ESSENTIAL PROCESS COMPONENTS OF
CONFLICT SPLIT RESOLUTION

By

LINDA KATHERINE McDonald
B.A., The University of British Columbia, 1971

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Department of Counselling Psychology

The University of British Columbia
1956 Main Mall
Vancouver, Canada
V6T 1Y3

Date October 6, 1982.
ABSTRACT

Nine Gestalt two-chair dialogue conflict resolution performances were compared with nine non-resolution performances on structural analysis of social behaviour, depth of experiencing and voice quality. These performances were used to test whether three proposed process components had the power to discriminate between the successful and unsuccessful performances. Using Fisher's Exact Test of Probability (Siegel, 1956), between-group comparisons were made as to the attainment of the "softening" client performance pattern in the "other chair," the attainment of the "felt wants" client performance pattern in the "experiencing chair," and the attainment of the "values and standards" client performance pattern in the "other chair." It was found that these three process components did discriminate between resolution and non-resolution performances, thus verifying these client performance patterns as component processes essential to the resolution of conflict splits. Credibility was thereby added to the Revised Model of Conflict Split Resolution (Johnson, 1980) from which the hypothesized client performance patterns were generated. In addition, all the clients in this study who resolved their conflict splits demonstrated the "softening" performance pattern, and all considered their "softening" experience as their most significant moment of change, thereby contributing further support to the consideration of the "softening" client performance pattern as the key process component in the process of change.
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I am deeply grateful to Dr. Les Greenberg who, by his example, stimulated my interest in psychotherapy research, and who, by seeing and valuing my curiosity, sparked in me confidence, and sometimes, even delight, in completing this task. In addition, I would like to thank Dr. Marv Westrom for his enthusiastic support and Dr. Rich Young for his constructive help.
CHAPTER 1

Scope and Focus of the Study

Background of the Problem

Research which focuses on studying and understanding the process of psychotherapeutic change, and specifically, mechanisms of client change, seems disappointingly, to have been hindered by the research paradigms which have prevailed in psychotherapy research. In the existing paradigms of correlational and experimental research, observation of behaviour has been neglected in favour of hypothesis testing (Cronbach, 1975), with the end result, that in a field committed to understanding change, we know alarmingly little about how and why people change.

Effective therapists, however, have known for a long time of the importance of sequential patterns and subtle momentary changes that occur in the process of therapy. In fact, many confrontations to a client are in the form of pattern observations such as "whenever X happens, you seem to Y." Effective therapists can be characterized by their ability to integrate knowledge of client performance patterns, of differential effects of therapeutic interventions upon these performance patterns and of exceptions to these rules, into a personally consistent approach to
therapy. Bandler and Grinder (1975) go so far as to explain the apparent "wizardry" of effective therapists as being their responsiveness to identifiable cues in client performance prompting them to recognize particular behavioural patterns to which they then intervene in specifiable ways. Yet, psychotherapy researchers have lagged behind the effective therapists in the quest to unravel this "structure of magic." Only recently have psychotherapy researchers redirected their concern to illuminating patterns of client performance and to identifying the specific cognitive and affective markers which indicate the necessity of a particular therapeutic intervention at that moment in the therapy process (Gottman & Markman, 1978; Greenberg, 1975, 1979, 1980a, 1980b, in press; Rice & Greenberg, in press).

Gottman and Markman (1978) have suggested a new approach to psychotherapy research which they call a program development model. This is an eight step model stressing the importance of sequential analyses and the need for a task analysis to identify the components of competence which discriminate a competent population from a particular target population. Greenberg (1975, 1980a, in press) and Rice and Greenberg (in press) have also adopted a task-analytic approach for intensively studying in-therapy client performances in order to identify recurring potent events in psychotherapy and to isolate the performance patterns associated with the resolution of these events. The initial steps of their task-analytic strategy emphasize inductive, discovery-oriented research in which the process components of successful client performances are identified by means of single-case studies of client performances in the event. Later,
experimental verification studies are done in which the client performance patterns of successful performance are verified and related to outcome by means of multi-subject designs. The use of this task-analytic approach offers a promising method of capturing the subtleties and complexities of therapy process, such that psychotherapy research can progress towards the identification of client mechanisms of change.

Purposes of the Study

This study forms part of a cumulative research program developed at U.B.C.. With the aim of turning intervention research toward a more descriptive understanding of client mechanisms of change, the study focused upon the client's performance in the task of resolving a conflict split. Adopting a task-analytic approach to investigate the resolution of conflict splits, Greenberg (1975; 1979; 1980a; in press) and associates (Johnson, 1980; Taylor, 1981) have developed detailed sequential descriptions of the performances of clients successfully accomplishing the task of resolving conflict splits. Steps such as identifying with the internal critic, stating values and standards from the internal critic, expressing differentiated feelings and "wants" from the experiencing side, softening of the internal critic, listening and understanding from the experiencing side, and negotiating between both sides represent possible key components of a successful resolution performance (see Appendix A). Given these proposed structural regularities across resolution performances, the aim of the present study was to verify that three of the client performance
patterns were essential to successful conflict split resolution.

Statement of the Problem

The resolution components of "softening," "feltwants," and "values and standards" generated by the Revised Model of Conflict Split Resolution (Johnson, 1980), were operationally defined in this study in terms of the process dimensions of client vocal quality, experiencing level and social interaction behaviour. A pattern search was then conducted across nine resolution performances and nine non-resolution performances in order to investigate whether these three hypothesized client performance patterns had the power to discriminate between the resolution and non-resolution performances. Standard process rating systems, including the Experiencing Scale (Klein, Mathieu, Kiesler & Gendlin, 1969), the Client Vocal Quality Classification System (Rice, Koke, Greenberg & Wagstaff, 1979) and the Structural Analysis of Social Behaviour Model (Benjamin, 1979) provided the precise process language enabling pattern recognition of these proposed process components.

Definition of Terms

Operational definitions of terms critical to this study follow.

1. The conflict split
An intrapsychic conflict split is essentially an experience of fragmentation, a split in the person's functioning, when a person is
struggling between two opposing positions. As Greenberg (1979) describes:

Instead of a single clear preference arising, the person is torn between alternatives. There is an experience of two parts, of the self split into partial selves in opposition, rather than the experience of a single integrated self in process (p. 318).

He goes on to formally define the split as having the following four features: (a) a statement of a tendency or partial aspect of the self; e.g., "I really don't want to do this," (b) a statement of a second tendency or partial aspect of the self; e.g., "I feel I have to," (c) an indication of intrapersonal contradiction indicating that the two parts are being set against each other; e.g., "but," (d) a verbal or non-verbal indication that the person is in conflict, involved in struggle, striving, or coercion; e.g., "I have to," or voice quality. An example of a conflict split from this study was, "I feel so lonely. I want to reach out to people, but I just don't seem to be able to. When I'm with friends I start getting this closed-in feeling and I end up pushing them away."

2. The Gestalt Two-Chair Operation

The Gestalt two-chair operation used in this study consisted of a series of suggestions and observations made by the therapist in order to clearly separate two aspects or partial tendencies of the client's self process and to facilitate direct communication between these. The purpose of the two-chair experiment, as suggested by Greenberg (1975; 1980b), is to maintain a process of demarcation and contact between these parts. Greenberg (1975) presented the following underlying principles in an attempt to convey the structure of the operation:
1) Maintenance of a contact boundary: Maintaining clear separation and contact between the partial aspects of the self;
2) Responsibility: Directing clients to use their abilities to respond in accordance with the true nature of their experience;
3) Attending: Directing clients' attention to particular aspects of their present functioning;
4) Heightening: Highlighting aspects of experience by increasing the level of arousal;
5) Expressing: Making actual and specific that which is intellectual or abstract. Particularizing experience by moving from theory to practice (p. 10).

3. **The experiencing chair**

The "Experiencing Chair" (Greenberg, 1975), also referred to in the data as Chair 2, represents the experiencing or feeling part of the person, and is characterized by a shift, during the process of dialogue, from reactive opposition to inner exploration and deeper levels of experiencing.

4. **The other chair**

The "Other Chair" (Greenberg, 1975), also referred to in the data as Chair 1, represents other parts of the personality, introjects, attributions and projections. It can also be thought of as the "critic" chair, although this criticizing function changes as the dialogue progresses towards resolution.

5. **Conflict split resolution**

Conflict split resolution in this study refers to "the reconciliation of opposites so that they no longer waste energy in useless struggle with
each other but can join in productive combination and interplay" (Perls, 1970, p. 67).

The criteria for identifying conflict resolution in this study were client and therapist report of resolution. Specifically, these criteria included a shift of five or more points between the client's pre- and post-session scores on the Target Complaints Discomfort Box Scale (Battle, Imber, Hoehn-Saric, Stone, Nash, & Frank, 1966), and a score of five or above on the Conflict Resolution Box Scale (Dompierre, 1979) indicated by both client and therapist.

6. Identified change point

For the resolution performances, the "identified change point" was selected by clients during the video process review of the resolution session. The criterion for this selection was that the moment selected be of most significance to the clients in the actual resolution of the conflict split. For the non-resolution performances, the "identified change point" was selected by taking the mean time of the "identified change points" across resolution performances, which was found to be 47 minutes into the interview. This 47-minute marker was then applied to the fifth decision-making session of the non-resolvers, under the assumption that this last working session in the decision-making project would represent the most advanced attempt of the non-resolvers at resolving their splits.

7. Level of experiencing

Level of experiencing refers to the quality of clients' involvement in therapy, denoting the degree to which clients are aware of and can communicate their "bodily felt flow of experiencing" and the extent to
which they can integrate this with their actions and thoughts (Klein et al., 1970). Clients are said to be at a low level of experiencing if their communication is impersonal and is limited to behavioural or intellectual description. Clients describing, exploring and elaborating upon feelings and personal experiences are said to be at moderate levels of experiencing. And finally, clients are considered at high levels of experiencing if they are creatively synthesizing their feelings and experiences to resolve personally significant issues.

8. **Voice quality**

Voice quality in this study represents a measure of the client's involvement and processing level in the moment (Rice et al., 1979) and is considered to be a sensitive index of productive and unproductive processing styles (Rice & Gaylin, 1973). It is assessed by four patterns: focused, external, limited and emotional, each identified in terms of six features: (a) perceived energy, (b) primary stress, (c) regularity of stresses, (d) pace, (e) timbre and (f) contours.

9. **Structural analysis of social behaviour (SASB)**

The structural analysis of social behaviour refers to the changing quality of social interaction between the two chairs (Benjamin, 1974). The top surface of Benjamin's Structural Analysis of Social Behaviour Model (1979) (Appendix B) depicts social behaviours for which the focus is on the other person (or, in this study, the other partial aspect of self), and the middle surface displays social behaviours for which the focus is on self. The bottom surface, portraying what happens when behaviours represented on the top surface are turned inward, was not necessary in this
study because, in effect, the introjects of other to self were acted out directly between the chairs. On each surface of the chart, the horizontal axis is affiliation and the vertical axis is interdependence. Opposite behaviours appear directly across from each other on the same surface (e.g., Chart point 115, "friendly explore, listen," is the opposite of 135, "accuse, blame"). Complementary behaviours, those that tend to draw or prompt each other, are at corresponding positions on these two surfaces, (e.g., chart point 235, "appease, scurry," is the behavioural complement of 135, "accuse, blame.")

Because of its detailed structure, the use of SASB provides highly specific rating of conflictual interaction. Dialogue can be examined utterance by utterance with each statement characterized by one of the 72 chart points. Together with voice quality and experiencing level in this study, the structural analysis of the between-chairs social behaviour provided the descriptive criteria for identification of client performance patterns.

10. Client performance patterns

The Experiencing Scale (Klein et al., 1970), the Client Vocal Quality Classification System (Rice et al., 1979) and the Structural Analysis of Social Behaviour Model (Benjamin, 1979) were used to specify the client states of "values and standards" expressed from the "other chair," "felt wants" expressed from the "experiencing chair," and "softening" expressed from the "other chair." In order for a statement to be identified as representing the "values and standards" state, rating on the Experiencing Scale had to be level 3, indicating a personal reaction to an external
event. Voice quality had to be rated focused (F), indicating inner direction and exploration, as opposed to external (X) indicating an external "lecturing at" quality. And finally, the social interaction dynamic had to be rated 137 or 138, indicating a non-affiliative and controlling focus towards the other which is an enforcing of conformity or a blocking or restricting of the other. For a statement to be considered representative of the "felt wants" state, rating on the Experiencing Scale had to be level 4 or above, indicating a description of feelings and personal experiences. Voice quality had to be rated focused (F), indicating inner direction and exploration, and the social interaction dynamic had to be rated 217, an affiliative, independent assertion, or 243 an affiliative and vulnerably stated expression of need. Finally, for a statement to be identified as representing the "softening" state, rating on the Experiencing Scale had to be level 5, indicating the proposition of a problem and its exploration through elaboration of feelings and personal experiences. Voice quality had to be rated focused (F), indicating inner direction and exploration, and the social interaction dynamic had to be rated 215, an affiliative and independent open disclosure of personal feelings and experiences related to self-development. Summarizing, using this precise process language, the state of "softening" of the internal critic was recognized by the client performance pattern of "focused, 215 at level 5 experiencing," the state of "felt wants" expressed by the experiencing side was recognized by the client performance pattern of "focused, 217 or 243 at level 4 experiencing or above," and the state of "values and standards" expressed from the internal critic was
recognized by the client performance pattern of "focused, 137 or 138 at level 3 experiencing."

Research Hypotheses and Rationale

The following research hypotheses were investigated in the present study:
1. There will be a significantly greater number of performances which have the "softening" client performance pattern in the "other chair" in the resolution group than in the non-resolution performance group.
2. There will be a significantly greater number of performances which have both the "values and standards" pattern in the "other chair" and the "felt wants" pattern in the "experiencing chair" in the resolution performance group than in the non-resolution performance group.
3. There will be a significantly greater number of performances which have the "felt wants" client performance pattern in the "experiencing chair" in the resolution performance group than in the non-resolution performance group.
4. There will be a significantly greater number of performances which have the "values and standards" client performance pattern in the "other chair" in the resolution performance group than in the non-resolution performance group.

In addition, the following research question was posed:
Do clients, across resolution performances, select the "softening" performance pattern as their most significant change-point in the process
of resolving their conflict splits?

These research hypotheses were generated from the Revised Model of Conflict Split Resolution (Johnson, 1980). As noted in the "Purposes of the Study," further verification of this model was necessary. The present study thus translated three of the key performance states proposed by that model into observable performance patterns that could be measured by standard process rating systems and then tested as to their power for discriminating between the resolution and non-resolution performances. These particular three performance patterns were chosen because of the researcher's view that the "softening" performance pattern is central in the client process of change leading to resolution of the client's conflict split, and that the expression of "values and standards" from the "other chair" and "felt wants" from the "experiencing chair" are the client processes which trigger this "softening" phenomenon.

Assumptions Underlying this Research

A major assumption in this research was that conflict split episodes in therapy are structurally homogeneous. The conflict split itself was thought to represent a behavioural structure which reveals the client's internal representation of the task (Greenberg, 1975). The client's experienced fragmentation of self was thought to represent an internal demand for attention of which the client's struggle was evidence. The client's verbalization of the split in therapy was then considered part of an attempt towards understanding and resolving this struggle. It was
thus assumed that clients working on conflict splits in therapy were in a similar problem space regarding their construal of the split and its demands for resolution. Comparisons then were possible as to structural regularities in the client task performances.

This study was also founded upon the premise that therapeutic change, specifically the resolution of a conflict split using two-chair dialogue, would follow certain identifiable patterns. This premise was linked to the researcher's view of therapy. Therapy was seen as a situation in which client and therapist engage in a process of exploration and, hopefully, resolution of a series of implicit or explicit sub-tasks in which the client is involved. It was not the amount of particular process behaviours that was of focal interest in this study, but rather the attainment of certain performance patterns which were thought to be indicative of client completion of certain sub-tasks within the overall affective task of resolving a conflict split.

Delimitations of the Study

An ideal study investigating the hypothesized client performance patterns would include a pattern search of clients' entire therapy performances on their particular conflict splits. This might include part of a one-hour therapy session or several one-hour sessions. Due to the time/cost factors in transcribing and rating client performances, however, the present study limited its performance search for the "other chair" to ten statements preceding and five statements following the identified change
point, and for the "experiencing chair" to five statements preceding the identified change point. Adopting the client-identified change point as the anchor point around which the pattern search was conducted was based on the belief that the hypothesized client performance patterns of "felt wants" and "values and standards" actually trigger the client's experience of "softening" and that this softening of the internal critic is the central change experience for the client. The judgment of how many statements to include, however, was arbitrary, and it may be that the proposed performance patterns were actually attained by clients but failed to be uncovered due to this limited search.

Justification of the Study

To avoid obscuring the process of client change during therapy in group designs, psychotherapy researchers have started to seek alternative strategies, especially designs that bring the researcher closer to the data of what individual clients do. As Rice and Greenberg (in press) contend:

Process research is crucial to the endeavour of understanding the workings of therapy, but our conventional external variable research methodologies must be replaced with empirical-rationalist strategies that allow us to find the patterns inherent in the data by making use of observation and of the creative theorizing of the thoughtful clinician and then testing these with the methodological rigor of suitable verification procedures.
The task-analytic approach adopted in this study is geared to this end. It seeks to close the gap between clinicians and researchers by focusing on clinically meaningful description of the process components of a potent and recurring in-therapy event, and by doing this with rigorous observation strategies which permit further replication studies.
CHAPTER II

Overview

This review will begin with a discussion of the current trends in psychotherapy process research to show how the present study is meaningful to the field. Then, the research paradigm on which the study is based, task analysis, will be described in detail. Finally, the specific research which has led to this study will be presented.

Process Research

The kinds of questions in psychotherapy research that need to be answered to illuminate the mechanisms of therapeutic change disappointing-ly remain unasked. As Cronbach (1975) has suggested, in the existing paradigms of correlational and experimental research, observation of behaviour has been neglected in favour of hypothesis testing. It seems that, on the one hand, counsellors are implicitly doing research as participant-observers, fascinated with the events of therapy, seeking patterns in client functioning, performing process diagnoses and precisely applying
interventions contextually to their clients' performances. On the other hand, psychotherapy research into recognition of client performance patterns and mechanisms of change is impeded by experimental and correlational research paradigms which fail to capture and illuminate the complex transactions occurring in therapy. As Gottman and Markman (1978) suggest, ... There is a need for a set of different questions in psychology research. Furthermore, there is a need for a way to proceed with psychotherapy research that will make it possible for us to learn from our failures, so that the business of gathering data on the process and the effectiveness of our interventions results in some improvement of our practises.... [There is a] need for a way to proceed that will be useful to both the university scholar interested in psychotherapy research and the innovative clinical practitioner (p. 30).

These sentiments are echoed by Goldman (1978):

The problem is not "research" as a general idea but rather the kinds of research that have predominated in our field.... The kinds of research methods and the kinds of research studies that prevail in the field are largely inappropriate or inadequate for most of the kinds of knowledge and insight counsellors require in their daily work (p. 5).

Indeed, much of psychotherapy research has failed to meet the simple test of relevance as suggested by Krumboltz (1967):

What will counsellors do differently if the results of this study come out one way rather than another? (p. 191).
It seems that most process research to date has overlooked the fact that what is of importance to the counselling clinician is not only knowing what interventions to use but also when to use them, and in relation to what client performance pattern. Process studies have traditionally attempted to study ongoing client and therapist behaviour throughout the course of therapy. However, most of these studies still fail to permit an adequate examination of psychotherapy as a process changing over time in which there can be different processes with different significance in different contexts. Studies that operationally define "process" by pre- and post-test differences on some set of variables, although supporting the inference of some process, fail to demonstrate or explicate the type of process and the kind of change that did happen. Studies that operationally define "process" in terms of frequency or change in frequency of events, across units of time sampled, are also limited in their clinical relevance. What the clinician needs from the researcher is to know whether certain patterns of clinical processes actually change and how, or whether they, though still intact, merely occur less often. Studies that operationally define "process" in terms of a set of one-step contingencies, for example, how often a certain kind of client response follows a certain kind of therapist response, are helpful in answering certain questions concerning relationships between immediate client and therapist responses. However, they too are limited, in that therapy becomes divided into discrete dyadic units, leaving one to infer the larger context of which they are a part. What in fact seems crucial for the development of research of therapeutic significance is an operational definition of
"process" in terms of units, temporal relationships between units, and end points, such that descriptive knowledge can be built of the actual processes of therapy in context.

With this aim, and to avoid obscuring this process of client change during therapy using group designs, counselling researchers have started to use alternative strategies, especially designs that bring the counsellor researcher closer to the data of what individuals do. One such alternative approach is that of task analysis.

Task Analysis

Task analysis involves breaking down problems into component operations and then combining the components into models of performance. As an approach to research it has been used in the area of cognitive development for studying children's thinking for at least two decades. Recently there has been such a dramatic increase in its use that Siegler (1980) has referred to task analysis as "the leading approach to investigating the development of problem-solving, reasoning, and memorial skills" (p. 278). Task analysis has provided a vehicle enabling the detailed performance analyses of children who are engaged in tackling problems which make particularly interesting demands on their mental structures (Klahr & Wallace, 1972; Case, 1975; Baylor & Lemoyne, 1975; Klahr & Wallace, 1976). It has also enabled studies of complex performances such that the psychological processes involved in solving intellectual tasks can be revealed and the elements of the task that are "instructable" can be identified (Case,
1975; Gregg, 1976; Resnick, 1976). In addition, in the information processing field, task analysis has enabled detailed fine-grain analyses of specific tasks (Newell & Simon, 1972; Lindsay & Norman, 1972; Newell, 1977; Byrne, 1977). Newell and Simon (1972) in particular have made detailed observational records of single individuals as they proceed to solve reasoning problems, noting an approach tried, a blind alley encountered, a backing up, and a search for a new approach. From these records they infer the way the problem was construed, the hypotheses tried, the ways in which the task instruction impeded or facilitated solution, and finally the kinds of mental capacities required to have generated this performance.

Task analysis as currently applied in the field of psychology has been greatly influenced by the research programs of Gagné (1965, 1968) and Simon (1947, 1956). Gagné has used task analysis to analyze the structure of subject matter. His view that concepts are hierarchically organized and that failure to learn a concept is generally due to failure to understand one or more components within the hierarchy led him to conduct task analyses which aimed at establishing learning prerequisites and hierarchies. His view of problem-solving is that it consists of defined capabilities or performances, each of which can be learned by the client, and that these capabilities are related to each other in such a way that achievement of a subordinate capability (i.e., completion of that particular performance) is either necessary to, or greatly facilitates the successful accomplishment of a more advanced performance or capability. Gagne's perspective is thus in accord with the idea of a general model of
an efficient or optimum route to the solution of a problem. His use of
task analysis, however, has been primarily practical in focus, seeking to
identify components for teachers to teach and to establish the order in
which they should be taught (the hierarchical organization). He has paid
little attention to the psychological processes involved in performing the
components or to differing strategies adopted, including such possibil­
ities as people having reason to not choose the optimal approach to solv­
ing problems.

Simon (1947, 1956), on the other hand, has stressed psychological
processes, the limits of human cognition, and how components are inte­
grated. He views task analysis as a means of revealing the human cogni­
tive system producing the performance. Newell and Simon (1972) state
their approach to task analysis in terms of two postulates:

1. To the extent that the behaviour is precisely what is called for
by the situation, it will give us information about the task envi­
ronment.

2. To the extent that the behaviour departs from perfect rational­
ity, we gain information about the psychology of the subject, about
the nature of the internal mechanisms that are limiting his or her
performance (p. 55).

Simon thus sees tasks as opportunities for problem solvers to reveal their
limitations in terms of the type of information processing demands that
result in non-optimal performance. He then has directed his task analyses
towards the construction of various computer simulation models of perform­
ance in such areas as algebra (Paige & Simon, 1966), chess (Chase & Simon,
In the tradition of Simon's simulation approach, Klahr and Wallace (1976) have constructed simulations of several Piagetian problems, Anderson (1976) has modeled language and memory and Kosslyn (1978) has modeled imagery. The major strength of such task analytic approaches is that a simulation model capable of performing the task demonstrates the sufficiency of components necessary for performance of the particular task. Difficulties, however, arise in distinguishing features of the theory from programming conveniences, and even more important, the problem of linking the complexity of the verbal protocol data with the simulations.

Recent trends in the application of task analyses to the study of human cognition have been outlined by Siegler (1980). He refers to three new directions into which task analysis is being extended. One direction, exemplified by Sternberg's componential analysis approach (Sternberg, 1977a, b; Sternberg & Rifkin, 1979), involves a search for components that are used on a large number of tasks and that may account for individual differences in performance. Across such tasks as verbal and geometric analogy, transitive inference, metaphoric production, and causal inference problems, Sternberg has identified the four common components of encoding, inference, mapping and application. A second new direction for task analyses, as set forth by Siegler (1980), involves analyzing tasks in terms of the principles underlying the choice of particular problem-solving strategies. Gelman and Gallistel (1978) have adopted this approach as they inferred from certain aspects of children's counting performance an understanding of five principles involved in counting. The
third new direction set forth by Siegler (1980) involves the development of means for revealing, through analysis of children's errors, the sequence of partial understandings leading to conceptual mastery. By presenting children problems that yield different patterns of correct answers and errors depending on what value they are using, Siegler (1976, 1978) and Siegler and Richards (1979) have applied a rule-assessment approach to such cognitive-developmental problems as balance scale, projection of shadows, probability, fullness, time, speed, distance, conservation of liquid quantity, conservation of solid quantity, and conservation of number problems.

**A Task-Analytic Approach to Psychotherapeutic Events**

Applying this task-analytic approach to the study of psychotherapy, Gottman and Markman (1978) have designed an eight step program development model stressing the importance of sequential analyses of interactions and the need for task analysis to identify particular components of competence. Based on identification of deficits of these components in the target population, programs are then developed to remedy these deficiencies. For example, Schwartz and Gottman (1976) developed a program for non-assertive subjects. Based on a task analysis indicating that assertive and non-assertive subjects differed in their cognitive self-statements and in their ability to deliver competent responses, they developed a specific intervention program to remedy these deficiencies.

Similarly, Rice and Greenberg (in press) have used task-analytic
methods to analyze the performance of clients successfully resolving certain affective tasks in psychotherapy. This approach presumes that within the complex stream of performance patterns exhibited by client and therapist during therapy there are recurring "events" with a high probability of affecting change. Greenberg (1975) defines these events:

An "event" consists of an interactional sequence between client and therapist. It is a performance sequence that has a beginning, an end, and a particular structure that gives it meaning such that it is distinguishable from the surrounding behaviour in the ongoing process. To the client an event has the quality of a whole and it is experienced as a closure of some interaction with the therapist. For the therapist the event represents a therapeutic activity which comes to some closure in the hour. The event is like a short incident in a novel or a drama. It is intrinsically complex, is composed of interconnected activities, with changing patterns, but it occurs within a continuous period of time and comes to some closure within the hour (pp. 4-5).

Rice and Greenberg (in press) contend that experienced therapists are continually making "process diagnoses" of "markers" of such events. Therapists are alert for particular client performance patterns which signal both the presence of affective issues needing to be resolved and at the same time the client's readiness to focus on them. Acting on this "process diagnosis," the therapist intervenes, assuming that if the particular client marker is followed by the appropriate therapeutic intervention, the client will be able to work toward an affective resolution.
This discriminable "event" within therapy is thus comprised of the client marker, therapist operation and resultant client process. Greenberg (1975; 1979) and Rice and Greenberg (in press) further contend that such "when - then" events of therapy appear to have sufficient structural similarity to warrant detailed study.

As described by Greenberg (1975) and Rice and Greenberg (in press) the task-analytic approach to the study of psychotherapeutic events is an eight-step process. The eight steps are:

1. **The ideal observer - the general model.** There is an "ideal observer" (Pascual-Leone, 1976), in this case a "counsellor-researcher" who has an explicit general model of functioning and an implicit cognitive map concerning some of the specific events of therapy. The "ideal observer's cognitive map" provides a framework within which to begin looking at performances so that interesting and therapeutically significant events are located.

2. **Selection and description of a task.** On the basis of the general model and intensive reflections on counselling experiences, the counsellor-researcher selects and describes a task and task situation which seems to be recurrent within and across clients and potent in producing change.

3. **Verification of the significance of task resolution.** Experimental verification is then used to provide evidence that the postulated event (task plus task instructions and task performance) is indeed a potent event containing active ingredients and therefore worth studying intensively.
4. The thought experiment - constructing performance diagrams. The counsellor-researcher begins to intensively analyze the client's task performance. The counsellor-researcher, drawing upon his or her general model of human functioning and accumulated counselling experience, generates possible resolution performance paths, and diagrams these. This is a type of "thought experiment" in which performances are varied freely in imagination.

5. Description of the actual performances. Having developed a diagram of possible performances the counsellor-researcher now makes a detailed sequential description of the actual performance of one or more single individuals engaged in the particular therapeutic task under study.

6. Comparison of actual performance with possible performance - model building. The counsellor-researcher now compares the actual performance with the possible performances (Steps 5 and 4), and from this comparison begins to construct a specific model, consistent with the general model, of the kind of human processes that could have generated the observed performance.

7. Verification. Making use of the newly constructed specific model, hypotheses concerning client performance on the task are advanced and statistically tested. Resolution and non-resolution performances are compared to verify that the specified components discriminate between the successful and unsuccessful performances.

8. Relating outcome to process. As a final step in the task analytic program, outcome studies are done, in which the relationship between
successful client performances and long-term outcome are studied and the links between counselling methods which lead to these client performances, and outcome are demonstrated.

Several studies using these task analytic steps have been conducted on a therapeutic event which has been labelled a "conflict split" (Greenberg, 1975). Greenberg (1975; 1979) constructed precise behavioural definitions of the distinctive features of the split marker and the distinctive features of the appropriate therapeutic intervention, thereby establishing the description of the task and task environment (Step 2 of the task analytic program).

A number of studies have subsequently verified the significance of the split. The differential effects of the Gestalt two-chair operation compared with empathic reflection at a split have been studied in three single cases (Greenberg, 1975), in a counselling analogue (Greenberg and Clarke, 1979) and in a counselling field study (Greenberg and Dompierre, 1981). These studies all demonstrated that clients working on splits using two-chair dialogue deepened their experience, increased their awareness, resolved their conflict and changed their behaviour more than clients in the empathic reflection condition. These results confirm Step three's requirement that there be evidence that the event is potent and worth studying intensively.

Pursuing an intensive analysis of nine two-chair events, Greenberg (1980a) did find that successful two-chair dialogues manifest certain patterned regularities in each chair on depth of experiencing and voice quality. He constructed an initial specific model of conflict split
resolution in which the softening of the harsh critical aspect of the personality toward the self was an important component in the resolution performances. Steps 4 through 6 of the task-analytic approach were then adopted by Johnson (1980) as she constructed multi-step diagrams to explain the steps of possible paths to split resolution. Greenberg (in press) and Johnson (1980) then constructed the Revised Model of Conflict Split Resolution (Johnson, 1980) representing different possible key client states along the path of a resolution performance. These states included role-playing top-dog and under-dog, identifying with top-dog and under-dog, expression of values and standards from the internal critic, expression of previously disowned feelings and "wants" from the experiencing side, softening of the internal critic, listening, understanding and expression of feelings from the experiencing side, and a negotiation leading to integration of the two sides. These client states were formed by the researchers drawing upon their theoretical understanding of human functioning, their accumulated counselling experience and intensive study of tape recorded interviews to generate possible performance paths. These paths were then diagrammed according to measures of voice, experiencing level, observation of non-verbal cues and process description, and then three actual performances were compared, resulting in the Revised Model of Conflict Split Resolution (Johnson, 1980) (See Appendix A).

Subsequently, adopting the strategy of the task-analytic program's Step 7, a three stage specific model of conflict resolution was proposed by Greenberg (in press) and verified by Taylor (1981) in a study comparing fourteen Gestalt two-chair dialogue conflict resolution performances with
fourteen non-resolution performances on structural analysis of social behaviour, depth of experiencing and voice quality. It was found that the two sides of the conflict in all the resolution performances appeared to first go through a stage of opposition, then a merging phase in which the critic softened its attitude as measured by degree of affiliation, voice and depth of experiencing, and finally an integration phase, characterized by the two chairs becoming more autonomous and affiliative, and engaging in negotiation leading to resolution of the conflict. In addition, Taylor (1981) found that the degree of affiliation (the "softening") in the previously harsh critic clearly distinguished resolvers from non-resolvers, thus contributing credibility to the Revised Model of Conflict Split Resolution (Johnson, 1980) through confirmation of the softening of the critic as a necessary condition of resolution.

Further verification of the Revised Model of Conflict Resolution (Johnson, 1980) aimed at confirming more of the essential process components of conflict split resolution would form an important next step in the task-analytic program. Although the Taylor (1981) study offered a description of the three stages through which clients progress in their moment by moment performances in resolving intrapersonal conflict, an even closer look in terms of the particular client performance patterns representing client states rather than stages of resolution would enable more of the specific components of successful resolution performances to be distinguished. Such was the intent of the present study, in which pattern identification was directed towards a more refined level, a level of greater clinical relevance to the practising therapist.
CHAPTER III

Methodology

Zytowski and Betz (1972), in a review of measurement in psychotherapy research, emphasize the need for measures "which can follow the progress of the client in counselling, so that improvement can be charted as a physician does that of his surgical patient" (p. 78). Similarly, Strupp (1973) suggests:

The crucial information is somehow imbedded in the verbal and non-verbal communications and it is the job of the researcher to impose order on the process in such a way that meaningful answers emerge (p. xiii).

In accord with these sentiments, the rigor of this present intensive-analytic study lies in its application of systematic process methodology to reveal patterns in client performances during an in-therapy task. Several process classification systems were used to illuminate clinically important subtleties of clients' moment-to-moment performances during conflict-split resolution, and to identify operationally the client performance patterns of interest. Discussion of this methodology follows.
Population and Sampling Procedures

The 18 conflict-split performances in this study were taken from actual sessions of clients involved in a six-week Decision Making Project conducted at U.B.C. during the summer of 1980. All clients in the project had responded to advertising and were basically well-functioning people who were exploring decisional conflicts pertaining to personal development or career. The sample is thus composed of subjects who are broadly representative of a population which experiences trouble at some time with a decisional conflict and seeks assistance in its resolution. The results of this study can therefore be generalized to a population of people who are dealing with a specific decisional conflict, and who have voluntarily sought assistance for the resolution of this conflict.

The real population of this study, however, was not the clients, but rather the population of conflict-split performances. The actual resolution performances chosen for this study were selected on specified criteria for resolution. To be considered a resolution session, both client and therapist had to indicate a score of five or above on the Conflict Resolution Box Scale (Dompierre, 1979) and a shift of five or more points between the pre- and post-session scores on the Target Complaints Discomfort Box Scale (Battle et al., 1966). In addition, for the purposes of this study, the video tape of the client's conflict resolution session had to have been reviewed with the client. Nine resolution performances from the pool of decision-making resolvers (Webster, 1982) matched these
criteia and were thus selected for the present study. From the pool of non-resolvers in the decision-making project, nine were randomly selected. The fifth sessions of these nine non-resolvers then became the nine non-resolution performances analyzed in the present study.

**Therapists**

Four therapists, two men and two women, with a range of 2-9 years of experience with Gestalt methods, contributed events for this study. Two held Ph.D.s in Counselling Psychology and two were doctoral students. Two therapists each provided one resolution and one non-resolution performance for analysis. One provided four of each type of performance, and the other three of each type. All therapists were trained in the use of the Gestalt two-chair method (Greenberg, 1979; 1980b) and were familiar with Gestalt ideas regarding resolution being achieved by integration of polarities and that a softening of the attitude towards the self facilitates this resolution.

**Description of Measuring Instruments**

1. **The experiencing scale**

   The Experiencing Scale (Klein et al., 1970) was used to measure the in-process level of client experiencing, statement by statement, in both chairs, across successful and non-successful performances of conflict split resolution. This scale is a seven-point annotated and anchored
rating device created for the purpose of assessing the quality of client involvement or "experiencing" in psychotherapy.

Klein et al. (1970) define experiencing as:

... the quality of an individual's experiencing of himself, the extent to which his ongoing, bodily, felt flow of experiencing is the basic datum of his awareness and communications about himself, and the extent to which this inner datum is integral to action and thought (p. 1).

This construct is a phenomenological construct which has evolved from Rogers' process scale (1958, 1959) and from Gendlin's formulation of experiencing (Gendlin & Zimring, 1955; Gendlin, 1962). Gendlin operationally defined process components from the directly present, immediate experiencing of the person. He subsequently developed the Experiencing Scale which was then refined and developed over the next ten years into a standardized measure of tape-recorded ongoing therapy process (Klein et al., 1970).

Because of its extreme sensitivity to changes in clients' involvement, even within a single therapy hour, the Experiencing Scale is a particularly valuable rating device for microscopic process studies such as this one. The lower levels of the scale are characterized by impersonal or superficial references to self. Moving up the scale, there is a progression from simple, limited or externalized references to self to an elaborate description of feelings. At the highest levels of experiencing, exploration of feelings and new awareness lead to problem solving and greater self understanding.
The validity of the scale and of the concept of experiencing has been affirmed across various settings where level of experiencing has been found to consistently predict positive psychotherapy outcome. In seven studies the rating reliabilities were significant, ranging from \( r_k \) .79-.91 modes and .75-.92 peaks using the Ebel Inter-class Reliability method.

A short form of the Experiencing Scale is provided in Appendix C.

2. The Client Vocal Quality Classification System (CVQ)

The CVQ (Rice, Koke, Greenberg & Wagstaff, 1979) was used in this study to track the quality of voice in the two-chair dialogue as a measure of involvement and processing level in the moment. The CVQ has four voice patterns: focused, external, limited and emotional, each identified in terms of six features: (a) perceived energy, (b) primary stress, (c) regularity of stress, (d) pace, (e) timbre and (f) contours. Voice quality has been shown to be a good predictor of success and failure in therapy (Rice & Wagstaff, 1967), and a sensitive index of productive and non-productive processing styles (Rice & Gaylin, 1973). More precisely with regard to conflict splits, change to a focused voice has been demonstrated as a necessary condition for conflict resolution (Greenberg, in press).

Reliability for the CVQ has been demonstrated in several ways. Rank order correlations between judges were found to be between .70 and .79 on the four categories (Rice & Wagstaff, 1967). For the same study, percentage agreement was 70 and Cohen's kappa, a much more stringent measure, was .49.
Appendix D provides a summary of the Client Vocal Quality Classification System.

3. The Structural Analysis of Social Behaviour Model (SASB)

The SASB model (Benjamin, 1979) was used in this study to measure the quality of social interaction communicated statement by statement in the two chairs as clients progressed through experential states towards resolution of their split. The SASB extends the Leary Classification System into a model composed of three two-dimensional grids (see Appendix B). Each of the grids represents the focus of the interpersonal transaction (other, self or introjection). The horizontal axis of each grid runs from disaffiliation to affiliation and the vertical axis from maximal dependence to maximal independence. Each chart point within each quadrant of the grid is then composed of a proportionate amount of the behaviours described by each of the axes.

The instrument adapted for this study utilized two of the three-dimensional grids (other and self). The dialogue was analyzed, statement by statement, and each statement was identified as belonging to one of 36 categories on one of two grids. Transactions were classified in terms of focus, quadrant, and topic. In terms of focus:

\[
\text{grid 1} = \text{other} \\
\text{grid 2} = \text{self}
\]
In terms of quadrant:

quadrant 1 = positive affiliation, positive interdependence
quadrant 2 = negative affiliation, positive interdependence
quadrant 3 = negative affiliation, negative interdependence
quadrant 4 = positive affiliation, negative interdependence.

In terms of topic:

track 0 = primitive basics
track 1 = approach-avoidance
track 2 = need fulfillment, contact, nurturance
track 3 = attachment
track 4 = logic and communication
track 5 = attention to self-development
track 6 = balance in relationship
track 7 = intimacy-distance, and
track 8 = identity.

The first number of the resulting three-digit behaviour code refers to the grid, the second number to the quadrant, and the third number to the topic. Thus, a 217 behaviour is indicated by a client statement in which the focus is on self (2), the quadrant is positive affiliation, positive interdependence (1), and the topic is intimacy-distance (7). The description provided by Benjamin's model of such a 217 behaviour is "assert on own." Illustrating further, a 138 would indicate a client statement from one chair towards the other (1); it would be hostile-dependent (quadrant 3); and its content would concern identity (track 8). The provided description of such a behaviour is "enforce conformity."
The SASB has been found to be a sound measuring device. Validity of the SASB model has been extensively tested through circumplex analysis, factor analysis, and auto-correlational methods (Benjamin, 1977). Test-retest reliabilities for dimensional ratings of the SASB items have ranged, from .85 to .93, and interrater reliabilities have fallen in the same range. When applied specifically as a process rating instrument for analyzing the therapeutic process of a Gestalt two-chair dialogue, the reliability of interrater agreement was tested using Cohen's kappa, and found to be .911. Benjamin (1977) concluded that despite the complexity of the SASB model, the high kappas between independent raters establish that the rules for applying the SASB model to therapy transactions are communicable and can yield consistent ratings among careful independent observers.

4. **Conflict Resolution Box Scale (CRBS)**

The Conflict Resolution Box Scale was created by Dompierre (1979) as a self-report measure of the extent to which conflict has been resolved. This seven-point box scale ranges from "not at all resolved" in the first box, to "somewhat resolved" in the fourth box, to "totally resolved" in the seventh box (see Appendix E). On the client form of the scale, clients indicate the degree to which they feel resolved regarding the conflict they have identified and explored in the session. On the therapist form of the scale the therapists indicate the degree to which, in their judgment, their clients have resolved the conflict identified and worked on in the session. This scale has been shown to correlate with
other outcome measures and to discriminate between more and less effective resolution sessions using two-chair dialogue and empathic reflection (Greenberg & Dompierre, 1981). The CRBS was used in this study as one of the criteria for identifying resolution events. Both the client and the therapist had to mark a minimum of five on the scale for the dialogue to be considered a resolution event.

5. **Target Complaints Discomfort Box Scale (TCDBS)**

   The TCDBS (Battle et al., 1966) is a thirteen-point self-report measure, which rates the amount of discomfort the clients are experiencing in relation to their present complaints. This scale ranges from "not at all" in the first box, to "pretty much" in the seventh box, to "very much" in the tenth box, and "couldn't be worse" in the top box (see Appendix F). For the purpose of this study, it was administered before and after the counselling sessions to identify any movement towards resolution of the issue presented for that session. A shift of five or more points between the pre-session scores and post-session scores was one of the criteria necessary for the session to qualify as a conflict resolution.

6. **Video Process Recall**

   The video process recall used in this study was a process classification procedure adapted from Elliott's (1979) Interpersonal Process Recall. Whereas Elliott isolates points at which clients perceive a therapist operation to have been especially helpful and has the client rate the significance on a scale of 0 to 9, the main focus in this study was upon
client performances, not therapist influence. Thus, in this study, clients were asked to select "significant moments" in their experience which were perceived important to the actual resolution of their split.

The specific procedure used in this study adopted the following format. Within two days of the client's resolution session, the client would meet with a recall consultant who would review the video-tape of the session with the client. The recall consultant asked the clients to select from four to seven "significant moments" in their process of change, and then to rate the significance of these moments on a scale of 0 to 9. The "most significant moment" was then established as that moment to which the client gave the highest significance rating. In the event of two or more moments given the same high rating, clients were then asked to choose which moment they would consider of most significance to the process of resolving their split. This "most significant moment" was then used as an anchor point, around which a performance pattern search was conducted.

The same recall consultant was used to review all of the resolution performances. This recall consultant was trained for the purposes of this study according to procedures set forth in Elliott's (1979) research manual.

Design

The intent of this study was the verification of predicted performance patterns in the process of resolving a conflict split. In order to test the Revised Model of Conflict Split Resolution (Johnson, 1980)
constructed by Greenberg (1975, 1980a) and Johnson (1980), nine resolution and nine non-resolution performances on the task were collected and compared to see if certain of the specified components of resolution performance discriminated between successful and unsuccessful performances. A pattern search was performed around the identified change point across each of the 18 performances on 20 dialogue statements rated for experiencing level, vocal quality, and social interaction behaviour. Between group comparisons were then made as to the attainment of the client performance patterns termed "softening," "values and standards" and "felt wants."

Data Collection and Rating Procedures

Two independent raters were used for each of the three measuring instruments (Experiencing Scale, Client Vocal Quality System and Structural Analysis of Social Behaviour Model) and for the selection of the client-statement units to be rated. One of the raters was a professor in Counselling Psychology and the remainder were graduate students in Counselling Psychology.

The two statement-unit raters selected statements representing dialogue between the chairs by discriminating these statements from statements representing parenthetical processing to the therapist. The six process measure raters used audio-tapes and typewritten transcripts of the specific dialogue statements selected for rating. Each of the raters rated two-thirds of the data, providing an overlap of one-third for a reliability check. Each of the process measure raters had a minimum of 15 hours
of training and each was trained in accord with the rules of the particular process classification manual. The experiencing level and SASB raters rated the identified statements according to the rules in their respective manuals and provided a final score for each statement to represent the predominant behaviour in that statement. The voice raters also rated according to manual rules; however, they were to consider the overall statement "focused" if the statement contained a minimum of two thought units of "focused" voice (a more lenient requirement than that required by the manual). This adaptation was justified because it was the attainment of focused voice not the amount which was of concern in this study in the search for performance patterns.

Reliability scores were high across all ratings. The dialogue-unit selectors had a percentage agreement score of 98%. On the statement by statement ratings, the experiencing raters obtained a Pearson product moment correlation coefficient of $r = .84$, the voice raters obtained a Cohen's kappa of .63, and the SASB raters obtained a Cohen's kappa of .86.

**Statistical Analysis**

This study required a test to determine the significance of the difference between two independent samples. Since there were scores from two independent random samples all falling into one or the other of two mutually exclusive classes, and since $N$ was small, the Fisher Exact Test of Probability (Siegel, 1956) was selected. Alpha was set at the .05 level of significance and the Fisher Exact Test was used to determine
whether the resolution performances and non-resolution performances differed as to the frequency of performances which demonstrated the attainment of the hypothesized performance patterns. The "Table of Critical Values of D (or C) in the Fisher Test" (Siegel, 1956, Table I, pp. 256-270) is applicable to data where $N$ is 30 or smaller, and where neither of the totals in the right-hand margin is larger than 15. Because the data met these requirements, this table was used to determine the significance of the observed set of values in each of the four $2 \times 2$ contingency tables. Since $H_I$ for each of the four hypotheses predicted the direction of the difference, the region of rejection was one-tailed. $H_0$ for each of the four hypotheses was rejected if the observed cell values differed in the predicted direction and if they were of such magnitude that the probability associated with their occurrence under $H_0$ was equal to or less than .05.
CHAPTER IV

Results

In this chapter the results are presented of the client performance pattern search (Table 1), of the statistical analyses of the between-group comparisons (Tables 2-5), and of the additional research question. Discussion and implications of these results follows in Chapter V.

The Between-Group Comparison on Attainment of the Client Performance Pattern of "Softening" in the "Other Chair"

The two groups, resolution performances and non-resolution performances, were compared using Fisher's Exact Test (Siegel, 1956) for the attainment of the "softening" performance pattern in the "other chair." Results of this between-group comparison are presented in Table 2. Reference to Table I (Siegel, 1956, p. 257) reveals that with these marginal totals \( A + B = 9 \) and \( C + D = 9 \), and with \( A = 9 \), the observed \( C = 0 \) has a one-tailed probability of occurrence under \( H_0 \) of \( p < .001 \). Since this \( p \) was smaller than the set level of significance, \( \alpha = .05 \), our decision was to reject \( H_0 \) in favor of \( H_1 \). We concluded that the performance component of "softening" in the "other chair" has power to discriminate the
### Table 1
Identification of Client Performance Patterns

<table>
<thead>
<tr>
<th>Resolution Performances</th>
<th>Non-Resolution Performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>A  B  C  D  E  F  G  H  I</td>
</tr>
</tbody>
</table>

**Identification of Client Performance Patterns**

<table>
<thead>
<tr>
<th>Resolution Performances</th>
<th>Non-Resolution Performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
<td>A  B  C  D  E  F  G  H  I</td>
</tr>
</tbody>
</table>

**Note:**
- "Values and Standards" pattern = SASB 137 or 138, focused voice, exp. level 3.
- "Felt Wants" pattern = SASB 217 or 243, focused voice, exp. level 4 or above.
- "Softening" pattern = SASB 215, focused voice, exp. level 5.
resolution performances from the non-resolution performances.

The Between-Group Comparison on Attainment of the "Values and Standards" and the "Felt Wants" Client Performance Patterns

The two groups, resolution performances and non-resolution performances, were compared using Fisher's Exact Test (Siegel, 1956) for the attainment within the same session of both the "values and standards" performance pattern in the "other chair" and the "felt wants" performance pattern in the "experiencing chair." Results of this between-group comparison are presented in Table 3. Reference to Table I (Siegel, 1956, p. 257) reveals that with these marginal totals (A + B = 9 and C + D = 9), and with A = 7, the observed C = 0 has a one-tailed probability of occurrence under \(H_0\) of \(p < .005\). Since this \(p\) was smaller than the set level of significance, \(\alpha = .05\), our decision was to reject \(H_0\) in favor of \(H_1\). We concluded that the performance components of "values and standards" expressed in the "other chair" together with "felt wants" expressed in the "experiencing chair" have power to discriminate the resolution performances from the non-resolution performances.

The Between-Group Comparison on Attainment of the "Felt Wants" Client Performance Pattern in the "Experiencing Chair"

The two groups, resolution performances and non-resolution performances, were compared using Fisher's Exact Test (Siegel, 1956) for the
### TABLE 2

Between-Group Comparison on Attainment of the "Softening" Performance Pattern in the "Other Chair"

<table>
<thead>
<tr>
<th></th>
<th>Presence of &quot;softening&quot; pattern</th>
<th>Absence of &quot;softening&quot; pattern</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution performances</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Non-resolution performances</td>
<td>0 *</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: The Fisher Exact Test of Probability (Siegel, 1956) indicates $p \leq .001$.

* $p < .05$.

### TABLE 3

Between-Group Comparison on Attainment of the "Values and Standards" and the "Felt Wants" Client Performance Patterns

<table>
<thead>
<tr>
<th></th>
<th>Presence of both patterns</th>
<th>Absence of one or both patterns</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution performances</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Non-resolution performances</td>
<td>0 *</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: The Fisher Exact Test of Probability (Siegel, 1956) indicates $p \leq .005$.

* $p < .05$. 
attainment of the "felt wants" performance pattern in the "experiencing chair." Results of this between-group comparison are presented in Table 4. Reference to Table I (Siegel, 1956, p. 257) reveals that with these marginal totals (A + B = 9 and C + D = 9), and with A = 8, the observed C = 0 has a one-tailed probability of occurrence under H₀ of $p < .001$. Since this $p$ was smaller than the set level of significance, $\alpha = .05$, our decision was to reject H₀ in favor of H₁. We concluded that the performance component of "felt wants" expressed in the "experiencing chair" has power to discriminate the resolution performances from the non-resolution performances.

The Between-Group Comparison on Attainment of the "Values and Standards" Client Performance Pattern in the "Other Chair"

The two groups, resolution performances and non-resolution performances, were compared using Fisher's Exact Test (Siegel, 1956) for the attainment of the "values and standards" performance pattern in the "other chair." Results of this between-group comparison are presented in Table 5. Reference to Table I (Siegel, 1956, p. 257) reveals that with these marginal totals (A + B = 9 and C + D = 9), and with A = 8, the observed C = 3 has a one-tailed probability of occurrence under H₀ of $p < .05$. Since this $p$ was equal to or smaller than the set level of significance, $\alpha = .05$, our decision was to reject H₀ in favor of H₁. We concluded that the performance component of "values and standards" expressed in the
### TABLE 4

Between-Group Comparison on Attainment of the "Felt Wants" Performance Pattern in the "Experiencing Chair"

<table>
<thead>
<tr>
<th>Presence of &quot;felt wants&quot; pattern</th>
<th>Absence of &quot;felt wants&quot; pattern</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution performances</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Non-resolution performances</td>
<td>0 *</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: The Fisher Exact Test of Probability (Seigel, 1956) indicates $p \leq .001$.

* $p < .05$.

### TABLE 5

Between-Group Comparison on Attainment of the "Values and Standards" Performance Pattern in the "Other Chair"

<table>
<thead>
<tr>
<th>Presence of &quot;values and standards&quot; pattern</th>
<th>Absence of &quot;values and standards&quot; pattern</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution performances</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Non-resolution performances</td>
<td>3 *</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

Note: The Fisher Exact Test of Probability (Seigel, 1956) indicates $p \leq .05$.

* $p \leq .05$. 
"other chair" has power to discriminate the resolution performances from the non-resolution performances.

Comparison of Occurrence Across Resolution Performances of the Client-Identified "Most Significant Moment of Change" with the Rater-Identified "Softening" Performance Pattern

A further question of interest in this study was whether clients, across the resolution performances, would indicate their "most significant moment of change" in the process of resolving their split at the objectively-rated time of occurrence of "softening." For five of the nine resolution performances, the indicated significant change point co-occurred exactly with the beginning of "softening" (see Table 1). The indicated significant change points for three of the resolution performances occurred within one client statement of the beginning of "softening" and for the remaining resolution performance the indicated significant change point was just three client statements into the "softening." According to all of the clients in this study, then, the experience of "softening" was the most significant moment of change in the process of resolving their split.
Discussion of Results and Conclusions

The proposed specific components of conflict split resolution using Gestalt two-chair dialogue were supported by the results of this study. All nine resolution performances and none of the non-resolution performances attained the "softening" client performance pattern in the "other chair." At this point in the resolution performance, the "other chair" openly discloses its feelings (chart point 215 on the SASB), representing a shift from a previously disaffiliative and controlling attitude to one of affiliation and independence. This disclosure occurs at a high level of experiencing (level 5 on the Experiencing Scale) indicating the statement of a problem or proposition and the subsequent exploration and elaboration of that issue with reference to feelings and personal experiences. The client does this with a "focused" voice, indicative of the critic turning inward and newly constructing what it is saying as opposed to its previous "lecturing at" quality of speaking. The fact that the co-occurrence of these three process dimensions into the specified pattern...
called "softening" discriminated the resolution performances from the non-resolution performances supports consideration of this pattern as one of the essential components of the resolution task.

Seven of the resolution performances and none of the non-resolution performances were characterized by the attainment of both the "felt wants" pattern in the "experiencing chair" and the "values and standards" pattern in the "other chair." Of the two resolution performances lacking both patterns, one (case 2) attained the "values and standards" pattern but failed to attain the "felt wants" pattern and one (case 6) attained the "felt wants" pattern but failed to attain the "values and standards" pattern. Inspection of the data revealed that the "experiencing chair" of case 2 had a high proportion of emotional voice and SASB behaviours indicating a turning outward of negative emotion. It may be that this case was not in fact part of the homogeneous set of conflict split resolutions, but rather a case representing the undoing of a retroflection, although it did match the study's requirements for being considered a resolution performance. If this is so, the lack of expression of "felt wants" may simply be reflective of different processes triggering the "softening" in the undoing of a retroflection as opposed to the processes triggering the "softening" in the resolution of a conflict split. In the other case, 6, when the "other chair" did not use focused voice, and thus did not attain the "values and standards" pattern, inspection of the earlier two-chair dialogue in this case revealed the attainment of the "values and standards" pattern. However, because of the arbitrary limit to this study's pattern search of only ten statements prior to the iden-
tified change point, this pattern was not identified in the study's analysis. The attainment of both the "values and standards" pattern and the "felt wants" pattern, like the "softening" pattern, did discriminate the resolution performances from the non-resolution performances, thus supporting consideration of these two performance patterns being essential components of the resolution task.

Eight of the resolution performances and none of the non-resolution performances were characterized by the attainment of the "felt wants" pattern. As has already been discussed, the absence of this pattern in case 2 may have been caused by the undoing of a retroflexion rather than the resolution of a conflict split. In expressing the "felt wants" performance pattern, the "experiencing chair" makes an affiliative assertion towards the "other chair," either independently "asserting on its own" (SASB chart point 217) or "vulnerably stating its needs" (SASB chart point 243). This assertion occurs at a moderate level of experiencing (level 4 on the Experiencing Scale), indicating descriptions of feelings and personal experiences. The client does this with a focused voice, indicative of turning inward and freshly constructing what it is saying. As with the "softening" performance pattern, none of the non-resolution performances attained this pattern.

Eight of the resolution performances and three of the non-resolution performances attained the "values and standards" pattern. This pattern is characterized by a disaffiliative restricting and enforcing of conformity on the part of the "other chair" toward the "experiencing chair" (SASB behaviours 137 and 138). This occurs at a moderately low level of exper-
iencing (level 3 on the Experiencing Scale) indicating a personal react-iveness, but is communicated with a "focused" voice. The use of focused voice seems to be the critical determinant of the "values and standards" pattern. With the expression of the "values and standards" pattern, no longer is there the "lecturing at" quality of severe criticism, but rather a true differentiating of the values and standards held in opposition to the "experiencing chair." This change of voice seems to be an important indicator of something new developing in the client's awareness. As with the "softening" pattern and the "felt wants" pattern, it appears as though the "turning inwards" indicated by the focused voice indicates the accomplishment of an important sub-task within the overall affective task of resolving a conflict split. The fact that three of the non-resolution performances attained this pattern may be considered support for the sequential ordering of these three performance components of conflict split resolution. The expression of values and standards in the "other chair" is thought to precede the expression of felt" wants" in the "experiencing chair," which then is considered to trigger the "softening."

Given these results, it could be argued that it is questionable whether or not these performance patterns are part of the essential structural components of the successful completion of the conflict split resolution task or whether they are a product of a social influence process on the part of the therapists. However, although it is possible that the therapists influenced the particular content and possibly even the level of experiencing of their clients, it remains highly unlikely that they were able to influence client vocal quality. Also, the same therapists
were working with the non-resolvers and those performances did not show the same components with the exception of three of the non-resolution performances attaining the "values and standards" pattern. It might also be argued on the basis of having had such a small sample of performances that the difference between the groups could be explained by an individual difference variable. However, the specification of client performance patterns at the level of refinement offered in this study supports the interpretation that these components are actual features of successful task performance, even if they are attributable to an individual difference variable at work. From the results of this study it appears that conflict resolution performances in the two-chair dialogue are characterized by a differentiating of oppositional values and standards which are subsequently challenged by a deeply-felt assertion of "wants" and needs from the newly experienced yet unacceptable aspects of the self which in turn triggers an acceptance of these aspects by a softening in attitude of the previously harsh inner critic.

Implications for Theory and Practice

The two-chair dialogues of clients engaged in resolving conflict splits are thought to be homologues of the change processes involved in intrapsychic conflict resolution. If this is so, through the identification and verification of some of the essential performance components for successful conflict resolution this study contributes to the theoretical understanding of how people change. Verifying the importance of the
client's focused and differentiated expression of oppositional values and standards on the one side and the importance of a focused deeply-felt assertion of "wants" and needs challenging these values from the other side offers us a glimpse of the mechanism triggering the softening of the previously harsh inner critic. Seemingly, through the Gestalt affective approach, a cognitive and affective restructuring takes place which parallels in effect the goals of cognitive behaviorists, but without the direct challenging and confrontation by the therapist refuting the client's irrational beliefs. The results of this study underscore the importance of providing stimulation such that clients can first differentiate their criticism into a focused presentation of values and standards, and that they can then challenge these beliefs with their own deeply-felt assertion of previously unacceptable experiencing. A cognitive and affective restructuring of values then is triggered and the previously harsh inner critic softens its attitude, enabling the integration of the two previously disparate aspects of self.

In addition to this theoretical contribution, some exciting implications for clinical practice result from this study. As indicated in the Review of Literature, it is important that the therapist know not only what to do but also when, and in relation to what client performance pattern and with what process goal. Knowing some of the component processes by which clients successfully resolve conflict split enables therapists to stimulate the appropriate processes at particular stages in client performances. The probability of client discovery and progression towards resolution is thereby increased as appropriate therapist task
instructions are matched with particular client performance processes. Such following of the patterns and sequences of client performances on the part of the therapist can then contribute to more potent intervening. An exciting extension of this study would be the development of a training program for therapists in which they are taught to see and hear particular performance patterns in terms of the process dimensions of experiencing level, vocal quality and SASB. Adopting the language of Newell and Simon (1972), therapists could be taught to recognize clients' experiential "states of knowledge." In conducting process diagnoses, they could identify the client's present state, identify the differences which need to be reduced between this state and the next desirable state, and then apply therapeutic interventions that would enable them to do that.

Recommendations for Future Research

In order to further validate the Johnson (1980) model, future research might include a replication of the present study and further verification studies on more of the component performance patterns of conflict split resolution. More single-case intensive studies of resolution performances could be conducted such that the active ingredients of these performance patterns can be identified. Rather than study non-resolution performances at this point in the research program, it may be more useful to look at a resolution that has one of the components missing and then to modify the existing model. Non-resolvers, for instance, may have all the components but in a different order or they may be missing one or more.
Another promising way of studying resolution performances in an attempt to isolate the active components would be to do single case studies of clients over time, provided they continue to work on the same conflict split. Useful comparisons could then be made between the resolution performance interview and the non-resolution performance of the preceding interview.

Another focus for future research would be the elaboration and refinement of the therapist task instructions. More specific categories could be generated to add to the five principles outlined by Greenberg (1975; 1980b) of therapeutic interventions applied contextually to the specific patterns and sequences of client performances.

Future research could also include more refined differential effects studies. Rather than globally comparing two therapeutic interventions at the split marker, particular client performances in particular contexts could be related to successful outcome (e.g., softening in the context of a split related to outcome). In addition, studies could be done specifying what client performance strategies are set in motion by what therapist interventions at what particular points in therapy. For example, a comparison could be done with the therapist intervention "What do you want?" applied during different stages in the client task performances of conflict splits. During the reactive opposition stage of the task performance, this intervention might lead to the client circling in repetitive reaction at low levels of experiencing and failing to progress to the next stage. Applied, however, during the stage of deeply-felt inner experiencing, this intervention might prompt progression to the next stage.
in the sequential path to resolution. Also, experiential "shifts" in client experiencing can now be captured and operationalized through the use of several process classification systems. Therapist interventions at these markers can then also be studied at process levels which capture the subtlety and complexity of therapeutic interactions.
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Greenberg, L. Toward a task analysis of conflict resolution. In press.


Pascual-Leone, J. A view of cognition from a formalist's perspective. In K.F. Riegel & F. Meacham (Eds.), The developing individual in a changing world.


Role Play

Identify

Top-Dog

Under-Dog

Top-Dog

Under-Dog

Values & Standards

Softening

Listening, Understanding & Feelings

Impasse

Negotiation

Integration - Resolution

Disowned Polarity

Feelings

Wants

REVISED MODEL OF CONFLICT SPLIT RESOLUTION

(Johnson, 1980)
INTERPERSONAL

OTHER

SELF

INTRAPSYCHIC

APPENDIX B
STRUCTURAL ANALYSIS OF SOCIAL BEHAVIOR MODEL

Structural Analysis of Social Behavior (SASS) © 1979, William Alanson White Psychiatric Foundation
Lorna Smith Benjamin
Department of Psychiatry
Clinical Sciences Center
600 Highland Avenue
Madison, Wisconsin 53792

120 Endorse freedom
118 Encourage separate identity
117 You can do it fine
116 Carefully, fairly consider
115 Friendliness listen
114 Show empathetic understanding
113 Confirm as OK as is
112 Stroke, soothe, calm
111 Warmly welcome
110 Tender sexuality

Manage, control 140

220 Freely come and go
218 Own identity, standards
217 Assert on own
216 "Put cards on the table"
215 Openly disclose, reveal
214 Clearly express
213 Enthusiastic showing
212 Relax, flow, enjoy
211 Joyful approach
210 Ecstatic response

242 Accept caretaking
243 Ask, trust, count on
244 Accept reason

245 Take in, learn from
246 Cling, depend
247 Deter, overconform
248 Submerge into role

249 Yield, submit, give in 240

228 Own separate way
227 Defy, do opposite
226 Busy with own thing
225 Wait-off, nondisclose
224 Noncontingent reaction
223 Detach, wear stone
222 Refuse assistance, care
221 Flee, escape, withdraw
220 Desperate protest

230 Wary, fearful
229 Sacrifice generosity
228 Whine, defend, justify
227 Self-punishment

236 Surrender, act upon
235 Accept reasons
234 Uncompromising anger
233 Apologize, scurry
232 Sulk, act out upon
231 Agree, uncomprehending

230 Yield, submit, give in 240

320 Happy-go-lucky

319 Let nature unfold
318 Let self do it, confident
317 Let self do it, confident
316 Balanced self acceptance

315 Explore, listen to inner self
314 Integrated, solid core
313 Pleased with self
312 Stroke, soothe self

311 Entertain, enjoy self
310 Love, cherish self
309 Seek best for self
308 Nurture, restore self
307 Love, cherish self
306 Support self

305 Practice, become accomplished
304 Examine, analyze self
303 Protect self

302 Doubt, put self down
301 Sustain, nourish self
300 Self-punishment
300 Deny, divert self

299 Support self
298 Nurture, restore self
297 Doubt, put self down
296 Sustain, nourish self
295 Protect self

294 Doubt, put self down
293 Sustain, nourish self
292 Doubt, put self down
291 Sustain, nourish self
290 Doubt, put self down

289 Support self
288 Nurture, restore self
287 Doubt, put self down
286 Sustain, nourish self
285 Protect self

284 Doubt, put self down
283 Sustain, nourish self
282 Doubt, put self down
281 Sustain, nourish self
280 Doubt, put self down

279 Support self
278 Nurture, restore self
277 Doubt, put self down
276 Sustain, nourish self
275 Protect self

274 Doubt, put self down
273 Sustain, nourish self
272 Doubt, put self down
271 Sustain, nourish self
270 Doubt, put self down

269 Support self
268 Nurture, restore self
267 Doubt, put self down
266 Sustain, nourish self
265 Protect self

264 Doubt, put self down
263 Sustain, nourish self
262 Doubt, put self down
261 Sustain, nourish self
260 Doubt, put self down

259 Support self
258 Nurture, restore self
257 Doubt, put self down
256 Sustain, nourish self
255 Protect self

254 Doubt, put self down
253 Sustain, nourish self
252 Doubt, put self down
251 Sustain, nourish self
250 Doubt, put self down

249 Support self
248 Nurture, restore self
247 Doubt, put self down
246 Sustain, nourish self
245 Protect self

244 Doubt, put self down
243 Sustain, nourish self
242 Doubt, put self down
241 Sustain, nourish self
240 Doubt, put self down

Introject of OTHER to SELF

Control, manage self 340
## APPENDIX C

### SHORT FORM OF EXPERIENCING SCALE
*(Klein, Mathieu, Kiesler & Gendlin, 1969)*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Content</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>External events; refusal to participate</td>
<td>Impersonal, detached</td>
</tr>
<tr>
<td>2</td>
<td>External events; behavioural or intellectual self-description</td>
<td>Interested, personal, self-participation</td>
</tr>
<tr>
<td>3</td>
<td>Personal reactions to external events; limited self-descriptions; behavioural descriptions of feelings</td>
<td>Reactive, emotionally involved</td>
</tr>
<tr>
<td>4</td>
<td>Descriptions of feelings and personal experiences</td>
<td>Self-descriptive; associative</td>
</tr>
<tr>
<td>5</td>
<td>Problems or propositions about feelings and personal experiences</td>
<td>Exploratory, elaborative, hypothetical</td>
</tr>
<tr>
<td>6</td>
<td>Synthesis of readily accessible feelings and experiences to resolve personally significant issues</td>
<td>Feelings vividly expressed, integrative, conclusive or affirmative</td>
</tr>
<tr>
<td>7</td>
<td>Full, easy presentation of experiencing; all elements confidently integrated</td>
<td>Expansive, illuminating, confident, buoyant</td>
</tr>
</tbody>
</table>
APPENDIX D

CLIENT VOCAL QUALITY CLASSIFICATION SYSTEM
(Rice, Koke, Greenberg & Wagstaff, 1979)

The characteristics of the four different patterns are as follows:

A. Focused

1. **Energy.** The energy is fairly high. Pitch is moderate to low, with appropriate loudness.

2. **Primary stresses.** Primary stresses are achieved more by an increase in loudness than by a rise in pitch. Loudness/pitch is greater than 1. The stress may also be achieved by lengthening the stressed syllable (drawl).

3. **Regularity of stresses.** The stress pattern is irregular for English, and stresses sometimes occur in unexpected places. For instance, adjoining syllables sometimes receive almost equal stress.

4. **Pace.** The pace is irregular. It is usually slowed, but there may be patches that are speeded up.

5. **Timbre.** The voice is full, and resting firmly on the platform.

6. **Contours.** These may be unexpected in direction, but the effect is ragged rather than mellifluous.

B. External

1. **Energy.** The energy is fairly high. The pitch is moderate to high, but the volume is adequate.

2. **Primary stresses.** These are achieved with pitch rise as well as some increase in loudness. Loudness/pitch is equal to or less than 1.

3. **Regularity of stresses.** The stress pattern is markedly regular for English. The melodic line may sound sing-song at lower
energy levels and resounding at higher levels.

4. **Pace.** The pace is fairly even, though it may be slightly speeded as it approaches a stress point.

5. **Timbre.** The voice is fairly full, and resting on the platform.

6. **Contours.** These may go up, down, or remain level at times when this would not be quite the expected pattern, although meaning is not usually distorted. The effect is oratorical rather than ragged.

C. **Limited**

1. **Energy.** The energy is low. The volume is not adequate for the pitch.

2. **Primary stresses.** The primary stresses are not very strong, and are achieved by normal balance of pitch to loudness.

3. **Regularity of stresses.** The stress pattern has about the normal irregularity of English.

4. **Pace.** The pace is somewhat slowed, but tends to be quite regular.

5. **Timbre.** This is one of the clearest distinguishing characteristics. The voice is thinned from below, and the effect is that of a voice that is "not resting on its platform."

6. **Contours.** Nothing notable here.

D. **Emotional Overflow Eo.** This subcategory is difficult to describe using the six features, because a variety of different emotions are put in the same class. The primary characteristic is a disruption of ordinary speech patterns. The voice may break, tremble, rise to a shriek, etc. However, the mere presence of emotion does not put it in this class,
without disruption of speech patterns. For instance, laughter is often found in conjunction with Externalizing, and would not push the response into Emotional unless it really disrupts speech. This is not a very satisfactory class as it now stands, but is not too difficult to recognize.

Expressive Ee.

1. Energy. Very high. Pitch is generally higher and loudness greater than any of the other categories.

2. Primary stresses. These are generally achieved by substantial increases in both pitch and loudness—although one may have a larger relative increase than the other. Also, there is often a clipped sense to stressed syllables, and a slight pause after each one. Expressive vs. external—aside from regularity of stresses distinguishing expressive from external (see below), there is greater pitch and loudness rise with expressive voice than with external. If X is generally at modal pitch and one step above, E varies between modal and two or three steps above, (or even higher). Expressive vs. focused—similarly, focused generally stays on modal pitch and occasionally goes down, or there may be a pitch rise without loudness increasing to any marked degree.

3. Regularity of stresses. The most distinguishing feature of this category is stressed, adjoining syllables, with higher pitch and greater loudness than found in focused; e.g., the stressed adjoining syllables in the sentence below are 'I hate.'

I hate you

There may be a pitch rise on the second of the stressed syllables, but there is a clear sense of adjoining stressed syllables as shown in the sentence below.
I don't care about you.

4. **Pace.** Regular over stressed syllables, but not regular in general. Often a stacatto quality to stressed syllables (relates to the slight pauses after stressed syllables).

5. **Timbre.** Generally a very full voice.
We are interested in how resolved you feel right now about your decisional conflict. Please indicate with an (X) your present position.

- Totally resolved
- Somewhat resolved
- Not at all resolved
APPENDIX F
TARGET COMPLAINTS DISCOMFORT
BOX SCALE
(Battle, Imber, Hoehn-Saric, Stone, Nash & Frank, 1966)

We are interested in how much discomfort your decisional conflict is causing you right now. Please indicate with an (X) your present position.

- Couldn't be worse
- Very much
- Pretty much
- A little
- None at all