A Reliability Study on the Self-Report Behavioral Measure for Evaluating Therapeutic Outcome

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A RELIABILITY STUDY ON THE SELF-REPORT BEHAVIORAL MEASURE
FOR EVALUATING THERAPEUTIC OUTCOMES

by

Sharon B. Anderson

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Psychology

Approved:

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Logan, Utah

1990
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Sharon B. Anderson
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ABSTRACT

A Reliability Study on the Self-Report Behavioral Measure for Evaluating Therapeutic Outcomes

by

Sharon B. Anderson, Master of Science
Utah State University, 1990

Major Professor: Elwin Nielsen
Department: Psychology

Statement of the Problem

Because the original reliability study using the Self-Report Behavioral Measure for Evaluating Therapeutic Outcomes (Behavioral Checklist) used college students as subjects, and since the target population for use with this instrument is a client population, there is a need for a reliability study using clients in treatment as subjects.

Objective

The objective of this study was to assess the reliability of the Behavioral Checklist using a client population. The secondary objective was to revise the Behavioral Checklist, if necessary, in order to meet the standards of reliability for testing instruments.

Methods and Procedure

Three reliability measures were implemented in order to evaluate
and revise the Behavioral Checklist. An item analysis and split-half reliability analysis were conducted after one administration of Elliott's Behavioral Checklist using a client population in treatment at a mental health center. Since these methods are measures of internal consistency, the statistical analyses were used to revise the instrument, eliminating unnecessary items and simplifying instructions based on the statistical analysis.

The revised Behavioral Checklist was then administered to two subject populations (clients at a mental health center and people on probation) using the test-retest model for evaluating reliability.

Findings of the Study

The test-retest analysis resulted in correlations of .889 for the subject population drawn from a mental health center and .899 for the subject population drawn from probationers.

Summary and Conclusions

The current study did, in fact, improve the Behavioral Checklist, making it easy to administer, and demonstrated that it is a reliable instrument for use with a client population.
CHAPTER I
STATEMENT OF THE PROBLEM

During the last several years, it has become increasingly urgent for professionals in therapeutic roles to justify the effectiveness and impact of therapy. Not only are mental health centers feeling the need for accountability to their funding sources, but also the health insurance industry is requiring the use of peer review mechanisms to insure that subscribers to their programs receive appropriate and economical care (Tischler & Riedel, 1973).

There has been a raging battle between those who purport that therapy is no better than leaving a person to his own devices (Eysenck, 1952, 1972) and those who support the idea that therapy is effective (Paul, 1967; Subotnik, 1972). However, in a review of the literature to 1971, Bergin states that the research up to that time had been dealing with such gross factors as to make it an impossible question to answer (Bergin & Garfield, 1971).

Several researchers have suggested that the only way to really identify what is happening in therapy and what aspects are effective is to break down the factors into variables which can be measured scientifically (Bergin & Garfield, 1971; Luborsky, 1972). In an attempt to identify the factors influencing therapy, Luborsky, Chandler, Auerback, Cohen, and Bachrach (1971) outlined several variables of major importance to therapy, including client factors, therapist factors, and the interaction between the two. Paul (1967) suggests that the important factors in therapy relate to client variables, therapist
variables, and time-related variables.

In his dissertation, Elliott (1975) followed Paul's suggestion for breaking down client factors into distressing behaviors as a criterion for evaluating the effectiveness of therapy. The Behavioral Checklist, as developed by Elliott, has used low-inference, objective statements of troublesome or counter-productive behavior for the client as a means of identifying distressing behavior.

Even though in his development of the test he did generate some reliability data on the Checklist, the reliability data were taken on a group of college students. Anastasi (1988) says that a measure of reliability characterizes the test when administered under standard conditions and given to subjects similar to those constituting the normative sample. Since the Behavioral Checklist will be used with a population of people who are seeking help from mental health professionals, reliability data should be gathered on a similar population of subjects. This study will address the issue of determining reliability on the Behavioral Checklist using subjects who, at the present time, are receiving services from a treatment center.

Objective

The general objective of the current project is to generate reliability data on the Behavioral Checklist using subjects who are currently clients at a treatment center.

Question

Will the reliability coefficient on the Behavioral Checklist using subjects who are currently clients in a treatment center be above .80?
REVIEW OF LITERATURE

The "Self-Report Behavioral Measure for Evaluation of Therapeutic Outcomes," referred to as the Behavioral Checklist (Elliott, 1975), is a self-report instrument used for clinical assessment and research in the clinical setting. This thesis is based on the need for future development of this instrument.

In order to justify this continued development, we will look at the two main areas in which this instrument focuses attention: on the self-report of client behavior and on the evaluation of therapeutic outcomes. The main characteristics of the Behavioral Checklist will be reviewed as well as looking at reasons for continued research in development of the test.

Types of Psychological Testing

The first objective is to look at how this particular instrument fits into the whole picture of psychological testing. Most psychological tests fall into one of three main categories. The first is techniques or observations which use a rating scale to measure behavior reported by a second party (therapist, observer, mother, nurse, etc.). The second is instruments to measure emotional, motivational, interpersonal, and attitudinal characteristics as reported by the person seeking help. These are referred to as self-report techniques or personality inventories; for example, the Minnesota Multiphasic Personality Inventory (MMPI) and the Millon Clinical Multiaxial Inventory (MCMI). The third area is projective techniques which focus on covert, latent, or unconscious aspects of
personality through the presentation of an unstructured stimulus; for example, the Rorschach and the Thematic Apperception Test.

Behavioral and Observational Measurement

The measurement of behavior by observations and evaluations made by a second person or rater is the first style of psychological testing to consider. Cohen, Montague, Nathanson, and Swerdlik (1988) point out the following characteristics of observational measures and rating scales. The halo effect is a type of error in rating wherein some single attribute or combination of attributes biases judgments or ratings regarding other attributes. Many raters have an investment in the people they rate. Thus, situations might exist where the rater’s own self-interests are at odds with and may interfere with a fair and unbiased rating. Numerous other factors may contribute to bias in a rater’s ratings. The rater may feel competitive with, physically attracted to, or physically repulsed by the subject of the ratings. The rater may not have the proper background, experience, and "trained eye" needed for the particular task. Cohen et al. (1988) suggest several more situations that could negatively effect an observer's ability to reliably and validly rate a situation.

They continue by saying that raters can be trained and, thus, ratings improve. Clarifying terminology, practicing observing and rating, and comparing their ratings with those of experienced raters are ways of lessening the negative aspects of this type of measurement.

Cronbach (1984) points out that our best information is obtained from observed behavior. However, it takes many observations of the same situation to determine a 'typical' response. Also, the presence of an observer should not effect the behavior. Webb, Campbell, Schwartz,
Sechrest, and Grove (1981) state that an investigative procedure that itself affects behavior is said to be 'reactive' or 'obtrusive.'

Observational measures are used in situations where direct behavior can be observed and modified during therapy. The concern in this type of therapy is with setting behavioral goals which can be observed, measured, and modified. There is a security in this type of measurement because it is anchored in behavior which can be observed and measured.

Self-Report Personality Inventories

Cronbach (1984) brings us to the reason for needing instruments which get at inner events. Self-concept, hostility, attitude toward authority, and other such terms refer to perceptions and reactions within the individual. It can be argued that social interactions and emotional crises are shaped more by the individual's perception of events, of himself or herself, and of others than by objective reality. The self-report instruments or personality inventories give the client the chance to relate or react to a set of questions about personal behavior.

These instruments are mostly paper-and-pencil tests which can be administered either individually or in groups. These measurements fall into one of two categories. They are either simple evaluative scales or multiscore descriptions (Cronbach, 1984). Single-score evaluative instruments are called measures of adjustment, anxiety, self-esteem, neurotic tendency, job satisfaction, and so on. Questions vary and are similar to "How well are you doing (or feeling)?"

Multiscore descriptions refer to the multiple scales which are used to group the responses on a particular instrument. These scales are formulated by using content validation, empirical criterion keying, factor
analysis, and personality theory. These procedures may be used separately or in some combination in the formulation of scales.

In the development of the MCMI, Millon used his personality theory as a basis for task development. The questions refer to several different scales which relate to personality theory (McCabe, 1987).

McCabe says that of even greater significance is Millon's contribution to the development of the third edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-III), which has made fairly substantial changes in the diagnostic nomenclature, especially with regard to neurotic conditions and personality disorders. The important role of Millon's theoretical work in this area is readily evident in the new approach of the DSM-III. The MCMI is planned and organized to identify clinical patterns in a manner easily related to the DSM-III categories.

The Minnesota Multiphasic Personality Inventory developed by S. Hathaway and J. C. McKinley (MMPI) is an outstanding example of an instrument developed with criterion keying procedures. This refers to the development of a scoring key in terms of some external criterion. The responses are treated as diagnostic or symptomatic of the criterion behavior with which they are found to be associated. In this case, the external criterion were traditional diagnostic categories. The scales are hypochondriases, depression, hysteria, psychopathic deviate, masculinity-femininity, paranoia, psychasthexitic, schizophrenia, hypomania, and social introversion. The interpretation of scores has evolved over the years from single-scale interpretation to multi-dimensionality and overlay of MMPI scales to pattern analysis.

This instrument has a long history of use. It is a well documented example of a self-report inventory (Anastasi, 1988).
Some of the self-report instruments which were developed with criterion keying are the California Psychological Inventory, Jackson Personality Inventory, and Personality Inventory for Children.

Several instruments have been developed using factor analysis as a method for construction. Cattell, Eber, and Tatsuoka (1970) regard factor analysis not as a data-reduction technique but as a method for discovering underlying, causal traits. When Guilford (1965) developed his inventories, rather than correlating total scores and existing inventories, he computed the intercorrelations among individual items from many personality inventories. This procedure was followed by the development of three personality inventories and eventually combined into the Guilford-Zimmerman Temperament Survey.

There are several disadvantages to the use of self-report instruments. Cohen et al. (1988) suggest that people sometimes tend to try to manage others' impressions of them to fit who they think they are. This tendency can result in either faking "good" or "bad" on this type of test. This is called impression management. People can sometimes have a response set or tendency to respond to a question in a given direction regardless of the question. These fall in three categories: (1) social desirability, (2) acquiescence-nonacquiescence, and (3) deviance or a leaning toward an unusual response.

Self-report inventories are very numerous and have been well established as reliable and valid instruments for use in screening, classification, and forecasting response to treatment (Cronbach, 1984). There are always pitfalls that must be accounted for and here, too, decisions for action based on self-report inventories must take the total picture into account.
Projective Techniques of Personality Assessment

Finally, a short look at projective techniques will round out this analysis. Cohen et al. (1988) say the projective hypothesis holds that an individual supplies structure to unstructured stimuli in a manner consistent with the individual's own unique pattern of conscious and unconscious needs, fears, desires, impulses, conflicts, and ways of perceiving and responding.

Several techniques have been developed that fit into their paradigm. The Rorschach Inkblot Test developed by Hermann Rorschach and published in 1921 is the best known of these instruments. The Thematic Apperception Test (TAT) was developed in 1938 at the Harvard Psychological Clinic. It consists of 19 cards which contain vague pictures in black and white and one blank card. The testee is asked to make up a story to fit each picture.

There are many other types of projective techniques such as word association, sentence completion, pictorial techniques, expressive techniques, drawings of a human form, and the toy test. It is believed that though the use of these techniques, a person not only reveals emotional difficulties but also relieves them.

The scores from these tests are so illusive and difficult to statistically analyze that normative scoring is almost impossible. The lack of useful validity and reliability data is based on the fact that so many of the variables in the testing situation are uncontrolable. The examinee's effect on the outcome is substantial.

At this time, the projective technique is best used as a clinical tool during the process of interviewing a client. In this way, it can aid
in establishing a relationship between the client and therapist. To a trained clinician, it may help to point the direction of future therapy in an individual case (Anastasi, 1988).

There are a few tests which do not fall into any of these three areas. However, for our purposes, these three types of procedures cover the vast majority of testing situations. In summary, the observational measure is well grounded in actual behavior, the self-report technique helps to uncover hidden inner experience, and the projective technique goes even further into the unconscious but has very little statistical backing.

The Behavioral Checklist is unique in that even though it is a self-report instrument, the questions in the test relate more to actual observable behavior than to inner experience. The items were written in an attempt to cover all the different types of behavior which bring people to therapy. It falls into two categories of personality tests. It has the self-report features as described above and can also be used by an observer to rate the behavior of the individual. This gives an advantage over other self-report instruments in that validity data can be obtained using the same instrument and a second person (therapist, family member, or detached observer).

This advantage leads us to the second objective to be explored. As the Behavioral Checklist was developed with the idea of being used to evaluate the effectiveness of therapy, it is appropriate to investigate the present state of this research and to see if the Behavioral Checklist will aid in this research.
Measurement of Therapy Effectiveness

Since 1952, when Eysenck questioned the effectiveness of therapy, there have been numerous studies showing that therapy is indeed more effective than no therapy. Kurosawa (1984) says, "Many researchers seem to have accepted Smith and Glass's (1977) claim that the average psychotherapy patient is better off than 75% of untreated controls." There is a growing consensus in the psychotherapy research literature that psychotherapeutic treatment is generally beneficial to patients (Bergin & Lambert, 1978; Shapiro & Shapiro, 1982; Smith, Glass, & Miller, 1980; Vander Bos & Pino, 1980). However, there continues to be a lack of instruments which can easily be administered and which also validly assess the extent to which people have problems which require psychotherapy. Such instruments are needed to allow us to measure the progress that people make during the process of therapy.

Stiles, Shapiro, and Elliott (1986) say that a major problem in assessing therapy could be the failure to measure the particular changes that patients make during the course of therapy. They suggest that there is a movement toward differentiating outcomes via behavioral assessment.

The idea of using behavioral assessment is supported by Horvath (1987). He says that distinguishing between therapies and placebos is based on theoretical misconceptions and that research needs to focus on developing and assessing psychotherapies that show treatment effects in specific target problems. The need to fine tune the evaluation techniques and instruments to result in data which are based on behavior and target problems is evident.
As pointed out earlier, the Behavioral Checklist is just such an instrument. Its unique arrangement puts it in the precise position to answer the needs of this type of research. A review of the Behavioral Checklist will further establish this point.

The Behavioral Checklist consists of 143 questions. Elliott (1975) used a low-inference, relatively objective behavioral question technique. Each question is actually describing a behavior. The questions use a rating scale (0-5) rather than a true/false report system. This helps eliminate the forced-choice type of error in reporting. The criterion which Elliott used was the report of the therapist, which had a high significant correlation with the client’s report of effectiveness of therapy after termination. This high correlation was similar both for clients who reported improvement and those who reported little or no improvement. The results of the Behavioral Checklist were also correlated with a list of nine target behaviors, as specified at the first therapy session, with the guidance of a therapist who helped formulate the target behaviors as behavioral objectives. There was also a high correlation between the reported improvement, or lack thereof, between the client and therapist on the nine target behaviors (Elliott, 1975).

This measurement device has incorporated two aspects of measurement into one. The self-report aspect makes it an inexpensive way to gather outcome data based on the client’s report. The therapist can also use the Behavioral Checklist as an observation report on client behavior. It is very easy to formulate target behaviors as goals for the outcome of therapy. In other words, the Behavioral Checklist adequately reflects the client’s improvement or lack of improvement from both the client’s perspective and the therapist’s perspective.
In summary, the Behavioral Checklist answers the question of what brings clients to therapy. It provides criteria for measuring the differences between psychotherapeutic techniques based on particular distressing behavior of a particular client. Finally, the Behavioral Checklist adequately reflects the client's improvement or lack of improvement from the therapist's observation and client's experience.

In order to facilitate therapy outcome research in the future, Stiles et al. (1986) say that the closer look at outcome is represented by the movements toward differentiating outcomes via behavioral assessment. The Behavioral Checklist is an instrument which can be used to provide that type of assessment when properly used.

Part of the process of psychological test development includes tests for reliability. Anastasi (1988) says that this concept of reliability underlies the computation of the error of measurement of a single score, whereby the range of fluctuation likely to occur in a single individual's score as a result of irrelevant, chance factors can be predicted.

Nunnally (1967) says that random errors of measurement are never completely eliminated but, to portray nature in its ultimate lawfulness, efforts are made to reduce such errors as much as possible. To the extent to which measurement error is slight, a measure is said to be reliable. Reliability concerns the extent to which measurements are repeatable--by the same individual using different measures of the same attribute or by different persons using the same measure of an attribute. Nunnally further states that science is limited by the reliability of measuring instruments and/or the reliability with which scientists use them.
Therefore, it is essential to insure the reliability of the Behavioral Checklist before further research is conducted with this instrument.

As Elliott (1975) developed the Behavioral Checklist, he ran a reliability study using college students. The reliability coefficient was 0.865. However, Anastasi (1988) says that a measure of reliability characterizes the test when administered under standard conditions and given to subjects similar to those constituting the normative sample. Are college students representative of the population who receives therapeutic treatment? Guilford (1965) says that results obtained from college students can be generalized beyond such groups only with considerable risks. Anastasi (1988) supports this idea by saying that the reported reliability coefficient is applicable only to samples similar to that in which it was computed. Therefore, in the present study the Behavioral Checklist will be examined for its reliability when used by a client population. In the process of running the reliability study, the Behavioral Checklist will be modified according to the results of the study in order to tailor the Behavioral Checklist to the needs of a client population.
CHAPTER III
PROCEDURES

This chapter describes the procedures used in the current investigation. It includes: (a) a description of the instrument under investigation, (b) the subject population and conditions for administration, (c) the methods implemented for further development of the Behavioral Checklist, (d) statistical analyses, and (e) summary.

A Description of the Instrument Under Investigation

The Behavioral Checklist was developed in a series of steps. In a preliminary, unpublished study by Allen (1974), a Behavioral Checklist was developed which demonstrated that a self-report questionnaire asking subjects to respond to objective, specific questions could measure behavioral change.

The next expansion was implemented by Elliott (1975) in a doctoral dissertation. Additional questions were taken from a number of personality tests which would represent objective, low-inference statements of behavior which also allowed the patient to indicate the degree of discomfort caused by the behavior. In Elliott's (1975) original instrument, two more dimensions were included, the first relating to length of time the behavior had been present and the second asking about length of subject's awareness of the behavior. This instrument included 203 items. An example of the questions follows:

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>156. I have thoughts too bad to tell others . . . . . . . . . . 0 . . . 1 . . 2 3 4 . . 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This instrument was tested for reliability on 25 college students. The result of the retest reliability correlations was that the 40 items with a correlation of .25 or less were eliminated, giving a reliability coefficient of .865.

The instrument then contained 165 items. It was checked for validity with a client population. It was found that the third and fourth sections of each item were not adding any information to the questionnaire. Therefore, it was recommended by Elliott (1975) that those parts of the test be eliminated. He also recommended that 19 items on which inter-rater agreement could not be reached regarding whether they were negative or positive for scoring purposes be eliminated. Therefore, the Behavioral Checklist, which implemented the above recommendations, was utilized in the present study. A copy will be found in Appendix A.

The Subject Population and Condition for Administration of the Behavioral Checklist

This section will be divided into two areas: (1) the subject population, and (2) the conditions under which the Behavioral Checklist was administered.
The experimenter has been an employee of Weber Mental Health Center since March 1975. The experimenter was given permission to use clients at the mental health center if: (a) the information received was held confidential, and (b) the Center received a copy of the results of the research. Permission was also granted to utilize caseworkers for the administration of the Behavioral Checklist. Since the experimenter also had contact with the Ogden City Adult Probation and Parole Office, she asked and received permission to use current probationers as subjects under the same conditions as granted at Weber Mental Health Center.

The Behavioral Checklist was administered under two distinct conditions. Under the first condition, the Behavioral Checklist was given only once to a client population at Weber Mental Health Center. Reliability data were obtained which would reflect the internal consistency of the instrument and aid in the refinement of the instrument. This will be referred to as Condition A (C-A).

Under C-A, subjects were randomly drawn from clients at Weber Mental Health Center in treatment at the time of the administration of the Behavioral Checklist. Descriptive statistics of the clients at Weber Mental Health Center are documented in the unpublished 1977 Statistical Analysis of Clients at Weber Mental Health Center for the Year 1976. These statistics appear in Appendix B.

The first part of the study (C-A) included having the subjects take the Behavioral Checklist once. In order to accomplish this, a packet was constructed which included one copy of the Behavioral Checklist, a release-of-information form, and instructions for the caseworker as to the details of administration. A copy of the instructions, release-of-information form, and the Behavioral Checklist used under these
conditions will be found in Appendices C, D, and A.

The caseworkers administered the instrument to clients who were present during group therapy sessions or individual treatment sessions. Ninety-two Behavioral Checklists were filled out by 41 drug clients, 21 chronic clients, and 30 clients from the general category of clients seeking treatment who did not fall under either of the above categories. Of the 85 subjects who responded to the data marked "male" "female," 32 were male and 53 were female. Seven subjects did not respond. Of the 36 subjects who responded to the data "length of time in therapy," 19 had been in therapy from zero to three months, 2 from three to six months, 8 from six months to one year, and 7 longer than one year.

After the Behavioral Checklist was given to the clients at Weber Mental Health Center, it was revised. For details of the procedures used and statistical analysis used in the revision, see Methods Implemented for Further Development of the Behavioral Checklist section of this chapter.

The second half of the study (Condition B) included having the subjects take the revised Behavioral Checklist twice within not less than seven days and not more than 14 days, with no therapeutic intervention between the two administrations of the instrument. This will be referred to as Condition B (C-B).

Subjects were drawn from clients who were in therapy or on probation at Weber Mental Health Center and Ogden City Adult Probation and Parole during the time of administration. It was determined that even though probationers were not currently in treatment at the Mental Health Center, they were receiving treatment from probation officers. They definitely had displayed distressing behavior, as evidenced by the
fact that they had broken a law and had been placed on probation. These subjects were at least 18 years of age and determined to be good-risk people to place in the community while working on the particular behavior which resulted in probation. Seventeen of these subjects were residents of the Halfway House in Ogden. They were all males and over the age of 18. They had to be working during the time they were at the Halfway House.

The second part of the study (C-B) was a test-retest condition. A packet was again constructed which included two copies of the revised Behavioral Checklist, a release-of-information form, and instructions for the administration of the instrument. Copies will be found in Appendices D, E, and F.

The first time the instrument was administered at Weber Mental Health Center, 35 people completed it. However, due to the time limits imposed on when the test had to be taken a second time and because several subjects failed to attend treatment during the second administration, 17 subjects completed both the pre- and post-questionnaire. Of those 17 subjects, 9 reported they were female and 8 reported they were male. Of the 5 subjects who filled in the information as to the "length of time in therapy," 2 had been in therapy from zero to three months, 0 from three to six months, 2 from six months to one year, and 1 longer than one year.

At the time the experimenter received permission to use people who were on probation as subjects, the experimenter was directed to have the probation officers administer the questionnaire. Fifteen packets were given to three probation officers who were asked to participate in the research. Since the probationers were concerned about revealing
information to probation officers, only three people actually finished both the pre- and post-questionnaires. All three were male and did not answer the question as to length of time in therapy. The Halfway House for men is administered by the Ogden City Probation Department. The men who were living there during the time the questionnaire was administered participated in the projects. Twenty subjects from the Halfway House took the pretest. Due to being released from the program before the posttest was given, three subjects failed to complete the posttest. Of the 17 subjects who completed both the pre- and posttests, all were male. Of the 5 who responded to "length of time in therapy," 3 had been in therapy for between zero to three months and 2 for between three to six months. Twelve subjects did not respond to this question. These two groups then provided a cross-validation sample of 37 subjects.

Some of the comments which were made by the subjects at the end of the test can be found in Appendices G and H.

Methods Implemented for Further Development of the Behavioral Checklist

In this section, the three methods used for finding reliability for the Behavioral Checklist will be focused on. The first two methods, item analysis and split-half, are measures of internal consistency which were used for further refinement of the instrument. Because these two analyses were used to refine the instrument for a client population, the results of these analyses will be presented in this section as well as the refinement procedure. Measures of internal consistency are poor measures of error; therefore, the third method, test-retest, was used as the measure of reliability on the revised Behavioral Checklist.
Item Analysis

The first step in revising the Behavioral Checklist was to run an item analysis (C-A). An item analysis can be used as a measure of reliability or validity. Guilford (1965) says that an item analysis can be used in several different situations: (a) the correlation of an item with the total score from the test of which it is a part (reliability), or (b) the correlation of the item with some outside criterion (validity).

The goal for this investigation was to find the reliability of the Behavioral Checklist. Therefore, the item analysis was run by correlating each item across subjects with the mean total score using a Pearson r. Guilford (1965) says that in doing an item analysis, we want to be sure that all items in a test are functioning; that they do something for us in the way of measurement, or at least make some contribution toward that end. As a result of the item analyses, all items with a correlation below .35 were considered for elimination from the instrument.

The validity of a test is affected by the elimination of items. Therefore, during the process of item elimination, the affect of reducing the number of items in the test on the validity of the instrument was taken into consideration. One of the assumptions made for using an item analysis is that the test is a homogeneous one; that is, that it measures more or less the same trait or factor (Guilford, 1965). When the test is not a purely homogeneous test, one runs the risk of discarding items with low correlations, thus lowering the validity of the test, since items with low correlations on an item analysis may add to the overall validity (Anastasi, 1988).
Unfortunately, it is not known if the Behavioral Checklist is a homogeneous or heterogeneous test. Therefore, in the analysis of the correlations obtained from the item analysis, the items with correlations below .35 were inspected for their face validity or their apparent ability to discriminate distressing behavior. If they were items which were likely to be answered in the keyed direction by only a few people and discriminated on a behavior which would be distressing if answered in the key direction, they were retained in the test. For example: "I wet my clothing or bed" had a correlation of .07 with the total score. However, this behavior, even though it is answered in the keyed direction by very few people, is likely to represent a behavior which would be very distressing; therefore, it was retained in the Behavioral Checklist. In this manner, the following five items were removed from the instrument: (1) I daydream, (2) I'm patient, (3) I spoil my children, (4) I smile easily, and (5) I go to the bathroom more frequently than I should. A list of the correlations by item will be found in Appendix A.

Split-Half Reliability Analysis

The second type of analysis was a split-half reliability correlation (C-A). The aim of this type of analysis is to find out whether or not part "a" of each question is giving us any more information than what we have with the first part or numbered part of each question.

Anastasi (1988) says that this type of reliability coefficient is sometimes called a coefficient of internal consistency since only a single administration of a single form is required. She goes on to say that the difficulty in a split-half analysis is in determining how to
divide the test. Since part "a" of each item related to the numbered item very closely, the division of the test was based on the numbered items in one half and part "a" items in the other half. A high correlation would mean that part "a" was not adding any new information to the instrument. In other words, if the subject responded to a question in the keyed direction, indicating that it was representative of his behavior, he also responded to part "a" in the same direction. If the behavior was present, it was also distressing to him.

In this statistical analysis, a Pearson $r$ was used by correlating the total score of all numbered items with the total score of all "a" items across subjects. The correlation was .956 (Table 1).

Table 1

<table>
<thead>
<tr>
<th>Results of Split-Half Reliability Analysis for Condition A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of subjects</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Numbered items correlated with &quot;a&quot; items</td>
</tr>
<tr>
<td>Odd-numbered items correlated with even-numbered items</td>
</tr>
</tbody>
</table>

The caseworkers at Weber Mental Health Center objected to the length of time it took the subjects to complete the instrument. The chronic subjects took over an hour, and some of them had to be helped in reading the questions. No subjects finished in less than 30 minutes, and most took between 45 and 60 minutes. This being a major complaint of both caseworkers and subjects, it added importance to eliminating some of the questions in order to make the instrument more attractive to
both caseworkers and subjects. Therefore, part "a" from each question was eliminated.

There were several complaints from subjects about the difficulty they had in following the instructions on the first Behavioral Checklist. When the revised Behavioral Checklist was formulated, simplified instructions were added. It was then administered to subjects (C-B) using the test-retest method for determining reliability. A copy of the refined Behavioral Checklist will be found in Appendix E.

Since there is no information about whether the Behavioral Checklist is a heterogeneous or homogeneous test, a split-half reliability correlation was run on the numbered items only. The division was made by splitting the test in half, with odd-numbered items in one half and even-numbered items in the other half. A Pearson \( r \) was used by correlating the total score from the odd-numbered items with the total score of the even-numbered items across subjects. The correlation was \( .991 \) (Table 1), indicating that the instrument is rather homogeneous. Since a factor analysis is a more appropriate statistical procedure to answer the question of homogeneity, no definite conclusions regarding homogeneity can be drawn at the present time.

**Test-Retest Reliability Analysis**

The test-retest reliability analysis was used as the method for evaluating the reliability on the revised Behavioral Checklist (C-B). Anastasi (1988) says that retest reliability shows the extent to which scores on a test can be generalized over different occasions; the higher the reliability, the less susceptible the scores are to the random daily changes in the condition of the subject or the testing environment.

In obtaining a reliability coefficient for the test-retest
analysis, a Pearson \( r \) was again used. Total scores from the pretest were correlated with total scores from the posttest across subjects. The standard error of measurement was obtained by using the formula \[ SEM = \sigma \sqrt{1-r}. \] A \( t \) test was run on the means in order to investigate the difference between means.

The results of the test-retest analysis will be discussed in Chapter IV.

**Summary of Procedures**

This study was conducted in order to investigate the reliability of the Behavioral Checklist with a client population. In the process of completing the research, the Behavioral Checklist was revised as indicated by the item analysis and split-half analysis. After the revisions were implemented, the test-retest reliability analysis was run on the revised Behavioral Checklist in order to answer the question of the study. Clients from Weber Mental Health Center and Ogden City Adult Probation and Parole were used as subjects in order to meet the requirement of a sample population in treatment.
CHAPTER IV
FINDINGS OF THE STUDY

The intention of this study was to find the reliability of the revised Behavioral Checklist on a population of subjects who are receiving therapeutic treatment.

The test-retest reliability coefficient was obtained on two separate populations. The reliability coefficient for the subjects from Weber Mental Health Center was .889. The standard error of measurement was 3.514. With alpha set at .01, no means varied significantly (Table 2).

Table 2
Results of Test-Retest Reliability Analysis Using Clients at a Mental Health Center as Subjects

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Correlation coefficient</th>
<th>Standard error of measurement</th>
<th>T value</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>0.8898</td>
<td>3.514</td>
<td>-0.25</td>
</tr>
</tbody>
</table>

The reliability coefficient for the subjects who were on probation was .899. The standard error of measurement was 3.946. With alpha set at .01, no means varied significantly (Table 3).

The results of the test-retest analysis indicate that the revised Behavioral Checklist is reliable at the .889 level on a subject population from Weber Mental Health Center and .899 on a subject population from Adult Probation and Parole. This is a slightly higher
Table 3

Results of Test-Retest Reliability Analysis Using Probationers as Subjects

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Correlation coefficient</th>
<th>Standard error of measurement</th>
<th>T value</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0.8999</td>
<td>3.946</td>
<td>0.73</td>
</tr>
</tbody>
</table>

correlation coefficient than Elliott's (1975) correlation of 0.865 with a college student population.
Summary

The evaluation of therapy remains a pressing and yet unsolved problem. Several researchers have suggested models or approaches to solving this problem (Bergin & Garfield, 1971; Luborsky et al., 1971; Pail, 1967; Strupp & Bergin, 1969; Strupp & Hadley, 1977). After a model has been accepted as a structure within which to proceed, methods of evaluation must be developed. The Behavioral Checklist (Elliott, 1955) meets several criteria for effectively evaluating therapy as suggested by the above-named researchers, therefore obviating the further development of the instrument.

Purpose of Study and Question

In the present study, the Behavioral Checklist was revised in order to make it more attractive and reliable without compromising the validity for a client population. This was accomplished by implementing an item analysis and split-half reliability analysis on the Behavioral Checklist. After clients in treatment at a mental health center had completed the Behavioral Checklist, questions were eliminated and instructions rewritten based on the statistical analysis.

As a final reliability analysis using the revised Behavioral Checklist, a test-retest reliability study was conducted using both clients at a mental health center and people on probation. As a result, the revised instrument proved to be more reliable with a client
population than Elliott's (1975) Behavioral Checklist.

Conclusions

It appears from the results of the study that the revised Behavioral Checklist is reliable with a client population above the .80 level. It is interesting that subjects from both the Mental Health Center and the Probation Department had a higher correlation coefficient when using the revised Behavioral Checklist than college students using Elliott's Behavioral Checklist. This suggests that since the Behavioral Checklist will be used with a client population, the revisions on it have, in fact, improved the instrument for use with a client population.

Discussion

The question of whether therapy is effective or not remains a matter of opinion. Due to the tremendous number of variables involved in answering the question as well as the tendency of variables to fluctuate, the task of evaluation remains almost insurmountable. However, since some of the research indicates that harm can be, and is, done by therapists to clients, it is a pressing issue which must be solved as soon as possible.

It is hoped by this researcher that the present study will aid in the solution of this problem. In conclusion, Strupp and Hadley (1977) throw some light on where the ultimate responsibility lies. They say that although researchers must play an important role in evaluating therapy outcomes, they cannot answer the question of how a particular treatment result is to be judged, including how evaluations from the three domains (client, mental health professional, and society) are to be
integrated. In the final analysis, this is an issue of human values and public policy, not of empirical research.

**Limitations**

Of course, in both studies, a larger number of subjects would be preferred as well as a longer time span between the two administrations of the instrument. However, when using subjects who are currently in treatment, it is difficult to ask them to forego therapy for a week or two in order to avoid contamination of the reliability study. Furthermore, the advantage of a longer interval between administrations would be offset by the risk that progress in therapy, or other intervening variables, might contaminate the results. This experimenter feels very fortunate to have received the cooperation of both clients and staff at Weber Mental Health Center and the Probation Department.

Due to the limitations of the structure of presentation of the instrument (7-14 days between administrations), there may have been some sampling discrimination based on which clients could forego therapy for that length of time. This would have been operating under Condition E only with subjects from Weber Mental Health Center, since probationers only meet with probation officers once a month.

**Recommendations**

It would be advisable in the present state of the development of the Behavioral Checklist to conduct cross-validity and factor analysis studies. The cross-validity study would add needed information about the ability of subjects to accurately report their own behavior by giving the Behavioral Checklist to significant others and asking them to
respond to it as they see the subject's behavior. This would add information concerning the use of the Behavioral Checklist as an evaluative measure for society, as represented by the significant others. This would then relate to Strupp and Hadley's (1977) approach to evaluating therapy from the societal perspective. If this were possible, the Behavioral Checklist could be used as an evaluative tool by the client, mental health professional, and society.

The factor analysis would indicate how many variables of behavior are being measured by the instrument as well as the homogeneity of the instrument.
REFERENCES


APPENDICES
Appendix A

Clyde Elliott's Behavioral Checklist Used in Condition A

and Test-Retest Item Correlation

Number

________________________  __________________

Sex: M ___________  F _________

Date: _________________________________

Length of time in therapy: _______

BEHAVIORAL CHECKLIST

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

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Behavior</th>
<th>Never</th>
<th>Seldom</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.517</td>
<td>1. I am angry</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.451</td>
<td>a. Anger bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.538</td>
<td>2. I worry</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.575</td>
<td>a. Worrying bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.474</td>
<td>3. I am anxious</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.570</td>
<td>a. Anxiety bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.711</td>
<td>4. I get depressed</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.525</td>
<td>a. Depression bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.219</td>
<td>5. I steal</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.370</td>
<td>a. Stealing bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Correlation</td>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>0.318</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.245</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.242</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.341</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.456</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.454</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.404</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.401</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.397</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.383</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.422</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.401</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.503</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.503</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.521</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>0.355</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Qualifying question (a) is to be responded to depending on the degree you checked the numbered (first) question.
### Correlation

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.039</td>
<td>14. I am patient</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Being patient bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>1.140</td>
<td>15. I say things that don't make sense</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>1.411</td>
<td>16. I like to win in everything</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Liking to win in everything bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>1.440</td>
<td>17. I gossip</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Gossiping bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>1.183</td>
<td>18. I am disorganized</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Being disorganized bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.503</td>
<td>19. People frighten me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that people frighten me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
</tbody>
</table>

REMEMBER: If you answer "never" to the numbered question, you need not answer (a) for that question.

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.571</td>
<td>20. I am disappointed</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Being disappointed bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.554</td>
<td>21. I am unhappy</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Being unhappy bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.638</td>
<td>22. Others are hostile towards me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that others are hostile towards me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.491</td>
<td></td>
<td></td>
<td></td>
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<td>0.534</td>
<td></td>
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<tr>
<td>0.387</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-relation</td>
<td>Description</td>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>0.535</td>
<td>23. I expect too much from others</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.462</td>
<td>a. Expecting too much from others bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.359</td>
<td>24. I spoil my children</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.454</td>
<td>a. Spoiling my children bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.596</td>
<td>25. I am not firm enough with other people</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.513</td>
<td>a. Not being firm enough with other people bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.517</td>
<td>26. I contradict others</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.442</td>
<td>a. Contradicting others bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.470</td>
<td>27. I criticize others</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.562</td>
<td>a. Criticizing others bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.620</td>
<td>28. I yell too much</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.518</td>
<td>a. Yelling bothers me</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
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<td>Statement</td>
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<td>Seldom</td>
<td>Always</td>
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<td>60. I live in a world of make believe.</td>
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<td>62. I embarrass others.</td>
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## Correlation Table

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<th>Seldom</th>
<th>Always</th>
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<td>69. I put myself down ..........</td>
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### Attention: New Instructions

Don't answer (a) for each of the following if you answer (circle) always to the first question. The always responses (5s) are underlined. If you answer always, don't circle (a).
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<thead>
<tr>
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<th>71. I notice most things</th>
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<td>around me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>a. Not noticing most things around me bothers me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<tr>
<td>0.356</td>
<td>72. I cooperate with others ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>a. Not cooperating with others bothers me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>-0.147</td>
<td>73. I think clearly ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>a. Not thinking clearly bothers me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>0.089</td>
<td>74. I feel that I am intelligent ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>-0.051</td>
<td>75. Most people like me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>-0.025</td>
<td>76. I like myself ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>a. Not liking myself bothers me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>0.055</td>
<td>77. I am a good parent ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>78. I trust people ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>81. I have affection for others ... 0 ... 1 ... 2 3 4 ... 5</td>
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<tr>
<td>-0.053</td>
<td>82. I care how others feel ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>0.041</td>
<td>83. I am kind to others ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>0.384</td>
<td>a. My not being kind to others bothers me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<tr>
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<td>84. I am honest ... 0 ... 1 ... 2 3 4 ... 5</td>
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<tr>
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</table>

Attention: New Instructions

Answer all of the following questions.

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<th>Seldom</th>
<th>Always</th>
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<tr>
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<td>a. My smiling easily bothers me ... 0 ... 1 ... 2 3 4 ... 5</td>
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<td>87. I pick the wrong friends</td>
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<tr>
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<td>2 3 4 5</td>
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<tr>
<td>0.420</td>
<td>88. I miss someone very much</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Missing someone bothers me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.427</td>
<td>89. I have so many difficulties I can't cope with them</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. My not being able to cope with my difficulties bothers me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.643</td>
<td>90. I am absent-minded</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I am absent-minded</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.491</td>
<td>91. I feel dizzy</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I feel dizzy</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.617</td>
<td>92. I feel tension in my chest</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Feeling tension in my chest bothers me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.707</td>
<td>93. I don't care what happens</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. Not caring what happens bothers me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.242</td>
<td>94. I am timid around other people</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>a. My being timid around other people bothers me</td>
<td>0...1</td>
<td>2 3 4 5</td>
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<tr>
<td>Correlation</td>
<td>95. I pretend to be someone I am not.</td>
<td>Never</td>
<td>Seldom</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
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<tr>
<td>0.477</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. My pretending to be someone I am not bothers me.</td>
<td></td>
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</tr>
<tr>
<td>0.547</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>96. My sex life is a problem.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.542</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. My sex life problem bothers me.</td>
<td></td>
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</tr>
<tr>
<td>0.574</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. I have headaches.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.687</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. My headaches bother me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.720</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98. I am lonely.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.548</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Being lonely bothers me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.657</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99. I think that I am becoming less attractive as I get older.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.539</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Becoming less attractive as I get older bothers me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.574</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100. Nobody appreciates me.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.433</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that nobody appreciates me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.435</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101. I have trouble sleeping.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.581</td>
<td>0...1...2345</td>
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<tr>
<td></td>
<td>a. It bothers me that I have trouble sleeping.</td>
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</tr>
<tr>
<td>0.602</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102. I think about committing suicide.</td>
<td>0...1...2345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.397</td>
<td>0...1...2345</td>
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<tr>
<td></td>
<td>a. It bothers me that I think about committing suicide.</td>
<td></td>
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<tr>
<td>0.474</td>
<td>0...1...2345</td>
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<tr>
<td>Correlation</td>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>(.663)</td>
<td>103. I feel inferior to others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.649)</td>
<td>a. It bothers me to feel inferior to others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.508)</td>
<td>104. I am nobody</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.490)</td>
<td>a. It bothers me that I am nobody</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.417)</td>
<td>105. I am losing my mind</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.479)</td>
<td>a. It bothers me that I am losing my mind</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.482)</td>
<td>106. Sometimes I don't know what is going on</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.537)</td>
<td>a. It bothers me that I don't know what is going on</td>
<td>0</td>
<td>1</td>
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<tr>
<td>(.611)</td>
<td>107. Useless thoughts keep coming into my mind</td>
<td>0</td>
<td>1</td>
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<tr>
<td>(.679)</td>
<td>a. These useless thoughts bother me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.490)</td>
<td>108. I quickly tire of people</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.616)</td>
<td>a. It bothers me that I tire quickly of people</td>
<td>0</td>
<td>1</td>
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<tr>
<td>(.700)</td>
<td>109. I worry about the past</td>
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</tr>
<tr>
<td>(.685)</td>
<td>a. Worries about the past bother me</td>
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<td>1</td>
</tr>
<tr>
<td>(.429)</td>
<td>110. Others are jealous of me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(.393)</td>
<td>a. Others being jealous of me bothers me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Correlation</td>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------</td>
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</tr>
<tr>
<td>.590 111.</td>
<td>My parents are a problem for me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.489 a.</td>
<td>My parents' problem bothers me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.568 112.</td>
<td>I have trouble adjusting to new conditions</td>
<td>0</td>
<td>1</td>
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<tr>
<td>.673 a.</td>
<td>I am bothered by having to adjust to new conditions</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.198 113.</td>
<td>I have trouble with drugs</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.291 a.</td>
<td>It bothers me that I have trouble with drugs</td>
<td>0</td>
<td>1</td>
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<tr>
<td>.210 114.</td>
<td>I commit crimes</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.276 a.</td>
<td>It bothers me that I commit crimes</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.531 115.</td>
<td>I can't stand up for myself</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.617 a.</td>
<td>It bothers me that I can't stand up for myself</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.653 116.</td>
<td>I am easily embarrassed</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.619 a.</td>
<td>It bothers me that I am easily embarrassed</td>
<td>0</td>
<td>1</td>
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<td>.666 117.</td>
<td>I have bad habits</td>
<td>0</td>
<td>1</td>
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<tr>
<td>.683 a.</td>
<td>It bothers me that I have bad habits</td>
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<td>1</td>
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<tr>
<td>.648 118.</td>
<td>Sometimes things seem unreal</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>.662 a.</td>
<td>It bothers me that sometimes things seem unreal</td>
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<td>1</td>
</tr>
<tr>
<td>Correlation</td>
<td>Statement</td>
<td>Never</td>
<td>Seldom</td>
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<td>-------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
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<tr>
<td>0.445</td>
<td>My marriage is a problem</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.462</td>
<td>a. My marriage problem bothers me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.690</td>
<td>I feel insecure</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.635</td>
<td>a. It bothers me that I feel insecure</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.548</td>
<td>I think my reputation is bad</td>
<td>0...1</td>
<td>2 3 4 5</td>
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<tr>
<td>0.494</td>
<td>a. It bothers me that my reputation is bad</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.542</td>
<td>I go to sleep with thoughts or ideas bothering me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.625</td>
<td>a. It bothers me that I go to sleep with thoughts or ideas bothering me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.719</td>
<td>Criticism disturbs me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.724</td>
<td>a. It bothers me that criticism disturbs me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.580</td>
<td>I wonder why others are nice to me</td>
<td>0...1</td>
<td>2 3 4 5</td>
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<tr>
<td>0.579</td>
<td>a. Wondering why others are nice to me</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.409</td>
<td>I have skin eruptions or pimples</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>0.480</td>
<td>a. I've been bothered by skin eruptions or pimples</td>
<td>0...1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Correlation</td>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>.315</td>
<td>126. I go to the bathroom more frequently than I should ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.364</td>
<td>a. I've been bothered by going to the bathroom frequently ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.645</td>
<td>127. I have conflicting feelings of love and hate ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.629</td>
<td>a. I am bothered by these conflicting feelings ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.526</td>
<td>128. My peers have different values than mine ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.501</td>
<td>a. I am bothered by having different values from my peers ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.432</td>
<td>129. I suspect others of stealing things I lose ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
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<tr>
<td>.438</td>
<td>a. I am bothered by my suspecting others of stealing things that I lose ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
</tr>
<tr>
<td>.647</td>
<td>130. I feel that I am not my old self ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
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<tr>
<td>.622</td>
<td>a. It bothers me that I feel that I am not my old self ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
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<tr>
<td>.517</td>
<td>131. Others expect too much from me ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
<td></td>
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<tr>
<td>.582</td>
<td>a. It bothers me that others expect too much from me ...</td>
<td>0 ... 1 ... 2 3 4 ... 5</td>
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</tr>
<tr>
<td>Correlation</td>
<td>Item</td>
<td>Never</td>
<td>Seldom</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>0.407</td>
<td>132. Others talk about me behind my back</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>a. It bothers me that others talk about me behind my back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.710</td>
<td>133. Others try to annoy me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. Others trying to annoy me bothers me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.635</td>
<td>134. I am afraid of the dark</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I am afraid of the dark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.706</td>
<td>135. I feel that everyone works against me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that everyone works against me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.548</td>
<td>136. I blush easily</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I blush easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.368</td>
<td>137. I am my ideal of a man/woman (males respond to man; females respond to woman)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I am not my ideal of a man/woman</td>
<td></td>
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<tr>
<td>0.742</td>
<td>138. I have been bossed too much</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I have been bossed too much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.565</td>
<td>139. I feel like swearing</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>a. It bothers me that I feel like swearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>Question</td>
<td>Never</td>
<td>Seldom</td>
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<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
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<tr>
<td>0.642</td>
<td>140. I have thoughts too bad to tell others</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.417</td>
<td>a. It bothers me that I have thoughts too bad to tell others</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.303</td>
<td>141. Others try to get credit for things I do</td>
<td>0...1</td>
<td>2...4</td>
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<tr>
<td>0.639</td>
<td>a. It bothers me that others try to get credit for things I do</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.389</td>
<td>142. I tell people about their faults</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.518</td>
<td>a. Telling people about their faults bothers me</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.447</td>
<td>143. My friends laugh at me and hurt my feelings</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.582</td>
<td>a. My friends laughing at me and hurting my feelings bothers me</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.547</td>
<td>144. I am unable to concentrate</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.536</td>
<td>a. Not being able to concentrate bothers me</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.537</td>
<td>145. My muscles tremble</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.695</td>
<td>a. My muscles trembling bothers me</td>
<td>0...1</td>
<td>2...4</td>
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<tr>
<td>0.588</td>
<td>146. I am immature</td>
<td>0...1</td>
<td>2...4</td>
</tr>
<tr>
<td>0.550</td>
<td>a. My acting immature bothers me</td>
<td>0...1</td>
<td>2...4</td>
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<tr>
<td>Correlation</td>
<td>147. Most people are more physically attractive than I</td>
<td>0.524</td>
<td>Never</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>0.992</td>
<td>a. The fact that most people are more physically attractive than I bothers me</td>
<td>0.992</td>
<td>Never</td>
</tr>
<tr>
<td>0.956</td>
<td>148. How honest did you feel that you were when you answered this question?</td>
<td>0.956</td>
<td>Not very</td>
</tr>
<tr>
<td>0.991</td>
<td>149. Did the fact that you could avoid answering (a) and by circling &quot;never&quot; influence you to circle more &quot;nevers&quot; than you would have otherwise? Check the degree that you feel you did this.</td>
<td>0.991</td>
<td>Never</td>
</tr>
<tr>
<td>150. Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


### A. Residential Area of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ogden lower social-economic strata</td>
<td>23.9</td>
</tr>
<tr>
<td>Ogden middle social-economic strata</td>
<td>37.7</td>
</tr>
<tr>
<td>Ogden upper social-economic strata</td>
<td>8.1</td>
</tr>
<tr>
<td>South Ogden</td>
<td>12.4</td>
</tr>
<tr>
<td>Washington Terrace</td>
<td>1.4</td>
</tr>
<tr>
<td>Riverdale</td>
<td>0.3</td>
</tr>
<tr>
<td>Roy</td>
<td>7.6</td>
</tr>
<tr>
<td>North Ogden/Pleasant View</td>
<td>4.5</td>
</tr>
<tr>
<td>Ron Clare</td>
<td>-</td>
</tr>
<tr>
<td>Upper valley</td>
<td>0.1</td>
</tr>
<tr>
<td>Lower valley - rural</td>
<td>0.8</td>
</tr>
<tr>
<td>Morgan County</td>
<td>2.7</td>
</tr>
<tr>
<td>Outside catchment area</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### B. Educational Level of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8.0</td>
</tr>
<tr>
<td>Grade school</td>
<td>16.9</td>
</tr>
<tr>
<td>High school</td>
<td>52.5</td>
</tr>
<tr>
<td>College</td>
<td>22.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### C. Age Groups of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 14 years</td>
<td>17.0</td>
</tr>
<tr>
<td>15 - 17 years</td>
<td>5.3</td>
</tr>
<tr>
<td>18 - 24 years</td>
<td>23.2</td>
</tr>
<tr>
<td>25 - 44 years</td>
<td>40.5</td>
</tr>
<tr>
<td>45 - 64 years</td>
<td>12.0</td>
</tr>
<tr>
<td>65 - + years</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
D. Ethnic Origin of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>74.9</td>
</tr>
<tr>
<td>Chicano</td>
<td>19.5</td>
</tr>
<tr>
<td>Black</td>
<td>3.7</td>
</tr>
<tr>
<td>Oriental</td>
<td>0.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.6</td>
</tr>
<tr>
<td>Other</td>
<td>0.7</td>
</tr>
</tbody>
</table>

TOTAL 100.0

E. Marital Status of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>36.1</td>
</tr>
<tr>
<td>Divorced or annulled</td>
<td>17.5</td>
</tr>
<tr>
<td>Married</td>
<td>36.7</td>
</tr>
<tr>
<td>Separated</td>
<td>7.1</td>
</tr>
<tr>
<td>Widowed</td>
<td>2.6</td>
</tr>
</tbody>
</table>

TOTAL 100.0

F. Sex of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47.5</td>
</tr>
<tr>
<td>Female</td>
<td>52.5</td>
</tr>
</tbody>
</table>

TOTAL 100.0

G. Employment Status of Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed fulltime</td>
<td>25.3</td>
</tr>
<tr>
<td>Employed parttime</td>
<td>6.7</td>
</tr>
<tr>
<td>Unemployed - seeking employment</td>
<td>12.5</td>
</tr>
<tr>
<td>Unemployed - not seeking employment</td>
<td>17.1</td>
</tr>
<tr>
<td>Not applicable</td>
<td>38.4</td>
</tr>
</tbody>
</table>

TOTAL 100.0

H. Characteristics of Families Represented in New Admissions

1. Mean family size: 3.5 Range: 1 to 16

2. a. Average family income $13,000 $6,738
   b. Per capita income $4,500 $1,925

*Data available on 50% of admissions only.
3. Family parental status of admissions expressed as a percent:

<table>
<thead>
<tr>
<th>Status</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-parent family</td>
<td>46.9</td>
</tr>
<tr>
<td>Single-parent family</td>
<td>25.9</td>
</tr>
<tr>
<td>Does not apply</td>
<td>27.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

I. Source of Community Dependence of New Admissions Expressed as a Percent of the Total

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public assistance (state program)</td>
<td>14.8</td>
</tr>
<tr>
<td>Non-public assistance</td>
<td>2.6</td>
</tr>
<tr>
<td>Food stamps only</td>
<td>0.6</td>
</tr>
<tr>
<td>Social security for aged or handicapped</td>
<td>7.8</td>
</tr>
<tr>
<td>No assistance</td>
<td>74.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

J. Twenty Most Often Expressed Problems at Intake or Diversion and the Percent Expressing These Problems - Sample: N = 113 (Data collected during October, November, and December 1976)

1. Frustration                                   43.4
2. Sleep                                        41.6
3. Family                                       39.8
4. Depression                                   37.2
5. Substance abuse                              36.8
6. Anger                                        31.6
7. Anxiety                                      28.3
8. Living arrangement                           28.3
9. Poor judgment                                28.3
10. Withdrawing                                 27.4
11. Financial                                   26.5
12. Tension                                     25.7
13. Impulsive                                   23.9
14. Negative self-statements                    23.0
15. Eating                                      21.2
16. Socialization                               20.3
17. Suicide thoughts                            17.7
18. Assaultive                                  15.0
19. Argumentative                               14.2
20. Blaming others                              14.7
K. Substance Abuse Expressed as a Percent of Total Admissions

22.8

Data indicate that 22.8% of admissions to the Center claim to abuse one or more drugs. This does not include the Diversion Program, which would add 239 individuals and indicate that of the total clients plus diversions, 36.8% claim to abuse at least one type of drug.

Drugs Most Often Indicated as Abuses
(Excluding the Diversion Program)
in Order of Most Often Claimed

<table>
<thead>
<tr>
<th>Drug</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>35.3</td>
</tr>
<tr>
<td>Heroin</td>
<td>17.0</td>
</tr>
<tr>
<td>Sedatives, hypnotics, or tranquilizers</td>
<td>14.6</td>
</tr>
<tr>
<td>Amphetamines</td>
<td>12.2</td>
</tr>
<tr>
<td>Marijuana or hashish</td>
<td>8.1</td>
</tr>
<tr>
<td>Other opiates or synthetics</td>
<td>3.2</td>
</tr>
<tr>
<td>Barbiturates</td>
<td>2.4</td>
</tr>
<tr>
<td>Inhalants</td>
<td>1.2</td>
</tr>
<tr>
<td>Cocaine</td>
<td>0.4</td>
</tr>
<tr>
<td>Other</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

L. Condition of Client at Termination

Of the 759 clients terminated, 520 reported condition at termination. Following is a breakdown of the 520 cases reported.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved</td>
<td>423</td>
<td>81</td>
</tr>
<tr>
<td>No improvement</td>
<td>83</td>
<td>16</td>
</tr>
<tr>
<td>Condition worse</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>520</td>
<td>100%</td>
</tr>
</tbody>
</table>

M. Hospitalization Utilization Center Programs - Excluding Drug Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total patient days</td>
<td>781</td>
</tr>
<tr>
<td>Average census (in days)</td>
<td>2.1</td>
</tr>
<tr>
<td>Average length of stay (in days)</td>
<td>5.8</td>
</tr>
<tr>
<td>Total admissions</td>
<td>135</td>
</tr>
</tbody>
</table>
### Drug Program

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total patient days</td>
<td>159</td>
</tr>
<tr>
<td>Average census (in days)</td>
<td>0.44</td>
</tr>
<tr>
<td>Average length of stay (in days)</td>
<td>7.95</td>
</tr>
<tr>
<td>Total admissions</td>
<td>20</td>
</tr>
</tbody>
</table>

### Utilization of State Hospital by Center Clients

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total days used</td>
<td>1,550</td>
</tr>
<tr>
<td>Admissions</td>
<td>9</td>
</tr>
</tbody>
</table>

### N. Veterans Expressed as a Percent of Total Admissions

17.7
Appendix C

Administrative Instructions for Condition A.

Administrative Instructions for Sharon Anderson's Research

Enclosed is a release-of-information form and one Behavioral Checklist. The client needs to sign the release-of-information form and take the test. Please follow the directions below:

1. Fill in the information in the top righthand corner of the Behavioral Checklist. Use the client's 'Center' number in the space marked "number."
2. Ask the client to sign the release-of-information form.
3. Instruct the client to answer at least the first part of all questions and follow the directions on the test.
4. When the client has finished, put the Behavioral Checklist back in the folder and the release-of-information form in a stack. I will pick up both stacks within a week.
Appendix D

Authorization to Release Information for Conditions A and B

Date __________________________

This is to certify that I, __________________________, give my consent and permission to Sharon Anderson's research program to use the information I give on the questionnaires I fill out. I understand that the questionnaires will be treated with 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 E

Revised Behavioral Checklist Used in Condition B

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Sex:**  
M [ ]  
F [ ]

**Date:**

**Length of time in therapy:**

---

**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.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am angry</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>2. I worry</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>3. I am anxious</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>4. I get depressed</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>5. I steal</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>6. I cling to others</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>7. I fight with others</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>8. I make promises I can't keep</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>9. I become excited over little things</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>10. I try too hard to be perfect</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>11. My family is not emotionally united</td>
<td>0</td>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Seldom</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>12.</td>
<td>I lose my temper.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>I say things that don't make sense</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>I like to win in everything</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>I gossip</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16.</td>
<td>I am disorganized</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17.</td>
<td>People frighten me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>I am disappointed</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>I am unhappy</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>Others are hostile towards me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>I expect too much from others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>I am not firm enough with other people</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>23.</td>
<td>I contradict others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>I criticize others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>25.</td>
<td>I yell too much</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26.</td>
<td>I say mean things to others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>I nag</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>28.</td>
<td>I drink too much</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>29.</td>
<td>I am restless</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>30.</td>
<td>I am late for appointments</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>31.</td>
<td>I am cruel</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>32.</td>
<td>I am a perfectionist</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>33.</td>
<td>I can't say what I mean</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>34.</td>
<td>I dislike others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>35.</td>
<td>I am persecuted by others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>36.</td>
<td>I am lazy</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>37.</td>
<td>I wet my clothing or bed</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never</td>
<td>Seldom</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>38.</td>
<td>I am listless or tired</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>39.</td>
<td>Being overweight bothers me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>40.</td>
<td>I tell lies</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>41.</td>
<td>I feel guilty</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>42.</td>
<td>I am destructive</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>43.</td>
<td>I have trouble making up my mind</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>44.</td>
<td>I am tense</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>45.</td>
<td>I have trouble relaxing</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>46.</td>
<td>I am confused</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>47.</td>
<td>I am hostile</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48.</td>
<td>I am troubled by bad dreams</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>49.</td>
<td>I am accident-prone</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>50.</td>
<td>I am afraid of groups</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>51.</td>
<td>I am unhealthy</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>52.</td>
<td>I am sarcastic</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>53.</td>
<td>I am unstable</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>54.</td>
<td>I bully others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>55.</td>
<td>I show off or brag</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>56.</td>
<td>I won't talk to others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>57.</td>
<td>I live in a world of make believe</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>58.</td>
<td>I am concerned with death and morbid topics</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>59.</td>
<td>I embarrass others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>60.</td>
<td>I blame my mistakes on others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>61.</td>
<td>I am confused</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>62.</td>
<td>Being underweight bothers me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>63.</td>
<td>I am inhibited</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>64.</td>
<td>I put things off</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>65.</td>
<td>I am nervous</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>66.</td>
<td>I put myself down</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>67.</td>
<td>I am confident</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>68.</td>
<td>I notice most things around me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>69.</td>
<td>I cooperate with others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>70.</td>
<td>I think clearly</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>71.</td>
<td>I feel that I am intelligent</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>72.</td>
<td>Most people like me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>73.</td>
<td>I like myself</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>74.</td>
<td>I am a good parent</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>75.</td>
<td>I trust people</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>76.</td>
<td>I enjoy sex</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>77.</td>
<td>Other people like me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>78.</td>
<td>I have affection for others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>79.</td>
<td>I care how others feel</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>80.</td>
<td>I am kind to others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>81.</td>
<td>I am honest</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>82.</td>
<td>I am warm and loving to others</td>
<td>0</td>
<td>1</td>
</tr>
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</table>

Attention: New Instructions

Answer all of the following questions.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.</td>
<td>I pick the wrong friends</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>84.</td>
<td>I miss someone very much</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>85.</td>
<td>I have so many difficulties I can't cope with them</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Never</td>
<td>Seldom</td>
<td>Always</td>
<td></td>
</tr>
<tr>
<td>86. I am absent-minded</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>87. I feel dizzy</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>88. I feel tension in my chest</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>89. I don't care what happens</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>90. I am timid around other people</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>91. I pretend to be someone I am not</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>92. My sex life is a problem</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>93. I have headaches</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>94. I am lonely</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>95. I think that I am becoming less attractive as I get older</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>96. Nobody appreciates me</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>97. I have trouble sleeping</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>98. I think about committing suicide</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>99. I feel inferior to others</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>100. I am nobody</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>101. I am losing my mind</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>102. Sometimes I don't know what is going on</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>103. Useless thoughts keep coming into my mind</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>104. I quickly tire of people</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>105. I worry about the past</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>106. Others are jealous of me</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>107. My parents are a problem for me</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>108. I have trouble adjusting to new conditions</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>109. I have trouble with drugs</td>
<td>0</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>Number</td>
<td>Statement</td>
<td>Never</td>
<td>Seldom</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>110</td>
<td>I commit crimes</td>
<td>0</td>
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</tr>
<tr>
<td>111</td>
<td>I can't stand up for myself</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>112</td>
<td>I am easily embarrassed</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>113</td>
<td>I have bad habits</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>114</td>
<td>Sometimes things seem unreal</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>115</td>
<td>My marriage is a problem</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>116</td>
<td>I feel insecure</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>117</td>
<td>I think my reputation is bad</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>118</td>
<td>I go to sleep with thoughts or ideas bothering me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>119</td>
<td>Criticism disturbs me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>120</td>
<td>I wonder why others are nice to me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>121</td>
<td>I have skin eruptions or pimples</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>122</td>
<td>I have conflicting feelings of love and hate</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>123</td>
<td>My peers have different values than mine</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>124</td>
<td>I suspect others of stealing things I lose</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>125</td>
<td>I feel that I am not my old self</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>126</td>
<td>Others expect too much from me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>127</td>
<td>Others talk about me behind my back</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>128</td>
<td>Others try to annoy me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>129</td>
<td>I am afraid of the dark</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>130</td>
<td>I feel that everyone works against me</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>131</td>
<td>I blush easily</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>132. It bothers me that I am not my ideal of a man/woman (males respond to man; females to woman)</td>
<td>Never</td>
<td>Seldom</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>133. I have been bossed too much</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>134. I feel like swearing</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>135. I have thoughts too bad to tell others</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>136. Others try to get credit for things I do</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>137. I tell people about their faults</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>138. My friends laugh at me and hurt my feelings</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>139. I am unable to concentrate</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>140. My muscles tremble</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>141. I am immature</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>142. Most people are more physically attractive than I</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>143. Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Administrative Instructions Used in Condition B.

Administrative Instructions for Sharon Anderson's Research

Enclosed are a release-of-information form and two revised Behavioral Checklists. Please follow the directions below.

1. Ask the client or probationer to fill in the information in the top righthand corner of the Behavioral Checklist. The client may use any number he wishes in the space marked "number."

2. Ask the client to sign the release-of-information form.

3. Instruct the client to follow the directions on the Behavioral Checklist.

4. When the client has finished, write the number he used on the Behavioral Checklist on the second Behavioral Checklist.

5. Be sure to set an appointment with the client for not less than 7 days and not more than 14 days from the date he took the Behavioral Checklist the first time. Please do not tell the client he will be asked to fill in the same Behavioral Checklist at a later time. You may tell him he will be asked to continue in the research at a later time.

6. At the second administration, please follow instructions numbered "1" and "3."

7. I will pick up the completed packets within one month.
Appendix G

Comments by Subjects at End of Behavioral Checklist

for Condition A.

Comments at End of Behavioral Checklist

1. I hate this test. It is too long. It made me nervous and restless.
2. This test reflects the way I feel under ordinary circumstances and not the ordeal of having my husband in the hospital in ..., which I am going through now and trying to adjust to it.
3. Too long of a test, but good questions.
4. This was loads of fun. "Oh, boy," fun, fun, fun.
5. Some strange questions were here that did not require a yes or no, but more of a written comment.
6. The instructions on some of the sections are a little hard to follow. I think they need to be stated a little clearer.
7. The questions are not completely explainful. Meaning more specific.
8. A rather incomplete reflection of my behavior. All answers subject to change as I've a very plastic personality. I adapt quickly to new environments. Many answers are part of my beliefs and feelings about this world. I hope it's of some use.
9. I think that some of these questions need to be rewritten because in many cases they contradict themselves. Also, a broader scale needs to be used I feel. For the most part, this method works for these questions, but there are questions which I believe would tell
much more about my true makeup if they were fill in the blank type answers.

10. I answered it the best I could. I hope it helped you.

11. A lot of the questions were contradictory.

12. The questions that I felt did not apply to me I put N/A. Some I just could not answer, like 146.

13. a. 12, 25, 36, etc., which begin with "I can not . . ." or "I do not . . ." are very confusing when the only answers available are "never," "seldom," "always," and the grey areas in between. This is due to the fact that when you say "I cannot" followed by "always," you are really saying "all of the time I am unable . . ." When you follow "I can not" with the word "never," you are really saying "I can." This makes the whole question very confusing and hard to answer with any semblance of truth.

b. There are many questions asked in the questionnaire that absolutely CANNOT be answered by a "never," "seldom," "always" scale. This also is confusing.

c. Asking a negative "or positive" question, followed by a positive (or negative-exact opposite) question "a" is very confusing when your answer must be made on the same scale: Never - Seldom - Always.

d. Whoever wrote this questionnaire could benefit by an intensive class in communication skills.

e. On the whole, this test is a pile of bullshit and without the author standing nearby to explain his intent to the person answering the questions, this whole test is useless. This is
because it is based (the answers) solely upon the answerer's interpretation and not on the author's meaning. I really pity the person who must use the tests for academic purposes because on the whole, confusion makes the test invalid and it is a confusing test.

14. I feel that I answered this degree to the best of my knowledge. I tried to be truthful in all my answers.

15. Some questions I did not completely understand, but I did the best I could do to my understanding.

16. I didn't understand some of the questions (especially after answering the first question). It was kind of confusing. I was confused about the second half of the question because I didn't understand whether it meant at the time it was happening. Did it bother me to a certain degree or to what degree did it bother me all the time.

17. Some of the questions are a little hard to understand.

18. This checklist helped me to look at myself as I haven't before. I hope to correct some of my faults. My being scared of the dark and thinking of death and some of the things I talk about, I can't stop doing, it really bothers me. I am easily influenced and I believe too many things that I don't understand. It bothers me very much.

19. Too long, conflicts between first question and a bothered me. The length tended to desensitize me so I really wasn't sure how I felt in some of the test situations.

20. It was a gas.

21. I'm a little dizzy at the time I did this. I'm on medication. I just had four wisdom teeth pulled a few days ago.
22. I answered the questions to the best of my ability. I really don't try to worry too much about anything and things seldom bother me because to me that poses more of a hassle. My attitude towards life is a good one. I try not to worry too much because it usually makes little problems into big ones. I more or less try to do the best I can and if I don't it is not because I don't want to. It is because some people won't let me.

23. I've tried to be honest.

24. I did the best to my ability. I did the best I could.
Appendix H

Comments Made by Subjects at End of Revised Behavioral Checklist in Condition B.

Comments at End of Behavioral Checklist

1. A lot of the words you use are obscure as to meaning. Therefore, some of my answers are vague. I seek balance in my life. For me to be absolutely anything is impossible. I get mad when I need to; I cry when I need to; I fight back when I need to; I love those who can be loved; and I respect those who warrant respect, etc. I abhor pain and hurt, and I seek freedom and joy and to always be responsible for my actions towards others.

2. I have some immature feelings about other people sometimes. When I try to do good for people, I usually do it the wrong way.

3. Some of the questions are not of a concern except to the individual.

4. I do not like this test. I don't feel that a piece of paper with questions on it does anything. Each person is an individual.

5. Very interesting.

6. Due to the death of my boyfriend, I know I answer different than I would have before.

7. Question #42 "I'm destructive," mostly to myself.