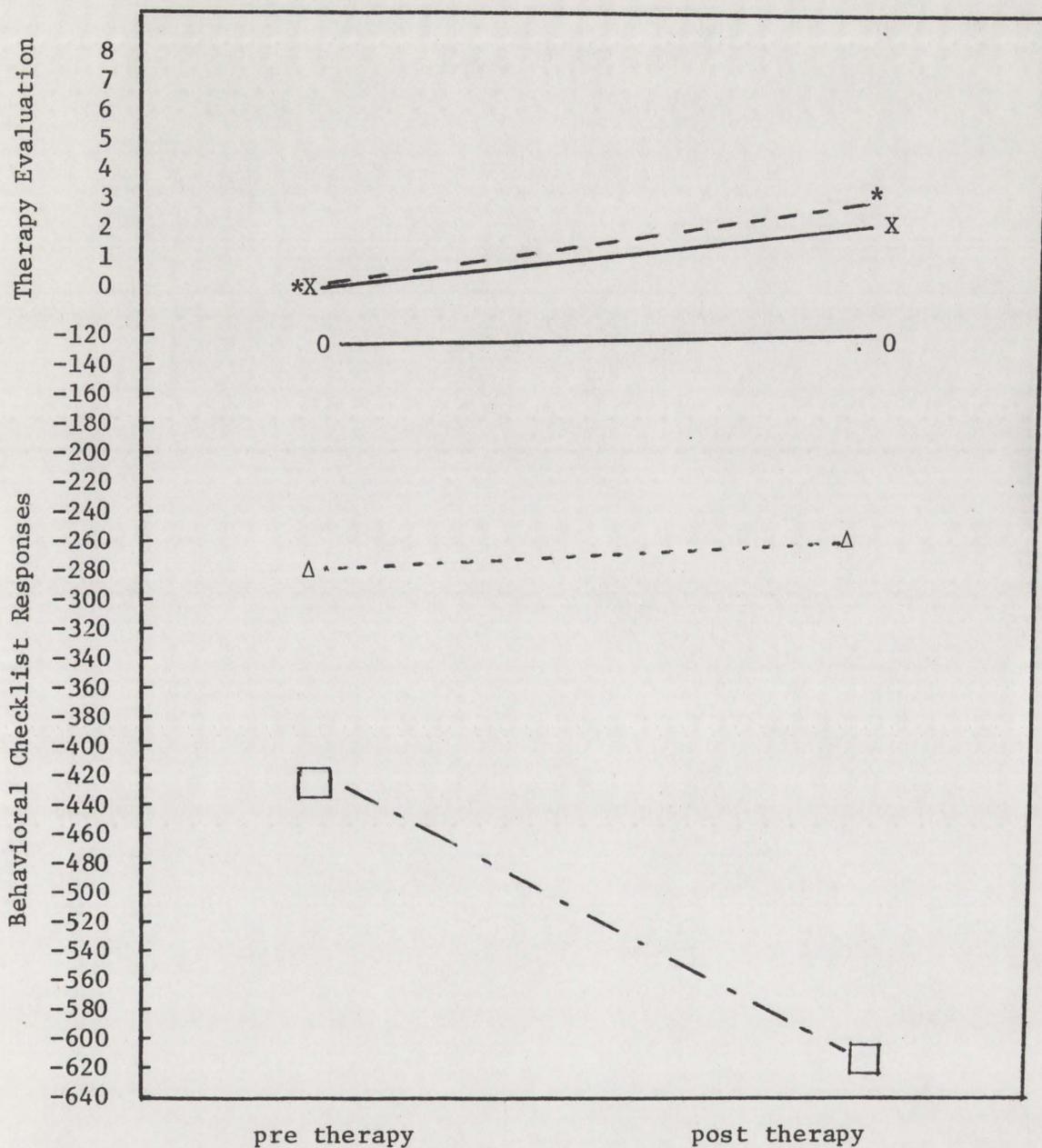


Figure 2. The relationship between behavioral checklist responses pre and post therapy for Ss judged not to have improved.

specific behaviors	0 ————— 0
desire to change	Δ . . . . . Δ
multiplicative scores	□ - - - - - □
client's evaluation	* - - - - - *
therapist's evaluation	X ————— X

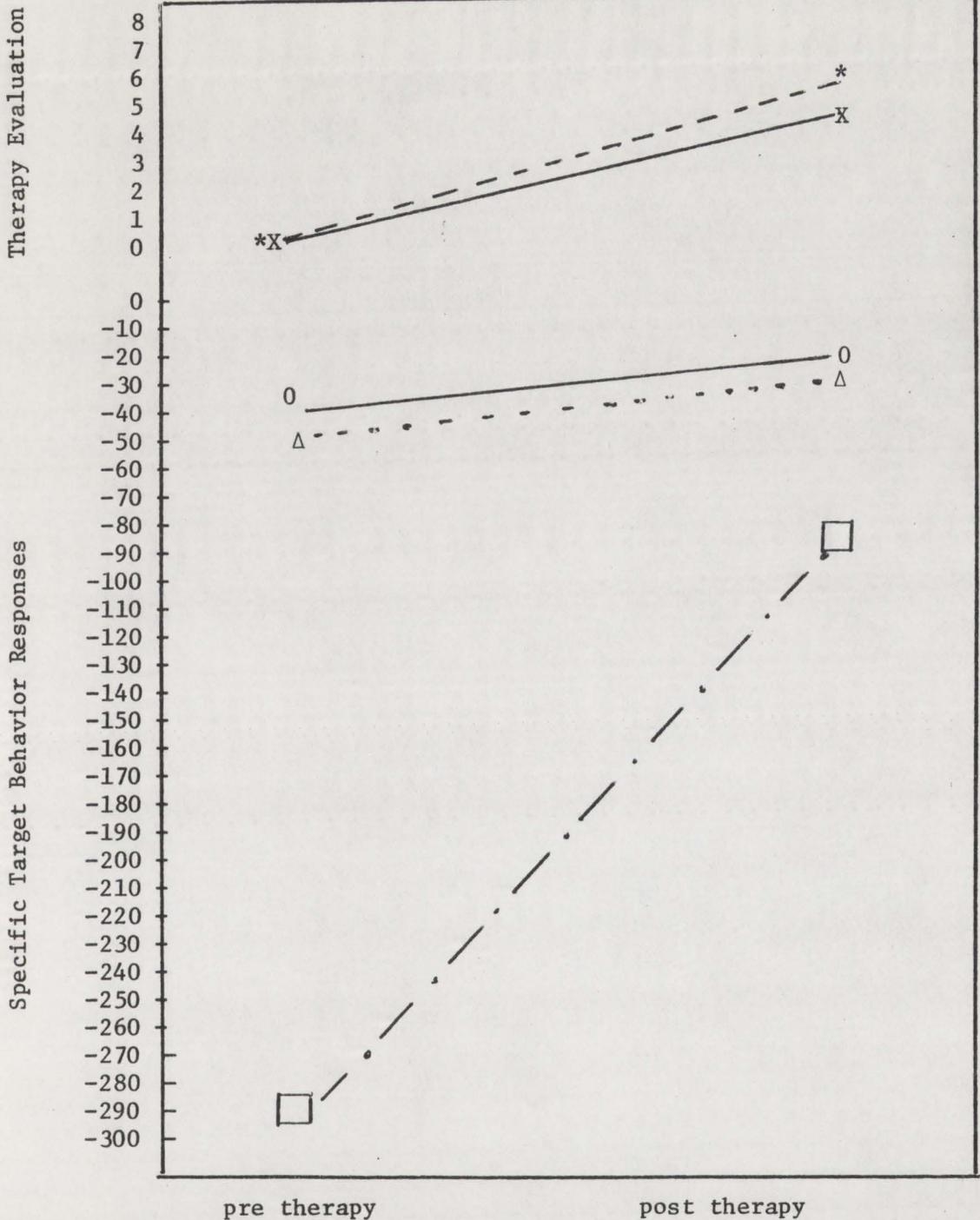


Figure 3. The relationship between specific target behavior responses pre and post therapy for Ss judged to have improved.

specific behaviors	0 ————— 0
desire to change	Δ . . . . . Δ
multiplicative scores	□ — · — · — · — □
client's evaluation	* — — — — *
therapist's evaluation	X ————— X

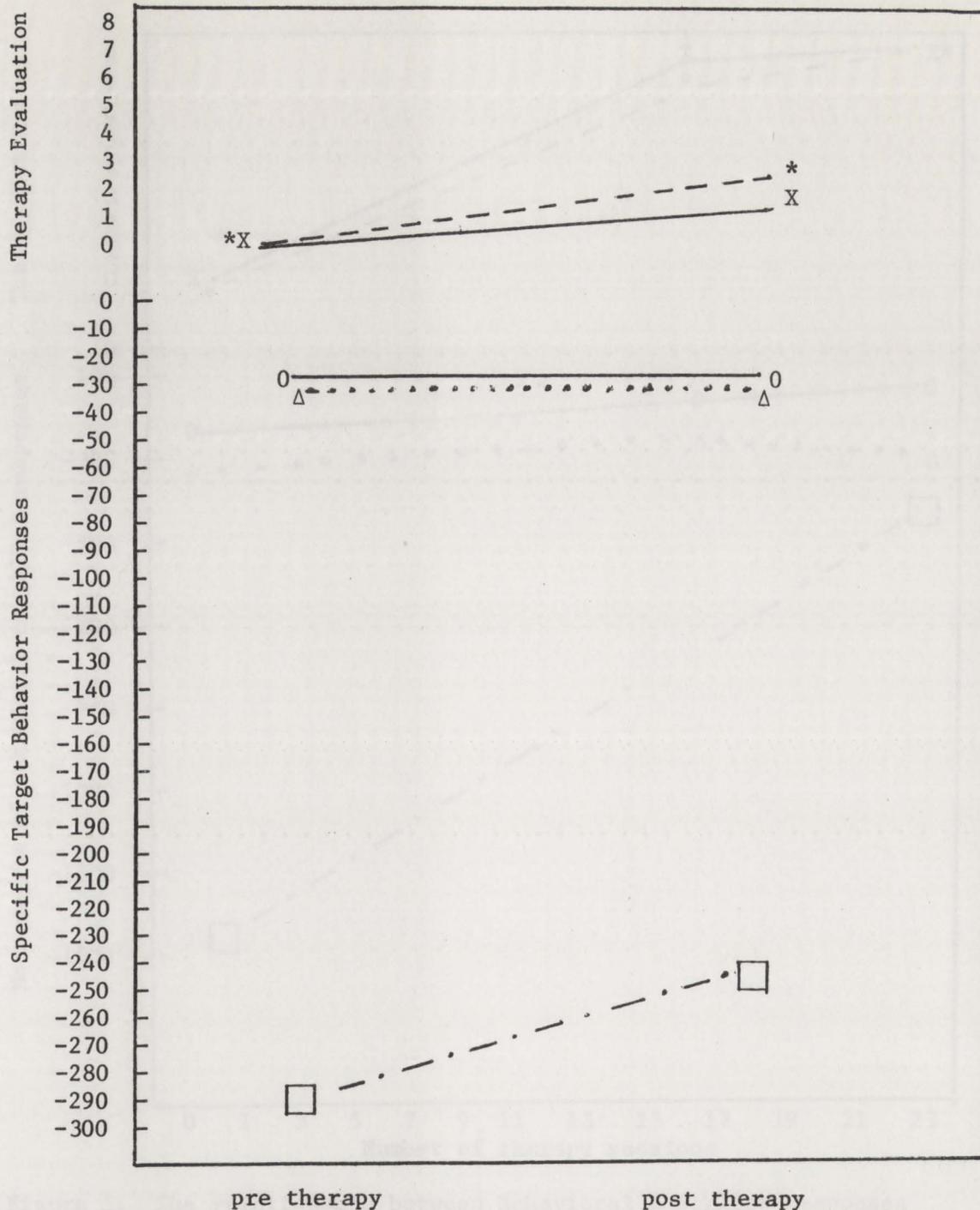


Figure 4. The relationship between specific target behavior responses pre and post therapy for Ss judged not to have improved.

specific behaviors	0 ————— 0
desire to change	Δ . . . . . Δ
multiplicative scores	□ — • — • — • — □
client's evaluation	* — — — — — *
therapist's evaluation	X ————— X

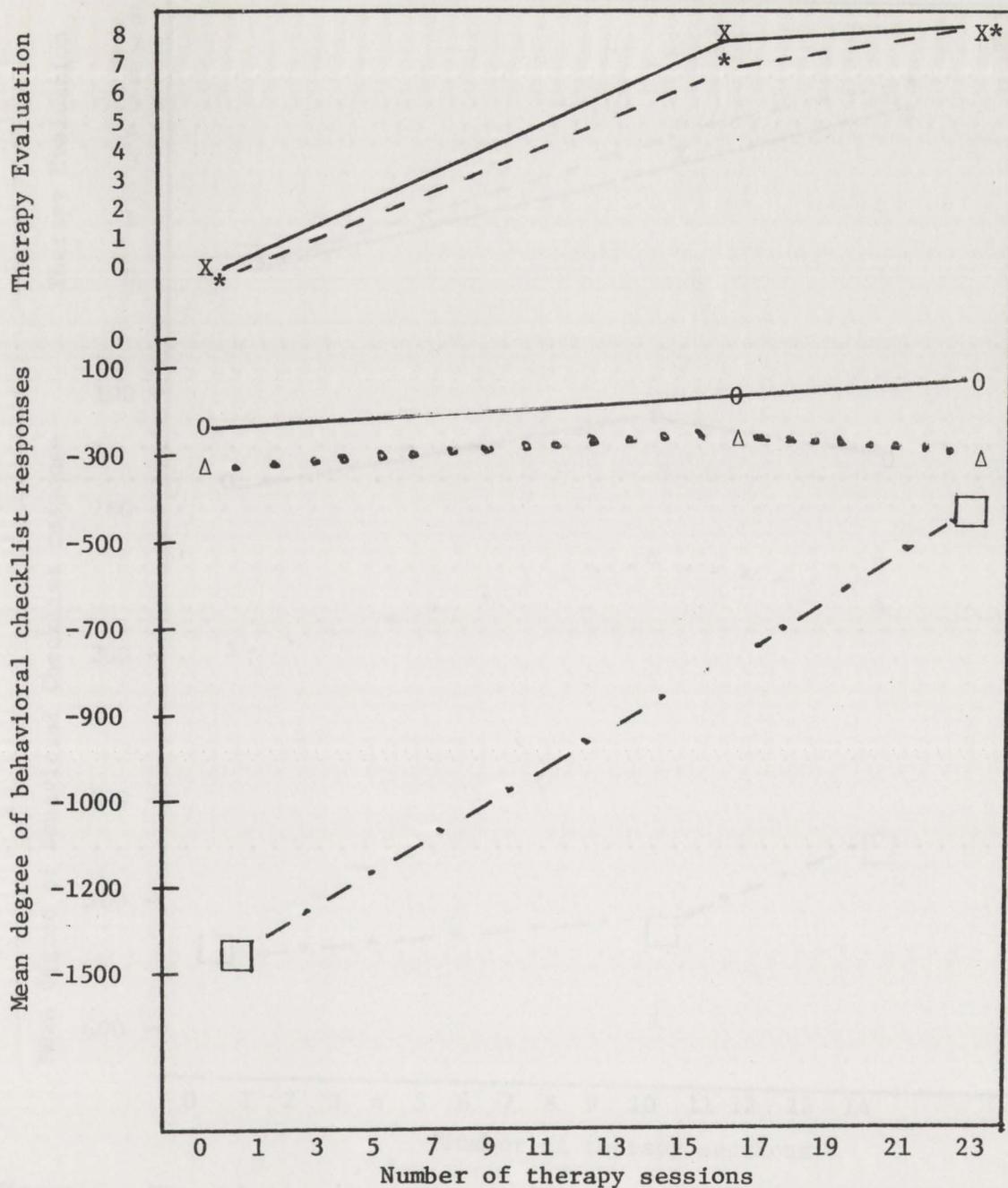


Figure 5. The relationship between Behavioral Checklist responses and therapy evaluations for a client (S number 7-64) undergoing therapy.

numbered behaviors  
 degree S is bothered  
 multiplicative scores  
 client's evaluation  
 therapist's evaluation

O—O  
 Δ · · · · · Δ  
 □ — · — · — · □  
 \* — — — — \*  
 X — — — — X

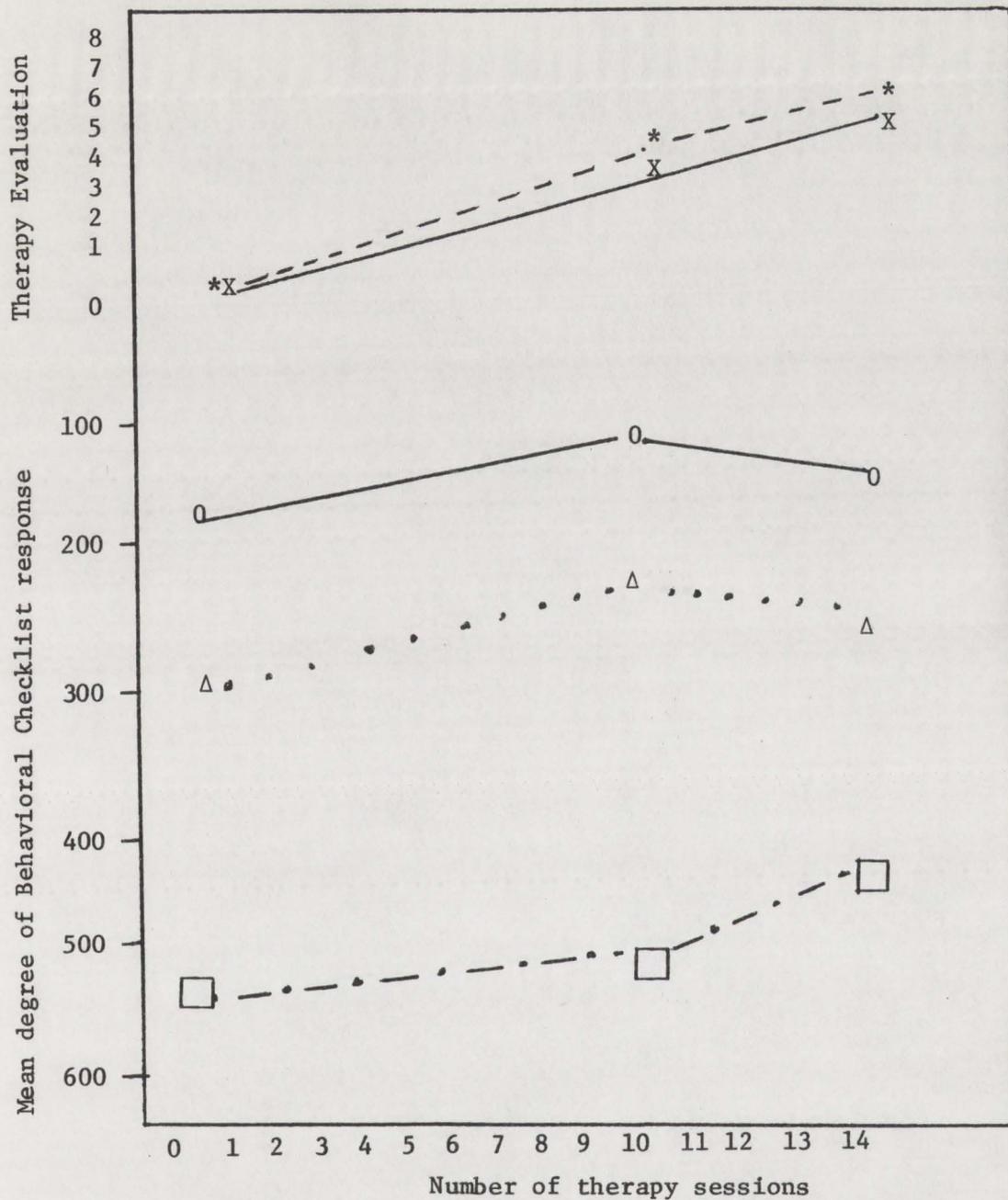


Figure 6. The relationship between Behavioral Checklist responses and therapy evaluations for a client (S number 7-65) undergoing therapy.

numbered behaviors  
 degree S is bothered  
 multiplicative scores  
 client's evaluation  
 therapist's evaluation

O ————— O  
 Δ · · · · · Δ  
 □ - - - - - □  
 \* - - - - \*  
 X ————— X

### Conclusions and Recommendations

It was the E's opinion, based upon his administration of the questionnaire, that Ss found the Specific Target Behaviors easier to respond to than the Behavioral Checklist. When responding to the Specific Target Behaviors most Ss had about five reasons they came to therapy and were forced to use the Behavioral Checklist to generate reasons beyond five. Thus, for further studies the E would recommend that the Specific Target Behaviors be shortened in number to five from nine. The Specific Target Behaviors require a trained E to administer (help the S operationally define his behaviors), and this is their main disadvantage when compared to the Behavioral Checklist.

The Behavioral Checklist was difficult for many "chronic" patients to respond to and it took them a long time--from one to two hours to complete. The second and third qualifying questions on the Behavioral Checklist (alternatives b. and c.) were research questions only (inquired into the length of time that a behavior was representative of a S) and were difficult for the chronic Ss to respond to. Since the second and third qualifying questions (b. and c.) did not yield significant information, they could be eliminated from further studies. The elimination of these two questions should in no way adversely affect the usefulness of the Behavioral Checklist. It should, in fact, make the Checklist less confusing. Items numbered 16, 29, 41, 75, 76, 77, 87, 89, 94, 96, 107, 110, 115, 117, 121, 127, 132, 142, and 146 could also be eliminated from the Behavioral Checklist because inter-rater agreement could not be reached regarding whether they

were negative or positive for scoring purposes. If an item does not indicate positive or negative change it serves no purpose in an outcome study. After the qualifying questions and the aforementioned 19 items are deleted, the Behavioral Checklist should yield the same outcome information that it currently yields in less than one half the time.

Only a very small number of studies have in the past been able to develop an instrument that would significantly correlate with the therapist's rating of therapy outcome. Thus the instruments developed for the current study appear to measure change in an area where instruments developed from other theoretical perspectives have failed.

Although the instruments developed for the current study require cross validation, they seem to indicate that research with no-inference, objective, quantifiable behaviors will yield fruitful results and require further study.

Hypothesis V was not supported in the current study. In fact, the results were in a direction opposite to the E's prediction. The E had predicted that Ss would tend to "own" their own problems (gain insight) as a result of therapy. Thus, a client could make positive gains in therapy (check a lesser degree of some problem behaviors). A client could also appear to become worse (check a greater degree of some problem behaviors or new behaviors which were always representative of him but he now "owns"). The second and third qualifying questions asked about how long a behavior was representative of a S and were used to ascertain whether Ss recently "got worse" or "gained insight" as a result of therapy. The E found that the Ss rated and found to be not improved, by all 4 instruments, had a smaller, rather

than a larger, number of new negative behaviors increased post therapy than Ss found to be improved. Thus, the hypothesis that Ss often improve as a result of therapy but that this improvement is negated on a questionnaire because Ss "own" more problems that had always been representative of them post therapy than they "owned" pre therapy is not supported by the current study. In fact, the opposite hypothesis was supported--Ss which a questionnaire found had improved also "owned" more new negative behaviors post therapy than Ss found to be not improved. Thus lack of defensiveness, which is often offered as an explanation of lack of improvement, was not supported by the current study.

A final recommendation relates to the Therapist's Evaluation of Therapy outcome questionnaire. The scale allows ratings on a Likert scale from no improvement (0) to much improvement (8). Two therapists in the current study gave their clients ratings of zero because the client had gotten worse. The E would thus suggest that the rating scale be expanded in future studies to include the possibility of giving a negative, rather than just a no improvement (0), rating to Ss. Thus a decompensated (-3 -2 -1) range of scores should be added to the therapist's ratings of therapy outcomes.

## Summary, Conclusions, and Recommendations

### Summary

Need for the study. Outcomes of psychotherapy have been a concern since the inception of psychotherapy. Psychotherapy has been criticized by those who consider it to be ineffectual. The proponents of psychotherapy have been unable to discredit their critics' claims largely because reliable outcome measures are lacking.

Purpose of the study. The purpose of the study was to construct a reliable measure of changes which occur as a result of psychotherapy.

Methods and procedures. The procedures of this study were three-fold. The first task was the development of a Behavioral Checklist. The Behavioral Checklist was developed from low inference overt behaviors. A test-retest reliability study yielded correlations ranging from .816 to .975, depending upon how it was scored.

A technique was developed for assessing target complaints since no questionnaire of reasonable length could cover all specific reasons a client came to therapy. This technique operationally defined and measured the reasons the client came to therapy.

After the measurement tools were developed, a small validation study was undertaken to determine if they could measure therapy outcomes. Post therapy, clients and therapists reported their improvement on a Likert scale--these results became the validity measures. The E then determined if the measurement tools agreed with the therapist's

and client's ratings. Both measurement tools yielded outcomes similar to those perceived by the clients and therapists.

### Conclusions

Findings related to the hypotheses regarding the ability of the measurement tools to effectively measure therapy outcomes were supported. The tools, when scored behaviorally, by degree of stress, or multiplicatively, were able to effectively measure the change perceived by the therapist and the client. Thus, the current study supports the tenet that no-inference objective behavior can effectively measure therapy change.

### Recommendations

The current study indicates that a client's self-report of no-inference, objective behaviors will measure self report behavioral change. Thus further research using the current study's perspective is recommended. The Behavioral Checklist can be shortened by less than half of its current length by deleting its last two qualifying (research) questions. This will yield an instrument that will probably effectively measure therapy change and require only about 15 minutes to take. Further research cross validating the shortened Behavioral Checklist is recommended.

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### Appendixes

Appendix AReference List of Tests and Related Materials

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11. S-I Inventory, The, by A.H. Maslow. 1952. Brandeis University. Stanford University Press, Stanford, California.

Appendix B

Test-Retest Item Correlations for 205 Questions Given a College Population

Question number	Multiplicative scoring*	Straightforward scoring of:			
		numbered question	qualifying questions a.            b.            c.		
1	0.414	0.562	0.615	0.530	0.870
2	0.539	0.657	0.613	0.303	0.406
3	0.611	0.738	0.763	0.291	0.334
4	0.783	0.634	0.749	0.247	0.238
5	0.515	0.302	0.917	1.000	-0.087
6	0.530	0.251	0.741	0.810	0.870
7	-0.068	-0.073	-0.068	1.000	1.000
8	-0.142	0.521	0.529	-0.027	-0.075
9	0.709	0.551	0.782	0.692	0.701
10	0.285	0.478	0.602	0.947	0.642
11	0.548	0.492	0.527	0.407	0.284
12	0.894	0.815	0.898	1.000	-0.064
13	0.770	0.690	0.792	0.947	0.969
14	0.863	0.775	0.823	0.824	0.918
15	0.610	0.649	0.772	0.781	0.750
16	0.387	0.473	0.609	1.000	1.000
17	0.414	0.136	0.837	0.953	0.845
18	0.865	0.576	0.881	0.167	0.141
19	0.744	0.570	0.819	0.395	0.355
20	0.623	0.648	0.595	0.334	0.329
21	0.068	0.233	0.572	1.000	-0.073
22	0.335	0.363	0.279	0.695	0.052
23	0.517	0.545	0.676	0.638	0.866
24	0.529	0.410	0.912	0.979	1.000
25	0.736	0.626	0.387	0.794	0.418
26	0.130	0.335	0.829	0.870	0.870
27	0.503	0.666	0.798	0.405	0.215
28	0.588	0.711	0.617	0.669	0.655
29	0.762	0.586	0.555	0.158	0.158
30	0.309	0.641	0.886	0.758	0.623
31	0.848	0.845	0.631	0.902	0.622
32	0.465	0.841	0.762	1.000	0.890
33	0.652	0.441	0.892	0.899	0.764
34	0.674	0.553	0.839	-0.085	-0.147
35	0.567	0.544	0.845	0.947	0.838
36	0.640	0.579	0.951	-0.064	-0.107
37	0.127	0.531	0.877	1.000	-0.050
38	0.593	0.662	0.705	1.000	0.573
39	0.273	0.315	0.458	0.781	0.701
40	0.610	0.335	0.799	0.685	0.412
41	0.364	0.408	0.513	0.875	0.851
42	0.000	0.199	0.348	1.000	1.000
43	0.662	0.523	0.635	0.650	0.565

Question number	Multiplicative scoring *	Straightforward scoring of:			
		numbered question	qualifying questions		
			a.	b.	c.
44	0.058	0.320	0.268	0.330	0.405
45	0.650	0.721	0.617	1.000	1.000
46	0.742	0.801	0.693	0.611	0.640
47	0.727	0.344	0.668	-0.071	-0.097
48	0.655	0.457	0.807	-0.073	-0.064
49	-0.079	-0.059	0.447	1.000	1.000
50	0.837	0.596	0.858	0.843	0.828
51	0.571	0.515	0.445	0.852	0.966
52	0.647	0.553	0.877	0.716	0.722
53	-0.050	1.000	1.000	1.000	1.000
54	0.898	0.908	0.815	1.000	1.000
55	0.569	0.433	0.868	0.389	0.304
56	0.318	0.298	0.443	0.975	0.916
57	0.741	0.891	0.867	0.579	0.579
58	0.890	1.000	1.000	1.000	1.000
59	0.122	0.156	0.092	-0.050	-0.050
60	0.576	0.418	0.810	-0.118	0.007
61	-0.210	-0.254	0.669	-0.061	-0.068
62	0.330	0.127	0.784	1.000	0.689
63	0.638	0.524	0.719	0.872	0.667
64	0.643	0.462	0.912	1.000	1.000
65	0.410	0.275	0.573	1.000	-0.050
66	0.399	0.394	0.508	1.000	-0.061
67	0.544	0.595	0.604	0.838	0.730
68	0.540	0.606	0.617	0.423	0.518
69	0.727	0.478	0.544	0.395	0.381
70	0.772	0.577	0.865	0.499	0.814
71	0.537	0.585	0.499	0.717	0.610
72	0.690	0.587	0.812	1.000	-0.068
73	0.521	0.635	0.436	0.969	0.969
74	0.559	0.255	0.558	1.000	0.381
75	0.707	0.747	0.840	0.577	0.526
76	0.647	0.580	0.629	0.688	0.688
77	0.922	0.659	0.943	1.000	0.600
78	0.374	0.462	0.481	0.801	0.771
79	0.739	0.536	0.818	0.437	0.484
80	0.313	0.366	0.702	-0.050	-0.073
81	0.739	0.442	0.844	1.000	0.904
82	0.637	0.560	0.871	0.759	0.872
83	0.601	0.630	0.655	1.000	1.000
84	0.781	0.683	0.835	0.630	0.706
85	0.661	0.630	0.833	0.969	0.596
86	0.791	0.614	0.822	0.831	0.724

Question number	Multiplicative scoring *	Straightforward scoring of:			
		numbered question	qualifying questions		
			a.	b.	c.
87	0.356	0.544	0.622	-0.091	-0.101
88	0.323	0.324	0.482	0.005	0.000
89	0.759	0.699	0.731	0.890	0.890
90	0.387	0.357	0.328	1.000	1.000
91	0.251	0.407	0.710	0.795	0.440
92	0.388	0.451	0.435	0.914	0.695
93	0.532	0.473	0.466	-0.050	-0.132
94	0.799	0.604	0.708	1.000	1.000
95	0.401	0.428	0.709	0.824	0.701
96	0.639	0.547	0.703	0.768	0.713
97	0.475	0.257	0.461	0.885	0.911
98	0.654	0.770	0.462	0.884	0.263
99	0.370	0.627	0.661	0.826	0.896
100	0.502	0.436	0.535	1.000	1.000
101	0.636	0.690	0.801	0.836	0.534
102	0.532	0.559	0.602	0.395	0.395
103	0.358	0.275	0.333	1.000	-0.073
104	0.617	0.720	0.442	0.870	0.953
105	0.581	0.591	0.483	0.523	0.591
106	0.369	0.335	0.443	0.616	0.426
107	0.107	0.094	0.816	1.000	1.000
108	-0.171	-0.009	0.688	0.513	0.335
109	0.687	0.803	0.478	0.629	0.747
110	0.698	0.667	0.587	0.456	0.678
111	0.204	-0.016	0.476	0.464	0.586
112	0.354	0.438	0.519	0.519	0.571
113	0.052	0.138	0.716	0.420	0.558
114	0.329	0.432	0.707	0.613	0.443
115	0.708	0.804	0.881	1.000	1.000
116	0.544	0.588	0.597	0.287	0.103
117	0.524	0.567	0.921	-0.073	-0.073
118	0.456	0.491	0.568	0.167	0.568
119	0.494	0.528	0.551	0.375	0.459
120	0.549	0.651	0.696	0.560	0.538
121	0.331	0.315	0.363	0.574	0.474
122	0.457	0.437	0.600	0.541	0.518
123	0.508	0.574	0.315	0.646	0.646
124	0.277	0.333	0.510	-0.068	-0.098
125	0.311	0.371	0.582	0.668	0.637
126	0.298	0.359	0.682	1.000	1.000
127	-0.010	0.022	0.146	1.000	1.000
128	0.474	0.615	0.247	0.947	0.791
129	0.229	0.206	0.414	0.738	0.416

Question number	Multiplicative scoring <sup>*</sup>	Straightforward scoring of:			
		numbered question	qualifying questions		
			a.	b.	c.
130	0.365	0.144	0.732	1.000	0.890
131	0.994	0.553	0.715	0.020	0.020
132	0.571	0.734	0.676	-0.071	0.447
133	0.779	0.636	0.889	0.411	0.525
134	1.000	1.000	1.000	1.000	1.000
135	0.114	0.286	0.146	0.530	0.284
136	0.372	0.226	0.349	-0.050	-0.050
137	0.243	-0.074	0.678	0.710	0.771
138	0.660	0.625	0.472	1.000	1.000
139	0.298	0.415	0.588	0.111	0.192
140	0.406	0.415	0.540	0.957	0.981
141	0.761	0.437	0.798	0.519	0.443
142	0.014	0.173	0.117	-0.068	-0.068
143	0.559	0.188	0.845	0.515	0.401
144	0.460	0.449	0.530	-0.050	0.209
145	0.487	0.709	0.354	0.802	0.773
146	0.518	0.689	0.181	1.000	1.000
147	0.598	0.732	0.650	0.604	0.597
148	0.619	0.432	0.743	0.872	0.785
149	0.676	0.621	0.407	0.254	0.176
150	0.581	0.541	0.631	-0.073	-0.073
151	0.897	0.762	0.898	1.000	1.000
152	0.897	0.759	0.823	0.646	0.646
153	0.196	0.127	0.633	0.574	0.574
154	0.911	0.790	0.887	0.705	0.673
155	0.491	0.280	0.363	0.004	0.051
156	0.569	0.556	0.748	-0.050	-0.050
157	0.770	0.717	0.722	0.824	0.824
158	0.913	0.711	0.795	1.000	1.000
159	0.537	0.657	0.454	0.671	0.759
160	0.693	0.430	0.834	0.935	0.685
161	0.520	0.389	0.695	0.362	0.704
162	0.320	0.320	0.548	1.000	1.000
163	0.183	0.469	0.405	-0.050	-0.050
164	0.706	0.666	0.664	1.000	1.000
165	0.700	0.527	0.618	1.000	1.000
166	0.684	0.591	0.594	1.000	0.689
167	0.663	0.531	0.756	0.890	0.947
168	0.643	0.492	0.717	-0.050	0.098
169	0.770	0.808	0.657	0.411	0.411
170	0.564	0.639	0.508	0.918	0.956
171	0.282	0.174	0.415	0.151	0.088
172	1.000	1.000	1.000	1.000	1.000
173	0.612	0.464	0.862	0.048	0.048

Question number	Multiplicative scoring*	Straightforward scoring of:			
		numbered question	qualifying questions		
			a.	b.	c.
174	0.769	0.918	0.526	1.000	1.000
175	0.076	-0.099	0.361	1.000	1.000
176	0.102	0.325	-0.011	1.000	1.000
177	-0.081	0.000	0.316	-0.068	0.068
178	0.693	0.743	0.825	0.088	0.055
179	0.868	0.857	0.640	1.000	1.000
180	0.317	0.360	0.289	0.632	0.762
181	0.252	0.373	0.448	0.830	0.702
182	0.112	0.190	0.440	1.000	1.000
183	0.873	0.889	0.612	0.395	0.637
184	0.810	0.696	0.822	-0.081	-0.081
185	0.938	0.817	0.854	1.000	1.000
186	0.716	0.394	0.819	0.091	-0.013
187	0.857	0.797	0.845	1.000	1.000
188	0.637	0.567	0.752	0.890	0.810
189	0.645	0.593	0.661	1.000	1.000
190	0.739	0.622	0.852	0.449	0.376
191	0.837	0.747	0.884	1.000	1.000
192	0.223	-0.125	0.425	0.034	0.034
193	0.849	0.844	0.875	1.000	1.000
194	0.610	0.830	0.450	0.890	0.789
195	0.063	-0.068	0.588	0.738	0.584
196	0.644	0.261	0.806	1.000	1.000
197	0.259	0.469	0.568	0.273	0.330
198	0.743	0.434	0.920	1.000	1.000
199	0.507	0.531	0.323	0.627	0.354
200	0.781	0.589	0.713	0.899	0.899
201	0.807	0.769	0.781	1.000	1.000
202	0.636	0.442	0.618	0.330	0.248
203	0.682	0.646	0.643	1.000	1.000

\*\*

\*Numbered question times (a.).

\*\*204 and 205 were not correlated because these items are not quantifiable.

Table 1  
Appendix C

Original Behavioral Checklist Social Security Number \_\_\_\_\_

Sex M \_\_\_\_\_ F \_\_\_\_\_

Date \_\_\_\_\_

**BEHAVIORAL CHECKLIST**

This questionnaire covers many behaviors which may not be representative of your behavior. Check only those behaviors which describe you. Answer by degree from never to always (circle 0 to 5) the degree that each behavior describes you. If you circle never (the nevers 0's of the numbered behaviors have been underlined), for a behavior you need not answer the qualifying (a, b, and c) questions for that behavior. If, however, you respond (circle) a 1, 2, 3, 4 or 5 for a behavior, then you must answer the qualifying questions (a, b, and c) for that behavior.

	never		seldom		always
1. I'm angry .....	<u>0</u>		1	2 3 4	5
a. Anger bothers me	0		1	2 3 4	5
b. I have been angry to the degree I checked above for .....	1	2	12	24	36 months or longer
c. I've been aware of my anger for	1	2	12	24	36 months or longer
2. I worry .....	<u>0</u>		1	2 3 4	5
a. Worrying bothers me	0		1	2 3 4	5
b. I have worried to the degree I checked above for .....	1	2	12	24	36 months or longer
c. I've been aware that I worry for	1	2	12	24	36 months or longer
3. I am anxious .....	<u>0</u>		1	2 3 4	5
a. Anxiety bothers me	0		1	2 3 4	5
b. I've been anxious to the degree I have checked above for .....	1	2	12	24	36 months or longer
c. I've been aware of my anxiety for	1	2	12	24	36 months or longer
4. I get depressed .....	<u>0</u>		1	2 3 4	5
a. Depression bothers me	0		1	2 3 4	5
b. I've been depressed to the degree I checked above for .....	1	2	12	24	36 months or longer
c. I've been aware of my depression for	1	2	12	24	36 months or longer
5. I steal .....	<u>0</u>		1	2 3 4	5
a. Stealing bothers me	0		1	2 3 4	5
b. I've stolen to the degree I have checked above for .....	1	2	12	24	36 months or longer
c. I've been aware that I steal for	1	2	12	24	36 months or longer
6. I daydream .....	<u>0</u>		1	2 3 4	5
a. Daydreaming bothers me	0		1	2 3 4	5
b. I have daydreamed to the degree I have checked above for .....	1	2	12	24	36 months or longer
c. I've been aware that I daydream for	1	2	12	24	36 months or longer
7. I have uncontrolled facial movements or tics .....	<u>0</u>		1	2 3 4	5
a. Uncontrolled facial movements or tics bother me	0		1	2 3 4	5
b. I've had facial movements or tics to the degree I checked for .....	1	2	12	24	36 months or longer
c. I've been aware of my facial movements or tics for	1	2	12	24	36 months or longer
8. I say what I think people want to hear .....	<u>0</u>		1	2 3 4	5
a. Saying what I think people want to hear bothers me	0		1	2 3 4	5
b. I've said what I think people want to hear for .....	1	2	12	24	36 months or longer
c. I've been aware that I say what I think people want to hear for	1	2	12	24	36 months or longer
9. I make promises I can't keep .....	<u>0</u>		1	2 3 4	5
a. Making promises I can't keep bothers me	0		1	2 3 4	5
b. I've been making promises I can't keep as checked above for .....	1	2	12	24	36 months or longer
c. I've been aware that I make promises I can't keep for	1	2	12	24	36 months or longer

	never		seldom		always
10. I become too excited over little things	0		1	2 3 4	5
a. Becoming too excited over little things bothers me	0		1	2 3 4	5
b. I have become too excited over little things as checked above for	1	2	12	24	36 months or longer
c. I've been aware that I become too excited over little things for	1	2	12	24	36 months or longer
11. I try too hard to be perfect	0		1	2 3 4	5
a. Trying too hard to be perfect bothers me	0		1	2 3 4	5
b. I've tried too hard to be perfect to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I try too hard to be perfect for	1	2	12	24	36 months or longer
12. My family is not emotionally united	0		1	2 3 4	5
a. It bothers me that my family is not emotionally united	0		1	2 3 4	5
b. My family has not been emotionally united for	1	2	12	24	36 months or longer
c. I've been aware that my family was not emotionally united for	1	2	12	24	36 months or longer
13. I lose my temper	0		1	2 3 4	5
a. Losing my temper bothers me	0		1	2 3 4	5
b. I've been losing my temper to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of losing my temper for	1	2	12	24	36 months or longer
14. I'm impatient	0		1	2 3 4	5
a. Being impatient bothers me	0		1	2 3 4	5
b. I've been impatient to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm impatient for	1	2	12	24	36 months or longer
15. I say things that don't make sense	0		1	2 3 4	5
a. Saying things that don't make sense bothers me	0		1	2 3 4	5
b. I've been saying things that don't make sense for	1	2	12	24	36 months or longer
c. I've been aware that I say things that don't make sense for	1	2	12	24	36 months or longer
16. I like to win in everything	0		1	2 3 4	5
a. Liking to win in everything bothers me	0		1	2 3 4	5
b. I've liked winning in everything for	1	2	12	24	36 months or longer
c. I've been aware of liking to win in everything for	1	2	12	24	36 months or longer
17. I gossip	0		1	2 3 4	5
a. Gossiping bothers me	0		1	2 3 4	5
b. I've been gossiping to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my gossiping for	1	2	12	24	36 months or longer

REMEMBER: If you answer "never" to the numbered question you need not answer a, b, and c for that question.

	never		seldom		always
18. I am disorganized	0		1	2 3 4	5
a. Being disorganized bothers me	0		1	2 3 4	5
b. I've been disorganized for	1	2	12	24	36 months or longer
c. I've been aware of my disorganization for	1	2	12	24	36 months or longer
19. People frighten me	0		1	2 3 4	5
a. It bothers me that people frighten me	0		1	2 3 4	5
b. People have frightened me for	1	2	12	24	36 months or longer
c. I've been aware that people frighten me for	1	2	12	24	36 months or longer
20. I am disappointed	0		1	2 3 4	5
a. Being disappointed bothers me	0		1	2 3 4	5
b. I've been disappointed to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am disappointed for	1	2	12	24	36 months or longer
21. I like to do my best	0		1	2 3 4	5
a. It bothers me that I like to do my best	0		1	2 3 4	5
b. I've liked to do my best to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I like to do my best for	1	2	12	24	36 months or longer
22. Others are hostile toward me	0		1	2 3 4	5
a. It bothers me that others are hostile toward me	0		1	2 3 4	5
b. Others have been hostile toward me to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that others are hostile toward me for	1	2	12	24	36 months or longer
23. I expect too much from others	0		1	2 3 4	5
a. Expecting too much from others bothers me	0		1	2 3 4	5
b. I have expected too much from others for	1	2	12	24	36 months or longer
c. I've been aware that I expect too much from others for	1	2	12	24	36 months or longer

	never	seldom	always
24. I spoil my children	0	1	2 3 4 5
a. Spoiling my children bothers me	0	1	2 3 4 5
b. I've spoiled my children to the degree checked above for	1	2 12 24	36 months or longer
c. I've been aware that I spoil my children for	1	2 12 24	36 months or longer
25. I'm not firm enough with other people	0	1	2 3 4 5
a. Not being firm enough with others bothers me	0	1	2 3 4 5
b. I've not been firm enough for	1	2 12 24	36 months or longer
c. I've been aware that I'm not firm enough with other people for	1	2 12 24	36 months or longer
26. I make up my mind quickly	0	1	2 3 4 5
a. Making up my mind quickly bothers me	0	1	2 3 4 5
b. I've been making up my mind quickly for	1	2 12 24	36 months or longer
c. I've been aware that I make up my mind quickly for	1	2 12 24	36 months or longer
27. I criticize others	0	1	2 3 4 5
a. Criticizing others bothers me	0	1	2 3 4 5
b. I've criticized others to the degree indicated above for	1	2 12 24	36 months or longer
c. I've been aware of criticizing others for	1	2 12 24	36 months or longer
	never	seldom	always
28. I yell too much	0	1	2 3 4 5
a. Yelling bothers me	0	1	2 3 4 5
b. I've been yelling to the degree checked above for	1	2 12 24	36 months or longer
c. I've been aware that I yell too much for	1	2 12 24	36 months or longer
29. I think that I am becoming less attractive as I get older	0	1	2 3 4 5
a. Becoming less attractive as I get older bothers me	0	1	2 3 4 5
b. I've felt that I'm becoming less attractive for	1	2 12 24	36 months or longer
c. I've been aware that I'm becoming less attractive for	1	2 12 24	36 months or longer
	never	seldom	always
30. I say mean things to others	0	1	2 3 4 5
a. Saying mean things to others bothers me	0	1	2 3 4 5
b. I've been saying mean things to others for	1	2 12 24	36 months or longer
c. I've been aware of saying mean things to others for	1	2 12 24	36 months or longer
31. I nag	0	1	2 3 4 5
a. It bothers me that I nag	0	1	2 3 4 5
b. I have nagged to the degree I checked above for	1	2 12 24	36 months or longer
c. I've been aware that I nag for	1	2 12 24	36 months or longer
	never	seldom	always
32. I drink too much	0	1	2 3 4 5
a. It bothers me that I drink too much	0	1	2 3 4 5
b. I have been drinking too much for	1	2 12 24	36 months or longer
c. I've been aware that I drink too much for	1	2 12 24	36 months or longer
33. I'm restless	0	1	2 3 4 5
a. Restlessness bothers me	0	1	2 3 4 5
b. I've been restless to the degree checked above for	1	2 12 24	36 months or longer
c. I've been aware that I am restless for	1	2 12 24	36 months or longer
	never	seldom	always
34. I'm sensitive	0	1	2 3 4 5
a. Being sensitive bothers me	0	1	2 3 4 5
b. I've been sensitive to the degree checked above for	1	2 12 24	36 months or longer
c. I've been aware of being sensitive for	1	2 12 24	36 months or longer
35. I'm cruel	0	1	2 3 4 5
a. My being cruel bothers me	0	1	2 3 4 5
b. I've been cruel to the degree checked above for	1	2 12 24	36 months or longer
c. I've been aware of being cruel for	1	2 12 24	36 months or longer
	never	seldom	always
36. I'm a perfectionist	0	1	2 3 4 5
a. Being a perfectionist bothers me	0	1	2 3 4 5
b. I've been a perfectionist to the degree checked above for	1	2 12 24	36 months or longer
c. I've been aware of being a perfectionist for	1	2 12 24	36 months or longer
37. I'm overly concerned about disease and germs	0	1	2 3 4 5
a. Being overly concerned about disease and germs bothers me	0	1	2 3 4 5
b. I've been overly concerned about disease and germs for	1	2 12 24	36 months or longer
c. I've been aware of this problem for	1	2 12 24	36 months or longer

	never		seldom		always
38. I dislike others	0		1	2 3 4	5
a. Disliking others bothers me	0		1	2 3 4	5
b. I've disliked others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of disliking others for	1	2	12	24	36 months or longer
39. I'm persecuted by others	0		1	2 3 4	5
a. Being persecuted by others bothers me	0		1	2 3 4	5
b. I've been persecuted by others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being persecuted by others for	1	2	12	24	36 months or longer
40. I'm lazy	0		1	2 3 4	5
a. Being lazy bothers me	0		1	2 3 4	5
b. I've been lazy to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being lazy for	1	2	12	24	36 months or longer
41. I'm concerned over failure	0		1	2 3 4	5
a. Being concerned over failure bothers me	0		1	2 3 4	5
b. I've been concerned over failure for	1	2	12	24	36 months or longer
c. I've been aware of being concerned over failure for	1	2	12	24	36 months or longer
42. I misbehave	0		1	2 3 4	5
a. Misbehaving bothers me	0		1	2 3 4	5
b. I've been misbehaving for	1	2	12	24	36 months or longer
c. I've been aware of my misbehavior for	1	2	12	24	36 months or longer
43. I'm listless or tired	0		1	2 3 4	5
a. Being listless or tired bothers me	0		1	2 3 4	5
b. I've been listless or tired for	1	2	12	24	36 months or longer
c. I've been aware of being listless or tired for	1	2	12	24	36 months or longer
44. I have extreme fears	0		1	2 3 4	5
a. Having extreme fears bothers me	0		1	2 3 4	5
b. I've had extreme fears for	1	2	12	24	36 months or longer
c. I've been aware that I have extreme fears for	1	2	12	24	36 months or longer
45. I tell lies	0		1	2 3 4	5
a. Telling lies bothers me	0		1	2 3 4	5
b. I've been telling lies for	1	2	12	24	36 months or longer
c. I've been aware that I tell lies for	1	2	12	24	36 months or longer
46. I feel guilty	0		1	2 3 4	5
a. Feeling guilty bothers me	0		1	2 3 4	5
b. I've felt guilty to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of feeling guilty for	1	2	12	24	36 months or longer
47. I do things over and over with no reason	0		1	2 3 4	5
a. Doing things over and over with no reason bothers me	0		1	2 3 4	5
b. I've done things over and over with no reason for	1	2	12	24	36 months or longer
c. I've been aware that I do things over and over with no reason for	1	2	12	24	36 months or longer
48. I have trouble making up my mind	0		1	2 3 4	5
a. Having trouble making up my mind bothers me	0		1	2 3 4	5
b. I've had trouble making up my mind to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I have trouble making up my mind for	1	2	12	24	36 months or longer
49. I stutter	0		1	2 3 4	5
a. Stuttering bothers me	0		1	2 3 4	5
b. I've stuttered to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my stuttering for	1	2	12	24	36 months or longer
50. I have trouble relaxing	0		1	2 3 4	5
a. Having trouble relaxing bothers me	0		1	2 3 4	5
b. I've had trouble relaxing to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I have trouble relaxing for	1	2	12	24	36 months or longer
51. I'm confused	0		1	2 3 4	5
a. Being confused bothers me	0		1	2 3 4	5
b. I've been confused for	1	2	12	24	36 months or longer
c. I've been aware that I am confused for	1	2	12	24	36 months or longer
52. I'm hostile	0		1	2 3 4	5
a. Being hostile bothers me	0		1	2 3 4	5
b. I've been hostile to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being hostile for	1	2	12	24	36 months or longer
53. I have an illness for which there are no medical causes	0		1	2 3 4	5
a. Having an illness for which there are no medical causes bothers me	0		1	2 3 4	5
b. I've had an illness for which there are no medical causes for	1	2	12	24	36 months or longer
c. I've been aware of this for	1	2	12	24	36 months or longer
54. I'm accident prone	0		1	2 3 4	5
a. Being accident prone bothers me	0		1	2 3 4	5
b. I've been accident prone to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my accident proneness for	1	2	12	24	36 months or longer

	never	seldom	always
55. I'm afraid of groups	0	1	2 3 4 . . 5
a. Being afraid of groups bothers me	0	1	2 3 4 . . 5
b. I've been afraid of groups to the degree checked above for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of my being afraid of groups for	1	2	12 . 24 . . 36 months or longer
56. I'm destructive	0	1	2 3 4 . . 5
a. Being destructive bothers me	0	1	2 3 4 . . 5
b. I've been destructive to the degree checked above for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of my being destructive for	1	2	12 . 24 . . 36 months or longer
57. I'm overweight	0	1	2 3 4 . . 5
a. Being overweight bothers me	0	1	2 3 4 . . 5
b. I've been overweight for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of my being overweight for	1	2	12 . 24 . . 36 months or longer
58. I wet my clothing or bed	0	1	2 3 4 . . 5
a. Wetting my clothing or bed bothers me	0	1	2 3 4 . . 5
b. I've been wetting my clothing or bed for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of wetting my clothing or bed for	1	2	12 . 24 . . 36 months or longer
59. I expect to be punished	0	1	2 3 4 . . 5
a. Expecting to be punished bothers me	0	1	2 3 4 . . 5
b. I've been expecting to be punished for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I expect to be punished for	1	2	12 . 24 . . 36 months or longer
60. I'm jealous	0	1	2 3 4 . . 5
a. Being jealous bothers me	0	1	2 3 4 . . 5
b. I've been jealous to the degree checked above for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of being jealous for	1	2	12 . 24 . . 36 months or longer
61. I let others choose my interests and activities	0	1	2 3 4 . . 5
a. Letting others choose my interests and activities bothers me	0	1	2 3 4 . . 5
b. I've let others choose my interests and activities for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I let others choose my interests and activities for	1	2	12 . 24 . . 36 months or longer
62. I seek attention	0	1	2 3 4 . . 5
a. It bothers me that I seek attention	0	1	2 3 4 . . 5
b. I've been seeking attention to the degree checked above for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I seek attention for	1	2	12 . 24 . . 36 months or longer
63. I can't say what I mean	0	1	2 3 4 . . 5
a. Not being able to say what I mean bothers me	0	1	2 3 4 . . 5
b. I've been unable to say what I mean for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I can't say what I mean for	1	2	12 . 24 . . 36 months or longer
64. I'm late for appointments	0	1	2 3 4 . . 5
a. Being late for appointments bothers me	0	1	2 3 4 . . 5
b. I've been late for appointments to the degree checked above for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of being late for appointments for	1	2	12 . 24 . . 36 months or longer
65. I bully others	0	1	2 3 4 . . 5
a. Bullying others bothers me	0	1	2 3 4 . . 5
b. I've bullied others for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I bully others for	1	2	12 . 24 . . 36 months or longer
66. I show off or brag	0	1	2 3 4 . . 5
a. Showing off or bragging bothers me	0	1	2 3 4 . . 5
b. I've been showing off or bragging for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I show off or brag for	1	2	12 . 24 . . 36 months or longer
67. I contradict others	0	1	2 3 4 . . 5
a. Contradicting others bothers me	0	1	2 3 4 . . 5
b. I've been contradicting others for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I contradict others for	1	2	12 . 24 . . 36 months or longer
68. I'm unhappy	0	1	2 3 4 . . 5
a. Being unhappy bothers me	0	1	2 3 4 . . 5
b. I've been unhappy to the degree checked above for	1	2	12 . 24 . . 36 months or longer
c. I've been aware of being unhappy for	1	2	12 . 24 . . 36 months or longer
69. I fight with others	0	1	2 3 4 . . 5
a. Fighting with others bothers me	0	1	2 3 4 . . 5
b. I've been fighting with others for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I fight with others for	1	2	12 . 24 . . 36 months or longer
70. I cling to others	0	1	2 3 4 . . 5
a. Clinging to others bothers me	0	1	2 3 4 . . 5
b. I've been clinging to others for	1	2	12 . 24 . . 36 months or longer
c. I've been aware that I cling to others for	1	2	12 . 24 . . 36 months or longer

	never		seldom		always
71. I won't talk to others . . . . .	0		1	2 3 4 . . 5	
a. Not talking to others bothers me . . . . .	0		1	2 3 4 . . 5	
b. I have not been talking to others for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I won't talk to others for . . . . .	1	2 . 12 . 24 . .			36 months or longer
72. I live in a world of make believe . . . . .	0		1	2 3 4 . . 5	
a. Living in a world of make believe bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been living in a world of make believe for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I live in a world of make believe for . . . . .	1	2 . 12 . 24 . .			36 months or longer
73. I'm concerned with death and morbid topics . . . . .	0		1	2 3 4 . . 5	
a. Being concerned with death and morbid topics bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been concerned with death and morbid topics for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware of my concern with death and morbid topics for . . . . .	1	2 . 12 . 24 . .			36 months or longer
74. I embarrass others . . . . .	0		1	2 3 4 . . 5	
a. Embarrassing others bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been embarrassing others to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I embarrass others for . . . . .	1	2 . 12 . 24 . .			36 months or longer
75. I blame my mistakes on others . . . . .	0		1	2 3 4 . . 5	
a. Blaming my mistakes on others bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been blaming my mistakes on others for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I blame my mistakes on others for . . . . .	1	2 . 12 . 24 . .			36 months or longer
76. I'm confused . . . . .	0		1	2 3 4 . . 5	
a. Being confused bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been confused to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware of being confused for . . . . .	1	2 . 12 . 24 . .			36 months or longer
77. I am underweight . . . . .	0		1	2 3 4 . . 5	
a. Being underweight bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been underweight to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I am underweight for . . . . .	1	2 . 12 . 24 . .			36 months or longer
78. I am inhibited . . . . .	0		1	2 3 4 . . 5	
a. Being inhibited bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been inhibited to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I am inhibited for . . . . .	1	2 . 12 . 24 . .			36 months or longer
79. I am nervous . . . . .	0		1	2 3 4 . . 5	
a. Being nervous bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been nervous to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I am nervous for . . . . .	1	2 . 12 . 24 . .			36 months or longer
80. I speak slowly . . . . .	0		1	2 3 4 . . 5	
a. Speaking slowly bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been speaking slowly for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I speak slowly for . . . . .	1	2 . 12 . 24 . .			36 months or longer
81. I am unstable . . . . .	0		1	2 3 4 . . 5	
a. Being unstable bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been unstable to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware of being unstable for . . . . .	1	2 . 12 . 24 . .			36 months or longer
82. I am sarcastic . . . . .	0		1	2 3 4 . . 5	
a. Being sarcastic bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been sarcastic to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I am sarcastic for . . . . .	1	2 . 12 . 24 . .			36 months or longer
83. I am unhealthy . . . . .	0		1	2 3 4 . . 5	
a. Being unhealthy bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been unhealthy to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I am unhealthy for . . . . .	1	2 . 12 . 24 . .			36 months or longer
84. I am tense . . . . .	0		1	2 3 4 . . 5	
a. Being tense bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been tense to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I am tense for . . . . .	1	2 . 12 . 24 . .			36 months or longer
85. I put myself down . . . . .	0		1	2 3 4 . . 5	
a. Putting myself down bothers me . . . . .	0		1	2 3 4 . . 5	
b. I've been putting myself down for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I put myself down for . . . . .	1	2 . 12 . 24 . .			36 months or longer
86. I avoid communicating . . . . .	0		1	2 3 4 . . 5	
a. It bothers me that I avoid communicating . . . . .	0		1	2 3 4 . . 5	
b. I've avoided communicating to the degree checked above for . . . . .	1	2 . 12 . 24 . .			36 months or longer
c. I've been aware that I avoid communicating for . . . . .	1	2 . 12 . 24 . .			36 months or longer

	never			seldom		always
87. I feel tension in my chest . . . . .	0			1	2 3 4	5
a. Feeling tension in my chest bothers me . . . . .	0			1	2 3 4	5
b. I've felt tension in my chest for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware of the tension in my chest for . . . . .	1	2	12	24	36 months or longer	
88. I am a predictable person . . . . .	0			1	2 3 4	5
a. Being a predictable person bothers me . . . . .	0			1	2 3 4	5
b. I've been a predictable person for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I'm a predictable person for . . . . .	1	2	12	24	36 months or longer	
89. I'm timid around other people . . . . .	0			1	2 3 4	5
a. My being timid around other people bothers me . . . . .	0			1	2 3 4	5
b. I've been timid around other people for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I'm timid around other people for . . . . .	1	2	12	24	36 months or longer	
90. I pretend to be someone I'm not . . . . .	0			1	2 3 4	5
a. My pretending to be someone I'm not bothers me . . . . .	0			1	2 3 4	5
b. I've been pretending to be someone I'm not to the degree stated above for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I pretend that I'm someone I'm not for . . . . .	1	2	12	24	36 months or longer	
91. I tell people about their faults . . . . .	0			1	2 3 4	5
a. Telling people about their faults bothers me . . . . .	0			1	2 3 4	5
b. I've been telling people about their faults for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I tell people about their faults for . . . . .	1	2	12	24	36 months or longer	
92. My friends laugh at me and hurt my feelings . . . . .	0			1	2 3 4	5
a. My friends laughing at me and hurting my feelings bothers me . . . . .	0			1	2 3 4	5
b. My friends have been laughing at me and hurting my feelings for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware of my friends laughing at me and hurting my feelings for . . . . .	1	2	12	24	36 months or longer	
93. My friends think I am not fair in dealing with them . . . . .	0			1	2 3 4	5
a. My friends thinking I am not fair in dealing with them bothers me . . . . .	0			1	2 3 4	5
b. My friends have thought I am not fair in dealing with them for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that my friends think I am not fair in dealing with them for . . . . .	1	2	12	24	36 months or longer	
94. My muscles tremble . . . . .	0			1	2 3 4	5
a. My muscles trembling bothers me . . . . .	0			1	2 3 4	5
b. My muscles have trembled to the degree checked above for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that my muscles tremble for . . . . .	1	2	12	24	36 months or longer	
95. I act immature . . . . .	0			1	2 3 4	5
a. My acting immature bothers me . . . . .	0			1	2 3 4	5
b. I've acted immature to the degree checked above for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I act immature for . . . . .	1	2	12	24	36 months or longer	
96. I am unable to concentrate . . . . .	0			1	2 3 4	5
a. Not being able to concentrate bothers me . . . . .	0			1	2 3 4	5
b. I've been unable to concentrate for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I am unable to concentrate for . . . . .	1	2	12	24	36 months or longer	
97. I don't care what happens . . . . .	0			1	2 3 4	5
a. Not caring what happens bothers me . . . . .	0			1	2 3 4	5
b. I have not cared what happens for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware of not caring what happens for . . . . .	1	2	12	24	36 months or longer	
98. Most people are more physically attractive than I . . . . .	0			1	2 3 4	5
a. The fact that most people are more physically attractive than I bothers me . . . . .	0			1	2 3 4	5
b. Most people being more physically attractive than I has bothered me for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that most people are more physically attractive than I for . . . . .	1	2	12	24	36 months or longer	
99. I put things off . . . . .	0			1	2 3 4	5
a. The fact that I put things off bothers me . . . . .	0			1	2 3 4	5
b. I've been putting things off for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware that I put things off for . . . . .	1	2	12	24	36 months or longer	
100. I'm troubled by bad dreams . . . . .	0			1	2 3 4	5
a. Being troubled with bad dreams bothers me . . . . .	0			1	2 3 4	5
b. I've been troubled by bad dreams to the degree checked above for . . . . .	1	2	12	24	36 months or longer	
c. I've been aware of being troubled by bad dreams for . . . . .	1	2	12	24	36 months or longer	

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Don't answer a, b, and c for each of the following if you answer (circle) always to the first question.  
The always responses (5's) are underlined. If you answer always don't answer a, b, and c.

	never	seldom	always
101. I'm confident	0	1	<u>2 3 4 5</u>
a. Not being confident bothers me	0	1	<u>2 3 4 5</u>
b. I've not been confident for	1	2	12 24 36 months or longer
c. I've been aware that I'm not confident for	1	2	12 24 36 months or longer
102. I notice most things around me	0	1	<u>2 3 4 5</u>
a. Not noticing most things around me bothers me	0	1	<u>2 3 4 5</u>
b. I've not noticed things around me for	1	2	12 24 36 months or longer
c. I've been aware that I don't notice most things around me for	1	2	12 24 36 months or longer
103. I cooperate with others	0	1	<u>2 3 4 5</u>
a. Not cooperating with others bothers me	0	1	<u>2 3 4 5</u>
b. I've not cooperated with others for	1	2	12 24 36 months or longer
c. I've been aware of not cooperating with others for	1	2	12 24 36 months or longer
104. I finish what I start	0	1	<u>2 3 4 5</u>
a. Not finishing what I start bothers me	0	1	<u>2 3 4 5</u>
b. I've not finished what I started for	1	2	12 24 36 months or longer
c. I've been aware that I don't finish what I start for	1	2	12 24 36 months or longer
105. I take responsibility	0	1	<u>2 3 4 5</u>
a. Not taking responsibility bothers me	0	1	<u>2 3 4 5</u>
b. I've not taken responsibility for	1	2	12 24 36 months or longer
c. I've been aware that I don't take responsibility for	1	2	12 24 36 months or longer
106. I am efficient	0	1	<u>2 3 4 5</u>
a. Not being efficient bothers me	0	1	<u>2 3 4 5</u>
b. I've been inefficient to the degree checked above for	1	2	12 24 36 months or longer
c. I've been aware of my inefficiency for	1	2	12 24 36 months or longer
107. I enjoy living	0	1	<u>2 3 4 5</u>
a. It bothers me that I don't enjoy living	0	1	<u>2 3 4 5</u>
b. I have not enjoyed living for	1	2	12 24 36 months or longer
c. I've been aware that I don't enjoy living for	1	2	12 24 36 months or longer
108. I say what I mean	0	1	<u>2 3 4 5</u>
a. Not saying what I mean bothers me	0	1	<u>2 3 4 5</u>
b. I have not said what I mean to the degree indicated above for	1	2	12 24 36 months or longer
c. I've been aware that I don't say what I mean for	1	2	12 24 36 months or longer
109. I think clearly	0	1	<u>2 3 4 5</u>
a. Not thinking clearly bothers me	0	1	<u>2 3 4 5</u>
b. I have not always thought clearly for	1	2	12 24 36 months or longer
c. I've been aware that I don't always think clearly for	1	2	12 24 36 months or longer
110. I feel that I am intelligent	0	1	<u>2 3 4 5</u>
a. Feeling unintelligent bothers me	0	1	<u>2 3 4 5</u>
b. I've felt unintelligent for	1	2	12 24 36 months or longer
c. I've been aware of feeling unintelligent for	1	2	12 24 36 months or longer
111. I can get people to do what I want them to do	0	1	<u>2 3 4 5</u>
a. Not getting people to do what I want bothers me	0	1	<u>2 3 4 5</u>
b. I've been unable to get people to do what I want for	1	2	12 24 36 months or longer
c. I've been aware that I can not get people to do what I want for	1	2	12 24 36 months or longer
112. Most people like me	0	1	<u>2 3 4 5</u>
a. It bothers me that most people dislike me	0	1	<u>2 3 4 5</u>
b. Most people have disliked me for	1	2	12 24 36 months or longer
c. I've been aware that most people dislike me for	1	2	12 24 36 months or longer
113. I'm considerate of others	0	1	<u>2 3 4 5</u>
a. Not being considerate of others bothers me	0	1	<u>2 3 4 5</u>
b. I've been inconsiderate of others to the degree checked above for	1	2	12 24 36 months or longer
c. I've been aware of my lack of consideration of others for	1	2	12 24 36 months or longer
114. I like myself	0	1	<u>2 3 4 5</u>
a. Not liking myself bothers me	0	1	<u>2 3 4 5</u>
b. I've disliked myself to the degree checked above for	1	2	12 24 36 months or longer
c. I've been aware of not liking myself for	1	2	12 24 36 months or longer
115. I am a good parent	0	1	<u>2 3 4 5</u>
a. Not being a good parent bothers me	0	1	<u>2 3 4 5</u>
b. I have not been a good parent to the degree checked above for	1	2	12 24 36 months or longer
c. I've been aware that I am not a good parent for	1	2	12 24 36 months or longer
116. I trust people	0	1	<u>2 3 4 5</u>
a. It bothers me that I don't trust people	0	1	<u>2 3 4 5</u>
b. I have not trusted people for	1	2	12 24 36 months or longer
c. I've been aware that I don't trust people for	1	2	12 24 36 months or longer

	never		seldom		always
117. I enjoy sex	0		1	2 3 4	5
a. It bothers me that I don't enjoy sex	0		1	2 3 4	5
b. I have not enjoyed sex for	1	2	12	24	36 months or longer
c. I've been aware that I don't enjoy sex for	1	2	12	24	36 months or longer
118. Other people like me	0		1	2 3 4	5
a. Other people not liking me bothers me	0		1	2 3 4	5
b. People have disliked me for	1	2	12	24	36 months or longer
c. I've been aware that people don't like me for	1	2	12	24	36 months or longer
119. I have affection for others	0		1	2 3 4	5
a. My not having affection for others bothers me	0		1	2 3 4	5
b. I've not had affection for others for	1	2	12	24	36 months or longer
c. I've been aware that I don't have affection for others for	1	2	12	24	36 months or longer
120. I carefully plan most things	0		1	2 3 4	5
a. Not carefully planning most things bothers me	0		1	2 3 4	5
b. I have not carefully planned most things for	1	2	12	24	36 months or longer
c. I've been aware that I don't carefully plan most things for	1	2	12	24	36 months or longer
121. I care how others feel	0		1	2 3 4	5
a. Not caring about how others feel bothers me	0		1	2 3 4	5
b. I have not cared how others feel to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of not caring how others feel for	1	2	12	24	36 months or longer
122. I'm masculine/feminine (males respond to masculine/females to feminine)	0		1	2 3 4	5
a. Not being masculine/feminine bothers me	0		1	2 3 4	5
b. I have not been masculine/feminine for	1	2	12	24	36 months or longer
c. I've been aware that I'm not masculine/feminine for	1	2	12	24	36 months or longer
123. I am kind to others	0		1	2 3 4	5
a. My not being kind to others bothers me	0		1	2 3 4	5
b. I've not been kind to others for	1	2	12	24	36 months or longer
c. I've been aware that I'm not kind to others for	1	2	12	24	36 months or longer
124. I'm honest	0		1	2 3 4	5
a. Not being honest bothers me	0		1	2 3 4	5
b. I've not been honest for	1	2	12	24	36 months or longer
c. I've been aware that I'm not honest for	1	2	12	24	36 months or longer
125. I am warm and loving to others	0		1	2 3 4	5
a. My not being warm and loving to others bothers me	0		1	2 3 4	5
b. I've not been warm and loving to others for	1	2	12	24	36 months or longer
c. I've been aware that I'm not warm and loving to others for	1	2	12	24	36 months or longer

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Answer all of the following questions unless you respond "never" to question a. The never (0) responses for a have been underlined.

	never		seldom		always
126. I smile easily	0		1	2 3 4	5
a. My smiling easily bothers me	0		1	2 3 4	5
b. I've smiled easily to the degree indicated above for	1	2	12	24	36 months or longer
c. I've been aware that I smile easily for	1	2	12	24	36 months or longer
127. I get my way	0		1	2 3 4	5
a. My getting my way bothers me	0		1	2 3 4	5
b. I've been getting my way as indicated above for	1	2	12	24	36 months or longer
c. I've been aware that I get my way for	1	2	12	24	36 months or longer
128. I don't like to change my mind	0		1	2 3 4	5
a. Not liking to change my mind bothers me	0		1	2 3 4	5
b. I have not liked to change my mind for	1	2	12	24	36 months or longer
c. I've been aware that I don't like to change my mind for	1	2	12	24	36 months or longer
129. I say what I think	0		1	2 3 4	5
a. Saying what I think bothers me	0		1	2 3 4	5
b. I've said what I think to the degree indicated for	1	2	12	24	36 months or longer
c. I've been aware that I say what I think to the degree indicated for	1	2	12	24	36 months or longer
130. I like to be where there is a lot of activity	0		1	2 3 4	5
a. Liking to be where there is a lot of activity bothers me	0		1	2 3 4	5
b. I've liked to be where there is a lot of activity to the degree I indicated above for	1	2	12	24	36 months or longer
c. I've been aware that I like to be where there is a lot of activity for	1	2	12	24	36 months or longer
131. My marriage is a problem	0		1	2 3 4	5
a. My marriage problem bothers me	0		1	2 3 4	5
b. My marriage has been a problem for	1	2	12	24	36 months or longer
c. I've been aware that my marriage is a problem for	1	2	12	24	36 months or longer

	never		seldom		always
132. My sex life is a problem	0		1	2 3 4	5
a. My sex life problem bothers me	0		1	2 3 4	5
b. My sex life has been a problem for	1	2	12	24	36 months or longer
c. I've been aware that my sex life is a problem for	1	2	12	24	36 months or longer
133. I have headaches	0		1	2 3 4	5
a. My headaches bother me	0		1	2 3 4	5
b. I've had headaches for	1	2	12	24	36 months or longer
c. I've been aware that I've had headaches for	1	2	12	24	36 months or longer
134. I am a homosexual	0		1	2 3 4	5
a. My homosexuality bothers me	0		1	2 3 4	5
b. I've been a homosexual for	1	2	12	24	36 months or longer
c. I've been aware that I'm a homosexual for	1	2	12	24	36 months or longer
135. Other people don't respect me	0		1	2 3 4	5
a. Not being respected bothers me	0		1	2 3 4	5
b. I've not been respected for	1	2	12	24	36 months or longer
c. I've been aware that I'm not respected for	1	2	12	24	36 months or longer
136. I think rules and regulations are rigid and arbitrary	0		1	2 3 4	5
a. Arbitrary rules and regulations bother me	0		1	2 3 4	5
b. Arbitrary rules and regulations have bothered me for	1	2	12	24	36 months or longer
c. I've been aware that arbitrary rules bother me for	1	2	12	24	36 months or longer
137. I can't get up in the morning	0		1	2 3 4	5
a. Not getting up bothers me	0		1	2 3 4	5
b. Not getting up has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I can't get up for	1	2	12	24	36 months or longer
138. I pick the wrong friends	0		1	2 3 4	5
a. Picking the wrong friends bothers me	0		1	2 3 4	5
b. Picking the wrong friends has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I pick the wrong friends for	1	2	12	24	36 months or longer
139. I give in to temptation	0		1	2 3 4	5
a. Giving in to temptation bothers me	0		1	2 3 4	5
b. Giving in to temptation has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I give in to temptations for	1	2	12	24	36 months or longer
140. I miss someone very much	0		1	2 3 4	5
a. Missing someone bothers me	0		1	2 3 4	5
b. Missing someone has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I miss someone for	1	2	12	24	36 months or longer
141. I have so many difficulties that I can't cope with them	0		1	2 3 4	5
a. My not being able to cope with my difficulties bothers me	0		1	2 3 4	5
b. I've been unable to cope with my difficulties for	1	2	12	24	36 months or longer
c. I've been aware that I can't cope with my difficulties for	1	2	12	24	36 months or longer
142. I am weak all over	0		1	2 3 4	5
a. Being weak all over bothers me	0		1	2 3 4	5
b. I've been weak all over for	1	2	12	24	36 months or longer
c. I've been aware that I'm weak all over for	1	2	12	24	36 months or longer
143. My hardest battles are within myself	0		1	2 3 4	5
a. My battles within myself bother me	0		1	2 3 4	5
b. I've had battles within myself for	1	2	12	24	36 months or longer
c. I've been aware that I have battles within myself for	1	2	12	24	36 months or longer
144. I have not lived the right kind of life	0		1	2 3 4	5
a. It bothers me that I haven't lived the right kind of life	0		1	2 3 4	5
b. I've not lived the right kind of life for	1	2	12	24	36 months or longer
c. I've been aware that I've not lived the right kind of life for	1	2	12	24	36 months or longer
145. Sometimes I don't know what is going on	0		1	2 3 4	5
a. Not knowing what's going on bothers me	0		1	2 3 4	5
b. I've not known what is going on for	1	2	12	24	36 months or longer
c. I've been aware that I don't know what is going on for	1	2	12	24	36 months or longer
146. Useless thoughts keep coming into my mind	0		1	2 3 4	5
a. These useless thoughts bother me	0		1	2 3 4	5
b. These useless thoughts have bothered me for	1	2	12	24	36 months or longer
c. I've been aware that useless thoughts keep coming into my mind for	1	2	12	24	36 months or longer
147. I quickly tire of people	0		1	2 3 4	5
a. It bothers me that I tire quickly of people	0		1	2 3 4	5
b. I've become quickly tired of people for	1	2	12	24	36 months or longer
c. I've been aware that I quickly tire of people for	1	2	12	24	36 months or longer
148. I think that no one understands me	0		1	2 3 4	5
a. No one understanding me bothers me	0		1	2 3 4	5
b. No one has understood me for	1	2	12	24	36 months or longer
c. I've been aware that no one understands me for	1	2	12	24	36 months or longer

	never			seldom		always
166. I can't stand up for myself	0			1	2 3 4	5
a. It bothers me that I can't stand up for myself	0			1	2 3 4	5
b. I've been unable to stand up for myself for	1	2	12	24	36 months or longer	
c. I've been aware that I can't stand up for myself for	1	2	12	24	36 months or longer	
167. I'm easily embarrassed	0			1	2 3 4	5
a. It bothers me that I'm easily embarrassed	0			1	2 3 4	5
b. I've been easily embarrassed for	1	2	12	24	36 months or longer	
c. I've been aware that I'm easily embarrassed for	1	2	12	24	36 months or longer	
168. I have bad habits	0			1	2 3 4	5
a. It bothers me that I have bad habits	0			1	2 3 4	5
b. I've had bad habits for	1	2	12	24	36 months or longer	
c. I've been aware that I have bad habits for	1	2	12	24	36 months or longer	
169. I have aches and pains	0			1	2 3 4	5
a. It bothers me that I have aches and pains	0			1	2 3 4	5
b. I've had aches and pains for	1	2	12	24	36 months or longer	
c. I've been aware of my aches and pains for	1	2	12	24	36 months or longer	
170. Sometimes things seem unreal	0			1	2 3 4	5
a. It bothers me that sometimes things seem unreal	0			1	2 3 4	5
b. Things have sometimes seemed unreal for	1	2	12	24	36 months or longer	
c. I've been aware that sometimes things seem unreal for	1	2	12	24	36 months or longer	
171. I admit it when I'm wrong	0			1	2 3 4	5
a. It bothers me that I admit it when I'm wrong	0			1	2 3 4	5
b. I've admitted it when I'm wrong for	1	2	12	24	36 months or longer	
c. I've been aware that I admit it when I'm wrong for	1	2	12	24	36 months or longer	
172. I have trouble with drugs	0			1	2 3 4	5
a. It bothers me that I have trouble with drugs	0			1	2 3 4	5
b. I've had trouble with drugs for	1	2	12	24	36 months or longer	
c. I've been aware that I have trouble with drugs for	1	2	12	24	36 months or longer	
173. I'm concerned about divorce	0			1	2 3 4	5
a. It bothers me to be concerned about divorce	0			1	2 3 4	5
b. I've been concerned about divorce for	1	2	12	24	36 months or longer	
c. I've been aware that I'm concerned about divorce for	1	2	12	24	36 months or longer	
174. I commit crimes	0			1	2 3 4	5
a. It bothers me that I commit crimes	0			1	2 3 4	5
b. I've been committing crimes for	1	2	12	24	36 months or longer	
c. I've been aware of committing crimes for	1	2	12	24	36 months or longer	
175. I like others to help me	0			1	2 3 4	5
a. It bothers me that I like others to help me	0			1	2 3 4	5
b. I've liked others to help me for	1	2	12	24	36 months or longer	
c. I've been aware that I like others to help me for	1	2	12	24	36 months or longer	
176. I'm concerned about infidelity	0			1	2 3 4	5
a. It bothers me that I'm concerned about infidelity	0			1	2 3 4	5
b. I've been concerned about infidelity for	1	2	12	24	36 months or longer	
c. I've been aware of my concern about infidelity for	1	2	12	24	36 months or longer	
177. I'm concerned about discrimination	0			1	2 3 4	5
a. It bothers me that I'm concerned about discrimination	0			1	2 3 4	5
b. I've been concerned about discrimination for	1	2	12	24	36 months or longer	
c. I've been aware of my concern about discrimination for	1	2	12	24	36 months or longer	
178. I feel insecure	0			1	2 3 4	5
a. It bothers me that I feel insecure	0			1	2 3 4	5
b. I've felt insecure for	1	2	12	24	36 months or longer	
c. I've been aware of feeling insecure for	1	2	12	24	36 months or longer	
179. I think my reputation is bad	0			1	2 3 4	5
a. It bothers me that my reputation is bad	0			1	2 3 4	5
b. I've thought my reputation is bad for	1	2	12	24	36 months or longer	
c. I've been aware that my reputation is bad for	1	2	12	24	36 months or longer	
180. I go to sleep with thoughts or ideas bothering me	0			1	2 3 4	5
a. It bothers me to go to sleep with thoughts bothering me	0			1	2 3 4	5
b. I have gone to sleep with thoughts or ideas bothering me for	1	2	12	24	36 months or longer	
c. I've been aware that I go to sleep with thoughts bothering me for	1	2	12	24	36 months or longer	
181. Criticism disturbs me	0			1	2 3 4	5
a. It bothers me that criticism disturbs me	0			1	2 3 4	5
b. Criticism has disturbed me for	1	2	12	24	36 months or longer	
c. I've been aware that criticism disturbs me for	1	2	12	24	36 months or longer	
182. I gamble	0			1	2 3 4	5
a. Gambling bothers me	0			1	2 3 4	5
b. I've gambled for	1	2	12	24	36 months or longer	
c. I've been aware that I gamble for	1	2	12	24	36 months or longer	

	never			seldom		always
183. I wonder why others are nice to me	0			1	2 3 4	5
a. Wondering why others are nice to me bothers me	0			1	2 3 4	5
b. I've wondered why others are nice to me for	1	2	12	24	36 months or longer	
c. I've been aware that I wonder why others are nice to me for	1	2	12	24	36 months or longer	
184. I have skin eruptions or pimples	0			1	2 3 4	5
a. I've been bothered by skin eruptions or pimples for	0			1	2 3 4	5
b. I've had skin eruptions or pimples for	1	2	12	24	36 months or longer	
c. I've been aware that I have skin eruptions or pimples for	1	2	12	24	36 months or longer	
185. I go to the bathroom more frequently than I should	0			1	2 3 4	5
a. I'm bothered by going to the bathroom frequently	0			1	2 3 4	5
b. I've gone to the bathroom frequently for	1	2	12	24	36 months or longer	
c. I've been aware that I go to the bathroom frequently for	1	2	12	24	36 months or longer	
186. I'm in the wrong occupation	0			1	2 3 4	5
a. Being in the wrong occupation bothers me	0			1	2 3 4	5
b. I've been in the wrong occupation for	1	2	12	24	36 months or longer	
c. I've been aware that I'm in the wrong occupation for	1	2	12	24	36 months or longer	
187. I have conflicting feelings of love and hate	0			1	2 3 4	5
a. I'm bothered by these conflicting feelings	0			1	2 3 4	5
b. I've had these conflicting feelings for	1	2	12	24	36 months or longer	
c. I've been aware that I have these conflicting feelings for	1	2	12	24	36 months or longer	
188. My peers have values different than mine	0			1	2 3 4	5
a. I'm bothered by having values different from my peers	0			1	2 3 4	5
b. I've had values different from my peers for	1	2	12	24	36 months or longer	
c. I've been aware that I have values different from my peers for	1	2	12	24	36 months or longer	
189. I suspect others of stealing things I lose	0			1	2 3 4	5
a. I'm bothered by my suspecting others of stealing things that I lose	0			1	2 3 4	5
b. I've suspected others of stealing things that I lose for	1	2	12	24	36 months or longer	
c. I've been aware that I suspect others of stealing things I lose for	1	2	12	24	36 months or longer	
190. I feel that I'm not my old self	0			1	2 3 4	5
a. It bothers me that I feel that I'm not my old self	0			1	2 3 4	5
b. I've not been my old self for	1	2	12	24	36 months or longer	
c. I've been aware that I'm not my old self for	1	2	12	24	36 months or longer	
191. Others expect too much from me	0			1	2 3 4	5
a. It bothers me that others expect too much from me	0			1	2 3 4	5
b. Others have expected too much from me for	1	2	12	24	36 months or longer	
c. I've been aware that others expect too much from me for	1	2	12	24	36 months or longer	
192. I think I'm too good to do most jobs	0			1	2 3 4	5
a. It bothers me that I think I'm too good to do most jobs	0			1	2 3 4	5
b. I've thought this for	1	2	12	24	36 months or longer	
c. I've been aware of this for	1	2	12	24	36 months or longer	
193. Others talk about me behind my back	0			1	2 3 4	5
a. It bothers me that others talk about me behind my back	0			1	2 3 4	5
b. Others have talked about me behind my back for	1	2	12	24	36 months or longer	
c. I've been aware of this for	1	2	12	24	36 months or longer	
194. Others try to annoy me	0			1	2 3 4	5
a. Others trying to annoy me bothers me	0			1	2 3 4	5
b. Others have tried to annoy me for	1	2	12	24	36 months or longer	
c. I've been aware that others try to annoy me for	1	2	12	24	36 months or longer	
195. I tell other people my troubles	0			1	2 3 4	5
a. It bothers me that I tell other people my troubles	0			1	2 3 4	5
b. I've told others my troubles for	1	2	12	24	36 months or longer	
c. I've been aware that I tell others my troubles for	1	2	12	24	36 months or longer	
196. I'm afraid of the dark	0			1	2 3 4	5
a. It bothers me that I'm afraid of the dark	0			1	2 3 4	5
b. I've been afraid of the dark for	1	2	12	24	36 months or longer	
c. I've been aware that I'm afraid of the dark for	1	2	12	24	36 months or longer	
197. I feel that everyone works against me	0			1	2 3 4	5
a. It bothers me that everyone works against me	0			1	2 3 4	5
b. Others have worked against me for	1	2	12	24	36 months or longer	
c. I've been aware of this for	1	2	12	24	36 months or longer	
198. I blush easily	0			1	2 3 4	5
a. It bothers me that I blush easily	0			1	2 3 4	5
b. I've blushed easily for	1	2	12	24	36 months or longer	
c. I've been aware that I blush easily for	1	2	12	24	36 months or longer	
199. I am my ideal of a man/woman (males respond to man; females to woman)	0			1	2 3 4	5
a. It bothers me that I'm not my ideal of a man/woman	0			1	2 3 4	5
b. I've not been my ideal, of a man/woman for	1	2	12	24	36 months or longer	
c. I've been aware that I'm not my ideal of a man/woman for	1	2	12	24	36 months or longer	

	never		seldom		always
200. I have been bossed too much . . . . .	0		1	2 3 4	. . . 5
a. It bothers me that I have been bossed too much . . . . .	0		1	2 3 4	. . . 5
b. I've been bossed too much for . . . . .	1	2	12	24	. . . 36 months or longer
c. I've been aware that I've been bossed too much for . . . . .	1	2	12	24	. . . 36 months or longer
201. I feel like swearing . . . . .	0		1	2 3 4	. . . 5
a. It bothers me that I feel like swearing . . . . .	0		1	2 3 4	. . . 5
b. I've felt like swearing for . . . . .	1	2	12	24	. . . 36 months or longer
c. I've been aware that I feel like swearing for . . . . .	1	2	12	24	. . . 36 months or longer
202. I have thoughts too bad to tell others . . . . .	0		1	2 3 4	. . . 5
a. It bothers me that I have thoughts too bad to tell others . . . . .	0		1	2 3 4	. . . 5
b. I've had thoughts too bad to tell others for . . . . .	1	2	12	24	. . . 36 months or longer
c. I've been aware that my thoughts are too bad to tell others for . . . . .	1	2	12	24	. . . 36 months or longer
203. Others try to get credit for things I do . . . . .	0		1	2 3 4	. . . 5
a. It bothers me that others try to get credit for things I do . . . . .	0		1	2 3 4	. . . 5
b. Others have been trying to get credit for things I do for . . . . .	1	2	12	24	. . . 36 months or longer
c. I've been aware that others try to get credit for things I do for . . . . .	1	2	12	24	. . . 36 months or longer
How honest did you feel that you were when you answered this questionnaire?	not very				completely
204. . . . .	1	2	3	4	. . . 5
205. Did the fact that you could avoid answering a, b, and c by circling "never" influence you to circle more "nevers" than you would have otherwise? Check the degree you feel that you did this	never		seldom		always
. . . . .	0		1	2 3 4	. . . 5
206. Comments:					

Appendix D

Revised Behavioral Checklist

Social Security Number \_\_\_\_\_

Sex M \_\_\_\_\_ F \_\_\_\_\_

Date \_\_\_\_\_

BEHAVIORAL CHECKLIST

This questionnaire covers many behaviors which may not be representative of your behavior. Check only those behaviors which describe you. Answer by degree from never to always (circle 0 to 5) the degree that each behavior describes you. If you circle never (the nevers 0's of the numbered behaviors have been underlined), for a behavior you need not answer the qualifying (a, b, and c) questions for that behavior. If, however, you respond (circle) a 1, 2, 3, 4 or 5 for a behavior, then you must answer the qualifying questions (a, b, and c) for that behavior.

	never		seldom		always	
1. I'm angry .....	<u>0</u>	1	2	3	4	5
a. Anger bothers me .....	0	1	2	3	4	5
b. I have been angry to the degree I checked above for .....	1	2	12	24	36	months or longer
c. I've been aware of my anger to the degree I checked above for .....	1	2	12	24	36	months or longer
2. I worry .....	<u>0</u>	1	2	3	4	5
a. Worrying bothers me .....	0	1	2	3	4	5
b. I have worried to the degree I checked above for .....	1	2	12	24	36	months or longer
c. I've been aware that I worry to the degree I checked above for .....	1	2	12	24	36	months or longer
3. I am anxious .....	<u>0</u>	1	2	3	4	5
a. Anxiety bothers me .....	0	1	2	3	4	5
b. I've been anxious to the degree I have checked above for .....	1	2	12	24	36	months or longer
c. I've been aware of my anxiety to the degree I checked above for .....	1	2	12	24	36	months or longer
4. I get depressed .....	<u>0</u>	1	2	3	4	5
a. Depression bothers me .....	0	1	2	3	4	5
b. I've been depressed to the degree I checked above for .....	1	2	12	24	36	months or longer
c. I've been aware of my depression to the degree I have checked above for .....	1	2	12	24	36	months or longer
5. I steal .....	<u>0</u>	1	2	3	4	5
a. Stealing bothers me .....	0	1	2	3	4	5
b. I've stolen to the degree I have checked above for .....	1	2	12	24	36	months or longer
c. I've been aware that I steal to the degree I have checked above for .....	1	2	12	24	36	months or longer
6. I daydream .....	<u>0</u>	1	2	3	4	5
a. Daydreaming bothers me .....	0	1	2	3	4	5
b. I have daydreamed to the degree I have checked above for .....	1	2	12	24	36	months or longer
c. I've been aware that I daydream to the degree I checked for .....	1	2	12	24	36	months or longer
7. I cling to others .....	<u>0</u>	1	2	3	4	5
a. Clinging to others bothers me .....	0	1	2	3	4	5
b. I've been clinging to others for .....	1	2	12	24	36	months or longer
c. I've been aware that I cling to others for .....	1	2	12	24	36	months or longer
8. I fight with others .....	<u>0</u>	1	2	3	4	5
a. Fighting with others bothers me .....	0	1	2	3	4	5
b. I've been fighting with others for .....	1	2	12	24	36	months or longer
c. I've been aware that I fight with others for .....	1	2	12	24	36	months or longer
9. I make promises I can't keep .....	<u>0</u>	1	2	3	4	5
a. Making promises I can't keep bothers me .....	0	1	2	3	4	5
b. I've been making promises I can't keep as checked above for .....	1	2	12	24	36	months or longer
c. I've been aware that I make promises I can't keep as checked above for .....	1	2	12	24	36	months or longer

NOTICE: All qualifying questions (the a., b., and c. questions) are to be responded to depending on the degree you checked the numbered (first) question.

	never		seldom		always
10. I become excited over little things	0		1	2 3 4	5
a. Becoming too excited over little things bothers me	0		1	2 3 4	5
b. I have become too excited over little things as checked above for	1	2	12	24	36 months or longer
c. I've been aware that I become too excited over little things as checked for	1	2	12	24	36 months or longer
11. I try too hard to be perfect	0		1	2 3 4	5
a. Trying too hard to be perfect bothers me	0		1	2 3 4	5
b. I've tried too hard to be perfect to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I try too hard to be perfect to the degree indicated	1	2	12	24	36 months or longer
	never		seldom		always
12. My family is not emotionally united	0		1	2 3 4	5
a. It bothers me that my family is not emotionally united	0		1	2 3 4	5
b. My family has not been emotionally united for	1	2	12	24	36 months or longer
c. I've been aware that my family is not emotionally united for	1	2	12	24	36 months or longer
13. I lose my temper	0		1	2 3 4	5
a. Losing my temper bothers me	0		1	2 3 4	5
b. I've been losing my temper to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of losing my temper to the degree checked above for	1	2	12	24	36 months or longer
	never		seldom		always
14. I'm impatient	0		1	2 3 4	5
a. Being impatient bothers me	0		1	2 3 4	5
b. I've been impatient to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm impatient to the degree checked above for	1	2	12	24	36 months or longer
15. I say things that don't make sense	0		1	2 3 4	5
a. Saying things that don't make sense bothers me	0		1	2 3 4	5
b. I've been saying things that don't make sense for	1	2	12	24	36 months or longer
c. I've been aware that I say things that don't make sense for	1	2	12	24	36 months or longer
	never		seldom		always
16. I like to win in everything	0		1	2 3 4	5
a. Liking to win in everything bothers me	0		1	2 3 4	5
b. I've liked winning in everything for	1	2	12	24	36 months or longer
c. I've been aware of liking to win in everything for	1	2	12	24	36 months or longer
17. I gossip	0		1	2 3 4	5
a. Gossiping bothers me	0		1	2 3 4	5
b. I've been gossiping to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my gossiping to the degree checked above for	1	2	12	24	36 months or longer

REMEMBER: If you answer "never" to the numbered question you need not answer a, b, and c for that question.

	never		seldom		always
18. I am disorganized	0		1	2 3 4	5
a. Being disorganized bothers me	0		1	2 3 4	5
b. I've been disorganized to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my disorganization to the degree checked above for	1	2	12	24	36 months or longer
19. People frighten me	0		1	2 3 4	5
a. It bothers me that people frighten me	0		1	2 3 4	5
b. People have frightened me to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that people frighten me to the degree checked above for	1	2	12	24	36 months or longer
	never		seldom		always
20. I am disappointed	0		1	2 3 4	5
a. Being disappointed bothers me	0		1	2 3 4	5
b. I've been disappointed to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am disappointed to the degree I checked above for	1	2	12	24	36 months or longer
21. I'm unhappy	0		1	2 3 4	5
a. Being unhappy bothers me	0		1	2 3 4	5
b. I've been unhappy to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being unhappy for	1	2	12	24	36 months or longer
	never		seldom		always
22. Others are hostile toward me	0		1	2 3 4	5
a. It bothers me that others are hostile toward me	0		1	2 3 4	5
b. Others have been hostile toward me to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that others are hostile toward me to the degree checked	1	2	12	24	36 months or longer
23. I expect too much from others	0		1	2 3 4	5
a. Expecting too much from others bothers me	0		1	2 3 4	5
b. I have expected too much from others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I expect too much from others to the degree checked	1	2	12	24	36 months or longer

	never		seldom		always
24. I spoil my children	0		1	2 3 4	5
a. Spoiling my children bothers me	0		1	2 3 4	5
b. I've spoiled my children to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I spoil my children to the degree checked above for	1	2	12	24	36 months or longer
25. I'm not firm enough with other people	0		1	2 3 4	5
a. Not being firm enough with others bothers me	0		1	2 3 4	5
b. I've not been firm enough for	1	2	12	24	36 months or longer
c. I've been aware that I'm not firm enough with other people for	1	2	12	24	36 months or longer
26. I contradict others	0		1	2 3 4	5
a. Contradicting others bothers me	0		1	2 3 4	5
b. I've been contradicting others for	1	2	12	24	36 months or longer
c. I've been aware that I contradict others for	1	2	12	24	36 months or longer
27. I criticize others	0		1	2 3 4	5
a. Criticizing others bothers me	0		1	2 3 4	5
b. I've criticized others to the degree indicated above for	1	2	12	24	36 months or longer
c. I've been aware of criticizing others to the degree checked above for	1	2	12	24	36 months or longer
	never		seldom		always
28. I yell too much	0		1	2 3 4	5
a. Yelling bothers me	0		1	2 3 4	5
b. I've been yelling to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I yell too much for	1	2	12	24	36 months or longer
29. I think that I am becoming less attractive as I get older	0		1	2 3 4	5
a. Becoming less attractive as I get older bothers me	0		1	2 3 4	5
b. I've become less attractive to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm becoming less attractive to the degree checked for	1	2	12	24	36 months or longer
	never		seldom		always
30. I say mean things to others	0		1	2 3 4	5
a. Saying mean things to others bothers me	0		1	2 3 4	5
b. I've been saying mean things to others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of saying mean things to others to the degree checked for	1	2	12	24	36 months or longer
31. I nag	0		1	2 3 4	5
a. It bothers me that I nag	0		1	2 3 4	5
b. I have nagged to the degree I checked above for	1	2	12	24	36 months or longer
c. I've been aware that I nag for	1	2	12	24	36 months or longer
	never		seldom		always
32. I drink too much	0		1	2 3 4	5
a. It bothers me that I drink too much	0		1	2 3 4	5
b. I have been drinking too much for	1	2	12	24	36 months or longer
c. I've been aware that I drink too much for	1	2	12	24	36 months or longer
33. I'm restless	0		1	2 3 4	5
a. Restlessness bothers me	0		1	2 3 4	5
b. I've been restless to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am restless for	1	2	12	24	36 months or longer
	never		seldom		always
34. I'm late for appointments	0		1	2 3 4	5
a. Being late for appointments bothers me	0		1	2 3 4	5
b. I've been late for appointments to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being late for appointments for	1	2	12	24	36 months or longer
35. I'm cruel	0		1	2 3 4	5
a. My being cruel bothers me	0		1	2 3 4	5
b. I've been cruel to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being cruel to the degree checked above for	1	2	12	24	36 months or longer
	never		seldom		always
36. I'm a perfectionist	0		1	2 3 4	5
a. Being a perfectionist bothers me	0		1	2 3 4	5
b. I've been a perfectionist to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being a perfectionist to the degree checked above for	1	2	12	24	36 months or longer
37. I can't say what I mean	0		1	2 3 4	5
a. Not being able to say what I mean bothers me	0		1	2 3 4	5
b. I've been unable to say what I mean for	1	2	12	24	36 months or longer
c. I've been aware that I can't say what I mean for	1	2	12	24	36 months or longer

	never		seldom		always
38. I dislike others	0		1	2 3 4	5
a. Disliking others bothers me	0		1	2 3 4	5
b. I've disliked others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of disliking others to the degree checked above for	1	2	12	24	36 months or longer
39. I'm persecuted by others	0		1	2 3 4	5
a. Being persecuted by others bothers me	0		1	2 3 4	5
b. I've been persecuted by others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being persecuted by others for	1	2	12	24	36 months or longer
40. I'm lazy	0		1	2 3 4	5
a. Being lazy bothers me	0		1	2 3 4	5
b. I've been lazy to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being lazy to the degree checked above for	1	2	12	24	36 months or longer
41. I'm concerned over failure	0		1	2 3 4	5
a. Being concerned over failure bothers me	0		1	2 3 4	5
b. I've been concerned over failure for	1	2	12	24	36 months or longer
c. I've been aware of being concerned over failure for	1	2	12	24	36 months or longer
42. I wet my clothing or bed	0		1	2 3 4	5
a. Wetting my clothing or bed bothers me	0		1	2 3 4	5
b. I've been wetting my clothing or bed for	1	2	12	24	36 months or longer
c. I've been aware of wetting my clothing or bed for	1	2	12	24	36 months or longer
43. I'm listless or tired	0		1	2 3 4	5
a. Being listless or tired bothers me	0		1	2 3 4	5
b. I've been listless or tired for	1	2	12	24	36 months or longer
c. I've been aware of being listless or tired for	1	2	12	24	36 months or longer
44. I'm overweight	0		1	2 3 4	5
a. Being overweight bothers me	0		1	2 3 4	5
b. I've been overweight for	1	2	12	24	36 months or longer
c. I've been aware of my being overweight for	1	2	12	24	36 months or longer
45. I tell lies	0		1	2 3 4	5
a. Telling lies bothers me	0		1	2 3 4	5
b. I've been telling lies for	1	2	12	24	36 months or longer
c. I've been aware that I tell lies for	1	2	12	24	36 months or longer
46. I feel guilty	0		1	2 3 4	5
a. Feeling guilty bothers me	0		1	2 3 4	5
b. I've felt guilty to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of feeling guilty for	1	2	12	24	36 months or longer
47. I'm destructive	0		1	2 3 4	5
a. Being destructive bothers me	0		1	2 3 4	5
b. I've been destructive to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my being destructive for	1	2	12	24	36 months or longer
48. I avoid communicating	0		1	2 3 4	5
a. It bothers me that I avoid communicating	0		1	2 3 4	5
b. I've avoided communicating to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I avoid communicating for	1	2	12	24	36 months or longer
49. I am tense	0		1	2 3 4	5
a. Being tense bothers me	0		1	2 3 4	5
b. I've been tense to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am tense for	1	2	12	24	36 months or longer
50. I have trouble relaxing	0		1	2 3 4	5
a. Having trouble relaxing bothers me	0		1	2 3 4	5
b. I've had trouble relaxing to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I have trouble relaxing for	1	2	12	24	36 months or longer
51. I'm confused	0		1	2 3 4	5
a. Being confused bothers me	0		1	2 3 4	5
b. I've been confused for	1	2	12	24	36 months or longer
c. I've been aware that I am confused for	1	2	12	24	36 months or longer
52. I'm hostile	0		1	2 3 4	5
a. Being hostile bothers me	0		1	2 3 4	5
b. I've been hostile to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being hostile for	1	2	12	24	36 months or longer
53. I'm troubled by bad dreams	0		1	2 3 4	5
a. Being troubled with bad dreams bothers me	0		1	2 3 4	5
b. I've been troubled by bad dreams to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being troubled by bad dreams for	1	2	12	24	36 months or longer
54. I'm accident prone	0		1	2 3 4	5
a. Being accident prone bothers me	0		1	2 3 4	5
b. I've been accident prone to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my accident proneness for	1	2	12	24	36 months or longer

	never		seldom		always
55. I'm afraid of groups	0		1	2 3 4	5
a. Being afraid of groups bothers me	0		1	2 3 4	5
b. I've been afraid of groups to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my being afraid of groups to the degree checked for	1	2	12	24	36 months or longer
56. I am unhealthy	0		1	2 3 4	5
a. Being unhealthy bothers me	0		1	2 3 4	5
b. I've been unhealthy to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am unhealthy for	1	2	12	24	36 months or longer
57. I am sarcastic	0		1	2 3 4	5
a. Being sarcastic bothers me	0		1	2 3 4	5
b. I've been sarcastic to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am sarcastic for	1	2	12	24	36 months or longer
58. I am unstable	0		1	2 3 4	5
a. Being unstable bothers me	0		1	2 3 4	5
b. I've been unstable to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being unstable for	1	2	12	24	36 months or longer
59. I bully others	0		1	2 3 4	5
a. Bullying others bothers me	0		1	2 3 4	5
b. I've bullied others for	1	2	12	24	36 months or longer
c. I've been aware that I bully others to the degree checked above for	1	2	12	24	36 months or longer
60. I show off or brag	0		1	2 3 4	5
a. Showing off or bragging bothers me	0		1	2 3 4	5
b. I've been showing off or bragging for	1	2	12	24	36 months or longer
c. I've been aware that I show off or brag to the degree checked above for	1	2	12	24	36 months or longer
	never		seldom		always
61. I won't talk to others	0		1	2 3 4	5
a. Not talking to others bothers me	0		1	2 3 4	5
b. I have not been talking to others for	1	2	12	24	36 months or longer
c. I've been aware that I won't talk to others for	1	2	12	24	36 months or longer
62. I live in a world of make believe	0		1	2 3 4	5
a. Living in a world of make believe bothers me	0		1	2 3 4	5
b. I've been living in a world of make believe for	1	2	12	24	36 months or longer
c. I've been aware that I live in a world of make believe as checked for	1	2	12	24	36 months or longer
63. I'm concerned with death and morbid topics	0		1	2 3 4	5
a. Being concerned with death and morbid topics bothers me	0		1	2 3 4	5
b. I've been concerned with death and morbid topics for	1	2	12	24	36 months or longer
c. I've been aware of my concern with death and morbid topics for	1	2	12	24	36 months or longer
64. I embarrass others	0		1	2 3 4	5
a. Embarrassing others bothers me	0		1	2 3 4	5
b. I've been embarrassing others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I embarrass others for	1	2	12	24	36 months or longer
65. I blame my mistakes on others	0		1	2 3 4	5
a. Blaming my mistakes on others bothers me	0		1	2 3 4	5
b. I've been blaming my mistakes on others for	1	2	12	24	36 months or longer
c. I've been aware that I blame my mistakes on others for	1	2	12	24	36 months or longer
66. I'm confused	0		1	2 3 4	5
a. Being confused bothers me	0		1	2 3 4	5
b. I've been confused to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of being confused for	1	2	12	24	36 months or longer
67. I am underweight	0		1	2 3 4	5
a. Being underweight bothers me	0		1	2 3 4	5
b. I've been underweight to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am underweight for	1	2	12	24	36 months or longer
68. I am inhibited	0		1	2 3 4	5
a. Being inhibited bothers me	0		1	2 3 4	5
b. I've been inhibited to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am inhibited for	1	2	12	24	36 months or longer
69. I am nervous	0		1	2 3 4	5
a. Being nervous bothers me	0		1	2 3 4	5
b. I've been nervous to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am nervous for	1	2	12	24	36 months or longer
70. I put things off	0		1	2 3 4	5
a. The fact that I put things off bothers me	0		1	2 3 4	5
b. I've been putting things off for	1	2	12	24	36 months or longer
c. I've been aware that I put things off for	1	2	12	24	36 months or longer
71. I put myself down	0		1	2 3 4	5
a. Putting myself down bothers me	0		1	2 3 4	5
b. I've been putting myself down for	1	2	12	24	36 months or longer
c. I've been aware that I put myself down to the degree checked for	1	2	12	24	36 months or longer

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Don't answer a, b, and c for each of the following if you answer (circle) always to the first question.  
The always responses (5's) are underlined. If you answer always don't answer a, b, and c.

	never		seldom		always
72. I'm confident	0		1	2 3 4	<u>5</u>
a. Not being confident bothers me	0		1	2 3 4	<u>5</u>
b. I've not been confident for	1	2	12	24	36 months or longer
c. I've been aware that I'm not confident for	1	2	12	24	36 months or longer
73. I notice most things around me	0		1	2 3 4	<u>5</u>
a. Not noticing most things around me bothers me	0		1	2 3 4	<u>5</u>
b. I've not noticed things around me for	1	2	12	24	36 months or longer
c. I've been aware that I don't notice most things around me for	1	2	12	24	36 months or longer
74. I cooperate with others	0		1	2 3 4	<u>5</u>
a. Not cooperating with others bothers me	0		1	2 3 4	<u>5</u>
b. I've not cooperated with others to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of not cooperating with others to the degree checked for	1	2	12	24	36 months or longer
75. I finish what I start	0		1	2 3 4	<u>5</u>
a. Not finishing what I start bothers me	0		1	2 3 4	<u>5</u>
b. I've not finished what I started for	1	2	12	24	36 months or longer
c. I've been aware that I don't finish what I start for	1	2	12	24	36 months or longer
76. I take responsibility	0		1	2 3 4	<u>5</u>
a. Not taking responsibility bothers me	0		1	2 3 4	<u>5</u>
b. I've not taken responsibility for	1	2	12	24	36 months or longer
c. I've been aware that I don't take responsibility for	1	2	12	24	36 months or longer
77. I am efficient	0		1	2 3 4	<u>5</u>
a. Not being efficient bothers me	0		1	2 3 4	<u>5</u>
b. I've been inefficient to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of my inefficiency for	1	2	12	24	36 months or longer
78. I think clearly	0		1	2 3 4	<u>5</u>
a. Not thinking clearly bothers me	0		1	2 3 4	<u>5</u>
b. I have not always thought clearly for	1	2	12	24	36 months or longer
c. I've been aware that I don't always think clearly for	1	2	12	24	36 months or longer
79. I feel that I am intelligent	0		1	2 3 4	<u>5</u>
a. Feeling unintelligent bothers me	0		1	2 3 4	<u>5</u>
b. I've felt unintelligent for	1	2	12	24	36 months or longer
c. I've been aware of feeling unintelligent for	1	2	12	24	36 months or longer
80. Most people like me	0		1	2 3 4	<u>5</u>
a. It bothers me that most people dislike me	0		1	2 3 4	<u>5</u>
b. Most people have disliked me for	1	2	12	24	36 months or longer
c. I've been aware that most people dislike me for	1	2	12	24	36 months or longer
81. I like myself	0		1	2 3 4	<u>5</u>
a. Not liking myself bothers me	0		1	2 3 4	<u>5</u>
b. I've disliked myself to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of not liking myself for	1	2	12	24	36 months or longer
82. I am a good parent	0		1	2 3 4	<u>5</u>
a. Not being a good parent bothers me	0		1	2 3 4	<u>5</u>
b. I have not been a good parent to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I am not a good parent for	1	2	12	24	36 months or longer
83. I trust people	0		1	2 3 4	<u>5</u>
a. It bothers me that I don't trust people	0		1	2 3 4	<u>5</u>
b. I have not trusted people for	1	2	12	24	36 months or longer
c. I've been aware that I don't trust people for	1	2	12	24	36 months or longer
84. I enjoy sex	0		1	2 3 4	<u>5</u>
a. It bothers me that I don't enjoy sex to the degree checked above	0		1	2 3 4	<u>5</u>
b. I have not enjoyed sex to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I don't enjoy sex to the degree checked above for	1	2	12	24	36 months or longer
85. Other people like me	0		1	2 3 4	<u>5</u>
a. Other people not liking me bothers me	0		1	2 3 4	<u>5</u>
b. People have disliked me for	1	2	12	24	36 months or longer
c. I've been aware that people don't like me for	1	2	12	24	36 months or longer
86. I have affection for others	0		1	2 3 4	<u>5</u>
a. My not having affection for others bothers me	0		1	2 3 4	<u>5</u>
b. I've not had affection for others for	1	2	12	24	36 months or longer
c. I've been aware that I don't have affection for others for	1	2	12	24	36 months or longer
87. I carefully plan most things	0		1	2 3 4	<u>5</u>
a. Not carefully planning most things bothers me	0		1	2 3 4	<u>5</u>
b. I have not carefully planned most things for	1	2	12	24	36 months or longer
c. I've been aware that I don't carefully plan most things for	1	2	12	24	36 months or longer
88. I care how others feel	0		1	2 3 4	<u>5</u>
a. Not caring about how others feel bothers me	0		1	2 3 4	<u>5</u>
b. I have not cared how others feel to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of not caring how others feel for	1	2	12	24	36 months or longer

	never		seldom		always
89. I'm masculine/feminine (males respond to masculine/females to feminine)	0		1	2 3 4	5
a. Not being masculine/feminine bothers me	0		1	2 3 4	5
b. I have not been masculine/feminine for	1	2	12	24	36 months or longer
c. I've been aware that I'm not masculine/feminine for	1	2	12	24	36 months or longer
90. I am kind to others	0		1	2 3 4	5
a. My not being kind to others bothers me	0		1	2 3 4	5
b. I've not been kind to others for	1	2	12	24	36 months or longer
c. I've been aware that I'm not kind to others for	1	2	12	24	36 months or longer
91. I'm honest	0		1	2 3 4	5
a. being honest to the degree checked above bothers me	0		1	2 3 4	5
b. I've not been honest to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm not honest to the degree checked above for	1	2	12	24	36 months or longer
92. I am warm and loving to others	0		1	2 3 4	5
a. My not being warm and loving to others bothers me	0		1	2 3 4	5
b. I've not been warm and loving to others for	1	2	12	24	36 months or longer
c. I've been aware that I'm not warm and loving to others for	1	2	12	24	36 months or longer

**ATTENTION: NEW INSTRUCTIONS**

Answer all of the following questions unless you respond "never" to question a. The never (0) responses for a have been underlined.

	never		seldom		always
93. I smile easily	0		1	2 3 4	5
a. My smiling easily bothers me	0		1	2 3 4	5
b. I've smiled easily to the degree indicated above for	1	2	12	24	36 months or longer
c. I've been aware that I smile easily for	1	2	12	24	36 months or longer
94. I don't like to change my mind	0		1	2 3 4	5
a. Not liking to change my mind bothers me	0		1	2 3 4	5
b. I have not liked to change my mind to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I don't like to change my mind for	1	2	12	24	36 months or longer
95. I pick the wrong friends	0		1	2 3 4	5
a. Picking the wrong friends bothers me	0		1	2 3 4	5
b. Picking the wrong friends has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I pick the wrong friends for	1	2	12	24	36 months or longer
96. I give in to temptation	0		1	2 3 4	5
a. Giving in to temptation bothers me	0		1	2 3 4	5
b. Giving in to temptation as checked above has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I give in to temptations to the degree I checked for	1	2	12	24	36 months or longer
97. I miss someone very much	0		1	2 3 4	5
a. Missing someone bothers me	0		1	2 3 4	5
b. Missing someone has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that I miss someone for	1	2	12	24	36 months or longer
98. I have so many difficulties that I can't cope with them	0		1	2 3 4	5
a. My not being able to cope with my difficulties bothers me	0		1	2 3 4	5
b. I've been unable to cope with my difficulties for	1	2	12	24	36 months or longer
c. I've been aware that I can't cope with my difficulties for	1	2	12	24	36 months or longer
99. I am absent minded	0		1	2 3 4	5
a. It bothers me that I am absent minded	0		1	2 3 4	5
b. I've been absent minded for	1	2	12	24	36 months or longer
c. I've been aware that I'm absent minded for	1	2	12	24	36 months or longer
100. I feel dizzy	0		1	2 3 4	5
a. It bothers me that I feel dizzy	0		1	2 3 4	5
b. I've felt dizzy for	1	2	12	24	36 months or longer
c. I've been aware of feeling dizzy for	1	2	12	24	36 months or longer
101. I feel tension in my chest	0		1	2 3 4	5
a. Feeling tension in my chest bothers me	0		1	2 3 4	5
b. I've felt tension in my chest for to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of the tension in my chest to the degree checked for	1	2	12	24	36 months or longer
102. I don't care what happens	0		1	2 3 4	5
a. Not caring what happens bothers me	0		1	2 3 4	5
b. I have not cared what happens for	1	2	12	24	36 months or longer
c. I've been aware of not caring what happens for	1	2	12	24	36 months or longer
103. I'm timid around other people	0		1	2 3 4	5
a. My being timid around other people bothers me	0		1	2 3 4	5
b. I've been timid around other people for	1	2	12	24	36 months or longer
c. I've been aware that I'm timid around other people for	1	2	12	24	36 months or longer
104. I pretend to be someone I'm not	0		1	2 3 4	5
a. My pretending to be someone I'm not bothers me	0		1	2 3 4	5
b. I've been pretending to be someone I'm not to the degree stated above for	1	2	12	24	36 months or longer
c. I've been aware that I pretend that I'm someone I'm not for	1	2	12	24	36 months or longer

	never		seldom		always
105. My sex life is a problem	0		1	2 3 4	5
a. My sex life problem bothers me	0		1	2 3 4	5
b. My sex life has been a problem to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that my sex life is a problem to the degree checked for	1	2	12	24	36 months or longer
106. I have headaches	0		1	2 3 4	5
a. My headaches bother me	0		1	2 3 4	5
b. I've had headaches for	1	2	12	24	36 months or longer
c. I've been aware that I've had headaches for	1	2	12	24	36 months or longer
107. I am a homosexual	0		1	2 3 4	5
a. My homosexuality bothers me	0		1	2 3 4	5
b. I've been a homosexual for	1	2	12	24	36 months or longer
c. I've been aware that I'm a homosexual for	1	2	12	24	36 months or longer
108. I am lonely	0		1	2 3 4	5
a. Being lonely bothers me	0		1	2 3 4	5
b. I have been lonely to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm lonely for	1	2	12	24	36 months or longer
109. Nobody appreciates me	0		1	2 3 4	5
a. It bothers me that nobody appreciates me	0		1	2 3 4	5
b. Nobody has appreciated me to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that nobody appreciates me as checked above for	1	2	12	24	36 months or longer
110. I sleep too much	0		1	2 3 4	5
a. It bothers me that I sleep too much	0		1	2 3 4	5
b. I have slept too much to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I sleep too much to the degree checked above for	1	2	12	24	36 months or longer
111. I have trouble sleeping	0		1	2 3 4	5
a. It bothers me that I have trouble sleeping	0		1	2 3 4	5
b. I have had trouble sleeping for	1	2	12	24	36 months or longer
c. I've been aware that I have trouble sleeping for	1	2	12	24	36 months or longer
112. I think about committing suicide	0		1	2 3 4	5
a. It bothers me that I think about committing suicide	0		1	2 3 4	5
b. I have been thinking about committing suicide for	1	2	12	24	36 months or longer
c. I've been aware that I'm thinking about committing suicide for	1	2	12	24	36 months or longer
113. I feel inferior to others	0		1	2 3 4	5
a. It bothers me to feel inferior to others	0		1	2 3 4	5
b. I've felt inferior to others for	1	2	12	24	36 months or longer
c. I've been aware of feeling inferior to others for	1	2	12	24	36 months or longer
114. I am moody	0		1	2 3 4	5
a. It bothers me that I am moody	0		1	2 3 4	5
b. I've been moody to the degree checked for	1	2	12	24	36 months or longer
c. I've been aware that I am moody for	1	2	12	24	36 months or longer
115. I'm too serious	0		1	2 3 4	5
a. It bothers me that I'm too serious	0		1	2 3 4	5
b. I've been too serious for	1	2	12	24	36 months or longer
c. I've been aware that I'm too serious for	1	2	12	24	36 months or longer
116. I am losing my mind	0		1	2 3 4	5
a. It bothers me that I am losing my mind	0		1	2 3 4	5
b. I've been losing my mind for	1	2	12	24	36 months or longer
c. I've been aware that I am losing my mind for	1	2	12	24	36 months or longer
117. I have not lived the right kind of life	0		1	2 3 4	5
a. It bothers me that I haven't lived the right kind of life	0		1	2 3 4	5
b. I've not lived the right kind of life to the degree I have checked above for	1	2	12	24	36 months or longer
c. I've been aware that I've not lived the right kind of life as checked for	1	2	12	24	36 months or longer
118. Sometimes I don't know what is going on	0		1	2 3 4	5
a. Not knowing what's going on bothers me	0		1	2 3 4	5
b. I've not known what is going on for	1	2	12	24	36 months or longer
c. I've been aware that I don't know what is going on for	1	2	12	24	36 months or longer
119. Useless thoughts keep coming into my mind	0		1	2 3 4	5
a. These useless thoughts bother me	0		1	2 3 4	5
b. These useless thoughts have bothered me for	1	2	12	24	36 months or longer
c. I've been aware that useless thoughts keep coming into my mind for	1	2	12	24	36 months or longer
120. I quickly tire of people	0		1	2 3 4	5
a. It bothers me that I tire quickly of people	0		1	2 3 4	5
b. I've become quickly tired of people for	1	2	12	24	36 months or longer
c. I've been aware that I quickly tire of people for	1	2	12	24	36 months or longer
121. I think that no one understands me	0		1	2 3 4	5
a. No one understanding me bothers me	0		1	2 3 4	5
b. No one has understood me for	1	2	12	24	36 months or longer
c. I've been aware that no one understands me for	1	2	12	24	36 months or longer

	never		seldom		always
122. I worry about the past . . . . .	0		1	2 3 4 . . . 5	
a. Worries about the past bother me . . . . .	0		1	2 3 4 . . . 5	
b. I've worried about the past to the degree I have checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I worry about the past to the degree I checked for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
123. Others are jealous of me . . . . .	0		1	2 3 4 . . . 5	
a. Others being jealous of me bothers me . . . . .	0		1	2 3 4 . . . 5	
b. Others have been jealous of me to the degree I have checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that others are jealous of me as checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
124. My parents are a problem for me . . . . .	0		1	2 3 4 . . . 5	
a. My parent problem bothers me . . . . .	0		1	2 3 4 . . . 5	
b. My parents have been a problem for me for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that my parents are a problem for me for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
125. I have trouble adjusting to new conditions . . . . .	0		1	2 3 4 . . . 5	
a. I'm bothered by having to adjust to new conditions . . . . .	0		1	2 3 4 . . . 5	
b. I've had trouble adjusting for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I have trouble adjusting for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
126. I have trouble with drugs . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I have trouble with drugs . . . . .	0		1	2 3 4 . . . 5	
b. I've had trouble with drugs for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I have trouble with drugs for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
127. I'm concerned about divorce . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me to be concerned about divorce . . . . .	0		1	2 3 4 . . . 5	
b. I've been concerned about divorce to the degree checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I'm concerned about divorce to the degree checked . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
128. I commit crimes . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I commit crimes . . . . .	0		1	2 3 4 . . . 5	
b. I've been committing crimes for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware of committing crimes for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
129. I can't stand up for myself . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I can't stand up for myself . . . . .	0		1	2 3 4 . . . 5	
b. I've been unable to stand up for myself to the degree checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I can't stand up for myself to the degree checked . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
130. I'm easily embarrassed . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I'm easily embarrassed . . . . .	0		1	2 3 4 . . . 5	
b. I've been easily embarrassed to the degree checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I'm easily embarrassed to the degree checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
131. I have bad habits . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I have bad habits . . . . .	0		1	2 3 4 . . . 5	
b. I've had bad habits for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I have bad habits for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
132. I have aches and pains . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I have aches and pains . . . . .	0		1	2 3 4 . . . 5	
b. I've had aches and pains for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware of my aches and pains for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
133. Sometimes things seem unreal . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that sometimes things seem unreal . . . . .	0		1	2 3 4 . . . 5	
b. Things have sometimes seemed unreal for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that sometimes things seem unreal for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
134. My marriage is a problem . . . . .	0		1	2 3 4 . . . 5	
a. My marriage problem bothers me . . . . .	0		1	2 3 4 . . . 5	
b. My marriage has been a problem to the degree checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that my marriage is a problem to the degree stated for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
135. I feel insecure . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that I feel insecure . . . . .	0		1	2 3 4 . . . 5	
b. I've felt insecure to the degree indicated above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware of feeling insecure to the degree checked above for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
136. I think my reputation is bad . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that my reputation is bad . . . . .	0		1	2 3 4 . . . 5	
b. I've thought my reputation is bad for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that my reputation is bad for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
137. I go to sleep with thoughts or ideas bothering me . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me to go to sleep with thoughts bothering me . . . . .	0		1	2 3 4 . . . 5	
b. I have gone to sleep with thoughts or ideas bothering me as checked . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that I go to sleep with thoughts bothering me for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
138. Criticism disturbs me . . . . .	0		1	2 3 4 . . . 5	
a. It bothers me that criticism disturbs me . . . . .	0		1	2 3 4 . . . 5	
b. Criticism has disturbed me for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		
c. I've been aware that criticism disturbs me for . . . . .	1	2 . 12 . 24 . . .	36 months or longer		

	never		seldom		always
139. I wonder why others are nice to me	0		1	2 3 4	5
a. Wondering why others are nice to me bothers me	0		1	2 3 4	5
b. I've wondered why others are nice to me to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I wonder why others are nice to me for	1	2	12	24	36 months or longer
140. I have skin eruptions or pimples	0		1	2 3 4	5
a. I've been bothered by skin eruptions or pimples for	0		1	2 3 4	5
b. I've had skin eruptions or pimples to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I have skin eruptions or pimples as checked	1	2	12	24	36 months or longer
141. I go to the bathroom more frequently than I should	0		1	2 3 4	5
a. I'm bothered by going to the bathroom frequently	0		1	2 3 4	5
b. I've gone to the bathroom frequently for	1	2	12	24	36 months or longer
c. I've been aware that I go to the bathroom frequently for	1	2	12	24	36 months or longer
142. I'm in the wrong occupation	0		1	2 3 4	5
a. Being in the wrong occupation bothers me	0		1	2 3 4	5
b. I've been in the wrong occupation as checked for	1	2	12	24	36 months or longer
c. I've been aware that I'm in the wrong occupation as checked for	1	2	12	24	36 months or longer
143. I have conflicting feelings of love and hate	0		1	2 3 4	5
a. I'm bothered by these conflicting feelings	0		1	2 3 4	5
b. I've had these conflicting feelings for	1	2	12	24	36 months or longer
c. I've been aware that I have these conflicting feelings for	1	2	12	24	36 months or longer
144. My peers have values different than mine	0		1	2 3 4	5
a. I'm bothered by having values different from my peers	0		1	2 3 4	5
b. I've had values different from my peers for	1	2	12	24	36 months or longer
c. I've been aware that I have values different from my peers for	1	2	12	24	36 months or longer
145. I suspect others of stealing things I lose	0		1	2 3 4	5
a. I'm bothered by my suspecting others of stealing things that I lose	0		1	2 3 4	5
b. I've suspected others of stealing things that I lose for	1	2	12	24	36 months or longer
c. I've been aware that I suspect others of stealing things I lose for	1	2	12	24	36 months or longer
146. I feel that I'm not my old self	0		1	2 3 4	5
a. It bothers me that I feel that I'm not my old self	0		1	2 3 4	5
b. I've not been my old self to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm not my old self to the degree checked above for	1	2	12	24	36 months or longer
147. Others expect too much from me	0		1	2 3 4	5
a. It bothers me that others expect too much from me	0		1	2 3 4	5
b. Others have expected too much from me for	1	2	12	24	36 months or longer
c. I've been aware that others expect too much from me for	1	2	12	24	36 months or longer
148. Others talk about me behind my back	0		1	2 3 4	5
a. It bothers me that others talk about me behind my back	0		1	2 3 4	5
b. Others have talked about me behind my back for	1	2	12	24	36 months or longer
c. I've been aware of this for	1	2	12	24	36 months or longer
149. Others try to annoy me	0		1	2 3 4	5
a. Others trying to annoy me bothers me	0		1	2 3 4	5
b. Others have tried to annoy me for	1	2	12	24	36 months or longer
c. I've been aware that others try to annoy me for	1	2	12	24	36 months or longer
150. I'm afraid of the dark	0		1	2 3 4	5
a. It bothers me that I'm afraid of the dark	0		1	2 3 4	5
b. I've been afraid of the dark for	1	2	12	24	36 months or longer
c. I've been aware that I'm afraid of the dark for	1	2	12	24	36 months or longer
151. I feel that everyone works against me	0		1	2 3 4	5
a. It bothers me that everyone works against me	0		1	2 3 4	5
b. Others have worked against me to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware of this to the degree checked above for	1	2	12	24	36 months or longer
152. I blush easily	0		1	2 3 4	5
a. It bothers me that I blush easily	0		1	2 3 4	5
b. I've blushed easily for	1	2	12	24	36 months or longer
c. I've been aware that I blush easily for	1	2	12	24	36 months or longer
153. I am my ideal of a man/woman (males respond to man; females to woman)	0		1	2 3 4	5
a. It bothers me that I'm not my ideal of a man/woman	0		1	2 3 4	5
b. I've not been my ideal, of a man/woman to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I'm not my ideal of a man/woman for	1	2	12	24	36 months or longer
154. I have been bossed too much	0		1	2 3 4	5
a. It bothers me that I have been bossed too much	0		1	2 3 4	5
b. I've been bossed too much for	1	2	12	24	36 months or longer
c. I've been aware that I've been bossed too much for	1	2	12	24	36 months or longer
155. I feel like swearing	0		1	2 3 4	5
a. It bothers me that I feel like swearing	0		1	2 3 4	5
b. I've felt like swearing for	1	2	12	24	36 months or longer
c. I've been aware that I feel like swearing for	1	2	12	24	36 months or longer
156. I have thoughts too bad to tell others	0		1	2 3 4	5
a. It bothers me that I have thoughts too bad to tell others	0		1	2 3 4	5
b. I've had thoughts too bad to tell others to the degree checked for	1	2	12	24	36 months or longer
c. I've been aware that my thoughts are too bad to tell others for	1	2	12	24	36 months or longer

	never		seldom		always
157. Others try to get credit for things I do	0		1	2 3 4	5
a. It bothers me that others try to get credit for things I do	0		1	2 3 4	5
b. Others have been trying to get credit for things I do for	1	2	12	24	36 months or longer
c. I've been aware that others try to get credit for things I do for	1	2	12	24	36 months or longer
158. I tell people about their faults	0		1	2 3 4	5
a. Telling people about their faults bothers me	0		1	2 3 4	5
b. I've been telling people about their faults for	1	2	12	24	36 months or longer
c. I've been aware that I tell people about their faults as checked for	1	2	12	24	36 months or longer
159. My friends laugh at me and hurt my feelings	0		1	2 3 4	5
a. My friends laughing at me and hurting my feelings bothers me	0		1	2 3 4	5
b. My friends have been laughing at me and hurting my feelings for	1	2	12	24	36 months or longer
c. I've been aware of my friends laughing at me and hurting my feelings for	1	2	12	24	36 months or longer
160. I am unable to concentrate	0		1	2 3 4	5
a. Not being able to concentrate bothers me	0		1	2 3 4	5
b. I've been unable to concentrate for	1	2	12	24	36 months or longer
c. I've been aware that I am unable to concentrate for	1	2	12	24	36 months or longer
161. My muscles tremble	0		1	2 3 4	5
a. My muscles trembling bothers me	0		1	2 3 4	5
b. My muscles have trembled to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that my muscles tremble for	1	2	12	24	36 months or longer
162. I act immature	0		1	2 3 4	5
a. My acting immature bothers me	0		1	2 3 4	5
b. I've acted immature to the degree checked above for	1	2	12	24	36 months or longer
c. I've been aware that I act immature for	1	2	12	24	36 months or longer
163. Most people are more physically attractive than I	0		1	2 3 4	5
a. The fact that most people are more physically attractive than I bothers me	0		1	2 3 4	5
b. Most people being more physically attractive than I has bothered me for	1	2	12	24	36 months or longer
c. I've been aware that most people are more physically attractive than I to the degree checked above for	1	2	12	24	36 months or longer
164. How honest did you feel that you were when you answered this questionnaire?	not very				completely
	1	2	3	4	5
165. Did the fact that you could avoid answering a, b, and c by circling "never" influence you to circle more "nevers" than you would have otherwise? Check the degree you feel that you did this	never		seldom		always
	0		1	2 3 4	5
167. Comments:					

Appendix EQuestionnaire: Specific Target Behaviors

Evaluation by: Client, therapist, or experimenter (circle one or two).  
 Client's name or Social Security No. \_\_\_\_\_.  
 Date behavior is defined \_\_\_\_\_, \_\_\_\_\_, 197\_\_\_\_\_.  
 In which therapy session is this behavior defined: 1, 2, other \_\_\_\_\_?

Special target behaviors are specific, behaviorally defined behaviors which you wish to change about yourself. These behaviors should be specifically defined within the first therapy session. An example of something (a specific behavior) you may wish to change about yourself may be: I want to stop fighting with my husband. After you have listed this specific thing that you want to change about yourself, then circle the degree that you now fight with him or operationally define the degree (i.e. we fight 3 hours of a 24 hours day). Then check the degree that you want to change that behavior on a scale from 1-8.

No. 1

	not very	very
Frequency or Severity of Behavior by degree:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Degree that you want to change the behavior:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

No. 2

Frequency or Severity of Behavior by degree:	1 2 3 4 5 6 7 8
Degree that you want to change the behavior:	1 2 3 4 5 6 7 8

No. 3

Frequency or Severity of Behavior by degree:	1 2 3 4 5 6 7 8
Degree that you want to change the behavior:	1 2 3 4 5 6 7 8

Be sure to indicate nine behaviors about yourself that you want to change. If you are unable to think of nine behaviors that you want to change, refer to the Behavioral Checklist and use behaviors that you have checked on it. Since you can only select nine behaviors for this questionnaire, select the nine behaviors which you are most concerned about changing.

No. 4

	not very				very			
Frequency or Severity of Behavior by degree:	1	2	3	4	5	6	7	8
Degree that you want to change the behavior:	1	2	3	4	5	6	7	8

No. 5

Frequency or Severity of Behavior by degree:	1	2	3	4	5	6	7	8
Degree that you want to change the behavior:	1	2	3	4	5	6	7	8

No. 6

Frequency or Severity of Behavior by degree:	1	2	3	4	5	6	7	8
Degree that you want to change the behavior:	1	2	3	4	5	6	7	8

No. 7

Frequency or Severity of Behavior by degree:	1	2	3	4	5	6	7	8
Degree that you want to change the behavior:	1	2	3	4	5	6	7	8

No. 8

Frequency or Severity of Behavior by degree:	1	2	3	4	5	6	7	8
Degree that you want to change the behavior:	1	2	3	4	5	6	7	8

No. 9

Frequency or Severity of Behavior by degree:	1	2	3	4	5	6	7	8
Degree that you want to change the behavior:	1	2	3	4	5	6	7	8



Appendix GQuestionnaire: Client's Evaluation of Therapy

Your social security no. (or name) \_\_\_\_\_

Date \_\_\_\_\_, \_\_\_\_\_, 197\_\_

I felt that because of therapy, I improved (please circle one):

0            1,            2   3   4   5   6,            7            8

no improvement            moderate improvement            much improvement

Length of time you were in therapy with your current therapist

\_\_\_\_\_.  
in weeks

Number of sessions \_\_\_\_\_.

## Appendix H

### Flow Chart: Administrative Instructions for Clyde Elliott's Research

#### PRE-THERAPY (or in the first therapy session)

1. Give the client a number.
2. Give the Behavioral Checklist to the client to fill out.
3. Have the client define with therapist or psychometrist the nine target behaviors on the Specific Target Behavior Questionnaire.

#### PSYCHOTHERAPY

#### POST THERAPY

1. Put the client's original number on his data (Questionnaires).
2. Give the Behavioral Checklist to the client to fill out.
3. Have the client check the degree that the 9 target behaviors which were defined pre-therapy are now representative of him. Use the Specific Target Behavior Checklist for this purpose.
4. Have client fill out the Client's Evaluation of Therapy questionnaire.
5. Therapist fills out the Therapist's Evaluation of Therapy questionnaire.

Appendix IAuthorization to Release InformationAUTHORIZATION TO RELEASE INFORMATIONDate 1974Health and Welfare Department  
(formerly D.E.C.S.)

This is to certify that I, \_\_\_\_\_  
give my consent and permission to Clyde Elliott's Research Program  
to use the information I give on the questionnaires I fill out, to  
evaluate how effective my treatment is/has been. I understand that  
the questionnaires will be treated in complete confidence. I  
understand that my name will not be used and that no one will  
identify me as a participant in this research. I understand that  
I can cease to participate in this research if I decide to do so  
at a later date.

Signed \_\_\_\_\_

Witnessed \_\_\_\_\_

Date \_\_\_\_\_

Appendix IAuthorization to Release InformationAUTHORIZATION TO RELEASE INFORMATIONDate 1974Health and Welfare Department  
(formerly D.E.C.S.)

This is to certify that I, \_\_\_\_\_  
give my consent and permission to Clyde Elliott's Research Program  
to use the information I give on the questionnaires I fill out, to  
evaluate how effective my treatment is/has been. I understand that  
the questionnaires will be treated in complete confidence. I  
understand that my name will not be used and that no one will  
identify me as a participant in this research. I understand that  
I can cease to participate in this research if I decide to do so  
at a later date.

Signed \_\_\_\_\_

Witnessed \_\_\_\_\_

Date \_\_\_\_\_

Appendix JFollow-up Letter Sent to Clients

421 Memorial Drive  
Pocatello, Idaho 83201

John Doe  
Pocatello, Idaho

Dear John:

Some time ago you took a questionnaire from me that I use to evaluate therapy. I have enclosed a copy of the second part of the same questionnaire. If you will complete the enclosed questionnaire you will have completed our research.

Please also find enclosed a Specific Target Behavior questionnaire on which we have typed your original responses. Please circle the numbers which represent how you feel about these behaviors now.

I have enclosed a check for \$3 to compensate you for your time. You may cash the check if you complete the questionnaires and return them in the enclosed stamped envelope.

Your name will not be used in any way in our write-up of the results of the experiment. Your participation will remain confidential. I appreciate your cooperation and help with our research.

Sincerely,

Clyde D. Elliott  
Psychologist

## Appendix K

## Behavioral Checklist Raw Scores

Ss judged to have improved

Ss No.	numbered questions			degree bothered			multiplicative			rating	
	pre	post	ch.	pre	post	ch.	pre	post	ch.	th.	cl.
4-37	-229	-251	-23	305	294	11	1,273	1,115	158	4	5
7-61	-228	-153	+75	466	323	143	1,617	922	695	6	7
5-50	-83	-17	+66	172	108	64	488	387	101	4	6
7-64	-272	-165	+107	390	236	154	1,496	790	706	7	7
4-39	-80	-39	+41	266	169	97	617	338	279	4	5
5-48	-38	2	+40	90	98	-8	262	307	-45	4	4
1E-113	-237	-252	-15	396	492	-96	1,019	996	23	5	5
5-49	-94	8	102	193	97	96	571	286	285	6	7
3-28	-153	-91	62	260	251	9	746	512	234	5	4
9-93	-110	-27	83	208	156	52	603	223	380	4	5
3-27	-118	-61	57	274	280	-6	522	191	331	7	8
1I-110	17	13	6	-82	-41	41	-191	141	332	4	8
1-1	-219	-181	38	527	475	52	1,031	475	556	5	4
									$\bar{X} =$	5	5.8

Ss judged not to have improved

7-62	-150	-256	-106	-947	-330	614	1,112	1,076	36	3	4
3-24	-3	+8	11	-83	-75	8	52	4	-48	2	3
5-46	-110	-193	-83	-236	-336	-100	406	1,057	-651	2	2
9-92	-15	-21	-6	-167	-170	-3	221	171	-50	3	1
3-23	-121	-34	-87	-210	-200	10	416	406	10	1	3
4-38	-32	-29	3	-139	-126	13	115	104	11	1	2
7-65	-176	-123	+53	-300	-254	46	538	503	-30	3	4
7-67	-158	-281	-123	-450	-537	-87	613	1,071	-458	0	2
3-30	-34	-64	-30	-120	-200	-80	320	530	-210	3	2
9-91	-629	-271	358	-578	-375	-203	1,546	2,133	-587	2	4
7-68	-56	-144	-88	-47	-320	-275	62	-755	-696	1	2
7-69	-167	-195	-28	-262	-316	-54	-671	-699	2	0	1
3-26	-13	-39	-26	-129	-203	-74	-9	-70	-61	3	3
3-21	-198	-236	-38	-355	-392	-37	-198	-236	-38	3	2

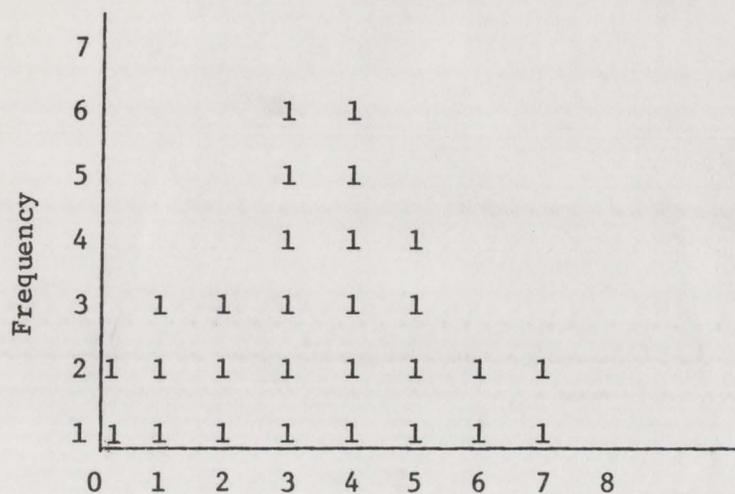
 $\bar{X} = 1.92, 2.5$

Appendix L

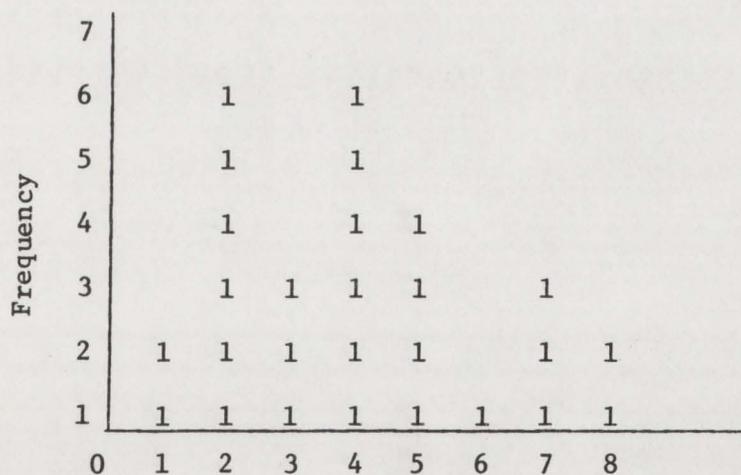
Raw Scores for Specific Target Behaviors

No.	Numbered questions			<u>Ss judged to have improved</u>						Rating		Saw therapist	Therapy in weeks	
	pre	post	ch.	Motive			Multiplicative			th.	cl.			
				pre	post	ch.	pre	post	ch.					
5-49	-23	-10	13	-27	-32	-05	-180	-126	54	6	7	8	10	
9-93	-57	-22	35	-120	-20	100	472	94	378	4	5	15	25	
5-48	-13	-1	0	-24	-17	07	-124	-93	31	4	7	5	10	
3-28	-31	-10	21	66	65	01	-148	-88	60	5	4	7	15	
3-27	01	-11	12	-05	-06	01	-61	02	63	7	8	6	13	
7-61	-53	-21	32	-55	-17	38	-418	-47	371	6	7	8	8	
4-37	-21	-15	06	-06	-12	-06	-138	-110	28	4	5	4	6	
11-113	-23	0	23	-19	-2	17	-160	2	158	5	5	16	16	
5-50	-14	6	20	-24	6	30	-120	84	204	4	6	11	24	
4-39	-19	-16	3	-40	-25	15	-248	-101	147	7	5	6	12	
7-64	-26	12	38	-8	-5	3	-201	-3	198	7	6	17	24	
11-110	-232	2	234	-301	-88	213	-1349	-282	1067	4	8	4	7	
1-1	-47	-45	2	-65	-63	2	-300	-341	-41	5	4	13	24	
											x = 5.2	5.8	9.2	14.9

<u>Not improved (+3 or less)</u>														
7-62	-40	-37	03	57	71	14	-261	-292	-31	3	4	11	11	
3-24	-36	-34	2	-57	-44	13	-223	-206	17	2	3	5	6	
5-46	-25	-24	1	-21	-28	-7	-113	-210	-97	2	2	2	8	
9-92	-19	-16	3	-58	-58	0	-138	-114	24	3	1	6	16	
3-23	-64	-47	17	-65	-67	-2	-488	-413	65	1	3	3	3	
4-38	-32	-27	5	-56	-51	5	-256	-197	59	1	2	22	25	
7-65	-33	-1	32	-24	-22	02	-294	-4	290	3	4	14	20	
7-67	-20	-11	9	-5	-16	-11	-160	-116	44	0	2	1	1	
3-30	-7	-4	3	2	-5	-3	-126	-289	-163	3	2	3	12	
7-68	-66	-58	8	-69	-59	10	-507	-402	105	1	2	12	8	
7-69	-47	-50	-3	-49	-56	-7	-341	-392	-51	1	1	8	8	
9-91	-68	-71	-3	-55	-70	-15	-520	-552	-32	2	4	27	17	
3-26	-12	1	13	-58	-57	1	-95	-7	88	3	3	2	4	
3-21	-32	+15	17	48	43	5	-173	73	252	3	2	25	15	
											x = 1.9	2.4	8.4	11.0

Appendix MFrequency Distribution of Therapist's Ratings (Evaluation of Therapy)

Therapist's rating of improvement.

Frequency Distribution of Client's Ratings (Evaluation of Therapy)

Client's rating of improvement.

Appendix NSecond Follow-up Letter Sent to Clients

Feb. 24, 1975

Dear

We recently sent you a questionnaire which represents the termination of an experiment which we have been working on for over a year.

It is our hope that the results of this experiment will help persons seeking therapy.

We realize that all persons may not wish to return the post therapy questionnaires. If you wish not to return your questionnaire you may so advise and return your rejection in the stamped envelope we sent you with your questionnaires.

In the event that you chose not to reply or complete the questionnaires and return them, we will be forced to close our experiment without your data. We must complete our experiment in the near future. After March third it will no longer be necessary to return the questionnaires or reply as we will analyze our results based upon the return received.

We hope that you decide to return our questionnaires and cash our check. Thank you for your cooperation.

Sincerely,

Clyde D. Elliott  
Psychologist  
Supervisor Psychological  
Services

cde

Appendix 0Ss Responses to Question Number 167 (Comments) on the PostData Behavioral ChecklistSs judged improved

- 4-37 none  
 7-61 none  
 5-50 none  
 7-64 none  
 4-39 none  
 5-48 "There are a few questions I didn't really understand."  
 11-113 none  
 5-49 "These questionnaires have helped me to look at myself and realize some of my problems. Plus helped me to solve them."  
 3-28 none  
 9-93 none  
 3-27 none  
 11-110 "My therapy this winter has completely changed my attitude in both work and home life. It has helped me to gain the confidence back I used to have."  
 1-1 none

S judged not improved

- 7-67 "This evaluation is too long, I get tired before finishing. If you're not crazy before starting you are at the finish. (ha ha)"  
 3-24 "Thanks for the check but you didn't have to send it. You don't have to pay me to take a test."  
 5-46 none  
 9-92 "I am more confident and happy with myself and others now. I have a better outlook on life and possess a positive attitude."  
 3-23 none  
 4-38 none  
 7-65 "I don't know that I feel much better than I did one year ago about myself and the world. I am actively taking steps to improve areas: (1) anxiety, (2) appearance, (3) pain."  
 7-67 none  
 3-30 none  
 9-91 none  
 7-68 none  
 7-69 none  
 3-26 none  
 3-21 "I have noticed that I can answer the same question with different answers from one time to the next (day to day, mood to mood, or even minute to minute). And yet each time I believe I am answering honestly. Is it the format of the questionnaire that leads one around or does it arouse the Stream of Consciousness which then causes one to answer as he feels and thinks at that instant."

Appendix PSs Responses to Questions Numbered 164 and 165

Ss responses to Q number 164 which is: "How honest did you feel that you were when you answered this questionnaire?", and Q number 165 which is: "Did the fact that you could avoid answering a,b,c by circling 'never' influence you to circle more 'nevers' than you would have otherwise? Check the degree you feel that you did this."

<u>Ss judged improved</u>			<u>Ss judged not improved</u>		
<u>Client</u>	<u>Question</u>		<u>Client</u>	<u>Question</u>	
<u>Number</u>	<u>164</u>	<u>165</u>	<u>Number</u>	<u>164</u>	<u>165</u>
4-37	5	0	7-62	5	0
5-50	4	1	3-24	3	2
7-61	5	0	5-46	5	0
7-64	5	0	9-92	5	0
4-39	5	0	3-23	5	0
1-1	5	0	4-38	5	0
5-48	5	0	7-65	5	0
11-113	5	0	7-67	4	1
5-49	5	0	3-30	4	1
11-110	5	0	9-91	5	0
3-28	5	0	7-69	4	0
3-27	5	0	7-68	4	1
9-93	4	4	3-26	4	1
			3-21	4	0
Mean	4.85	.38		4.43	.43

Question number 164 could be responded to on a Likert scale from 1-5 where 1 is "not very" and 5 is "completely".

Question number 165 could be responded to on a Likert scale from 0-5 where 0 is "never" and 5 is "always".

Appendix Q

Ss Behaviors That Brought Them to Therapy

(Specific Target Behaviors)

<u>S number</u>	<u>Behavior</u>	<u>Scored</u>
4-37	1. I yell.	negative
	2. I am overweight.	negative
	3. I lose my temper.	negative
	4. I keep my house clean.	positive
	5. I worry.	negative
	6. I communicate with others.	positive
	7. I want to be more perfect. Now I'm perfect.	positive
	8. I can relax.	positive
	9. I can concentrate.	positive
4-39	1. I don't get along well with people.	negative
	2. My family doesn't get along well.	negative
	3. I criticize others.	negative
	4. I lose my temper.	negative
	5. I am able to talk in public.	positive
	6. I say mean things.	negative
	7. I smile as much as I would like.	positive
	8. I'm jealous or envious of others.	negative
	9. I'm impatient.	negative
7-64	1. I want not to be depressed. I'm depressed now.	negative
	2. I want not to feel the need to be isolated from others. I feel the need to be isolated now.	negative
	3. I want to lose weight. I'm overweight now.	negative
	4. I want others to accept me. Others accept me now.	positive
	5. I want to be able to accept jokes that others play on me. I accept them now.	positive
	6. I want to be able to accept it when others criticize me. I accept criticism now.	positive
	7. I want to get along with those I like or love. I argue now.	negative
	8. I want to not fight with my sister. I fight with her now.	negative
	9. I want to accept others. I accept them now.	positive
5-50	1. I'm involved with the law.	negative
	2. I don't get along with my parents.	negative
	3. I want to do better in school. I'm not doing well now.	negative

S number	Behavior	Scored
5-50 (Cont.)	4. I want to get a job.	positive
	5. I want to cut down on smoking. I smoke now.	negative
	6. I want to gain weight.	positive
	7. I want to graduate from school.	positive
	8. I want to manage money better.	positive
	9. I want to decrease my intake of alcohol. I drink now.	negative
7-61	1. I lose my temper.	negative
	2. I can't relax. I'm not relaxed.	negative
	3. I want to see myself as a better person. I see myself as good now.	positive
	4. I want to stop being used by others. I'm used now.	negative
	5. I want to stop quarreling with my family. I quarrel now.	negative
	6. I want to become more independent (that is not cling to others). I cling to others now.	negative
	7. I want to stop being anxious. I'm anxious now.	negative
	8. I want to stop worrying. I worry now.	negative
	9. I want to stop being depressed. I'm depressed now.	negative
11-110	1. I want to be able to cope better. I can cope now.	positive
	2. I want to be more effective. I'm effective now.	positive
	3. I get depressed. I'm depressed now.	negative
	4. I want to be able to handle my money better. I handle money well now.	positive
	5. I want to lose weight. I'm overweight now.	negative
	6. I want to have a better opinion of myself. I have a good opinion of myself now.	positive
	7. I want not to be afraid of others. I'm afraid of others now.	negative
	8. I want not to worry. I worry now.	negative
	9. I want to be more firm with others. I'm firm now.	positive
3-27	1. I'd like to be less shy with strangers. I'm shy now.	negative
	2. I'd like to be easier to get along with. I'm easy to get along with now.	positive
	3. I'd like to be more patient with people. I'm patient now.	positive
	4. I'd like to be less concerned about failure. I'm concerned about failure now.	negative

S number	Behavior	Scored
3-27 (Cont.)	5. I'd like to be more efficient. I'm efficient now.	negative
	6. I'd like to avoid getting angry. I get angry now.	negative
	7. I'd like to avoid legal difficulties. I have legal difficulties now.	negative
	8. I'd like to be able to concentrate better. I can concentrate now.	positive
	9. I'd like to get along better with my relatives. I get along with them now.	positive
9-93	1. I worry about the past.	negative
	2. I put myself down.	negative
	3. I have trouble sleeping.	negative
	4. I am depressed.	negative
	5. I'm a perfectionist.	negative
	6. I stand up for my beliefs with other people.	neutral
	7. I'm concerned about failure.	negative
	8. I'm confused (I have many thoughts going through my mind).	negative
	9. I am confident.	positive
3-28	1. I want to stop being bothered by my impending divorce. I'm bothered by it now.	negative
	2. I want to be able to establish close relationships. I can establish close relationships now.	positive
	3. I want to bring my behavior closer in line with what I know it should be. My behavior is what it should be now.	positive
	4. I want to stop being jealous. I'm jealous now.	negative
	5. I want to stop being possessive. I'm possessive now.	negative
	6. I want to become more patient. I'm patient now.	positive
	7. I want to stop my compulsive behavior. I behave compulsively now.	negative
	8. I want to stop being a perfectionist. I'm a perfectionist now.	negative
	9. I want to stop intellectualizing. I intellectualize now.	negative
5-49	1. I want to try to stop using the past as an excuse. I use the past as an excuse now.	negative
	2. I want to stop hitting my wife. I hit her now.	negative

S number	Behavior	Scored
5-49 (Cont.)	3. I'd like to learn to control my drinking. I control it now. 4. I'd like to learn to control my temper. I control it now. 5. I'd like to keep from getting so depressed. I get depressed now. 6. I'd like to stop worrying about finances. I worry about finances now. 7. I'd like to feel more at ease about sex. I feel at ease about sex now. 8. I'd like to be less sensitive. I'm too sensitive now. 9. I'd like to learn to be flexible and not always have to be right. I feel I have to be right now.	positive positive negative negative positive negative negative
11-113	1. I get depressed. I'm depressed now. 2. I want to be able to control my temper. I control my temper now. 3. I want to be calm. I'm calm now. 4. I expect too much from others. 5. I drink too much. 6. I have a bad self-concept. My self-concept is good now. 7. I want to be able to talk nice about others. I talk nice about them now. 8. I want not to yell. I yell now. 9. I depend on others now.	negative positive positive negative negative positive positive negative negative
5-48	1. I'd like to be able to stop talking so loud when it isn't necessary. I talk too loud now. 2. I'd like to learn to be not quite so sensitive or easily hurt. I'm too sensitive now. 3. I'd like to not worry so much about bills. I worry about them now. 4. I'd like to increase my self-confidence. I'm confident now. 5. I'd like not to get so involved in our children's problems. I get involved now. 6. I'd like to stop putting myself down. I put myself down now. 7. I'd like to stop chewing my fingernails. I chew them now. 8. I'd like to meet people more easily. I meet them easily now. 9. I'd like to feel more at ease with responsibility. I feel at ease with responsibility now.	negative negative negative positive negative negative negative positive positive

S number	Behavior	Scored
7-65	1. I want to get along better with my sons. I get along with them now.	positive
	2. I want to be less anxious. I'm anxious now.	negative
	3. I want to be able to sleep better. I sleep well now.	positive
	4. I want to feel less guilty. I feel guilty now.	negative
	5. I want to fight less with my ex-husband. I fight with him now.	negative
	6. I want to be more self-sufficient. I'm self-sufficient now.	positive
	7. I want not to put the boys' father down around them. I put him down now.	negative
	8. I want not to worry. I worry now.	negative
	9. I want not to be depressed. I get depressed.	negative
7-68	1. I want my children to get along better. They don't get along now.	negative
	2. I want my children to mind. They don't mind now.	negative
	3. I can't say what I mean.	negative
	4. I'm not firm enough with other people.	negative
	5. I criticize others too much.	negative
	6. I'm listless or tired.	negative
	7. I'm overweight.	negative
	8. I want to think more clearly. I don't think clearly now.	negative
	9. Sometimes I don't know what's going on.	negative
9-92	1. I worry.	negative
	2. I get depressed.	negative
	3. I'm impatient.	negative
	4. I'm restless.	negative
	5. I'm concerned over failure.	negative
	6. I have trouble relaxing.	negative
	7. I'm troubled by bad dreams.	negative
	8. I'm concerned with death and morbid topics.	negative
	9. I'm nervous.	negative
5-46	1. I want to be more efficient. I'm inefficient now.	negative
	2. I want to decrease my nervousness with one person. I'm nervous now.	negative
	3. I'm depressed.	negative
	4. I want to feel more at ease and in command of myself. I'm ill at ease now.	negative
	5. I worry about past mistakes and accidents.	negative

S number	Behavior	Scored
5-46 (Cont.)	6. I'd like to be able to enjoy the things I'm doing right at the moment.	positive
	7. I'd like to be able to feel happy most of the time. I'm happy now.	positive
	8. I'd like to be able to get into an argument and feel that the person still likes me. I feel that way now.	positive
	9. I let the outcome of experiments influence other feelings.	negative
3-21	1. I want to be more patient. I'm patient now.	positive
	2. I want to be less afraid of pain. I'm afraid of pain now.	negative
	3. I want to be more efficient. I'm efficient now.	positive
	4. I want to decrease my shyness. I'm shy now.	negative
	5. I want to increase my awareness of others' feelings. I'm aware now.	positive
	6. I'd like to get along with my wife better. I get along with her now.	positive
	7. I'd like to be less embarrassed at times. I get embarrassed now.	negative
	8. I'd like to be more active physically. I'm physically active now.	positive
	9. I want to increase feelings of well being, confidence, elation, and lack of worry. I have these feelings now.	positive
7-69	1. I want my children to get along better. They don't get along now.	negative
	2. I want my children to mind. They don't mind now.	negative
	3. I worry too much.	negative
	4. I am disorganized.	negative
	5. I expect too much from others.	negative
	6. I am too tense.	negative
	7. I feel inferior to others.	negative
	8. I yell too much.	negative
	9. I'm too concerned over failure.	negative
3-26	1. I want to have more energy. I have energy now.	positive
	2. I want to be more affectionate. I'm affectionate now.	positive
	3. I want to be more consistent with my kids. I'm consistent now.	positive

S number	Behavior	Scored
3-26 (Cont.)	4. I want not always to be late. I'm late now. 5. I want not to put things off. I put things off now. 6. I want to be confident. I'm confident now. 7. I am afraid of the dark. 8. I lose my temper. 9. I am impatient.	negative negative positive negative negative negative
3-30	1. I'd like to feel more at ease around people. I feel at ease now. 2. I'd like to stop gaining weight. I'm overweight now. 3. I'd like to stop using bad language. I use bad language now. 4. I'd like to control my son better. I can't control him now. 5. I'd like to feel more at ease in a crowd. I feel at ease in a crowd now. 6. I'd like to stop putting myself down. 7. I'd like to get along with my mother better. I get along with her now. 8. I'd like to be less timid around other people. I'm timid around them now. 9. Sometimes I don't know what is going on.	positive negative negative negative positive negative positive negative negative
7-67	1. I want to get along better with my husband. I fight with him now. 2. I want to feel better about myself. I feel good about me now. 3. I want to be able to communicate better with my kids. I communicate well with them now. 4. I am depressed. 5. I brood a lot. I brood now. 6. I want not to be suspicious. I'm suspicious now. 7. I want to control my temper. I have a temper now. 8. I want to be able to tell my kids I like them. I tell them I like them now. 9. I want to accept that I'm diabetic. I accept it now.	negative positive positive negative negative negative negative positive positive
4-38	1. I want to stay sober. I'm sober now. 2. I want to be a machinist. I'm a machinist now. 3. I want to stop being a bad husband. I'm a bad husband now.	positive negative negative

S number	Behavior	Scored
4-38 (Cont.)	4. I want to stop being a bad father. I'm a bad father now. 5. I want to stop being in a bad mood. I'm in a bad mood now. 6. I want to stop criticizing others. I criticize others now. 7. I want to stop dominating others. I dominate others now. 8. I want to stop being so impatient. I'm impatient now. 9. I want to stop being so anxious. I'm anxious now.	negative negative negative negative negative negative negative
3-23	1. I feel tense or anxious. 2. I get angry. 3. I have difficulty talking with others. 4. I worry. 5. I nag. 6. I'm impatient. 7. I can't say what I mean. 8. I'm afraid of groups. 9. I'm confused.	negative negative negative negative negative negative negative negative negative
3-24	1. I lose my temper. 2. I argue with my parents. 3. I blame my mistakes on others. 4. I have difficulty with cops and the law. 5. I chew on my tongue when writing. 6. I steal. 7. My family is not emotionally united. 8. I'm impatient. 9. I tell lies.	negative negative negative negative negative negative negative negative negative
1-1	1. I can't control my anger. 2. I worry too much. 3. I'm anxious. 4. I cling to others. 5. I make promises I can't keep. 6. I get excited over little things. 7. I am disorganized. 8. I'm unhappy. 9. I yell too much.	negative negative negative negative negative negative negative negative negative
7-62	1. I want to feel at peace about my feelings towards my deceased parents. I feel bad about them now. 2. I want to have a better relationship with my son. I don't get along with him now.	negative negative

<u>S number</u>	<u>Behavior</u>	<u>Scored</u>
7-62 (Cont.)	3. I want to change how I look (my weight). I'm overweight now.	negative
	4. I feel inadequate.	negative
	5. I want to control my anger. I'm angry now.	negative
	6. I am depressed.	negative
	7. I want to be able to talk to educated people and feel comfortable. I feel uncomfortable now.	negative
	8. I want to be more severe with people close to me (I want to let them know that I won't solve their problems for them). I get too involved now.	negative
	9. I don't want to feel guilty about leaving my son when I go to work or go out. I feel guilty now.	negative

Vita

Clyde Donald Elliott

Candidate for the Degree of

Doctor of Philosophy

Dissertation: A New Self Report Behavioral Measure for Evaluating  
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Major Field: Psychology

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