

AN EXPERIMENTAL INVESTIGATION OF SCRIPT THEORY
IN TRANSACTIONAL ANALYSIS

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CHAPTER I

INTRODUCTION

Since the inception of Transactional Analysis in the 1950's by Dr. Eric Berne, this psychological theory and method of treatment has received a wide following among mental health professionals and the general public. Psychology Today (1973) has referred to it as a "populist movement." Yet despite its popularity, most "research" on Transactional Analysis (T.A.) has been of a clinical rather than empirical nature consisting for the most part of case histories, clinical experiences, and anecdotal material. This gap between empirical research and clinical practice is not unique to T.A. Mischel (1968) contends that "most approaches to personality still remain largely separated from developments in behavior theory and experimental research. . ." (p. 1). Yet it is particularly unfortunate that T.A. has not been subjected to more rigorous research because of its widespread use and the apparent testability of many of its concepts. It is the purpose of this study to investigate a key concept in T.A.: scripts.

Berne (1972) defines a script as "an on-going program developed in early childhood under parental influence, which directs the individual's behavior in the most important aspects of his life" (p. 418). He proposes that all individuals begin life in an "autonomous state, that is, capable of awareness, spontaneity and intimacy" but that "Parents, deliberately or unaware, teach their children from birth how to behave,

think, feel, and perceive" (Berne, 1964, p. 183). He further proposes that the child has some discretion as to which of the teachings he will accept or "decide" as true for him. Although a "decision" may take many forms and have varied effects, from a severe "kill myself" to a more socially acceptable "don't-settle-for-second-best," they invariably restrict the individual's natural capacities of awareness, spontaneity and intimacy. Steiner (1974) proposes that the restriction of these three natural capacities constitutes three basic types of scripting. Parental teachings and a decision involving an individual's capacity for awareness constitutes a "mindless" script. Parental teaching and a decision involving an individual's capacity for intimacy constitutes a "loveless" script. Parental teachings and a decision involving an individual capacity for spontaneity constitutes a "joyless" script.

As stated previously, the purpose of this study is to investigate scripts. More specifically, the construct validity of scripts will be investigated by determining if individuals experienced in the use of T.A. can agree on the presence or absence of a given script (loveless, mindless and joyless) and its intensity. The concurrent validity will be investigated by determining if these ratings are related to behavioral criteria (as predicted from T.A. theory) as obtained from a biographical questionnaire.

Review of Literature

The review of the literature will give (1) a brief overview of T.A. theory; (2) Berne's and Steiner's formulations of script theory; and (3) literature related to methodological considerations.

T.A. Theory

Ego States. T.A. is a theory of personality and therapy developed in the late 1950's by Eric Berne. The initial theoretical formulation was of the Child ego state (C). Berne observed a patient behaving as "a small boy, the boy that he had once been" (Dusay, 1968, p. 302). Subsequent observations led Berne to propose two additional ego states: a "Parent" and an "Adult." "An ego state may be described phenomenologically as a coherent system of feeling related to a given subject, and operationally as a set of coherent behavior patterns; or pragmatically, as a system of feelings which motivates a related set of behavior patterns" (Berne, 1961, p. 17).

"The Child ego state is essentially preserved in its entirety from childhood" (Steiner, 1974, p. 28). When an individual is functioning in this ego mode, he behaves as he did when he was a child, with similar vocabulary, gestures, perceptions, feelings, and thinking processes. The Child ego state can be from one day to about seven years old (Steiner, 1974).

The Adult (A) ego state functions somewhat as a computer. It is nonemotional and gathers and processes information, and makes predictions. In the Adult ego state a person is temporarily detached from his own affective and internal processes. The Adult grows gradually from infancy and is functional by the age of three years.

The Parent (P) is behavior copied without modification from parents or authority figures. It is essentially nonperceptive and noncognitive. It can change over time by adding to or subtracting from the Parents' repertoire of behavior. Functioning in the parent mode is appropriate

when there is insufficient adult data, and in giving child-rearing nurturance.

The analysis of an individual's ego states, i.e., learning to recognize when an individual is in a particular ego state as well as identifying the content of the ego state, is referred to as structural analysis. Ego states are in charge of an individual's behavior and operate one at a time, and the ego state currently functioning is called the executive. While only one ego state can be in control of behavior at any given time, it is possible for ego states not in the executive position to "observe" the individual's behavior. This phenomenon permits internal dialogues or "voices in the head" to become possible.

Transactional Analysis

A transaction is a stimulus and response between specific ego states of two individuals. Transactional Analysis is the analysis of a series of transactions. Transactions are classified as complementary, crossed, and ulterior. Complementary transactions tend to proceed smoothly, usually between P and C, between P and P, between A and A, and between C and C. "Communication proceeds if the response to a previous stimulus is addressed to the ego state that was the source of the stimulus and is emitted from the ego state to which that source addressed itself" (Steiner, 1974, p. 34). Any other series of transactions are called crossed transactions and their use disrupts communication. Ulterior transactions are transactions that operate on two levels, a social level and a psychological level. The social level appears as a regular transaction while the psychological level is usually a nonverbal child to child transaction that determines the course of interpersonal

behavior. If ulterior transactions are involved, interpersonal behavior is not understandable until the ulterior transaction is understood.

The above discussion is directed toward the What (ego states) and How (transactions) questions of interpersonal behavior. To deal with the Why question of interpersonal behavior, Berne (1961) postulates stimulus and structure hunger. Drawing on the work of Spitz and others (1945), Berne concluded that people have a need for stimulation, the most favored of which is physical intimacy. Infants need physical touching as stimulation to "keep their spines from shriveling up" (Steiner, 1974). As infants become socialized and acquire language, this need for physical touching can be symbolically replaced to a degree by verbal recognition. Both the physical touching and verbal recognition are termed a stroke. Strokes are seen as having survival value, and the survival value remains whether the stroke is a caress, a slap, a compliment, or a curse, insofar as it satisfies the need for stimulation.

Structure hunger is seen as the "need to establish a social situation within which the person can transact with others" (Steiner, 1974, p. 37). Berne (1961) states that as he progresses from infancy where an individual's waking hours are structured for him, he is confronted with the eternal problem of what to do with his time. "In this existential sense, the function of all social living is to lend mutual assistance for this project" (Berne, 1964, p. 16). Time structuring is seen as an elaboration of structure hunger and provides the advantages of (1) social contact, (2) relief from tension, (3) avoidance of noxious situations, and (4) the procurement of stroking.

Berne (1961) proposes six basic ways of structuring time: withdrawal, ritual, pastimes, games, intimacy, and activity. Withdrawal is nontransactional, in that the individual is solitary and engages in activity or fantasy. A ritual is a stereotyped series of complementary transactions of specific length programmed by the parent. Pastimes are complementary transactions from any ego state about a specific topic. Intimacy is a child to child relationship with no games or exploitation and with the approval of both the Adults and Parents of both parties. An activity is a complementary adult to adult transaction oriented toward external reality, usually work. A game is a series of ulterior transactions ending in a payoff that supports some basic position. A payoff is a negative effect, i.e., anger, depression, sadness, rejection, etc. The payoff and basic position will be discussed in the next section on script analysis. The delineation of the ulterior transactions is called game analysis.

Script Analysis

In Berne's first book on T.A., Transactional Analysis in Psychotherapy (1961), he states:

Games appear to be segments of larger, more complex sets of transactions called scripts. Scripts . . . are derivatives or more precisely, adaptations, of infantile reactions and experiences. . . . Operationally, a script is a complex set of transactions, by nature recurrent, but not necessarily recurring, since a complete performance may require a whole lifetime (p. 116).

From this initial, somewhat vague concept of scripts, Berne continued to explore, elaborate and explicate the theory of scripts until his final book What Do You Say After You Say Hello? (1972). In this book he presents extensive discussions on factors relating to how scripts

are possible, the treatment of scripted individuals in psychotherapy, the transmission of scripts from parents to children, and the evolution of scripts from prenatal influences through maturity. For the purposes of this research these last two areas will be discussed in more detail.

The most basic assumption in script theory is that "Human beings are, by nature, inclined to and capable of living in harmony with themselves, each other and nature" (Steiner, 1974, p. 3). This assumption is colloquized as the existential position "I'm OK--you're OK." Berne believed that all infants enter the world in this position. I'm OK--you're OK is analogous to Erickson's (1963) concept of basic trust. If given adequate nurturance this infant will grow through childhood, adolescence and maturity as an autonomous individual, free to decide the course of his life. However, due to the circumstances of their lives, some individuals shift from this position to one of the other three positions: I'm OK--you're not OK, I'm not OK--you're OK, or I'm not OK--you're not OK. The choice of one of these three existential positions by the child is a major component in the formation of the script. Although not the life plan or script itself, it is the basis on which the script is elaborated. "The circumstances of their lives" which cause an individual to shift from the I'm OK--you're OK position and bring about the creation of a script can best be seen through an examination of the child's early environment and particularly the script matrix (Steiner, 1971).

Crossman (1966) states:

the child in a normal household is essentially nurtured, protected, and raised by the Parent ego state of his parents, with the Adult and Child [of the parents] playing lesser roles. . . . The Adult in the parent teaches the offspring the rules of logic and the Child ego state of the parent

plays an extremely important part in exciting and encouraging the Child in the offspring (Steiner, 1971, p. 28).

Scripting occurs when the Child ego states in the parents serve as pseudoparents to the child. These Child states in the parent(s) (Cp), through verbal and nonverbal behavior present the child with a directive or injunction that inhibits behavior in the child. The child at this point is confronted with a dilemma: to follow the directive losing his autonomy but maintaining the love and strokes needed for his survival from his parents or ignoring the injunction and incurring loss of love, loss of strokes and possible death. The decision by the adult ego state of the child constitutes the adaptation to the parental injunction and is the primary component in the formation of the script. "The injunction reflects the fears, wishes, anger and desires of the child in the parent (Cp)" (Steiner, 1971, p. 30).

This idea is reflected in the work of Johnson and Szurek (1952):

The unwitting employment of the child to act out of the parent his own poorly integrated and forbidden impulses . . . was absorbed with the frequency, regularity, and predictability of a well defined psychological mechanism determining behavior
(p. 327).

Injunction can vary in the range of the behavior they restrict, i.e., from "don't sing" to "don't be happy." They can vary in intensity in proportion to the consequences a violation incurs, from severe beatings to minor disapproval. Finally, they can vary in malignancy, or the long-range destructiveness, i.e., from occasional social disapproval to tissue damage and death. This last aspect is also referred to as degree. A script with a tragic ending (suicide, homicide, or insanity) is referred to as harmartic. Scripts that do not have a tragic ending yet prevent an individual from enjoying an autonomous life are referred to

as banal scripts. "A banal script is decided just as a tragic script The only difference is quantity; they differ in punch, visibility, [and] tragic ending" (Steiner, 1974, p. 100).

The second necessary component for the script matrix is the program or how to carry out the injunction. This directive usually, but not always, comes from the adult in the same sexed parent to the adult in the child. Figure 1 is an example script matrix for an alcoholic script.

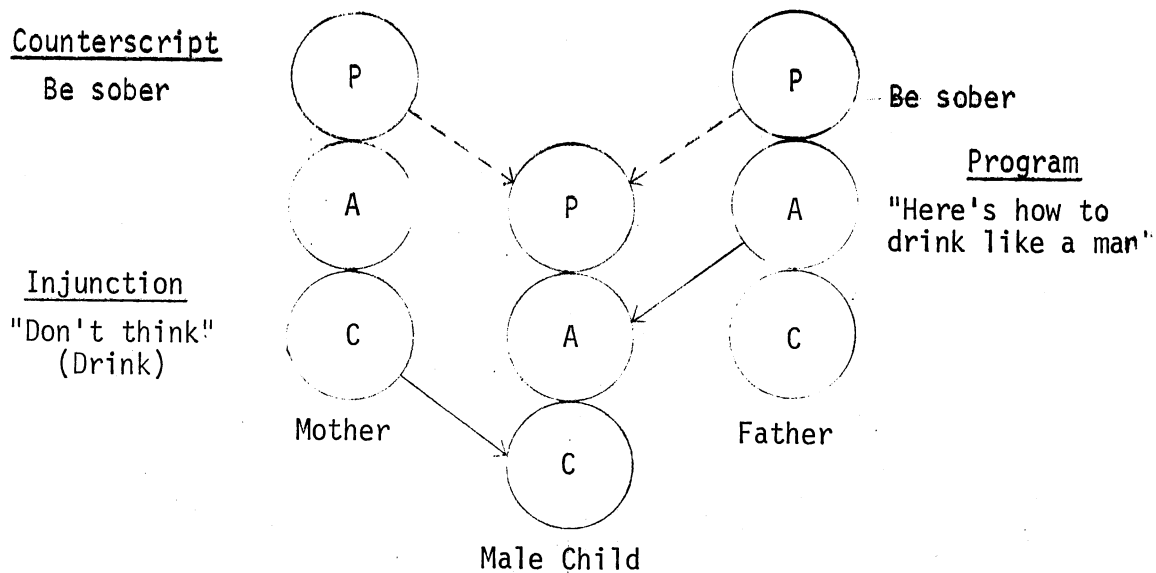


Figure 1. Script Matrix

The script matrix may also contain counter injunctions. Counter injunctions come from the Parent in the parent (Pp) and represent acquiescence to culturally approved behavior or Parent demands. This is represented in the diagram by the broken lines. The script matrix depicts the bare bones of the script on which the individual as a child and adolescent will build and plan the course of his life much as he would write a play: choosing the plot, the characters, the course of events, and the ending.

The script or life plan is preconscious (Berne, 1961) and can be ascertained by asking appropriate questions. The plot, characters and course of events can be derived from memories of favorite childhood fairy tales, characteristics of childhood heroes, childhood games, adolescent heroes, early memories of the family, fantasies of death, and other questions. Steiner (1964) proposed that a script be defined operationally as the responses to his script check list. Berne (1972) elaborated this check list and proposed its use for therapy and research.

Berne (1972) dealt primarily with harmartic scripts. Steiner (1974) has extended Berne's work to include banal scripts. As mentioned earlier, he sees banal scripts and harmartic scripts as qualitatively the same, differing only in degree. "As to frequency of their occurrence, banal scripts are the rule, harmartic scripts the minority, and script-free lives the exception" (Steiner, 1974, p. 104). The frequency of severe scripts are not distributed evenly through the social classes. "In the lower socio-economic classes which bear heavier and more brutal oppression--there's more physical and tissue oppression, more likelihood for tragic rather than banal scripting" (Steiner, 1974, p. 99).

A major contribution Steiner has made to script theory is the recognition that scripts fall into three general categories: loveless, mindless and joyless. He proposes these three types of scripts are the result of oppressive child-rearing practices in the nuclear family. He maintains that even though this "training" is thought to be necessary and valuable for the achievement of "maturity," by the trainers and trainees, that they represent a "systematic attack on three primary human potentials: the potential for intimacy, namely the capacity for giving and receiving human love; the potential for awareness, namely the capacity to understand the world and its people; and the potential for spontaneity, which is the capacity of free and joyful expression . . ." (p. 105).

The basic training in loveless scripts is based on injunctions of what Steiner calls the stroke economy. These injunctions are (1) Don't give strokes if you have them to give; (2) Don't ask for strokes if you want them; (3) Don't accept strokes if you want them; (4) Don't reject strokes when you don't want them; and (5) Don't give yourself strokes. The behavioral result of this type of scripting varies from mild depression to extreme depression, suicide, or catatonia. An intermediate outcome would be an individual who goes from one unsuccessful loving relationship to another, eventually living alone.

The basic training in mindless cripts is based on injunctions which attack the child's capacity to think and to figure out the world, basically inhibitions against the use of the Adult. This is done primarily through the discounting transaction and lying. The discounting transaction is a crossed transaction in which the discountee emits a stimulus from his Adult ego state to another person's Adult and that

person responds from his Parent or Child" (Steiner, 1974, p. 120). Discounts can involve intuition, personal emotions, or rationality. A discount of intuition, depending on how the individual reacts, can result in being unaware, feeling stupid, "paranoid," or confused. A discount of personal emotions can result in being unemotional, "irrational," or erratic and anxious. Discounts of rationality result in a lessened ability to solve problems and learn. Lying is defined as "(1) a willful act; (2) involving false statements; and (3) the omission of statements which are true and which would prevent a known false impression on another mind" (Steiner, 1974, p. 133). Lying prevents the Adult from functioning adequately. The behavioral results of mindless scripting vary from madness to being constantly in the throes of a crisis, due to an inability to cope with every-day problems. Such individuals are seen as "having no will power, being lazy . . . being stupid or crazy" (p. 78).

The basic training in joyless scripts is based on injunctions that prevent an individual from expressing and being aware of the natural sensuality of his body. These injunctions are exemplified by prohibitions against movement, expressions of emotional and physical discomfort or pleasure, and exploration of their bodies. The senses (hearing, vision, etc.) are restricted by making them the servants of rationality. Individuals are prevented from using the knowledge their bodies provide in directing their lives. Individuals scripted in joylessness attempt to re-establish contact with their bodies through external artificial means, such as addiction, consumerism, or distorting the relationship to the body, as in body building. Essentially a joyless script is an addiction script. The behavioral results of this type of scripting vary from

hard drug addiction to being a cigarette and coffee addict, hard drinking, unhappy person or musclebound body worshipper who is detached from his feelings.

The banal manifestations of these scripts can be mixed in an individual so that he is scripted in one, two, or all three (p. 79).

However, mindless and joyless scripts tend to exclude each other so that people who have a great deal of joyless scripting (often members of a powerful class, i.e., white men, well-to-do, etc.) tend not to have mindless scripting, while people who have mindless scripts (often members of an oppressed class, i.e., nonwhite, women, working class, etc.) tend not to have joyless scripting" (Steiner, p. 227).

Methodological Considerations

Although in the Introduction it was stated that the construct validity of scripts will be investigated, "Strictly speaking, scientists can never be sure that a construct has been measured or that a theory regarding that construct has been tested, even though it may be useful to speak as though such were the case" (Nunnally, 1967, p. 98).

Nunnally (1967) suggests that a more appropriate expression is construction explication.

It is more defensible to make no claims for the objective reality of a construct name . . . and instead to think of the construct name as being a useful way to label a particular set of observable variables. Then the name is 'valid' only to the extent that it accurately communicates to other scientists the kinds of observables that are being studied (Nunnally, 1967, p. 95).

In considering the validation of script theory, it is important to note that there is no contention that all people are scripted, or that all behavior of individuals with scripts is script behavior. This implies that any investigation of the validity of scripts will be limited by the method used to select the behavior that is considered script

related. Global statements about whether scripts are "real" or not are not logically possible. Statements about the validity of scripts are limited to the particular methodological approach, whether direct behavioral observation, questionnaire, or some other method. The method proposed for this study involves judges' ratings of script questionnaires. Although the accuracy of judges' ratings has been criticized (Mischel, 1968), the extent to which the judges agree about the application of the concepts of joylessness, mindlessness and lovelessness can be seen as a reflection of how accurately they communicate the concepts to others and therefore as an indication of the "validity" of these constructs.

The first part of this study was an attempt to test this validity by determining if individuals experienced in the use of T.A. can agree in the rating of responses of students on a script questionnaire on the presence of scripting in joylessness, mindlessness and lovelessness, and the degree of restriction of autonomy related to each type of scripting.

The second part of this study investigated the concurrent validity (Nunnally, 1967, refers to this as predictive validity) of the script ratings in the first part by determining if these ratings are related to behavioral criteria predicted from T.A. theory, as obtained from a biographical questionnaire completed by the same students in the first part.

The third part of the study tested three hypotheses taken from the literature. Steiner (1974) predicted that males would have more joyless scripting than females, that females would have more mindless scripting

than males and that individuals from lower socio-economic classes would have more total scripting than individuals from higher socio-economic classes.

CHAPTER II

METHODOLOGY

Subjects

The subjects (Ss) consisted of college students who were currently enrolled in an undergraduate psychology course at Oklahoma State University and who had volunteered to participate in the study. Forty-two males and fifty-five females completed the two questionnaires in groups that ranged in size from 3 to 25. The Ss were assured of confidentiality and given instructions for completing the questionnaire. Instructions are found in Appendix A. Four male and six female Ss were eliminated because their questionnaires were incomplete. This resulted in a pool of 38 males and 49 females. From this pool of Ss, 25 males and 25 females were selected for inclusion in the study by a random drawing from the numbers attached to their questionnaires.

Instruments

The instruments in this study consisted of a script questionnaire and a biographical questionnaire.

The script questionnaire (see Appendix B) was developed by this investigator by combining questions designed to elicit script information. These questions were taken from Berne's (1972) script check list, Steiner's (1964, 1974) script check lists, James and Jongeward (1971) script exercises, and questions of the investigator developed from T. A.

theory. The questions were selected on the basis that they would fit into a questionnaire format and provide maximum information regarding the three basic scripts and amount of autonomy restriction resulting from scripting.

The biographical questionnaire (see Appendix C) was designed by the investigator and consists of questions to elicit information about current behavior that is theoretically related to scripting in the three basic scripts (pages 3 and 6). Other questions were designed to elicit factual information potentially related to scripts. For the purpose of this study, sex of subject, and income, occupation, and education of parents were considered.

Procedure

Rating of Script Questionnaire

The judges consisted of five persons trained in the use of Transactional Analysis. All judges were members of International Transactional Analysis Association and had completed the 101 and 102 T. A. courses. Two judges possessed doctorates and three were pursuing graduate degrees in Personnel and Guidance.

The judges were given a two hour group training session in rating the script questionnaires. The investigator explained the concepts of joylessness, mindlessness and lovelessness as presented in Chapter I. The judges were then given the rater's instruction sheet and the rating form (see Appendices D and E). The nature of the rater's task was explained. They were instructed to read all responses on the script questionnaire from an individual subject and then decide if scripting

in joylessness was present for this individual and if present, to indicate the degree to which this scripting restricts the individual's autonomy on a scale from 1 to 10. The judges were then instructed to indicate which questions, if any, provide the responses most salient in forming this judgment. This process was repeated for scripting in lovelessness and mindlessness. The judges were then instructed to record any comments regarding the Ss script of their judgment process. Finally, the judges were given 5 script questionnaires not used in the study to rate. They were permitted to ask questions regarding the concepts to be rated and formal aspects of the rating task. They were instructed not to confer with the other judges about the ratings of individual script questionnaires.

The judges were then given the script questionnaires in lots of 20, 20 and 10 with approximately one-week intervals between the groups of questionnaires. In each lot, one-half of the script questionnaires were male and one-half were females. This sex distribution was not revealed to the judges. The investigator then collected the rating forms and analyzed them for interrater reliability and computed correlations as discussed in the data analysis section.

Scoring of Biographical Questionnaires

The biographical questionnaires were scored separately from the script questionnaires by the investigator. The biographical questionnaire was analyzed for evidence of the existence of joyless, mindless and loveless behavior. A score was determined for each subject on the behavioral criteria for each of the three basic scripts.

The score for joyless behavior was determined from the questions on page 3 of the biographical questionnaire (see Appendix C). Ss scored 1 point for joyless behavior for each of the following:

- 1) Ss' alcohol consumption exceeded the mean consumption for all Ss.
- 2) Ss' tobacco consumption exceeded the mean consumption for all Ss.
- 3) Ss' coffee/tea/nonprescription drug consumption exceeded the mean consumption for all Ss.
- 4) Ss' prescription drug consumption exceeded the mean for all Ss.
- 5) Ss' street drug consumption exceeded the mean for all Ss.
- 6) Ss had been arrested.
- 7) Ss had received a speeding ticket.
- 8) Ss participated in sports or exercise above the mean for all Ss.
- 9) Ss had fewer dreams than the mean for all Ss.
- 10) Ss had fewer dreams in "vivid color" than the mean for all Ss.

The total score that an individual could receive for joyless behavior could range from 0 to 10.

The score for mindless behavior was determined from question 10 (a through j) on page 6 of the biographical questionnaire. Ss scored 1 point for mindless behavior for each of the following:

- 1) the age at which Ss first went on a date with parental permission was above the mean age all Ss first went on a date with parental permission.
- 2) the age at which Ss set the time they went to sleep was above the mean age all Ss set the time they went to sleep.

- 3) Ss did not manage their own financial affairs.
- 4) Ss had checks returned for insufficient funds in the last six months.
- 5) Ss had forgotten to pay any bills in the last six months.
- 6) Ss had sought counseling or therapy.
- 7) Ss' grade point average was below the mean grade point average for all Ss.
- 8) Ss made lists of things to do.
- 9) the age at which Ss learned there was no Santa Claus was below the mean age all Ss learned there was no Santa Claus.
- 10) the age at which Ss learned "where they came from" was below the mean age all Ss learned "where they came from."

The total score that an individual could receive for mindless behavior could range from 0 to 10.

The score for loveless behavior was determined from question 11 (a through j) on page 6 of the biographical questionnaire. Ss scored 1 point for loveless behavior for each of the following:

- 1) Ss had fewer "intimate" friends than the mean number of "intimate" friends for all Ss.
- 2) Ss had fewer "acquaintances" than the median number of "acquaintances" for all Ss.
- 3) Ss had more boy/girl friends in the last two years than the mean number of boy/girl friends for all Ss.
- 4) the number of people Ss had sex with in the last two years exceeded the mean number of people for all Ss.
- 5) the Ss' frequency of sex was less than once a month or greater than five times per week with the exception that Ss never

having had sex were scored 0.

- 6) Ss did not masturbate.
- 7) Ss were not members of any organized groups.
- 8) Ss had thought about attempting suicide.
- 9) Ss got depressed often.
- 10) Ss had difficulty complimenting others.

The total score than an individual could receive for loveless behavior could range from 0 to 10.

For the purposes of this study two other variables from the biographical questionnaire were considered: sex of Ss and socio-economic class of Ss.

The socio-economic class of Ss was determined from the variables of occupation of parent(s), income of parent(s), and educational level of parent(s). To determine a rating for socio-economic class major emphasis was placed on the prestige of the occupation of parent(s). Ratings for prestige of occupation was adapted from ratings found in Class, Status and Power: Social Strata in Comparative Perspective, edited by R. Bendix and S. Lipset (1966, pp. 333-340). Income of parent(s) and education level of parent(s) was also considered in assigning a rating of 1 to Ss whose parents were determined to be in the working class, assigning a rating of 2 to Ss whose parents were determined to be middle class, and assigning a rating of 3 to Ss whose parents were determined to be professional class. Ss that did not provide sufficient information to permit a rating were given a rating of 2.

Data Analysis

The data analyses were considered under five steps: (1) the reliability of the judges' ratings from the script questionnaire, (2) the correlations between the judges' ratings and the behavioral criteria, (3) the testing of the hypotheses, (4) the evaluation of the biographical questionnaire, and (5) the evaluation of the script questionnaire.

(1) The reliability of the judges' ratings (construct validity) of joylessness, mindlessness and lovelessness from the script questionnaire was determined by the method proposed by Winer (1971, pp. 283-289). A single factor repeated measure analysis of variance was computed for the judges' rating of each type of scripting. The reliability coefficient of the mean of the five judges was computed for each type of scripting by dividing the respective mean square between \underline{Ss} into the mean square within \underline{Ss} and subtracting this quantity from 1.

(2) To ascertain the relationship between the judges' ratings for the three types of scripts and the behavioral criteria for the three types of scripts (concurrent validity), Pearson Product-Moment correlation coefficients were computed between the mean ratings (across raters) of each type of script for each subject with the total scores on the behavioral criteria for each type of script behavior of each subject. So that sex differences could be noted, these correlations were also computed separately for each sex. Tests for significance were done by use of critical values for the Pearson Product-Moment correlation coefficient. The level of significance used in this study was $= .05$. This level was chosen for several reasons. First, the relatively narrow range of possible scores on the behavioral criteria, and judges' ratings

have the effect of reducing the size of possible correlations. One way to correct this is to increase the alpha level from the usual .01 to .05. Second, because this study is exploratory, it was considered more important to detect relationships that are potentially significant rather than exclude them from further consideration.

(3) Three specific hypotheses taken from the literature were tested:

(a) Males will tend to have more joyless scripting than females as revealed by the judges' ratings and the behavioral criteria.

(b) Females will tend to have more mindless scripting than males as revealed by the judges' ratings and the behavioral criteria.

(c) Individuals from lower socio-economic groups will tend to have a greater degree of total scripting than individuals from higher socio-economic groups as revealed by judges' ratings and the behavioral criteria.

The variable of sex of Ss was correlated with the total scores of joylessness and mindlessness as indicated by the judges' ratings and by the behavioral criteria. The variable of socio-economic group was correlated with the amount of total scripting (sum of joyless, plus mindless, plus loveless) as indicated by the judges' ratings and by the behavioral criteria. These correlations were tested for significance by use of critical values for the Pearson Product-Moment correlation coefficient. These tests are equivalent to one-tailed t tests for differences between the means.

(4) In an attempt to evaluate whether the questions on the biographical questionnaire were related to the dimensions they were designed to measure, the individual behavioral items for each type of scripting were correlated with the total score for that type of scripting. Items that were correlated positively and were significant were seen as measuring the specified dimension. To evaluate possible sex differences, the above correlations were also computed and tested for each sex separately.

To evaluate whether the behavioral dimensions were independent, the total score for each type of script behavior was correlated with the individual items and the total score for the other two dimensions. Significant correlations were seen as evidence of a lack of independence among the dimensions.

(5) Finally, to evaluate the questions on the script questionnaire, frequency distributions of the use of each question by the judges in forming their judgments about scripting in joylessness, mindlessness and lovelessness were tabulated. This was not tested statistically, but will provide a guide to the use of the script questionnaire in future research and possible clinical use.

Debriefing of Ss

Ss were mailed copies of the abstract of the study with a letter from the experimenter expressing thanks for their participation and offering to answer additional questions.

CHAPTER III

RESULTS

The reliability of the mean of the five judges in rating the dimension of joylessness from script questionnaires was $r = .489$. The reliability of the mean of the five judges in rating the dimension of mindlessness from script questionnaires was $r = .578$. The reliability of the mean of the five judges in rating the dimension of lovelessness from the script questionnaires was $r = .828$. These reliability coefficients are also found in Table I.

TABLE I
RELIABILITY COEFFICIENTS OF THE MEAN OF FIVE JUDGES'
RATINGS OF JOYLESSNESS, MINDLESSNESS
AND LOVELESSNESS

Dimension	Reliability Coefficient
Joylessness	.489
Mindlessness	.578
Lovelessness	.828

The intercorrelations among mean ratings (across raters) of each type of script for each subject and the total scores on the behavioral criteria for each type of script behavior of each subject are found in Table II. No correlations were significant at the .05 level (one-tailed, 48 df, critical $r = .238$). The above correlations computed separately for each sex are also found in Table II. No correlations were significant at the .05 level (one-tailed, 23 df, critical $r = .337$).

The intercorrelations between the sex of the subjects and total score for joylessness as indicated by the average of the judges' ratings for each subject and by the behavioral criteria for each subject are found in Table III. The correlation between sex of the subjects and the total score on the behavioral criteria for joylessness is significant at the .005 level (one-tailed, 48 df, critical $r = .3648$).

The intercorrelation between the sex of subjects and total score for mindlessness as indicated by the average of the judges' ratings for each subject and by the behavioral criteria for each subject are found in Table IV. No correlations were significant at the .05 level (one-tailed, 48 df, critical $r = .238$).

The intercorrelations between socio-economic class and the amount of total scripting as indicated by the judges' ratings and the behavioral criteria are found in Table V. No correlations were significant at the .05 level (one-tailed, 48 df, critical $r = .238$).

The intercorrelations between the individual behavioral items designed to measure joylessness and the total score for joyless behavior are found in Table VI. There are ten correlations significant at the .05 level or above (one-tailed, 48 df, critical $r = .238$). The intercorrelations between the individual behavioral items and total score for

TABLE II
 PEARSON CORRELATION COEFFICIENTS BETWEEN AVERAGE
 JUDGES' RATINGS AND TOTAL SCORE FROM
 BIOGRAPHICAL QUESTIONNAIRE FOR
 EACH TYPE OF SCRIPT*

Mean Judges' Ratings	Total Score From Biographical Questionnaire		
	Joylessness	Mindlessness	Lovelessness
Joylessness	<u>-.1704</u>		
Males	(-.3851)		
Females	(-.1205)		
Mindlessness		<u>-.0505</u>	
Males		(-.0803)	
Females		(-.0132)	
Lovelessness			<u>+.0663</u>
Males			(-.1936)
Females			(+.3129)

*Critical values for correlations in parentheses are based on 23 df.

48 df

23 df

$p \leq .05$: critical value .238; critical value .337.

$p \leq .025$: critical value .283; critical value .413.

$p \leq .01$: critical value .332; critical value .482.

$p \leq .005$: critical value .3648; critical value .526.

TABLE III

PEARSON CORRELATION COEFFICIENTS BETWEEN SEX OF SUBJECTS
AND AVERAGE JUDGES' RATING FOR JOYLESSNESS FOR
EACH SUBJECT AND TOTAL SCORE FOR JOYLESSNESS
ON THE BEHAVIORAL CRITERIA FOR EACH SUBJECT

Joyless Criteria	Sex of Subject
Average judges' rating for joylessness	.1797
Total score for joylessness on behavioral criteria	.3976 ¹

¹p ≤ .005: critical value .3648 (48 df).

TABLE IV

PEARSON CORRELATION COEFFICIENTS BETWEEN SEX OF SUBJECTS
AND AVERAGE JUDGES' RATING FOR MINDLESSNESS FOR
EACH SUBJECT AND TOTAL SCORE FOR MINDLESSNESS
ON THE BEHAVIORAL CRITERIA FOR EACH SUBJECT

Mindless Criteria	Sex of Subject
Average judges' rating for mindlessness	.0553
Total score for mindlessness on behavioral criteria	-.0923

df = 48

$p \leq .05$: critical value .238.

$p \leq .025$: critical value .283.

$p \leq .01$: critical value .332.

$p \leq .005$: critical value .3648.

TABLE V

PEARSON CORRELATION COEFFICIENT BETWEEN SOCIO-
ECONOMIC CLASS AND TOTAL SCRIPTING FROM
AVERAGE JUDGES' RATINGS AND TOTAL
SCRIPT BEHAVIOR ON THE
BEHAVIORAL CRITERIA

Script Criteria	Socio-Economic Class
Total scripting from average judges' rating	-.1726
Total script behavior from behavioral criteria	-.0661

df = 48

p _ .05: critical value .238.

p _ .025: critical value .283.

p _ .01: critical value .332.

p _ .005: critical value .3648.

TABLE VI
ITEM CORRELATIONS WITH TOTAL JOYLESSNESS
(BIOGRAPHICAL QUESTIONNAIRE)

Questions	Total Joylessness Score		
	Total df = 48	Female df = 23	Male df = 23
1. Alcohol consumption	.5681 ⁴	.3181	.6580 ⁴
2. Tobacco consumption	.5836 ⁴	.5443 ⁴	.5484 ⁴
3. Coffee/tea/nonprescription	.4166 ⁴	.5591 ⁴	.3944 ¹
4. Prescription drugs	.2486 ¹	.4892 ³	.1750
5. Street drugs	.5262 ⁴	.3214	.5093 ³
6. Arrested	.3155 ²	no scores	.3041
7. Speeding ticket	.5157 ⁴	.5238 ³	.3157
8. Exercise	.2724 ¹	.3253	.2720
9. Dreams (fewer frequency)	.4166 ⁴	.3582 ¹	.5091 ³
10. Color dreams (fewer frequency)	.5450 ⁴	.5766 ⁴	.5488 ⁴
Other item related to total joyless score (df = 48, two-tailed)			
People sex with (2 yrs)	.4563 ³	--	--

48 df

23 df

¹p \geq .05: critical value .238; critical value .337.

²p \geq .025: critical value .283; critical value .413.

³p \geq .01: critical value .332; critical value .482.

⁴p \geq .005: critical value .3648; critical value .526.

Critical values for other item
48 df (two-tailed)

¹p \geq .05: critical value .282.

²p \geq .02: critical value .332.

³p \geq .01: critical value .365.

joylessness for males and females are also found in Table VI. For females six correlations were significant at the .05 level or above (one-tailed, 23 df, critical $r = .337$). For males, six correlations were significant at the .05 level or above (one-tailed, 23 df, critical $r = .337$). The significant correlations between the total joyless behavior score and the items and totals on the mindless and loveless dimensions are also found in Table VI. One correlation, question 4. on the loveless dimension, was significantly related to the total joyless behavior score beyond the .05 level (two-tailed, 48 df, critical $r = .365$).

The intercorrelations between the individual behavioral items designed to measure mindless behavior and the total score for mindless behavior are found in Table VII. There are eight correlations significant at the .05 level or above (one-tailed, 48 df, critical $r = .238$). The intercorrelations between the individual behavioral items and total score for mindless behavioral items and total score for mindless behavior for males and females are also found in Table VII. For females seven correlations were significant at the .05 level or above (one-tailed, 23 df, critical $r = .337$). For males five correlations were significant at the .05 level or above (one-tailed, 23 df, critical $r = .337$). The significant intercorrelations between the total mindless behavior score and the items and totals on the joyless and loveless dimensions are also found in Table VII. Two correlations, questions 2. and 8. on the loveless dimension, were significantly related to the total mindless behavior score at the .05 level (two-tailed, 48 df, critical $r = .282$).

The intercorrelations between the individual behavioral items designed to measure loveless behavior and the total score for loveless behavior are found in Table VIII. There are eight correlations

TABLE VII
ITEM CORRELATIONS WITH TOTAL MINDLESSNESS
(BIOGRAPHICAL QUESTIONNAIRE)

Questions	Total Mindlessness Score		
	Total df = 48	Female df = 23	Male df = 23
11. First date (age)	.1845	.2341	.1318
12. Sleep (age)	.4620 ⁴	.6087 ⁴	.3396 ¹
13. Financial (yes - no)	.2525 ¹	.3390 ¹	.1954
14. Returned checks	.3094 ²	.5163 ³	.1248
15. Forgotten bills	.4868 ⁴	.3502 ¹	.6912 ⁴
16. Counseling or therapy	.1497	.1135	.2130
17. GPA	.3041 ²	.4775 ²	.1162
18. Lists	.3302 ²	.2274	.4076 ¹
19. No Santa Claus (age)	.4377 ⁴	.5437 ⁴	.3814 ¹
20. Came from (age)	.4400 ⁴	.3726 ¹	.5195 ³
Other items related to total mindless score (df = 48, two-tailed)			
Boy/Girl friend (2 yrs)	.2879 ¹	--	--
Attempted suicide	.3607 ²	--	--

48 df

23 df

¹p \geq .05: critical value .238; critical value .337.

²p \geq .025: critical value .283; critical value .413.

³p \geq .01: critical value .332; critical value .482.

⁴p \geq .005: critical value .3648; critical value .526.

Critical values for other items
48 df (two-tailed)

¹p \geq .05: critical value .282.

²p \geq .02: critical value .332.

³p \geq .01: critical value .365.

significant at the .05 level or above (one-tailed, 48 df, critical $r = .238$). The intercorrelations between the individual behavioral items and total score for loveless behavior for males and females are also found in Table VIII. For females six correlations were significant at the .05 level or above (one-tailed, 23 df, critical $r = .337$). For males five correlations were significant at the .05 level or above (one-tailed, 23 df, critical $r = .337$). The significant intercorrelations between the total loveless behavior score and the items and totals on the joyless and mindless dimensions are also found in Table VIII. Two correlations, question 7. on the joyless dimension and question 1. on the mindless dimension, were significantly related to the total loveless behavior score at the .05 level (two-tailed, 48 df, critical $r = .282$).

The frequency distributions of the use of each question on the script questionnaire by the judges in forming their judgments about scripting in joylessness, mindless and lovelessness are found in Table IX.

TABLE IX
 FREQUENCY DISTRIBUTION OF USE OF SCRIPT
 QUESTIONNAIRE QUESTIONS BY JUDGES

Question Number	Joyless	Mindless	Loveless	Total
1	9	39	23	71
2	4	5	11	20
3	6	9	2	17
4	6	35	34	75
5	13	88	23	124
6	2	40	12	54
7	5	17	7	29
8	11	40	26	77
9	7	21	6	34
10	3	14	23	40
11	1	7	16	24
12	55	13	13	81
13	15	19	37	71
14	7	15	11	33
15	3	1	9	13
16	1	5	7	13
17	17	78	59	154
18	9	114	27	150
19	1	2	0	3
20	8	51	20	79
21	15	3	28	46
22	6	26	34	66
23	20	3	25	48
24	0	35	0	35
25	1	31	6	38
26	2	36	5	43
27	0	48	0	48
28	1	8	2	11
29	2	1	57	60
30	0	0	3	3
31	0	82	2	84
32	14	3	22	39
33	8	31	41	80
34	0	3	2	5
35	1	1	2	4
36	2	20	0	22
37	0	12	0	12
38	27	14	15	56
39	6	39	38	83
40	19	80	130	229
41	7	35	41	83
42	8	39	46	93
43	4	40	68	112
44	7	16	30	53
Total	333	1219	963	2515

CHAPTER IV

DISCUSSION

The results will be discussed in order of computation. First, the results concerning the reliability of the five judges' ratings of the script questionnaire for evidence of scripting in joylessness, mindlessness and lovelessness will be discussed. Second, the relationship of the judges' ratings of the three types of scripts with the corresponding behavioral criteria of each type of script will be discussed, including sex differences. Third, the results concerning the relationship between sex of Ss and types of scripting, and the relationship between socio-economic class and the amount of scripting will be discussed. Fourth, the interrelationship of the items used as the behavioral criteria for the three types of scripting will be discussed, including sex differences on the items. Finally, the judges' use of the questions on the script questionnaire to determine their ratings of joylessness, mindlessness and lovelessness will be discussed.

Reliability of Judges' Ratings

In rating the script questionnaire for joylessness, the reliability of the mean of the five judges was found to be $r = .489$. This reliability coefficient indicates that about 24 percent of the variance could be attributed to agreement among the judges in rating the Ss for joylessness. This low reliability cannot be seen as support for the construct

validity of joylessness. However, the variability of the judges' ratings was small; all judges tended to rate the Ss low on joylessness. This lack of variability in their ratings can be seen to constitute a restriction of range that has the effect of reducing the size of the coefficient. For this reason, the low reliability coefficient does not necessarily reflect a lack of agreement among the judges on the construct of joylessness. All judges mentioned to the investigator that they had difficulty evaluating joylessness from the items on the script questionnaire. Further research is needed to clarify whether joylessness had adequate construct validity.

In rating the script questionnaire for mindlessness, the reliability of the mean of the five judges was found to be $r = .578$. This reliability coefficient indicates that about 33 percent of the variance could be attributed to agreement among the judges in rating the Ss for mindlessness. This reliability can be seen as minimal support for the construct validity of mindlessness. Although this reliability indicates the ratings of mindlessness from the questionnaire would not be adequate for any practical purposes, the reliability is of sufficient size to warrant tentative acceptance of mindlessness as having concept validity. The variability of the judges' ratings was relatively large, indicating that failure to achieve greater reliability was due to disagreement among the judges. Comments made by the judges regarding judgment process indicate that some of the disagreement was a result of failure to distinguish actual intellectual ability from scripting in mindlessness. Further research is needed to clarify the concept and reduce such sources of error before the construct validity of mindlessness can be confidently accepted.

In rating the script questionnaire for lovelessness, the reliability of the mean of the five judges was found to be $r = .828$. This reliability coefficient indicates that about 69 percent of the variance could be attributed to agreement among the judges in rating the Ss for lovelessness. This reliability can be seen as strong support for the construct validity of lovelessness. The good reliability on this dimension would appear to be related to the large number of items on the script questionnaire that revealed loveless scripting, the explicitness of the construct (i.e., disruption through injunctions of the stroke economy), and the association of depression with loveless scripting.

Correlations of Script Ratings With the Behavioral Criteria

No significant relationship was found between the judges' ratings for scripting in joylessness and the behavioral criteria for joylessness. Since the judges' ratings on this dimension had an unacceptably low reliability, the correlation of these ratings with the behavioral criteria will reflect this low reliability and will not be particularly meaningful. Therefore, no support can be given to the concurrent validity of the judges' ratings and the behavioral items selected as criteria for joylessness.

No significant relationship was found between the judges' ratings for scripting in mindlessness and the total score on the behavioral criteria for mindlessness. The questionable reliability of the judges' ratings renders correlations with these ratings suspect. Although the correlation was negative, the correlation was so small ($r = -.0505$) that no support can be given to the concurrent validity of the judges'

ratings and the behavioral items selected as criteria for mindlessness. An examination of the correlations between the individual items of the behavioral criteria and the judges' ratings indicates that Ss who had sought counseling or therapy or had been permitted to date at an early age tended to be rated higher on mindlessness. No other correlations with the individual items were significant.

No significant relationship was found between the judges' ratings for scripting in lovelessness and the total score on the behavioral criteria for lovelessness. The correlation was positive, but was so small ($r = +.0663$) that no support can be given to the concurrent validity of the judges' ratings and the behavioral items selected as criteria for lovelessness. An examination of the correlations between the judges' ratings and the individual items of the behavioral criteria indicates that Ss who had attempted suicide were depressed often, and whose frequency of having sex was not extremely high or low were rated higher on lovelessness. The relationship between the ratings and the suicide and depression items are understandable in that questions related to these two items were also present on the script questionnaire. The relationship between the ratings and frequency of sex is of particular interest. It should be noted that this item was difficult to score and the obtained scores were somewhat restricted. In scoring this item, the frequencies of sex were ranked and cut-off points were arbitrarily chosen by the investigator. Having sex more than five times per week or less than once a month was considered extreme. Further, individuals who never had sex were assigned a score of zero. Since this was the modal response (19) the scores were somewhat restricted. Despite these scoring problems, these results contradict T.A. theory. The theory

predicts that individuals whose frequency of sex is either very high or very low would be more loveless. Individuals with an extremely high frequency of sex would be seen as trying to compensate for lack of gratifying sex. Individuals with an extremely low frequency of sex would be seen as lacking adequate sexual strokes. These theoretical positions were not supported by the results.

The relationship between the script ratings and the behavioral criteria of lovelessness for males ($r = -.1936$) and females ($r = +.3129$) indicates a sex difference. This difference cannot be tested statistically because the judges' ratings on these criteria for males and females are not independent. However, an examination of the correlations between the script ratings and the items on the behavioral criteria for each sex revealed that the positive correlation for the females was largely attributable to the items concerning the number of people they had sex with in the last 2 years ($r = .679$) and getting depressed often ($r = .347$). The negative correlation for males was largely attributable to the items concerning the number of people they had sex with in the last two years ($r = -.395$) and the frequency of sex ($r = -.384$). Since the items concerning depression and frequency of sex correlated in similar directions, although not as strongly, for both sexes, the major sex difference was on the item dealing with the number of people they had sex with in the last two years. The judges rated females that had sex with more than three people in the last two years as more loveless. The judges rated males that had sex with more than three people in the last two years as less loveless. This difference seems to reflect societal attitudes about sexual behavior for males and females. However, it is not possible to determine whether these results are associated with an

adoption of these attitudes on the part of the raters or in the self-perception and self-presentation of the Ss.

Sex Differences and Types of Scripting

The hypothesis that males would have more joyless scripting than females was not supported from the judges' ratings but was supported by the behavioral criteria. As with previous correlations with the judges' ratings for joylessness the low reliability of their ratings renders the correlation with sex not particularly meaningful. The correlation of sex of Ss with the behavioral criteria for joylessness was positive, indicating that males tended to have more joyless behavior. About 16 percent of the variance on the behavioral scale could be attributed to sex of the subject. This variance is most attributable to the male Ss tendency to consume more alcohol, to consume more tobacco, to consume more street drugs, to have been arrested and to have received more speeding tickets than female Ss. If these behaviors can be said to reflect scripting in joylessness, the males do have more scripting in joylessness.

The hypothesis that females would have more mindless scripting than males was not supported from either the judges' ratings or the behavioral criteria. The questionable reliability of the judges' ratings on this dimension makes the correlation between these ratings and sex of Ss equally questionable. However, the correlation was so low ($r = .0553$) that to the extent the judges did agree on the construct of mindlessness, they did not relate it to the sex of Ss. The correlation of sex of Ss with the behavioral criteria for mindlessness ($r = -.0923$) indicated that there was no sex difference for the total

amount of mindless behavior. An examination of the correlations between the individual items on the behavioral criteria of sex of Ss indicates that females tend to make more lists of things to do ($r = -.2572$) than males and did not manage their own financial affairs ($r = -.6822$) as often as males. Males tended to forget to pay bills ($r = .2603$) more often than females. The failure to support the hypothesis regarding sex differences and scripting in mindlessness may be attributable to a number of factors. First, there may be no sex differences. Second, the poor reliability of the judges and possibly poor sampling of items for the behavioral criteria could have resulted in failure to detect sex differences. Third, since the sample in this study was drawn from a college population, the sample may have been biased with regard to sex differences for mindless scripting. Further research is needed to evaluate the last two possibilities.

Since the literature makes no predictions about sex differences in scripting in lovelessness, no hypothesis concerning these variables was tested.

Socio-Economic Class and Amount of Scripting

The hypothesis that lower socio-economic (S-E) groups would have more total scripting than higher socio-economic groups was not supported from either the judges' ratings or the behavioral criteria. Since the correlation of the sum of the judges' rating with S-E group was not significant ($r = -.1726$), the reliability of the sum of the ratings for the three types of scripting was not computed. Therefore the correlation between the sums of the judges' ratings and socio-economic group is not

meaningful. The correlation of socio-economic group with the total number of items scored for each Ss on the behavioral criteria ($r = -.0923$) indicates that socio-economic group was not related to the total amount of script behavior.

The failure to support the hypothesis regarding S-E groups and the amount of total scripting may be the result of a number of factors. First, there may be no S-E group differences. T.A. theory may be incorrect with regard to predictions about scripting and S-E group membership. Second, the prediction that lower S-E groups would have more total scripting may be qualified somewhat by the prediction that "people who have a great deal of joyless scripting are often members of a powerful class . . . while people who have mindless scripts [are] often members of an oppressed class" (Steiner, 1974, p. 227). An examination of correlations between S-E group and the behavioral criteria for joylessness and mindlessness indicates that S-E group membership was significantly related to mindless behavior ($r = -.3179$) beyond the .025 level (one-tailed, 48 df, critical $r = .283$) in the direction predicted. The correlation between S-E group membership and total joyless behavior was not significant ($r = .1075$), but was in the predicted direction. These results suggest that S-E group may in fact be an important variable in scripting but that a total score for the three types of scripting does not reveal the relationship.

A third possible reason for failure to support the general hypothesis may have been the poor reliability of the judges, possibly poor sampling of items for the behavioral criteria, or the limitations of the S-E scale. The rating scale for S-E group used in this study was an adaptation of ratings of prestige of occupation (Bendix and Liset,

1966) with consideration of education and income level of parents of Ss. This scale is somewhat simplistic to rate the complex variable of socio-economic class. Perhaps a more sophisticated measurement would reveal the predicted differences. Fourth, since the sample in this study was drawn from a college population, the sample may have been biased with regard to socio-economic class. An examination of the data indicates there was a considerable range in the variables selected to indicate S-E group membership in this sample. Parents' occupations ranged from porter to engineer. Parents' income levels ranged from \$3,000 per year to \$100,000 per year. Parents' education levels ranged from sixth grade to doctorates. However, these ranges are extreme. The ten individuals rated as being in the lower S-E group could best be described as working class. The twelve individuals rated for the higher S-E group would best be described as professional class. For this reason, this sample would not seem to represent a genuine lower S-E class. Further, it might be suspected that in this sample the home environment of the individuals rated as lower S-E class might be atypical. The fact that these individuals are attending college might reflect attitudes in the home toward achievement and education that are not typical of lower S-E groups in general. Further research is needed to evaluate the area of S-E class and scripts.

Evaluation of Behavioral Criteria Scales

On the behavioral criteria for joylessness, all ten items selected to indicate joyless behavior were significantly related to the total score for joyless behavior. This is seen as evidence that each of the behaviors is related to the dimension labeled joyless behavior. The

only other behavioral item related to the total score for joyless behavior was the number of people the Ss had sex with in the last two years ($r = .4562$). This relationship is consistent with observations in the literature regarding joyless behavior. Since no other behavioral items were significantly related to the total score for joyless behavior, this is seen as evidence that the dimension of joyless behavior is independent of the mindless and loveless behavioral dimension. An examination of the correlations between the total score for joyless behavior and the individual items for each sex reveals no significant sex differences. However, it is noted that no females were arrested.

On the behavioral criteria for mindlessness, eight items selected to indicate mindless behavior were significantly related to the total score for mindless behavior. The significant relationship of these eight items to the total mindless score is seen as evidence that each of the behaviors is related to the dimension labeled mindless behavior. Two other behavioral items, attempting suicide ($r = .3607$) and having more than five boy/girl friends in the last two years ($r = .2879$) were significantly related to the total mindless behavior score. Although these correlations may be due to chance, intuitively it would seem plausible that they reflect nonthinking behavior as well as loveless behavior. Despite these correlations, mindless behavior would seem to reflect a dimension independent of loveless and joyless behavior. It is interesting to note that the two mindless behavioral items that did not significantly relate to the total mindless score were the two items that did significantly relate to the judges' ratings for mindless scripting. The two items were the age at which Ss were allowed to first date and whether Ss had sought counseling. It would seem that

these behavioral items reflect pathology in that Ss indicating they had sought counseling, and who dated before age 15 years on the behavioral questionnaire were rated as more mindless by the judges from the script questionnaire. An examination of the correlations between the total score for mindless behavior and the individual items for each sex reveals no significant sex differences.

On the behavioral criteria for lovelessness, eight items selected to indicate loveless behavior were significantly related to the total score for loveless behavior. The significant relationship of these eight items to the total loveless score is seen as evidence that each of the behaviors is related to the dimension labeled loveless behavior. Two other behavioral items, receiving a speeding ticket ($r = .3141$) and going on a date at an earlier age ($r = -.2842$) were significantly related to the total loveless behavior score. The relationship of receiving a speeding ticket to total loveless behavior appears to be attributable to the correlations between this item and the number of people the Ss had sex with in the last two years and how often the Ss had sex. Ss who had sex with a greater number of people ($r = .3377$) and who have sex more or less often than the average Ss ($r = .2805$) tend to get speeding tickets. Intuitively, these items seem to reflect impulsivity. Theoretically, it seems plausible that joyless people would express their lovelessness through impulsive hypersexuality. The relationship of not being permitted to date at an early age to total loveless behavior appears to be attributable to the correlations between this item and whether or not the Ss masturbates and the number of people the Ss had sex with in the last two years. Ss who were not permitted to date at an early age tended to masturbate ($r = -.3377$) and to have

sex with fewer people ($r = -.2897$). The reason for this is understandable for both pragmatic and theoretical reasons. Pragmatically, a person who is not permitted to date at an early age might have less opportunity to have sex with others and therefore might masturbate more often. Theoretically, a parent that did not permit the child to date at an early age might be disrupting the individual's stroke economy by giving a message to the effect of don't trust yourself or don't trust others. Despite the above relationships, loveless behavior would seem to reflect a dimension independent of joyless and mindless behavior. An examination of the correlations between the total score for loveless behavior and the individual items for each sex reveals no significant sex differences.

Two loveless items, i.e., having fewer than five intimate friends and not being a member of an organized group, were not significantly related to total loveless behavior. Although there was no statistically significant sex difference, the number of intimate friends appears to be more closely associated with loveless behavior for females ($r = .3811$) than males ($r = -.0662$). An examination of the correlations between this item and the other behavioral items for each sex seems to indicate this item does reflect a sex difference, but with regard to total joyless behavior. Males with few intimate friends tended to have less total joyless behavior ($r = -.5488$), while females tended to have more joyless behavior ($r = .3693$). A transformation of these correlations to Fisher Z scores and computation of a z test reveals a significant difference beyond the .001 level (critical value = 2.58). It would seem that males who have fewer intimate friends tend to have less joyless behavior. Intuitively this is understandable in that drug usage

(joyless behavior) is associated with social behavior. Fewer friends for males might tend to limit drug consumption. In contrast to the males, females who have fewer intimate friends tend to have more joyless and loveless behavior. This too is understandable in that females who felt loveless might engage in joyless behavior for more social contact. The failure of the item concerning membership in organized groups to correlate with total loveless behavior appears to be the result of poor item sampling. The positive relationship between group membership and number of acquaintances ($r = .2522$) appears to be self-explanatory. However, this positive relationship was counterbalanced by negative relationships between group membership and attempted suicide ($r = -.3446$) and having sought therapy ($r = -.3327$). Although the reason for this is not clear, a possible explanation is that group membership results in greater social stress resulting in an individual seeking therapy or attempting suicide.

Evaluation of Script Questionnaire

No statistical analysis of the judges' use of the script questions was made. A frequency distribution of the questions that elicited responses most salient in the judges' evaluations of joyless, mindless and loveless scripting is found in Chapter III (Table IX). The five judges cited the 44 questions on the script questionnaire a total of 2515 times as eliciting responses that were salient in forming judgments about scripts. Questions were most frequently cited with regard to mindlessness (1219 times). Questions were least frequently cited with regard to joylessness (333 times). Questions salient in evaluating lovelessness were cited 963 times. An examination of Table IX provides

the most complete evaluation of the judges' use of the script questions. However, for purposes of summary and clarity, the 10 questions most often cited by the judges for each type of scripting are listed with accompanying frequency of use.

The following is the list of questions most often cited in evaluating joylessness. The number in parentheses following the question is the number of times it was used for that purpose.

1. Briefly describe yourself physically. What part(s) of your body do you like best? Least? Have the greatest concern about? Are you least aware of? Have a chronic problem with? What happens to your body when you get nervous? (55)
2. At what age do you expect to die? How do you expect to die? How did you choose this time and way of death? (27)
3. When is the last time you cried? (20)
4. What bad feeling do you have most often? (19)
5. What's wrong with you? Which (if either) of your parents had the same thing wrong? (17)
6. Did you decide always to do a certain thing no matter what? If yes, what and when? (15)
7. Do you feel (joy, love, hate, etc.) as intensely as others? (15)
8. Have you ever felt like you wanted to kill someone else? (14)
9. What did your mother/father criticize you for when you were young? (13)
10. What was your mother's/father's main advice to you? (11)

The following is the list of questions most often cited in evaluating mindlessness:

1. The following is a list of negative words; please read them quickly and underline any that feel true for you:
Stupid Ugly Crazy Lazy Sick Bad (114)

2. What did your mother/father criticize you for when you were young? (88)
3. Have you ever had fears of going crazy? (82)
4. What bad feeling do you have most often? (80)
5. What's wrong with you? Which (if either) of your parents had the same thing wrong? (78)
6. Tell a short anecdote (story) about yourself that really happened. (51)
7. How much control do you feel you have over your life? (Please state in % of control.) (48)
8. What did your parents say to other people about you when you were young? (40)
9. What are you waiting for in life? (40)
10. What was your favorite fairy tale? Tell it briefly. (39)

The following is the list of questions most often cited in evaluating lovelessness.

1. What bad feeling do you have most often? (130)
2. What are you waiting for in life? (68)
3. What's wrong with you? Which (if either) of your parents had the same thing wrong? (59)
4. Have you ever thought of killing yourself? (57)
5. Imagine your life story being performed on a stage. Would it be a comedy, farce, saga, soap opera, melodrama, tragedy or other? Be the audience watching your play, do you applaud, cry, boo, laugh, go to sleep, want your money back or what? (46)
6. If you were going to raise a child to be like you, how would you do it? If you have children, how do you plan to raise them differently (if you do)? (41)
7. If you were wearing a sweatshirt with a message on the front so that people would know it was you coming, what would it say? What would it say on the back? (41)
8. Imagine you are dead. What will others write on your tombstone? What would you write? (38)

9. Do you remember as a child ever deciding that never again would you do a certain thing or show a certain feeling? If yes, what and when? (37)
10. What will you be doing 5 years from now if everything goes well? If everything goes badly? (34)

Although the script questionnaire appears to have a sufficient number of questions that reveal mindless and loveless scripting, there are few questions that reveal joyless scripting. It is suggested that future research attempt to correct this and increase the number of questions concerning joylessness. It is also noted that some questions were cited so infrequently that they do not appear to be useful in evaluating the three types of scripting. Since the questionnaire is quite lengthy, it is suggested that in future research of this kind these items be eliminated.

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APPENDIX A

INSTRUCTIONS

Your participation in this study consists of filling out the two following questionnaires. Please answer all questions (as they apply) and use only the spaces provided for on the forms. Honesty and brevity (i.e., within the spaces) should be the attitude in answering the questions. Please use the pens provided and print your answers.

It is understood that some of the questions are personal in nature. To maintain your rights of privacy please do not put your LAST name on any of the sheets. The questionnaires are numbered to facilitate handling by the experimenter and to assure that your identity will not be associated with questionnaire responses. For this reason individual feedback is not possible. If you wish to receive the grouped experimental results and/or are receiving credit for your participation in this study, please leave your name, address and instructor's name with the monitor.

If you feel you cannot complete the experiment once it has begun, you may discontinue participation at any time. Discontinuation will not jeopardize your class standing and you may receive extra credit by the alternate method.

As a reminder:

1. Answer all questions as they apply.
2. Use only the space provided on the form.
3. Use the pen provided and print.
4. After turning in the forms, leave name, address and instructor's name with the monitor.

Thank you for your cooperation and participation.

APPENDIX B

SCRIPT QUESTIONNAIRE

1. What was your favorite fairy tale? Tell it briefly.

2. Who chose your given name? Mother Father Other _____

If it is the name of a family member or someone famous (real or fictional), what kind of a person is he/she?

3. Did you have a childhood nickname? Yes No If yes, what was it?

_____ What did it mean? _____

Who gave it to you (relationship)? _____

4. What did your mother compliment you for when you were young?

What did your father compliment you for?

5. What did your mother criticize you for when you were young?

- What did your father criticize you for?

6. What did your parents say to other people about you when you were young? _____
7. When compared to your brothers and sisters (if any), what was the comparison? _____

8. What was your mother's main advice to you? _____

- What was your father's main advice to you? _____

9. "Do as I say, not as I do" is something parents often tell children. Did your parents ever tell you anything like that? Yes No
If yes, what did they not want you to do? _____

10. How did your mother feel about your birth? _____

11. What is your earliest memory? _____

- How old were you? _____
12. Briefly describe yourself physically. _____

- What part(s) of your body do you like best? _____
Least? _____ Have the greatest concern about? _____
Are you least aware of? _____
Have a chronic problem with? _____ What happens to your
body when you get nervous? _____
13. Do you remember as a child ever deciding that never again would
you do a certain thing or show a certain feeling? Yes No If yes,
what and when? _____

14. Did you decide always to do a certain thing no matter what? Yes
No If yes, what and when? _____

15. Briefly describe your father. _____

16. Briefly describe your mother. _____

17. What's wrong with you? _____
Which (if either) of your parents had the same thing wrong? Mother
Father
18. The following is a list of negative words; please read them quickly
and underline any that feel true for you.
STUPID UGLY CRAZY LAZY SICK BAD
19. The following is a list of positive words; please read them quickly
and underline any that feel true for you:
ATTRACTIVE SMART HEALTHY SUCCESSFUL HAPPY GOOD
20. Tell a short anecdote (story) about yourself that really happened.

21. Do you feel (joy, love, hate, etc.) as intensely as others? Yes No
22. What will you be doing 5 years from now if everything goes well?

- If everything goes badly? _____

23. When is the last time you cried? _____
24. Do you feel you think as well as others? Yes No
25. When was the last time someone called you smart and you really
believed it? _____
26. How are you different from your parents? _____

27. How much control do you feel you have over your life? (Please
state in % of control.) 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 0%

28. Do you feel you know what you want? Yes No
29. Have you ever thought of killing yourself? Yes No
30. Have you ever attempted to kill yourself? Yes No
31. Have you ever had fears of going crazy? Yes No
32. Have you ever felt like you wanted to kill someone else? Yes No
33. If you were going to raise a child to be like you, how would you do it? _____

- If you have children, how do you plan to raise them differently (if you do)? _____

34. Are you married? Yes No Do you expect to marry? Yes No
If yes to the last question, guess how old you will be. ____
35. Do you expect to have children? Yes No If yes, how many? ____
36. When (if you have) did you decide what you wanted to be (occupation)? _____ What did you decide? _____
37. What did your parents want you to be (occupation)? _____

38. At what age do you expect to die? (If you don't know, guess.) ____
How do you expect to die? _____
How did you choose this time and way of death? _____

39. Imagine you are dead. What will others write on your tombstone?
"Here lies xxxxx xxxxxxxxx. He/She _____
_____ " What would you write?

40. What bad feeling do you have most often? _____
41. If you were wearing a sweatshirt with a message on the front so so that people would know it was you coming, what would it say?
_____ What would it say on the back? _____

42. Imagine your life story being performed on a stage. Would it be a:
COMEDY FARCE SAGA SOAP OPERA MELODRAMA TRAGEDY or OTHER?
_____ Be the audience watching your play, do you:
APPLAUD CRY BOO LAUGH GO TO SLEEP WANT YOUR MONEY BACK or
WHAT? _____
43. What are you waiting for in life? _____

44. What surprises will they find after you are dead? _____

APPENDIX C

BIOGRAPHICAL QUESTIONNAIRE

1. Age ____ Sex ____ Race ____ Religion _____
Mother's age ____ Father's age ____
2. Brothers and sisters: list sex and age in order of birth (include yourself and any adopted or deceased brothers and sisters).
 - a. Sex ____ Age ____
 - b. Sex ____ Age ____
 - c. Sex ____ Age ____
 - d. Sex ____ Age ____
3. How old were your parents when they married? M ____ F ____
What is your current marital status? M S D W (circle one)
Number of children:
 - a. Sex ____ Age ____
 - b. Sex ____ Age ____
 - c. Sex ____ Age ____
 - d. Sex ____ Age ____
4. What is the number of marriages and divorces for:

	<u>Marriages</u>	<u>Divorces</u>
Yourself	____	____
Mother	____	____
Father	____	____
Maternal grandmother	____	____
Maternal grandfather	____	____
Paternal grandmother	____	____
Paternal grandfather	____	____
Namesake or hero	____	____

5. Circle the highest education level achieved by:

	<u>Elementary</u>					<u>Jr.High</u>			<u>High</u>			<u>College</u>				<u>Advanced</u>					
Mother	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4	5
Father	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4	5
Maternal grandmother	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4	5
Maternal grandfather	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4	5
Paternal grandmother	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4	5
Paternal grandfather	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4	5

Mother's income/yr _____ Occupation _____
 Father's income/yr _____ Occupation _____
 Your income/yr _____ Occupation _____

6. Weight ___ Height ___ Physical limitations (glasses, hearing, etc.)

 Major illnesses and accidents as a child

 Current or chronic illnesses _____

 Mother's major illnesses (past or present)

 Father's major illnesses (past or present)

7. Your use of drugs:

	<u>What</u>	<u>How Much</u>	<u>How Often</u>
Alcohol	<u>Beer</u>	_____	_____
	<u>Wine</u>	_____	_____
	<u>Liquor</u>	_____	_____
Tobacco	<u>Cigarettes</u>	_____	_____
	<u>Pipe</u>	_____	_____
	<u>Cigars</u>	_____	_____
Coffee	_____	_____	_____
Tea	_____	_____	_____
Across-the-counter drugs (Ex.: Aspirin, laxatives, antacids, etc.)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Prescription drugs	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
"Street drugs" (Ex.: speed, marijuana, downs, psychedelics, etc.)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

- a. Have you ever been arrested? Yes No
 How many times _____
 Charges _____
- b. Have you ever received a speeding ticket? Yes No
 How many times _____
- c. Do you participate in any sport or exercise? Yes No
 What? _____ How often? _____
- d. How often do you dream? ___ per night; ___ per week; ___ per month.
- e. How often (if ever) do you dream in vivid color?
 ___ per night; ___ per week; ___ per month.

8. Your mother's use of drugs:

	<u>What</u>	<u>How Much</u>	<u>How Often</u>
Alcohol	<u>Beer</u>	<u> </u>	<u> </u>
	<u>Wine</u>	<u> </u>	<u> </u>
	<u>Liquor</u>	<u> </u>	<u> </u>
Tobacco	<u>Cigarettes</u>	<u> </u>	<u> </u>
	<u>Pipe</u>	<u> </u>	<u> </u>
	<u>Cigars</u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
Coffee		<u> </u>	<u> </u>
Tea		<u> </u>	<u> </u>
Across-the counter drugs (Ex.: Aspirin, laxatives, antacids, etc.)	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
Prescription drugs	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
"Street drugs" (Ex.: speed, marijuana, downs, psy- chedelics, etc.)	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>	<u> </u>

9. Your father's use of drugs:

	<u>What</u>	<u>How Much</u>	<u>How Often</u>
Alcohol	<u>Beer</u>	_____	_____
	<u>Wine</u>	_____	_____
	<u>Liquor</u>	_____	_____
	_____	_____	_____
Tobacco	<u>Cigarettes</u>	_____	_____
	<u>Pipe</u>	_____	_____
	<u>Cigars</u>	_____	_____
	_____	_____	_____
Coffee		_____	_____
Tea		_____	_____
Across-the-counter drugs (Ex.: Aspirin, laxatives, antacids, etc.)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Prescription drugs	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
"Street drugs" (Ex.: speed, marijuana, downs, psy- chedelics, etc.)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

10. a. How old were you when you first went on a date with parental permission? _____ yrs old
- b. At what age were you allowed to set the time you went to sleep? _____ yrs old
- c. Do you manage your own financial affairs (pay insurance, arrange income tax, etc.)? Yes No
- d. How many checks have you had returned for insufficient funds in the last six months? _____
- e. Have you forgotten to pay any bills in the last six months? Yes No If yes, how many? _____
- f. Have you ever sought counseling or therapy from a mental health professional (psychiatrist, social worker, psychologist, clergyman, etc.)? Yes No If yes, number of times seen _____
- g. What is your present grade point average? _____ (4 pt system)
- h. Do you make lists of things to do? Yes No
- i. At what age did you learn there was no Santa Claus? _____
- j. At what age did you learn where you came from? _____
11. a. How many intimate friends do you currently have? _____
- b. How many acquaintances do you currently have? _____
- c. How many girlfriends/boyfriends have you had in the last 2 years? _____
- d. How many (if any) people have you had sex with in the last 2 years? _____
- e. How often do you have sex? _____ per week; _____ per month; _____ per year
- f. Do you masturbate? Yes No If yes, how often? _____ per week; _____ per month; _____ per year
- g. Are you a member of any organized groups (social, fraternal, occupational, etc.)? Yes No If yes, how many? _____
- h. Have you ever thought about attempting suicide? Yes No How often? _____
- i. Do you get depressed often? Yes No
- j. Do you have difficulty in complimenting others? Yes No

APPENDIX D

RATER'S INSTRUCTIONS

1. Read all responses to the script questionnaire of a subject.
2. Using your clinical judgment, determine from this individual's responses whether there is any scripting in joylessness. If your answer is no, indicate on the form provided by circling "0" for "scriptless."

If your answer is yes, again use your clinical judgment to evaluate the "degree" or "severity" of scripting by circling a number from 1 to 10. To assist you in this evaluation consider the ratings 1, 2 and 3 as increasing increments of scripting that mildly restrict the individual's autonomy yet remain socially acceptable behavior to the Ss peers. The ratings 4, 5, 6, and 7 would be considered increments of scripting that moderately restrict the individual's autonomy and result in "social damage" or would be socially unacceptable behavior. The ratings 8, 9 and 10 would be considered increments of scripting that severely restrict the individual's autonomy and result in "tissue damage" or a potentially tragic ending to the individual's life (suicide, madness or homicide).

In making this rating it is permissible to reread the questionnaire.

3. On the rating form note the question number of the responses that were most important in helping you form your judgment.
4. If you have any comments on the joylessness of this individual's script or on your evaluation process, please note on the space provided.
5. Repeat the evaluation process outlined in steps 2, 3 and 4 for scripting in mindlessness and lovelessness.
6. If you have any comments on this individual's overall script or on your evaluation process, please note these in the space provided at the bottom of the page.
7. Repeat this process for each script questionnaire.

APPENDIX E

RATING FORM

Rater _____

Subject No. _____

Joyless Scriptless
 0 1 2 3 4 5 6 7 8 9 10
Questions _____
Comments _____

Mindless 0 1 2 3 4 5 6 7 8 9 10
Questions _____
Comments _____

Loveless 0 1 2 3 4 5 6 7 8 9 10
Questions _____
Comments _____

Script Comments _____

VITA

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