A TASK ANALYSIS OF CONFLICT RESOLUTION

by

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ABSTRACT

Twenty four in therapy client performances were analysed in order to describe patterns related to conflict resolution. Twelve Gestalt events in which resolution was achieved were compared with twelve nonresolution events. Both groups, resolved and unresolved, were analyzed using three measures,-- 1) Experiencing scale; 2) Structural Analysis of Social Behavior, and 3) Vocal Quality Scale. Using these measures, the groups were divided into the three phases of conflict resolution--opposition, merging and resolution. In Gestalt, therapy, the client engages in a dialogue with himself to explore the two sides of the conflict. He usualy moves from one chair to another, these chairs are known as the "experiencing" and "other" chair. In this study each chair was analyzed independently.

The main hypothesis, that resolution events exhibit specific phase related behaviors that are not evident in non-resolution events, was tested using a number of comparisons. These comparisons between groups, between phases and between the two chairs indicate that the two groups are different and that there are three identifiable phases in a resolution event. The pattern of resolution begins with the two chairs in the opposition phase rejecting each other. This is indicated by a difference in level of Experiencing and uncooperative interaction as measured by S.A.S.B. The merging phase is when the two chairs begin to engage in productive dialogue. The other chair "softens" toward the experiencing chair, as indicated by a change in the vocal quality at the merging point. Also during this phase, the level of experiencing of the other chair increases to the level of the experiencing chair. The resolution phase is identified by the lack of difference between the two chairs; they apparently come together and function as one.

TABLE OF CONTENTS

Table of Contents
(cont'd.)

LIST OF TABLES

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CHAPTER I

INTRODUCTION

Resolution of a split by means of the two chair operation in Gestalt Therapy seems to be an important therapeutic process. This project is designed to study in detail the sequence of events that lead to resolution. In building on this information, an attempt will be made to verify a proposed model of split resolution developed by Greenberg (1975) and Johnson (1979).

If we as counsellors and therapists can learn the process of resolving a split or affective task, we will be more effective in helping a client resolve conflicts and experience the resulting, hopefully beneficial, change. This understanding of human behavior will assist us in helping people to experience life more fully. Thus, it is important to examine intensively how splits are resolved rather than be content with evaluation of the final result. The purpose of this project is to focus on the moment to moment process in the solving of splits.

The goal of this study is to specify components of successfully resolved intrapsychic conflicts, then, examine a number of successful performances for occurrence of these components. The final step is to compare the components in successfully resolved conflicts with those that are not resolved. It is hypothesized that in unsuccessful performances one or more of the identified components will not be evident. Such a study is termed a task analysis and is defined by Schwartz and Gottman (1976) as follows,

> "Such a study begins by specifying the likely components of a competent response and then testing the extent to which performance on the components discriminates between competent and incompetent populations." (p. 18).

Definition of the Problem

The premise upon which this study is based is that therapeutic change, specifically, resolution of a split using the two chair technique, follows specific identifiable patterns.

We can discover these patterns of behavior which occur across clients, by systematically analysing and specifying the components of successful performances in the process of psychotherapy. In fact, using this method, Greenberg (1975) and Johnson (1979) developed a theoretical model identifying the necessary behaviors or conditions a client will experience as they approach resolution of a conflict split.

The purpose of this project is to verify aspects of the model by applying it to actual therapeutic tasks. More specifically, successful or resolved tasks will be compared with unresolved tasks to test the model. If the process of the resolved split follows the sequence of events identified by the model, this will be evidence in support of the assumption of validity of the model.

With more precise information on the process of change in therapy, the therapist will be better able to create optimal conditions for conflict resolution. Exploring the problem from a task analytic approach will result in a more concrete educational model for affective problem solving.

This project is part of an ongoing research program applying a task analysis to the study of conflict resolution in psychotherapeutic events. It focuses on steps six and seven in the following steps

of a task analysis as defined by Greenberg (1975).

1. The researcher has an intuitive theory of how people function. Perls (1951) defines the Gestalt outlook as follows:

   "The average person, having been raised in an atmosphere full of splits, has lost his Wholeness, his Integrity. To come together again he has to heal the dualism of his person, of his thinking, and of his language. He is accustomed to thinking of contrasts--of infantile and mature, of body and mind, organism and environment, self and reality, as if they were opposing entities. The unitary outlook which can dissolve such a dualistic approach is buried but not destroyed and, ... can be regained with wholesome advantage." (p. 45).

2. Based on this theory, a task is selected and an observer's description of the task is made. In this case resolution of the conflict split is the task.

   Greenberg (1975) defines the split as

   "... 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 single integrated self in process.... The split can be identified by its verbal markers... "I should do this but I ..., "I want to stop but I...", etc.

   The technique used to reintegrate the two opposing parts is the two chair operation, defined by Greenberg as follows:

   "... the person plays the role of both sides of the conflict, usually locating each side in a separate chair, and proceeds to have an encounter between them." (p. 8).

3. The existence of the event as potent and recurring is empirically verified. Greenberg (1975) found that use of the two chair technique lead to greater depth of experiencing and change in awareness when compared with the client-centered technique.

4. Given the general mode and the task, a description of a subject's possible performances is made. -- A "thought experiment" or the idealized case.

This step in the task analytic approach is the topic of a thesis by Johnson (1979) in which she "attempts to create and check models which illustrate, in specific detail, what actually occurs during a psychotherapeutic event." More specifically, "resolution of a split by means of the two chair operation of Gestalt Therapy."

5. The subject's actual performance of the task is observed and described. Greenberg (in press) explored this phase by objective observation of events and analysis assisted by the clients using the two chair operation. He concluded,

> "Intensive research of this nature allowed a detailed elaboration of some of the subtleties of therapeutic process and by so doing has opened new avenues for research and for clinical practise." (p.2).

Building on the previous five stages of the task analytic approach, the following two stages are the focus of this research.

6. A specific model is developed satisfying the general model and the task description. This is accomplished by comparing the idealized and actual performances of the task. Using the work of Johnson and Greenberg (1975) a refined, more specific model will be presented. This is the postdictive step in this approach.

7. Based on this model, the final step of the task analysis is performed. The researcher hypothesizes the behavior of the subject in the task. This is the predictive phase in this approach.

Actual therapeutic tasks will be analysed for elements specified in the previous model. The predicted outcome being that the subject responds as defined by the model. If the hypothesized and observed behaviors are equivalent in relevant ways to the predicted behaviors, credibility is added to the specific model, the task description and to the general model.

The overall prediction for this study is that clients progress through three sequential stages as they work toward resolution of a personal conflict. These stages and related behaviors can be measured and identified with the use of scales designed to measure in-process data.

The first stage is the opposition phase. One side of the conflict is dominant and the dialogue indicates that this part tries to get its own way by aggressing and intimidating the submissive side. The second or merging phase is characterized by each side of the conflict stating their position. And finally in the resolution phase there is mutual listening, understanding and acceptance of each other.

Definition of Terms

Gestalt Two Chair Operation

Greenberg (1975) defines the two chair operation as follows:

> "(The) Operation is a series of suggestions and observations made by the therapist or facilitator to clearly separate two aspects or partial tendencies of the self process and to facilitate direct communication between these. The purpose of the experiment is to maintain a process of demarcation and contact between these parts. The following underlying principles are presented in an attempt to convey the structure of the operation--the nature of what can be done to achieve the process goal. These principles serve as guides to the therapist's behavior. The five principles are:

1) Maintenance of a contact boundary: Maintaining clear separation and contact between the partial aspect of the self.
2) Responsibility: Directing the person to use their abilities to respond in accordance with the true nature of their experience.
3) Attending: Directing the person's attention to particular aspects of his 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 praxis." (p. 10).

Greenberg (1976) separates and identifies the characteristic behaviors of the two chairs. The "Experiencing chair" is the experiencing part of the person, and in-process dialogue moves from whining and excusing to inner exploration and deeper levels of experiencing. Technically, the client in this chair dialogues at deeper levels of experiencing than in the "other" chair when measured on the Experiencing Scale. (Klein, et al. 1969). It also uses more focused and expressive voice as measured by Rice's (1967) voice quality system.

The "other chair" is filled with other parts of the personality, other people and things. Typically, the person in this chair engages in low levels of experiencing and uses a lecturing voice.

Split

Greenberg (1979) discusses the split as follows:

> "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. Clearly identifying this split and sensing the opposed forces within, becoming aware of the conflict between the two parts, represent the fundamental task for the client in the experiment." (p. 5).

Although this project is concerned with only one type of split (Conflict), a brief definition of the other two types will be given since

they sometimes are transformed into Conflict splits.

1) Conflict: Two partial aspects of the self are in opposition to each other. For example would be, "I want the security of marriage but I also want the freedom to do whatever I want."
2) Subject-Object: One partial aspect of the self (the subject, I) does something which the other aspect (the object, self) is the recipient or observer. Example: "I judge myself."
3) Attribution: A feeling that is actually a tendency or part of the self is attributed to an outside object or person. Example: "My father says I should finish the four years, but I keep trying to tell him I'm not learning anything."

Conflict Resolution

Perls (1970) defines resolution as:

> "the reconciliation of opposites so that they no longer waste the energy in useless struggle with each other but can join in productive combination and interplay." (p. 67).

More specifically, Greenberg discovered that resolution is typified by "...a shift at some point in the dialogue in the "other chair" to higher levels of experience and more focused, expressive voice, much as though the person in the "other chair" becomes less critical, softer and more understanding or accepting of the self."(1979, p. 321).

Resolution Phase

In keeping with the preceding definition of conflict resolution, for the purpose of this research, the resolution phase for any individual

is defined as that portion of the Gestalt event beginning with a level six score on the experiencing scale in either the other or the experiencing chair.

Merging Phase

The merging phase occurs when the other chair begins to affiliate with the experiencing chair. As defined by the S.A.S.B. scale scores, merging occurs when the other chair responds with more than two responses from quadrants one and/or four and continues with a higher proportion of quadrant one and four responses. The merging phase ends when the resolution phase begins.

Opposition Phase

The opposition phase is the portion of the Gestalt event which precedes the merging phase. Typically, it has lower levels of experiencing, more external voice and more responses from quadrants two and three of the S.A.S.B. scale in both the other and experiencing chairs.

Experiencing

Klein, et al. (1969) refer to experiencing as the quality of a person's experiencing. It is the extent to which a person is aware of and can communicate about "their bodily felt flow of experiencing and the extent to which this is integrated with the person's action, and thought." Low level experiencing is typified by a lack of description of feelings and by impersonal, superficial dialogue. At an intermediate level of experiencing, the clients may describe and talk about their feelings. The greatest depth of experiencing is when the clients explore their immediate feelings in the here and now with the result of increased awareness and resolution of a problem situation.

Voice Quality

The four categories for assessing voice are:

A. Focused

B. Externalized

C. Limited

D. Emotional

These four categories include the following six features in varying quantities (Rice and Wagstaff 1975).

1) Energy

2) Primary stress

3) Regularity of stress

4) Pace

5) Timbre

6) Contours

Greenberg and Rice (1979) describe voice quality as a measure of involvement and processing levels in the moment. They suggest that we can expect more focused voice in a good hour of therapy. (See Appendix A).

Task Analysis

Greenberg (1975) describes task analysis as

> "...an evolving technique for describing and analyzing human behavior in problem solving tasks. Task analysis is a method of analyzing a specific performance situation, in light of a general model of a psychological system, in order to construct a specific model which could generate the particular performance." (p. 12).

A fuller explanation of task analysis and its relevance to research in the field of psychotherapy, follows in the literature review.

Structural Analysis of Social Behavior (S.A.S.B.)

Benjamin (1977) has developed a model which appears to be effective in analysis and description of pathological and constructive social process. Using this system as a measure of social interaction, in this project, will hopefully reveal that as a person works towards a resolution, the interaction between the two chairs changes.

The S.A.S.B. model is an extension of Leary's classification system for the study of interpersonal transactions in a clinical setting. Benjamin (1977) describes the model as

> "...a mathematically defined, empirically substantiated extension of the work by Leary (1957), Schaeffer (1965) and many others." (p. 3).

This model is sufficiently complex so as to encompass clinical concepts in most therapies - psychoanalysis, family therapies, Gestalt, etc. It is not restricted to a particular theoretical approach and can be used in many contexts such as therapist-client, parent-child or intra-psychically, experiencing self-other self.

Benjamin describes the purpose of such a system, "...to organize the clinical and folk wisdom in a way which will make this knowledge more amenable to scientific procedures." (p. 18). Benjamin (1977) demonstrated the use of the S.A.B.C. "in setting psycho-social treatment goals and in using before, during and after self ratings to establish efficacy of the therapy." (p. 22).

The main question to be studied is whether the two groups can be discriminated according to measures of vocal quality, experiencing and structural analyses of social behavior. When this has been determined the resolution group will be further investigated to see more specifically how

it differs from the non resolution event.

Considering this study focuses on behavioral events rather than individuals there is little known about the effect of individual differences on conflict resolution. Further investigation needs to be done to determine if individual differences are a factor. Although it seems unlikely that an individual difference variable can explain the pattern given that the pattern was consistent across all the clients in a previous study. (Greenberg 1975).

CHAPTER II

LITERATURE REVIEW

There are three sources of information that form the basis of this research project. The theory and basic premises come from the theory and practise of Gestalt therapy. More specifically, for this project the writings of Perls (1951), Polster (1973), Zinker (1977), Grinder and Bandler (1976), Baumgardner (1975) and Greenberg (1977) on conflict splits and resolution, form the foundation.

Concerning the new approach of applying a task analysis to research on psychotherapy, the literature is limited. The recent works of Greenberg (1979), Rice, Pascual-Leone and Gottman (1976), but a few articles, are the total body of knowledge on the subject.

Even more limited is the third area of interest to this research, that being studies on the Gestalt two chair technique in psychotherapy. This information comes mainly from Bohart, Greenberg and U.B.C. students presently exploring and researching the process of psychotherapy. Particularly, the process of Gestalt Therapy using the two chair approach.

Perls' apt description of the nature of modern man gives some of the background for Gestalt theory.

> "Modern man lives in a state of low-grade vitality. Though generally he does not suffer deeply, he also knows little of true creative living. Instead of it, he has become an anxious automaton....He does not approach the adventure of life with either excitement or zest. He seems to feel that the time for fun, for pleasure, for growing and learning, is childhood and youth, and he abdicates life itself when he reaches maturity."....He seems to have lost all spontaneity,

> all capacity to feel and express directly and creatively.....He spends endless time trying either to recapture the past or to mold the future. His present activities are merely bothersome chores he has to get out of the way. At times he is not even aware of his actions at the moment. (Perls 1973, p. 27).

Perls assumed that this blockage of energy is the result of being "fractionalized people". Every individual consists of innumerable unresolved conflicts, splits or polarities that when left unidentified and unfinished, leave the individual immobilized in a state of unproductive confusion. "As long as the client experiences only the extremes of any continuum, he has no centre, no experiencing of a self which gives and takes on its own terms with the world." (Baumgardner 1973, p. 67).

Perls (1951) refers to this impasse as the top dog and under dog being at war and reaching a stalemate. Only when the client gives up the struggle for control of their parts and begins to listen to both sides or accept their polarities are they free to act or grow.

In any split, both roles usually emerge. The top dog is typically controlling, bullying, lecturing, threatening, omnipotent and moralistic. On the contrary, the underdog controls passively. Underdog is helpless, passive, vindictive, confused, apologetic, uncommited and procrastinating. Both roles attempt to manipulate to get what they want. Although the top dog appears to be more powerful, the underdog controls by being passive and avoiding, leaving the top dog frustrated. The result of this struggle is that nobody gets anything real. There is no integration or communication, only the struggle for control remains.

The dialogue, using the two chair technique might go something like this:

Top dog: You should stand up for yourself.
Underdog: I can't. I feel helpless. I can't change the way I deal with people. I don't know how to stand up for myself. It's just pointless.
Top dog: What a cop'out! You make me sick. You complain about being pushed around but you don't do anything about it. I think you like it.

There must be an integration of the two characteristics for the client to be able to move. Polster emphasizes the need for integration rather than control of one of the sides by saying, "The effort devoted to keeping the squelched characteristic servile or silent is a doomed effort--it will pop up in inconvenient ways to assert whatever validity it can muster, like all resistance forces which have been compelled to go underground". (Polster & Polster, 1973, p. 87).

To be more specific, Greenberg views identification of the split, sensing the opposed forces within and becoming aware of the two inner forces as the basic therapeutic task to be completed by the client. (Greenberg, 1975). It is at this specific point in process, when the client senses the split that the client is most receptive to change. Recognition by the therapist of this particularly salient state may be the beginning of very productive work by the client.

A split can usually be identified by its verbal markers. Greenberg (1979) states, "The split is a verbal performance pattern manifested by one person (client) in interaction with another (counsellor). The split is characterized by a division of the self process into two partial aspects of the self. These tendencies or partial aspects of the self, are related to each other in different ways and the different relationships between the tendencies define different types of splits". (p. 317). A conflict split typically is marked by the

statement, "I want to but I can't." The person presents two obviously opposing sides of themselves that are in conflict. It is at this point when the two sides make contact with each other, there is potential for resolution.

The work of Bandler and Grinder (1976) is even more extensive on the topic of splits or incongruencies. More than a verbal performance pattern, the split is demonstrated in many "output channels" (body posture, movements, voice tempo, voice tonality and words). Bateson's comment..."the phenomenon familiar among humans where the friendliness of man's words may be contradicted by the tension or aggressiveness of his voice or posture. The man is engaging in a sort of deceit..." (Bateson, 1976 - p. 136).

implies that "...the nonverbal or analogical message is the one which faithfully reflects the true nature of the person's feelings and intentions." On the contrary, Bandler and Grinder (1976) believe these numerous messages, termed paramessages, are all "true" and can generally be divided into two opposing or incongruent parts. At this point the therapist assists the client in experiencing the polarity by encouraging the client to be congruent in all their output channels on both sides of the split. This is accomplished by acute awareness on the part of the therapist, and his bringing any inconsistencies to the attention of the client. The client moves from one space or chair to another until the client fully experiences in all the output channels; feelings, gestures, voice quality, and postures of the two opposing parts.

This method of treatment of a split is growing in popularity. It is a potent tool in helping the client acknowledge both sides and

begin the process of integration. "By identifying the client's polarities and then providing for the dialogue which can bring forth these two hostile roles, we create a place where the client grows more willing to relinquish his struggle for control, at least for a moment, now and then, and to put some energy into listening and hearing." (Baumgardner 1973 - p. 74).

Although the very nature of the Gestalt approach defies definition and structure and depends on the creative intuition of the therapist, there are some basic principles used in the two chair technique to assist the client toward the process goal-resolution or integration of two polar aspects of their characters. (Greenberg 1976). The therapist uses five basic techniques in Gestalt two chair work--restoring contact, client responsibility, attending, heightening, and expressing.

The initial and basic task is for the client to restore contact between the opposing forces. The client in dialogue with himself as both sides of his conflict, begin to experience the difference and the validity of each side. Polster (1973) notes, "Almost invariably, when contact is restored, the individual discovers that these disowned parts have many redeeming features and his life expands when these are recovered." (p. 93).

The second task is the client taking responsibility for the conflict. The therapist may intervene when the client is not taking responsibility by avoiding, blocking awareness or ignoring feelings or experience. Specifically, the client is expected to "own" his experience by talking in the first person. He is encouraged to express honestly the true nature of both roles. He is asked also to identify

with all parts of his experience--the knot in his stomach, the tears or the high-pitched voice.

Attending is another important principle used in the two chair approach. The therapist encourages increased awareness of all the client's experience. The therapist may ask the client to stay with a particular feeling, or draw his attention to some other behavior. The therapist might, for example, ask: "What are you doing with your foot?, or "Do you know what your voice is like?"

Another principle used is called heightening. The therapist increases the impact of the experience by increasing arousal. This can be accomplished by encouraging the client to exaggerate or repeat a statement. Or he might be asked to act out one aspect of his split. The therapist may also evoke a strong response by making explicit some implicit message in the dialogue.

Expressing is the technique of illuminating aspects of the experience by doing. The impact of an actual experience is often greater than the discussion about it. This can be accomplished by having the client expose the specific content of the inner dialogue. Have the client express how he defeats himself in concrete terms.

Greenberg (1977) found that when the previous "principles were applied to the two chair operation, there is an increase in scores on the Depth of Experiencing Scale; an index of productive psychotherapy, and leads to resolutions with populations seeking counselling and with student volunteers." (Greenberg and Clarke, 1979).

Gestalt therapists (Perls, Latner, Baumgartner, Polster, et al.) describe resolution, or a shift in awareness, or integration of the two warring parts in a kind of poetic way as if it were some mystical

happening. The polar aspects contact each other through dialogue and gradually integrate in a kind of synthesis, the result of the union being greater than the sum of the two parts. Perls (1970) described the process of resolution as "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." (p. 72)

The new trend is for Gestalt Therapy research "to move in the direction of finer discrimination of therapist interventions and more objective, illuminating measurement of client process." Clark, 1977 (p. 8). The result of this shift in focus is Greenberg's (1979) more technical description of resolution of a conflict split in terms of scores on the Experiencing Scale (Klein, et al. 1969) and on the Vocal Quality Scale (Rice and Wagstaff, 1967). "Resolution performances appear to be characterized by a shift at some point in the dialogue in the "other" chair to higher levels of experience and more focused-expressive voice, much as though the person in the "other" chair becomes less critical, softer and more understanding or accepting of the self." (p. 13).

Task Analysis

Applying the task analytic approach to the study of process in psychotherapy is a sign of the move away from simple outcome studies in therapy. Rice, Greenberg and Pascual-Leone (1977) stress "the really interesting questions in psychotherapy research concern the step by step transactions between person and task situation. We need to shift our focus to study what takes place and how it does so."

What is task analysis? Gagné (1974), the learning theorist, defined it in terms of instruction, "...a procedure having the purpose

of identifying different kinds of performances which are outcomes of learning, in order to make possible the specification of optimal instructional conditions for each kind of outcome....a method of 'working backwards' from intended learning outcome to the instructional situation." (p. 8). When applied to Gestalt therapy, the outcome is conflict resolution or a freeing up of the client's ability to act or make a decision, and the instructional situation is the therapist intervention. As we can see with some refinements and modifications, task analysis can become an appropriate approach to the study of psychotherapy. Gottman and Swartz (1976) discuss the method of using task analysis in research as one in which one specifies the likely components of a successful response and then tests the extent to which performance on the components discriminates between successful and unsuccessful populations.

Even more refined and specific to research in psychotherapy, Greenberg (1975) states the first step as breaking down the complex performance of a single therapy session into a series of events or tasks. For the purpose of this study, the conflict split is the task under scrutiny. It is these performance events, not the individual clients involved, that are the focus. It is at this point that task analysis research differs from outcome research. (Rice and Greenberg, 1974).

In this research, "the split" is a subtask in the Gestalt event to be studied. The split in this case is a kind of affective task, a problematic aspect of experience that calls for some kind of closure. This study examined twelve events that appear to have reached some kind of closure or resolution and compared them with twelve unresolved events.

Research on the Two Chair Operation and Conflict Resolution

Rice stresses the importance of expanding the concept of the clinician-scientist at a time when the trend is to research the effectiveness of various psychotherapeutic alternatives. They suggest the task analysis approach to research is appropriate to the study of psychotherapy because the client in process "is actively working toward one or more goals". (Rice, et al, 1978). Also, the steps of the task analytic approach can be adapted readily to the study of psychotherapy (as discussed previously in this paper).

More specifically, Rice and Greenberg define the different strategy used in a task analytic approach to ensure that the behavior studied is homogenous. They claim that, "First we should ensure homogeneity of behavior in the small groups selected for study and comparison." "Secondly, and this is the crucial point, instead of selecting groups of clients, we should select for study homogenous groups of events in therapy. It is events not clients which we propose as the unit for study, events which can be recognized as having certain specifiable behavioral characteristics in common." (p. 2). This method is employed in this project.

The studies in the area of Gestalt two chair work and resolution are limited. Bohart (1976) found that in counselling analogue sessions, (established to study a particular effect using subjects) designed to resolve personal anger conflicts, using a two chair role play was the only significant intervention. He states "role playing can be effective in modifying feelings, attitudes, and behaviors associated with interpersonal conflict ...the greater effectiveness of role play is in accord with the position that insight and emotion must

go hand in hand for change to occur." (p. 11). He also noted that role play seemed to be more effective because the client began to become more accepting of the reasons for the provocateurs behavior when they were in role playing dialogue with themselves. In defense of the analogue procedure, Bohart argued that although the study was significantly different from actual counselling, this type of study--in which procedures are isolated--allows one to see the specific effects of that procedure.

In another more convincing analogue study, Greenberg and Clarke (1979) found that "the 'two chair' operation is more effective than empathic reflection in deepening experiencing and bringing about changes in awareness when the client is working on a split." (p. 18). Depth of experiencing has been repeatedly shown to correlate with varied measures of successful outcome (Orlinsky and Howard, in press). Therefore, if the therapist can facilitate high level experiencing, they are instigating change. In addition, Greenberg and Higgins (1980) found that the two chair operation when applied to a split, produced levels of experiencing significantly higher than the focusing intervention.

In further studies, Greenberg (1975 and 1980) treated the two chairs as independent systems and found a consistent pattern of experiencing in nine events. In the preresolution phase, the 'experiencing chair' functions at consistently higher level of experiencing (level four or above) than the 'other chair'. Then at 'the merging' point the 'other chair' increases to levels similar to the 'experiencing chair'. In the resolution phase both chairs reach levels higher than four.

Greenberg (1980) claims that "this attainment of the 'merging point' by the 'other chair' can therefore be regarded as a sufficient condition of a resolution and a signal of the resolution phase." These same data were analysed for voice quality and found that the 'other chair' uses more of a combination of an energetic, out directed voice (external: X) and an energyless, restricted voice (limited: L), whereas the 'experiencing chair' uses more of a combination of a high energy emotionally expressive voice (emotional: E and focused: F). From the voice data, it can be concluded that the 'other chair' is less involved and makes poor contact with itself and the 'experiencing chair', although the proportion of this voice in the 'other chair' decreases in the resolution phase, significant at the .05 level. This change appears to occur around the merging point, although there is sometimes focused voice before and, more often, after. Greenberg concludes: "Change to focused voice does, however, appear to be a necessary condition for resolution. This change of voice by the other chair is, therefore, an important therapeutic cue. When this voice change in the 'other chair' is accompanied by an increase in experiencing to the level of the 'experiencing chair', the demarcation event has entered the resolution phase." (p. 14).

The findings of this study seem to support the concept of "a reconciliation of two parts by integration. In the resolution phase, the 'other chair' appears to soften, it becomes similar in style to the experiencing chair, is more involved and subjective and describes its own feelings more personally." (p. 27). The levels in the depth of experiencing in the two chairs begin to integrate. The voice data represent

the change from a person lecturing at themselves to one who is in productive dialogue with themselves. Greenberg's (1975 and 1980) work is the beginning of the model building phase in a task analysis.

Another study, presently in progress, breaks down the process of resolution to even more minute components. (Johnson, 1980). The model is developed in a concrete way such that each step along the way is identified, isolated, and like a task, needs to be completed before moving on to the next. There are thirteen steps in the model of conflict resolution developed by Johnson to be tested later by applying it to a number of single cases.

The following three stages have been abstracted from her more complex thirteen step process, including the major structures underlying resolution performance. The first stage is characterized by win-lose opposition. The top dog intimidates or threatens to get its way and the underdog passively resists with helplessness and avoidance. During the second or merging phase, both sides of the conflict are stated with feeling and empathy for the other, and finally in the resolution phase there is mutual listening, understanding and acceptance of each other. A kind of acknowledgement of the value of integrating both characteristics, which were once in deadlock conflict, in preparation for some concrete action or movement beyond the stalemate.

Conclusively, considering the studies designed to employ the two chair technique, it appears that it may be a potent therapeutic tool in conflict resolution.

Rationale for Hypotheses

Previous and ongoing research suggests that in successful

conflict resolution, a client moves through three identifiable phases. The premise of this study is that with better understanding of the process of therapy, the therapist will be able to recreate the most optimal conditions for affective problem solving and the resulting change.

The experiencing and voice quality scales used to extract the patterns and nuances of the process of therapy have been related to positive outcome in affective problem solving. (Klein, et al. 1969) (Rice and Wagstaff, 1967). Also, the very specific nature of the analysis of the S.A.S.B. and its wide application make it a useful tool in understanding and identifying the therapeutic process. (Benjamin 1979).

Findings for or against the hypotheses comparing the resolution and non-resolution groups, gives evidence concerning the validity of the concept of the three phase process in conflict resolution.

Another aspect of the rationale is the present trend toward process and single case research rather than simple outcome studies. The adaptation and creation of analysis, which provide useful information for clinical practice, are of growing importance for psychotherapy research. (Bergin et al., 1978).

Hypotheses

Comparison Hypotheses

The first set of hypotheses and questions compare the two groups, resolution and non-resolution.

Hypotheses 1(a) The other chair of the resolution group will achieve affiliation significantly more often than will the non-resolution group.

Hypothesis 1(b) The other chair of the resolution group will have a higher proportion of quadrant one and four behaviors of the S.A.S.B. after the merging point (as defined by hypothesis 1a).

Assuming that there are two distinct groups, as suggested by hypothesis 1(a) and 1(b), the following hypotheses are addressed.

Hypothesis 2(a) In the resolution phase of the two groups, the resolution group will have a significantly different proportion of F plus E voice in the other chair.

Hypothesis 2(b) In the resolution phase of the two groups, the resolution group will have a significantly different proportion of F plus E voice in the experiencing chair.

Hypothesis 3(a) In the merging phase of the two groups, the resolution group will have a significantly different proportion of F plus E voice in the experiencing chair.

Hypothesis 3(b) In the merging phase of the two groups, the resolution group will have a significantly different proportion of F plus E voice in the other chair.

Hypothesis 4 The other chair changes from external to focused at the beginning of the merging phase (three statements before and/or after) in the resolution group but not in the non-resolution group.

As well as testing the previous hypotheses, the data were gathered and inspected in an effort to answer the following questions.

In further considering the relationship between the groups, it is expected that

1. In the opposition phase of the two groups there will be no significant difference in the proportion of F plus E voice in the other chair, and
2. In the opposition phase of the two groups there will be no significant difference in the proportion of F plus E voice in the experiencing chair.

Phase Hypotheses

The second set of hypotheses and questions establish specifically the difference in the phases in conflict resolution performances. The hypotheses are stated in terms of expected scores, changes in scores and comparison of scores between phases using the three main measuring instruments ....experiencing scale, vocal quality scale, and structural analysis of social behavior, S.A.S.B.

Hypotheses about Experiencing

Hypothesis 5 In the opposition phase the experiencing chair scores at a significantly different level of experiencing than the other chair on the experiencing scale.

Hypothesis 6 In the merging phase the other chair scores at a significantly different level of experiencing than in the opposition phase on the experiencing scale.

As well as testing the previous hypotheses, the data were scrutinized to consider a further question. Considering the expected change

in level of experiencing in the other chair, it is expected that

1. In the merging phase the level of experiencing of the other chair is not significantly different than that of the experiencing chair.

Hypotheses about Vocal Quality

Hypothesis 7 The experiencing chair uses a significantly different proportion of F plus E voice than the other chair in the opposition phase.

Hypothesis 8(a) The other chair uses a significantly different proportion of F plus E voice in the merging phase than in the opposition phase.

Hypothesis 8(b) The other chair uses a significantly different proportion of F plus E voice in the resolution phase than in the opposition phase.

The data were also scrutinized to consider the following question.

1. It is expected that in the non-resolution group there will be no significant difference in the proportion of F plus E voice between the opposition and merging phases.

Hypotheses about S.A.S.B.

Hypothesis 9(a) The experiencing chair in the opposition phase will have a significantly different proportion of quadrant 2 and 3 behaviors than in the resolution phase.

Hypothesis 9(b) The experiencing chair in the opposition phase will have a significantly different proportion of quadrant 2 and 3 behaviors than in the merging phase.

Hypothesis 10 The experiencing chair during the resolution phase will have a significantly different proportion of quadrant 1 behaviors than from any other quadrant.

CHAPTER III

METHODOLOGY

Measuring Instruments

1. The Experiencing Scale

The Experiencing Scale (Klein et al., 1969) (see Appendix A) will be used to measure and compare the in-process level of experiencing in the two chairs. The scale was developed to evaluate the quality of patient involvement or "experiencing" in psychotherapy.

> "Experiencing....refers to 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 communication about himself, and the extent to which this inner datum is integral to action and thought". (Klein et al., 1969, p.1)

This seven point scale rating device is particularly useful in psychotherapy research because of its sensitivity to changes in client involvement within a single therapy hour. This is particularly useful for minute by minute process studies such as this. The low levels on this scale are characterized by impersonal or superficial references to the self. "Moving up the scale, there is a progression from simple, limited or externalized self references to inwardly elaborated descriptions of feelings" (p. 1). At the highest levels of experiencing, exploration of feelings and new awareness, lead to problem solving and greater self understanding.

When the experiencing scale was applied to various settings, the overall trend was consistently related to therapeutic outcome, affirming the validity of the scale and the concept of experiencing. On seven studies the rating reliabilities were significant, ranging

from rk .76 - .91 modes and .75 - .92 peaks using the Ebel Inter-class Reliability method which yields an estimate of the reliability of the average of the judges ratings.

2. Structural Analysis of Social Behavior S.A.S.B.

The S.A.S.B. scale is used in this paper to measure the quality of the dialogue in the two chairs. It is expected that as the therapy hour progresses, the quality of interaction between the two chairs changes. The S.A.S.B. scale is particularly useful in this instance because of its specificity. The dialogue can be analyzed statement by statement and each identified as one of 36 characteristics on one of three grids, thus allowing the identification of patterns and subtle changes in interaction between the two chairs.

The S.A.S.B. is an extension of the Leary classification system. This model is divided into three two dimensional grids. The first grid measures behaviors focusing on others, i.e., "118 encourage separate identity". For analyzing Gestalt, two chair process, the behaviors or dialogue of both chairs will be rated on this first grid, when the focus of the statement is on the other part in the dialogue. The second grid measures behaviors which focus on "self", in the two chair dialogue the behaviors of the experiencing chair and the other chair will be rated on this grid when the comments are about themselves. The corresponding behavior to 118 is 218 "own identity standards". The third set of behaviors is intrapsychic or introject of other to self - 318 "let nature unfold." This third grid will not be used for the purpose of this study. As is demonstrated, the three grids correspond and are interlated. The first number of the three digit behavior code refers to the grid, 1 for

"focus on other" 2 for "focus on self", 3 for "intrapsychic". The second number refers to the particular position on the grid. The third number identifies each specific behavior. (See Appendix B).

Each of the quadrants is two dimensional. The horizontal axis runs from disaffiliation to affiliation and the vertical axis from maximal dependence to maximal independence. "Each of the points within the quadrants is made up of mathematically defined proportions of the behaviors described by the axis. For example, chart point 118, encourage separate identity appears in the first (upper right hand) quadrant of the focus on other surface, it consists of 1 unit of affiliation and 8 units of endorsing of freedom (+1, +8) ... "The 36 pairs of complements described by the first two surfaces allow definition of complementarity in relationship and have clear and specific implications for the relevance of the patients' significant others to interpersonal diagnosis and treatment". (Benjamin, 1977, p. 7).

Statistically, the S.A.S.B. has been found to be a sound measuring device. "Validity has been established by factor analysis, circumplex analysis, auto correlation techniques and dimensional ratings." (Benjamin, 1977, p. 5). The S.A.S.B. was used to set psychosocial treatment goals and in "before during and after" self ratings proved to be effective as a measure of the effectiveness of the therapy.

When applied specifically to analysing Gestalt dialogue, reliability of interjudge agreement was tested using Cohens Kappa, and found to be .911. Benjamin concludes, "These high Kappas between independent judges establish that despite the complexity, the rules for applying the S.A.S.B. model to therapy transactions are communicable

and can yield consistent judgements among careful independent observers." (p. 20).

Client Vocal Quality Scale

The C.V.Q. has four voice patterns -- focused, externalized, limited, and emotional, each identified in terms of six features. 1) energy, 2) primary stresses, 3) regularity of stresses, 4) pace, 5) timbre and 6) contours. (See Appendix C).

Greenberg (1979) describes vocal quality as a measure of involvement and processing level in the moment, and, "in a good hour of therapy we expect more focused voice." For the purpose of this study it was hypothesized that the quality of voice is different in each of the three phases. Most important, more focused voice is expected at the merging point where the other chair softens and in the resolution phase when the two chairs usually begin to encounter each other in productive dialogue.

Reliability for the C.V.Q. was tested in several ways. Rank order correlations between judges was found to be between .70 and .79 on the four categories. (Rice and Wagstaff, 1967). Percentage agreement was .70 and Cohens Kappa, a much more stringent measure, was .49 for the same study.

Target Complaints Discomfort Box Scale (Appendix D)

The T.C.D.B.S. is a thirteen point scale rating the amount of discomfort the client is experiencing in relation to their present conflict. For the purpose of this study, it was administered before and after the sessions to identify any movement towards resolution.

One of the criterion used to identify resolution events was at least a five point difference between the pre-test and post-test scores. In a previous study, Greenberg and Dompierre (1980) found that the T.C.D.B.S. was shown to discriminate between more and less effective psychotherapy sessions.

Conflict Resolution Box Scale (Appendix E)

The C.R.B.S. was created by Dompierre (1979) for use in her study comparing empathy versus the two chair operation at the split. The client indicates the degree to which they feel resolved regarding the conflict they have identified and explored in the session. This seven point scale ranges from "not at all resolved (in the first box, at the bottom) to "somewhat resolved" (fourth box), to totally resolved in the seventh box. This scale was used as one of the criterion for closing resolution events in this study. The client had to score at least 5 on the scale to be considered a resolution event.

Shift in Awareness (Greenberg and Dompierre, 1980)

The S.I.A. scale consists of two questions to be answered on a five point scale. The first question required the client to identify if any shift in awareness occurred, the second, whether the client's awareness of themselves increased as a result of the session. The S.I.A. was administered directly after the session and used in this study as one of the criterion in selecting the resolution events.

Design

Two groups of twelve Gestalt events were collected for comparison. The Resolution Group, hypothesized to have a specific,

identifiable pattern of behavior was selected according to four criteria (discussed in Subject Selection). Any events which did not meet these criteria were considered to be non-resolution.

These two groups of events - resolution and non-resolution, were then divided into three phases--opposition, merging and resolution and into two chair--"experiencing" and "other". Each of these phases and chairs were rated on the three process scales -- experiencing, S.A.S.B. and voice quality.

The research design consisted of a set of comparisons between groups, between chairs and between phases using the scores of the three rating scales. Initially, the twelve resolution events were compared with the twelve non-resolution events to test if in fact the two groups were different. Then, the other hypotheses were tested, using appropriate non parametric statistics, to test the pattern of conflict resolution in the resolution group.

Subject Selection

The Gestalt events collected for analysis were from actual sessions of clients involved in affective problem solving of real issues. All clients were basically well functioning people exploring basic problems in living. They were a sample of volunteers seeking therapy and pursuing their own growth. The clients were all in an ongoing relationship with the therapists, either in private practice or trainees, in a Gestalt awareness training group experience.

The actual incidents chosen were selected on a specified criteria of resolution or non-resolution. To be considered a resolution, both therapist and client had to say the client had resolved

and report a significant shift in awareness leading to a desire to change some behavior. More specifically, the client and therapist had to report after the session a score of 5 or more on a 7 point scale ranging from completely resolved to unresolved on the C.R.B.S. Scale. A second level criterion was that the level of experiencing during the event must reach level 6--"Feelings vividly expressed, integrate, conclusive or affirmative". The third criterion was the target complaints box scale, measuring how bothered the client was by the issue. There had to be at least a 5 point difference on the 13 point scale on a pre-test, a post-test session report. The fourth criterion was that the therapist must report that, in his view, the client resolved the specific conflict that was worked on in the session by a process of integration. A non-resolution event was anyone that the client and therapist said did not resolve and that did not reach level six on the experiencing scale. Our definition of resolution states that both client and therapist must acknowledge that the client has resolved, and an objective rater verifies the resolution by rating it at level six on the experiencing scale.

Therapists

Five therapists contributed events for this study. Two were professors in Counselling Psychology, one was a doctoral student and the other two were practising counsellors with masters degrees in counselling psychology. All the therapists have extensive training and practise in Gestalt therapy and the two chair technique. Each of the five therapists produced at least one resolution event for this study.

Raters

The six raters, two for each of the three measuring instruments, were all students in counselling psychology at the masters level.

The raters for the experiencing scale were trained for thirty-five hours according to "The Experiencing Scale, Training Manual, (Klein et al., 1969). They were then given specific instruction and rules governing the rating of two chair dialogue. After sixteen hours of practise, the raters were checked for inter-rater reliability. The Pearson Product Moment Correlation Coefficient produced an r of .89 on segments, which provided more information than the statement unit of measure. On the actual data, which was rated statement by statement, the raters overlapped on one-third of the data and had a correlation of r = .77 on randomly selected scores.

Training for the S.A.S.B. was done in accordance with the Coding Manual for Using SASB to Rate Typescripts, (Estroff and Benjamin, 1979). The raters had twenty-five hours of instruction and fifteen hours of practise. The final sessions were group sessions of raters and trainers working together to create discussion helpful in understanding the S.A.S.B. The raters were checked for reliability before being given the actual data and checked again on the data. The post-training correlation was r = .96, and on selected statements of one-third of the data, the correlation was r = .87.

The voice quality raters were trained according to Manual For Client Vocal Quality, Volume II, Instructions for Raters (Rice et al., 1979). The training was about twenty-five hours of instruction followed by a reliability check. Voice quality is rated from both a tape recording

and a typescript. The percentage of agreement on randomly selected statements was 75. The Cohen's Kappa was .54.

The actual data were rated so there was a one-third overlap which was rated by both raters. In the event that the two raters were discrepant on any segments, the trainers were called in to re-rate that portion of data for any of the three scales.

Data Collection

The Gestalt events were collected from the five therapists based on the criterion of resolution or non-resolution. These sessions were then transcribed from the point that the client stated an affective problem or conflict and proceeded to engage in the two chair dialogue. Then each client statement was identified and numbered as a unit of measure. The events range from 42 to 132 segments. The average length of the resolution events was 96 statements and 81 statements for the non-resolution events.

Scoring Procedure

The twenty-four events collected, twelve resolution and twelve non-resolution, were identified by the therapists and researcher according to the criteria previously stated. The typescripts and tapes were then coded so raters could not identify the group to which they belonged. For Experiencing Scale rating the typescripts were broken into two-page segments. The raters randomly rated these segments, giving each client statement a mode score.

The Vocal Quality rating and the S.A.S.B. ratings were also done statement by statement, but each typescript was complete. Each of the six raters rated two-thirds of the data to provide a reliability

check. When the data were discrepant, the third rater's score was taken.

The next step after the rating was complete was to identify the phases in the resolution group. According to the definition, merging begins with two or more quadrant 1 or 4 responses in the other chair on S.A.S.B., and resolution begins with six on the experiencing scale in either chair. The same pattern did not occur in the non-resolution group, so in order to compare the two groups, this group was phased by taking the mean proportion of statements of the three phases in the resolution group and transposing it on the non-resolution group. The resulting proportions were opposition phase .59, merging .31 and resolution .10. (See Table 1).

At this point all the data were charted on graphs according to chair, phase, and rating on the three scales. Then the data were tabulated according to proportions. This compensated for the differing lengths of transcripts, phases and the varying number of scores for each chair or phase or scale. A chart was then made for each event containing the following information: 1. Mean experiencing score for both chairs--experiencing and other, in each phase-opposition, merging and resolution.

2. The proportion of S.A.S.B. scores for each quadrant in each phase for both chairs; and

3. The proportion of responses in each category of the Voice Quality scale for each phase in both chairs. (See Table 2).

Procedure of Analysis

Due to the non-randomness, small sample size and the dependance of some of the data, the hypotheses were tested by appropriate non-

parametric tests. The hypothesis stating that the two groups were different, in that merging occured in the resolution group and not in the non-resolution group, was tested using Fishers Exact test (Hays, 1963) for independent random samples with a small n. The hypotheses comparing the two independent groups were tested using the Mann Whitney U test. This test was chosen because the samples were independent, had a small n and proportions are ordinal measurement. The Wilcoxin Rank Sign test was used to test the hypotheses about the relationships between phases and chairs within the groups for the S.A.S.B. and vocal quality comparisons. This test was used because of its application to small related samples. The matched pairs t - test (Marascuilo & McSweeney, 1977) was used to analyse the data of the experiencing scale. This test was applicable because of the interval scale of the experiencing rating.

To simplify the analysis of the many hypotheses and questions, the data were tabulated onto graphs and charts for each event. (See Table 2 for example). The data were then compiled onto tables for each process scale (see Tables 3,4,5,6,7,8) and finally, a table was made for each hypothesis. (See Table 9 for example).

The charts and data tables follow in this chapter, the results are presented in Chapter IV and a discussion in Chapter V.

TABLE I

PHASING THE NON-RESOLUTION GROUP

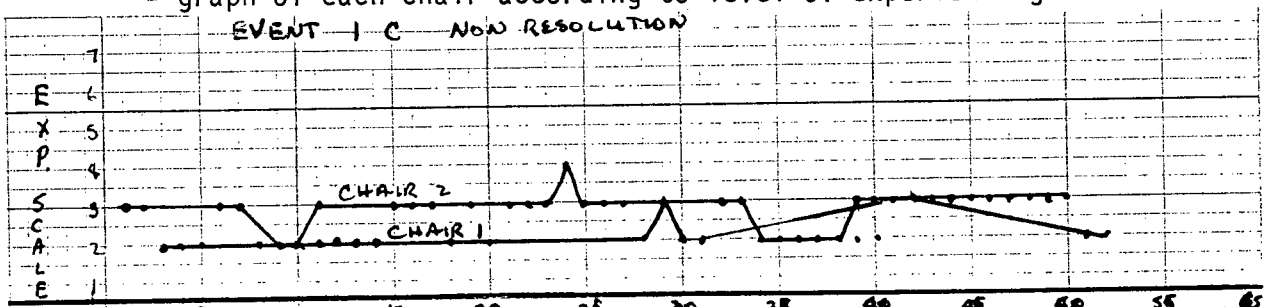
Non-resolution events were divided into the three phases using the mean proportion of statements in each phase of the resolution group and applying it to the non-resolution group

Resolution Group	PROPORTION OF SEGMENTS IN EACH PHASE			Non-Res Group	NUMBER OF SEGMENTS IN EACH PHASE			
	Opposition	Merge	Resolution		Total number	Opposition	Merge	Resolution
1 A	.72	.15	.12	1 B	119	70	37	12
2 A	.71	.20	.09	2 B	71	42	22	7
3 A	.39	.57	.04	3 B	46	27	14	5
4 A	.39	.33	.28	4 B	105	61	33	11
5 A	.59	.32	.08	5 B	44	26	14	4
6 A	.78	.18	.03	6 B	76	44	24	8
7 A	.31	.66	.02	7 B	61	36	19	6
8 A	.38	.48	.14	8 B	51	30	16	5
9 A	.59	.25	.16	9 B	42	25	13	4
10A	.71	.17	.12	10B	131	77	41	13
11A	.70	.24	.06	11B	145	85	45	15
12A	.81	.16	.02	12B	82	53	21	8
	$\bar{X}$ .59	$\bar{X}$ .31	$\bar{X}$ .10					

TABLE II

EXAMPLE OF TABULATION OF RAW DATA FOR EACH EVENT

- the two chairs are separated.
- the three phases are separated.
- graph of each chair according to level of experiencing score.



	CHAIR 1			CHAIR 2			1			2		
	EXP	S	V	E	S	V	E	S	V	E	S	V
START				3	214	L	27			3	215	F
				3	215	F	8 2	136				
TEAM	2	135	F				9 3	136				
	2	138	F				30 2	136				
ENT	2	138	F				1 2	136				
				3	227	F	2			3	221	F
				3	228	F	3			3	215	X
	2	144	L				4			2	215	X
				2	148	X	5			2	135	F
				2	214	F	6			2	135	F
				3	217	F	7			2	130	F
	2	136	F				8			2	138	L
	2	136	F				9			3	138	F
	2	137	X				40			3	228	F
				3	215	F	1 3	135	L			
				3	214	F	2			3	214	F
	2	138	F				3			3	215	L
	2	138	F				4			3	215	F
				3	227	F	5			3	236	L
				2	227	X	6			3	121	F
				3	227	F	7			3	121	F
				3	214	F	8			3	138	F
				3	214	F	9			3	136	F
				4	215	F	50			3	246	F
				3	214	F	1 2	135	F			
				3	121	F	2 2	136	F			

TABLE III

MEAN SCORES FOR EACH CHAIR IN EACH PHASE OF RESOLUTION GROUP
ON THE EXPERIENCING SCALE
INCLUDING NUMBER OF SEGMENTS IN EACH PHASE

Client	Total number	Number in phase	OPPOSITION		Number in phase	MERGE		No. of segs. in phase.	RESOLUTION	
			Chair 2	Chair 1		Chair 2	Chair 1		Chair 2	Chair 1
1	98	71	3.25	2.36	15	3.28	3.67	12	4.83	
2	132	94	3.58	2.31	26		4.52	12	5.71	6.00
3	109	43	2.89	2.24	62	4.00	3.86	4		6.00
4	46	18	2.92	2.00	15	4.00	4.07	13	5.53	
5	118	70	3.35	2.86	38	4.13	3.77	10	5.67	6.00
6	125	98	3.23	2.86	23	3.75	4.29	4	5.60	
7	83	26	3.00	2.11	55	2.83	3.54	2	6.00	
8	69	26	3.20	2.56	33	3.56	4.79	10	5.50	5.00
9	95	56	3.32	2.70	24	4.00	4.53	15	5.78	4.50
10	109	77	3.58	2.68	19	4.86	3.60	13	5.46	
11	71	50	2.92	2.00	17	4.25	4.00	4	6.00	6.00
12	97	79	3.66	3.00	16	4.10	4.67	2	6.00	

TABLE IV

MEAN SCORES FOR EACH CHAIR IN EACH PHASE OF NON-RESOLUTION GROUP
ON THE EXPERIENCING SCALE
INCLUDING NUMBER OF SEGMENTS IN EACH PHASE

	PHASE		OPPOSITION			MERGING			RESOLUTION		
Client	Segments		Chair 2	Chair 1	Segments	Chair 2	Chair 1	Segments	Chair 2	Chair 1
	Total	In phase			In phase			In phase		
1	119	70	3.24		37	2.73		12	2.44	
				2.80			2.40			2.00
2	71	42	2.71		22	3.10		7	2.50	
				2.36			2.67			2.60
3	46	27	3.00		14	3.00		5	2.75	
				2.56			2.70			3.00
4	105	61	2.57		33	2.36		11	3.00	
				2.14			2.20			
5	44	26	2.95		14	3.50		4	3.75	
				2.57			2.40			
6	76	44	2.38		24	2.53		8	2.50	
				2.30			2.20			2.00
7	61	36	2.78		19	2.41		6	2.75	
				2.08			3.00			2.00
8	51	30	2.84		16	2.62		5	2.67	
				2.45			2.67			2.00
9	42	25	2.50		13	2.83		4	2.25	
				2.44			2.57			
10	131	77	2.71		41	3.77		13	2.40	
				2.21			2.47			2.13
11	145	85	3.54		45	3.62		15	3.75	
				2.95			3.10			3.00
12	82	46	2.84		25	2.95		11	2.80	
				2.44			2.58			2.34

TABLE V

PROPORION OF STATEMENTS IN EACH QUADRANT OF THE STRUCTURAL ANALYSIS OF SOCIAL BEHAVIOR SCALE FOR RESOLUTION GROUP

Quadrant	OPPOSITION PHASE 1	2	3	4	MERGING 1	2	3	4	RESOLUTION 1	2	3	4
A 1 Ch.2	.56	.09	.20	.15	.29			.71	1.00			
Ch. 1	.15	.08	.73	.04	.38			.63				
2	.63	.06	.23	.08					.86			.14
	.17		.83		.96			.04		1.00		
3	.46	.04	.27	.23	.76	.03		.21				
		.06	.94		.50		.32	.18		1.00		
4	.67	.08	.25		1.00				.69			.31
	.17		.67	.17	.67		.13	.20				
5	.58	.08	.27	.06	.63			.37	.87		.13	
	.08		.81	.11	.64	.04	.04	.28		.75	.13	.13
6	.65	.05	.31		.47		.47	.05	1.00			
	.06	.44	.50		1.00							
7	.35	.24	.35	.06	.40	.03	.37	.20	1.00			
	.10		.80	.10	.62	.08	.08	.23				
8	.50			.50	.47		.16	.37	.44		.11	.44
	.08		.85	.08	.60		.13	.27		.50		.50
9	.86		.14		.83			.17	.92		.08	
	.27	.07	.63	.03	.45			.55		.40		.60
10	.79	.05	.10	.07	.93			.07	1.00			
	.09	.15	.76		.80			.20				
11	.57	.03	.30	.19	.50			.50	1.00			
			1.00		.90			.10		1.00		
12	.15	.19	.53	.14	.83	.08		.08	1.00			
	.05	.26	.63	.05	.83			.17				

TABLE VI

PROPORTION OF STATEMENTS IN EACH QUADRANT OF THE STRUCTURAL ANALYSIS OF SOCIAL BEHAVIOR SCALE IN THE NON-RESOLUTION EVENTS

PHASE:		OPPOSITION				MERGING				RESOLUTION			
Event	Quadrant	1	2	3	4	1	2	3	4	1	2	3	4
B 1	Chair 2	.45		.45	.09	.45		.55		.33		.33	.33
	" 1	.27	.07	.67		.13	.07	.80					1.00
2	" 2	.67	.15	.18		.90		.10				1.00	
	" 1		.50	.50		.09		.91				.40	.60
3	" 2	.67		.22	.11	.67	.17		.17	.60		.40	
	" 1	.25	.13	.63		.30	.50	.20					1.00
4	" 2	.44	.02	.31	.23	.75	.04	.18	.04	1.00			
	" 1	.08	.08	.85				1.00					
5	" 2	.76	.10	.05	.10	.75		.25		.75			.25
	" 1	.20		.80				.80	.20				
6	" 2	.65		.29	.06	.55		.40	.05		1.00		
	" 1	.20		.80				1.00					1.00
7	" 2	.57	.30	.09	.04	.50	.11	.39			.25	.50	.25
	" 1			.92	.08			1.00					1.00
8	" 2	1.00				.77		.15	.08	1.00			
	" 1	.18		.82		.33	.33	.33					1.00
9	" 2	.50	.31	.06	.13	.50		.33	.17	.50	.50		
	" 1		.13	.75	.13	.29		.71					
10	" 2	.37	.10	.39	.14	.59		.41		.80			.20
	" 1		.13	.88		.11		.89					1.00
11	" 2	.33	.06	.54	.07	.48	.15	.27	.09	.30	.10	.60	
	" 1	.13	.33	.50	.04	.23	.08	.46	.23				1.00
12	" 2	.58	.15	.22	.07	.63	.12	.25		.75		.25	
	" 1	.19	.20	.50	.11	.12	.13	.50	.25				1.00

TABLE VII

PROPORTION OF STATEMENTS IN EACH VOCAL CATEGORY FOR RESOLUTION GROUP

PHASE	OPPOSITION								MERGING								RESOLUTION							
Category	F		E		X		L		F		E		X		L		F		E		X		L	
A 1	.63	.45			.37	.55			.71	.75			.29	.25			1.00							
2	.59	.06			.33	.90	.07	.03		.63				.37			1.00	.40				.60		
3	.38	.35	.27		.27	.65	.08		.74	.57		.21	.21	.21	.06			.75				.25		
4	.25		.17	.17	.08	.50	.50	.33	1.00	.36		.14		.36		.14	.85							.15
5	.21				.79	1.00			.53	.32			.47	.68			.67	.80			.33	.20		
6	.49	.44			.51	.56			1.00	1.00							1.00							
7	.41				.71	1.00			.38	.30			.59	.69	.03		1.00							
8	.60	.31			.30	.62	.10	.06	.78	.67			.22	.33			.88	.50			.13	.50		
9	.26	.15			.74	.85			.20	.47	.20		.60	.53			.90	.50			.10	.50		
10	.51	.32			.47	.56	.02	.12	.64	.80			.36	.20			.15				.85			
11	.50	.07	.06		.42	.93	.03		.63	.78			.38	.22			1.00	1.00						
12	.28	.14	.18	.14	.54	.71			.40	.50	.30	.33	.30	.17										

Categories F - Focused
E - Emotional
X - External
L - Limited

TABLE VIII

PROPORTION OF STATEMENTS IN EACH VOCAL CATEGORY
FOR NON-RESOLUTION GROUP

		OPPOSITION PHASE												MERGING												RESOLUTION					
	Category	F			E			X			L			F			E		X			L			F			E		X			L	
	Chair	2		1	2		1	2		1	2		1	2		1	2	1	2		1	2		1	2		1	2	1	2		1	2	1
B	1	.38						.62						.46					.54						.4				.6				
			.61						.33			.06			.5					.5						.67				.33			
	2	.14						.86						.3					.7						.5				.5				
									1.0											1.0										1.0			
	3	.5						.5											1.0						.25				.75				
			.2						.8											1.0										1.0			
	4	.23						.74			.02			.04					.96						.09				.91				
			.07						.93						.20					.80													
	5	.26						.74						.50					.50						.25				.25			.50	
									1.00											1.00													
	6	.65						.26			.09			.84					.16										1.00				
			.20						.80						.80						.20					.17				.83			
	7	.78						.17			.04			.77					.08			.15			1.00								
			.85						.08			.08									1.00					.50				.50			
	8	.1						.9						.39					.61						.33				.67				
									1.0											1.0										1.0			
	9	.13						.87						.43					.57						.25				.75				
									1.00											1.0													
	10	.35						.65						.33					.67						.3				.7				
			.24						.76						.14					.8			.06			.24				.86			
	11	.30			.04			.66						.28					.69						.37				.63				
			.125						.875						.09					.91			.03							1.0			
	12	.64						.36						.48					.52						.6				.4				
			.4						.6						.29					.71						.2				.8			

TABLE IX

EXAMPLE OF DATA TABULATION FOR EACH HYPOTHESES

HYPOTHESIS 1 b

OTHER CHAIR
MERGING PHASE

	Event	Resolution Group	Non-Resolution Group
PROPORTION OF AFFILIATION	1	1.00	.13
	2	1.00	.09
	3	.68	.30
	4	.87	.00
	5	.92	.20
	6	1.00	.00
	7	.85	.00
	8	.87	.33
	9	1.00	.29
	10	1.00	.11
	11	1.00	.46
	12	1.00	.37

TABLE X

FREQUENCY OF AFFILIATION AT THE MERGING PHASE
FOR THE TWO GROUPS

HYPOTHESIS 1 a

OTHER CHAIR

		Resolution Group	Non-Resolution Group
A	1	Yes	No
F	2	Yes	No
F	3	Yes	No
I	4	Yes	No
L	5	Yes	No
I	6	Yes	No
A	7	Yes	No
T	8	Yes	No
I	9	Yes	No
O	10	Yes	No
N	11	Yes	No
	12	Yes	No

TABLE XI

FREQUENCY OF FOCUS VOICE AT MERGING FOR
RESOLUTION AND NON-RESOLUTION EVENTS

HYPOTHESIS 4

OTHER CHAIR
MERGE PHASE

		Resolution	Non-Resolution
F	1	Yes	No
O	2	Yes	No
C	3	Yes	No
U	4	Yes	No
S	5	Yes	No
	6	Yes	Yes
V	7	No	No
O	8	Yes	No
I	9	Yes	No
C	10	Yes	No
E	11	Yes	No
	12	Yes	No

CHAPTER IV

RESULTS

This chapter presents all the statistical analyses performed on the data. The tests for each of the hypotheses and questions are discussed individually in this chapter and summarized in Chapter V, to show the pattern of resolution events. The main research question is whether events identified as resolved are associated with different phase related behaviors, and whether the non-resolution events do not show this pattern.

Results of Between Group Comparisons

Hypothesis 1(a) The other chair of the resolution group will achieve affiliation significantly more often than will the non-resolution group.

It was found using Fishers Exact Test (Hays 1963) (Table 10) $p < .001$ with d.f. = 11. It appears that the resolution group in this sample affiliated significantly more often than the non-resolution group.

Hypotheses 1(b) The other chair of the resolution group will have a higher proportion of quadrant one and four behaviors of the S.A.S.B. after the merging point (as defined by hypothesis 1(a)).

Using the Mann Whitney U Test (Marascuilo and McSweeney, 1977), it was found $U = 0$, $p < .01$ and d.f. = 11. (Table 5 and 6). This significantly greater proportion of affiliative behavior in the resolution group supports the first hypothesis that in fact the two groups were different. Since the two groups were different, it was appropriate to consider the hypotheses based on that assumption.

Hypothesis 2(a) In the resolution phase of the two groups the resolution group will have a significantly different proportion of F plus E voice in the other chair.

The Mann Whitney U Test produced U = 21, $p < .01$, d.f. = 10 (Table 7 and 8), indicating that there was more focused voice in the resolution events than the non-resolution events in the other chair.

Hypothesis 2(b) In the resolution phase of the two groups the resolution group will have a significantly different proportion of F plus E voice in the experiencing chair.

The Mann Whitney U Test produced U = 5, $p < .01$ with d.f. = 5, indicating that the experiencing chair in the resolution phase uses more F plus E voice in the resolution group than in the non-resolution group.

Hypothesis 3(a) In the merging phase of the two groups, the resolution group will have a significantly different proportion of F plus voice in the experiencing chair.

It was found U = 34, $p < .05$, and d.f. = 10. (Table 7 and 8). This indicates that in the resolution group the experiencing chair uses more F plus E voice in the merging phase.

Hypothesis 3(b) In the merging phase of the two groups, the resolution group will have a significantly different proportion of F plus E voice in the other chair.

The test produced U = 15, $p < .01$, with d.f. = 10, (Table 7 & 8) indicating that the other chair in the resolution group also uses more F plus E voice.

Hypothesis 4 The other chair changes from external to focused at the beginning of the merging phase (three statements before and/or after) in the resolution group but not in the non-resolution group.

Fishers Exact Test was used and produced $p < .001$ with d.f. = 11 (Table 11), indicating that the resolution group became focused at the merging point significantly more often than did the non-resolution group.

Question 1 In the opposition phase of the two groups there will be no significant difference in the proportion of F plus E voice in the other chair, or 2 - in the experiencing chair.

The Mann Whitney U test produced U = 56.5, $p > .05$, with d.f. = 11. (Table 7 & 8). There was no significant difference in the proportion of F plus E voice in the other chair. The same test for question 2 was found to give U = 62, $p > .05$, with d.f. = 11, also, not statistically significant difference between the two groups in the amount of F plus E voice in the experiencing chair.

Results of Phase Hypotheses in the Resolution Group

Hypothesis 5 In the opposition phase the experiencing chair scores at a significantly different level of experiencing than the other chair on the experiencing scale.

The Matched Pairs t Test produced t = 10.98, $p < .001$, with d.f. = 11. (Table 3 and 4). This result suggests hypothesis 5, the experiencing chair scores higher on the experiencing scale than the other chair.

Hypothesis 6 In the merging phase the other chair scores at a significantly different level of experiencing than in the opposition phase, on the experiencing scale.

With t = 8.32, $p < .001$, and d.f. = 11 (Table 3 and 4), it appears that the level of experiencing in the other chair during merging is higher than in the opposition phase.

Question 1 In the merging phase the level of experiencing of the other chair is not significantly different than that of the experiencing chair.

The t test produced $t = -.36$, $p > .05$, with d.f. = 11. (Table 3 and 4). There was no statistically significant difference between the two chairs in the merging phase.

Hypothesis 7 The experiencing chair uses a significantly different proportion of F plus E voice than the other chair in the opposition phase.

The Wilcoxon Matched Pairs Signed Ranks Test was applied to the data. It was found that $T = 0$, $p < .01$, with d.f. = 11. (Table 7 and 8). This score indicates that the experiencing chair uses a significantly higher proportion of F plus E voice than does the other chair.

Hypothesis 8(a) The other chair uses a significantly different proportion of F plus E voice in the merging phase than in the opposition phase.

With $T = 0$, $p < .01$, with d.f. = 11 (Table 7 and 8), it appears that the other chair uses higher proportion of F plus E voice in the merging phase.

Hypothesis 8(b) The other chair uses a significantly different proportion of F plus E voice in the resolution phase than in the opposition phase.

The test produced $T = 0$, p .05, with d.f. = 5. (Table 7 and 8). This test was not significant at the .05 level because it was performed with $n = 6$, the result of fewer instances of statements in the resolution phase for the other chair. Often during this phase one of the two chairs were not present, thus creating empty cells in the analysis.

Question 1 It is expected that in the non-resolution group there will be no significant difference in the proportion of F plus E voice between the opposition and merging phases.

It was found that T = 25, $p > .05$ and d.f. = 11. (Table 7 and 8). There appears to be no significant difference in the proportion of F plus E voice between the merging and opposition phase of the non-resolution group.

Hypothesis 9(a) The experiencing chair in the opposition phase will have a significantly different proportion of quadrant two and three behaviors than in the resolution phase.

It was found when the Wilcoxin test was applied that T = 2, $p < .01$, with d.f. = 8. (Table 5 and 6). This indicates that the experiencing chair uses more F plus E voice in the resolution phase than in the opposition phase.

Hypothesis 9(b) The experiencing chair in the opposition phase will have significantly different proportion of quadrant 2 and 3 behaviors than in the merging phase.

With T = 1, $p < .01$, with d.f. = 11, (Table 5 and 6) it is apparent that the experiencing chair changes from quadrant 2 and 3 behaviors (unfriendly and controlling) in the merging phase.

Hypothesis 10 The experiencing chair during the resolution phase will have a significantly different proportion of quadrant behaviors than any other quadrant.

The Wilcoxin test produced T = 1, $p < .01$, with d.f. = 10. (Table 5 and 6). This indicates a significantly higher proportion of quadrant 1 responses (affiliative and independent) in the resolution phase in the experiencing chair.

CHAPTER V

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

Discussion

This chapter describes the data in terms of the expected patterns of behavior in successful resolution events as compared to non-resolution events. The client behavior patterns, as measured by each of the process measures, are discussed for the resolution events. The underlying premise of this study is that increased awareness of the process of resolution will help therapists facilitate their clients in solving affective problems. The patterns of behavior will be described in terms of each process measure.

Experiencing Scale Patterns

The resolution events were chosen because they were rated on this scale at level 6, (synthesis of readily accessible feelings and experiences to resolve personally significant issues). Then it was found, as expected, that the beginning of a therapy session is characterized by conflict between two opposing parts of the person. During this phase, the level of experiencing of the other chair is about level 2 (behavioral or intellectual self-description), while the experiencing chair is at about level 4 (description of feelings and personal experiences). The "softening" or beginning of negotiation between the two chairs, apparently necessary for resolution to occur, is indicated by the change in the level of experiencing of the other chair. During the merging phase, there is no statistically significant difference between

the two chairs; in level of experiencing measured by the Experiencing Scale, they both function at level 4 and 5 (problems or propositions about feelings and personal experiences). It is interesting that in the resolution phase the two chairs are often difficult to discriminate. In fact, in half of the resolution events, the final phase is dominated by responses from the other chair but are not significantly different in level of experiencing than those containing only responses from the experiencing chair. This leads support to the concept of resolution being the result of integration of the two parts in a conflict.

Although there was no apparent pattern in the non-resolution events, it was interesting to note that as well as little difference between the level of experiencing of the two chairs, there were fewer responses from the other chair. Perhaps the reluctance of the client to acknowledge and articulate their disowned feelings and thoughts, in the other chair, or to engage in the two chair dialogue also hinders them from seeing and experiencing their strengths and thus, integration does not occur. Another observation about the experiencing data was that in the resolution group, even in the opposition phase, there seemed to be a higher level of experiencing in the experiencing chair. Perhaps clients that resolve conflicts are more bothered by their conflict and/or more ready to be open with their feelings, which seems to aid resolution.

Vocal Quality Patterns

This scale seemed to be the most sensitive in picking up the "softening" necessary for productive dialogue at the merging. The raters consistently agreed on statements rated focused at the beginning of

the merging phase, and the data indicated that focused voice is an essential part of a true merging. Eleven of the twelve resolution events had focused voice at merging. As well as focused voice appearing at critical points in the resolution events, the pattern seems to show an increase in the proportion of focused plus emotional voice quality. The proportion of F plus E increases from the opposition to merging to resolution phase for both chairs. Similar to the experiencing pattern, the softening of the other chair is indicated by the frequency of F plus E voice at merging occurring significantly more often in resolution events. There was also a significant increase in the proportion of F plus E voice in the merging phase as compared to the opposition phase in the resolution group.

As expected, the non-resolution group does not show significant difference in F plus E voice between the three phases. Contrary to the pattern of experiencing, both groups appear to start the sessions at similar levels in voice quality.

Structural Analysis of Social Behavior Patterns

The S.A.S.B. scale was found to be a most useful instrument in process analysis. Although not previously used to analyze Gestalt two chair dialogue, it was found to help in defining the merging point and identifying a measurable pattern of client responses. For the purpose of this study, only two categories of the system were used. Quadrant 2 and 3 responses (unfriendly and controlling) were combined, as were quadrant 1 and 4 responses (affiliative and independent). As expected, the conflict between the two chairs in opposition was demonstrated by both chairs responding with more controlling, unfriendly statements. Further scrutiny suggests that the other chair was more controlling

(quadrant 3), while the experiencing chair was more whining or excusing (quadrant 2). Although the experiencing chair had a higher proportion of 1 and 4 behaviors in opposition it was similar to the other chair in merging, suggesting more productive dialogue is necessary for resolution to occur. Then in the resolution phase, almost all the responses were from quadrant 1 (most affiliative and most independent). It appears as though both chairs become one and do not respond with criticism or manipulation.

In the non-resolution group, there was no significant difference in the proportion of affiliative behavior in either chair in any of the phases. Compared to the resolution group, both chairs had significantly more quadrant 2 and 3 behaviors in all the phases.

In summary, the proposed model of conflict resolution using the Gestalt two chair approach was supported by results of this study. Low level experiencing, hostile, controlling response and external voice in the other chair in the opposition phase changes to greater openness, more focused voice and greater affiliation in the merging phase. This trend culminates in even higher levels of these characteristics. The idea of integration of the two opposing sides is supported by the apparent cooperation in the merging phase and that difference in the two chairs in the resolution phase is often not discernible. This distinct identifiable pattern also adds support to the fact that there are significant differences between resolved and unresolved events.

Conclusions

Inspection of the raw data and the results of the statistical analysis suggest that identification of splits or affective problems and the subsequent application of the Gestalt two chair technique is a

powerful tool in psychotherapy. There actually appears to be two separate systems working in opposition that when integrated, lead to better functioning.

The task analysis approach applied to the study of psychotherapy, appears to be successful. The idealized model of conflict resolution was presented and then tested. Developing a theoretical system and then applying it to actual events deepens the exploration and knowledge of the numerous underlying influences in a therapy session. In this study, the data appeared to confirm the idealized model of conflict resolution. When there is a clearer understanding of the characteristics of successful resolution events, the therapist can work to create optimum therapeutic interventions.

The data of this study also supports the literature which suggests integration as a mechanism of conflict resolution (Perls et al., 1951) and confirms the model initially proposed by Greenberg (1980). The concept of a three-phase process in resolving a split has added support. It seems necessary that the person in conflict experience and articulate both sides of the conflict. Then the two parts need to listen to and acknowledge each other. At this point, the side that is usually controlling, threatening and demanding must soften and allow the apparently more passive side to be heard. When the passive part asserts itself, and the aggressive side softens, productive dialogue or negotiation begins. This is characterized by both sides stating their feelings and needs with mutual respect, and often results in the client appreciating all parts of himself. This new awareness helps the client resolve the present conflict and hopefully, will be followed by positive behavioral change.

Considering the relative infancy of in-process research, it is important to note that attempting to explore and expose the underlying performance patterns from vast amounts of data appears to be successful. There seems to be potential for this type of research to develop to the point of practical application so it can enhance clinical practise in the area of therapeutic intervention and change, and illuminate phenomenon previously thought to be intangible and too complex to understand.

Recommendations

A logical follow-up to the findings of this study would be to follow clients, who, according to the three process measures, have resolved real life conflicts in therapy, and determine the actual effect of this resolution on their behavior. Another interesting and practical study would be to ask clients to identify the most potent therapist interventions in a therapy session.

Now that some of the components of successful conflict resolution have been identified, it would be helpful to develop appropriate therapist interventions that could expedite the resolution process. It would also be interesting to compare therapist behavior between resolved and unresolved events.

Considering the wide application of the S.A.S.B. scale, it could probably be used to its full capacity, using all three surfaces and nine tracks, to give an even more in-depth understanding of in-process behavior. As well as analysing resolution events, it would be helpful to destructure non-resolution events for characteristics which seem to inhibit resolution or components associated with productive process that are missing.

Implications

The results of this study have implications for clinical practise, therapist training and in-process research.

For the clinician, knowledge of the essential components in successful resolution events would help them understand the process, and work toward appropriate interventions to promote the optimum problem solving climate. With the use of these process measures, the clinician will be able to measure progress and change in clients. Perhaps these measures could be the basis of a therapist evaluation system.

The implications for therapist training are that the identification of a split and the two chair intervention have been found again to be a potent therapeutic tool. Training programs need to teach students measures such as the Experiencing Scale, S.A.S.B. and Vocal Quality,--associated with productive therapy. The model of conflict resolution defined by specific measures, is a framework within which the student can experiment and learn.

This study lends support to the present trend to intensive in-process research. The outcome of examining in detail large amounts of data for a single therapeutic event seems to provide an insight into the little known realm of human behavior. It appears as though the development of a theoretical framework, in this case of conflict resolution, and the subsequent testing of this theory, is a viable approach to exploring these new frontiers. The final implication being, that in-process research must continue to be refined to meet the needs of the researcher and the clinician striving for more effective therapeutic techniques.

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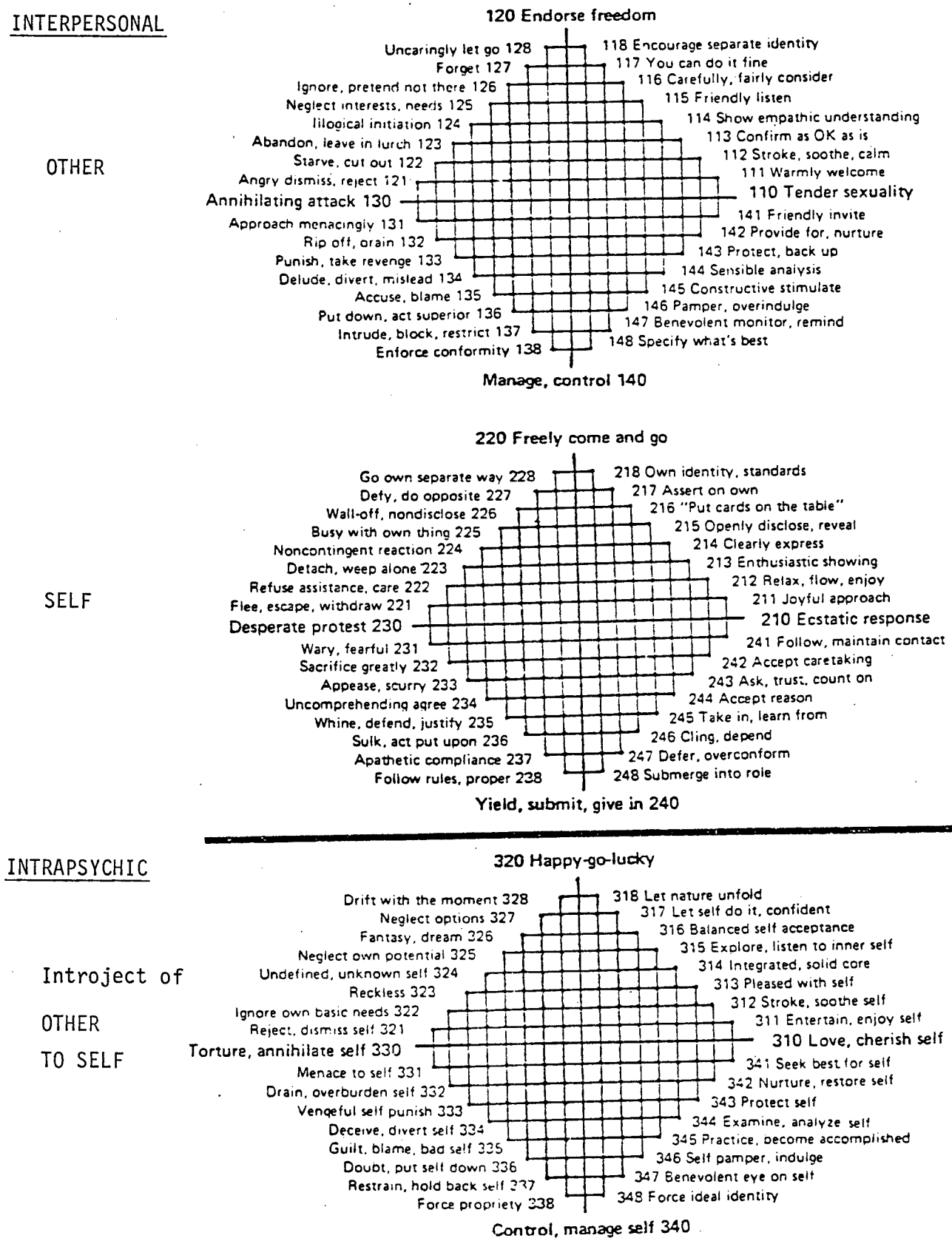
APPENDIX A

Short Form of EXP Scale

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

APPENDIX B

Structural Analysis of Social Behavior (SASB)



APPENDIX C

VOCAL QUALITY RATING SCALE

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. Externalizing

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

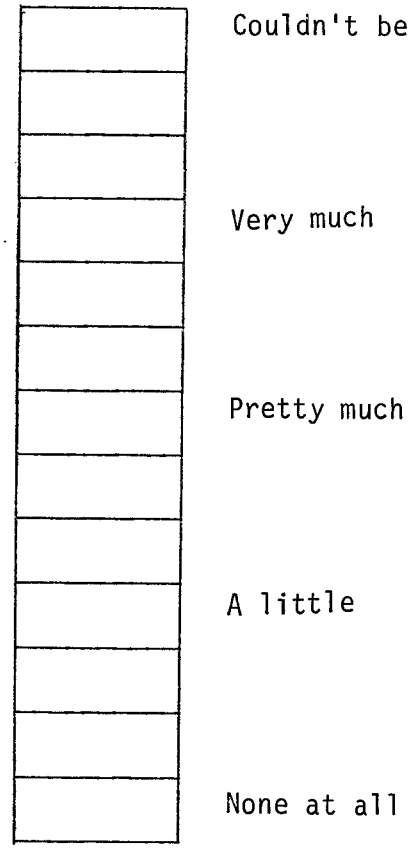
   Generally a very full voice.

APPENDIX D

TARGET COMPLAINTS DISCOMFORT

BOX SCALE

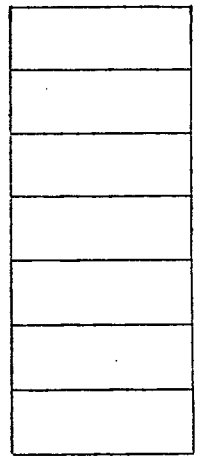
We are interested in how much discomfort your decisional conflict is causing you right now. Please indicate with an (X) your present position.



APPENDIX E

CONFLICT RESOLUTION SCALE

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