

THE IDENTIFICATION OF TRANSACTIONAL ANALYSIS
EGO STATES AND NONVERBAL BEHAVIOR
WITHIN COUNSELING SUBROLES

By

GARY LEE SILKER

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1966

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1972

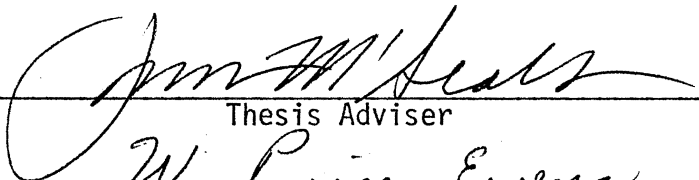
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1979

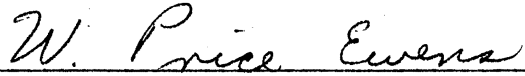
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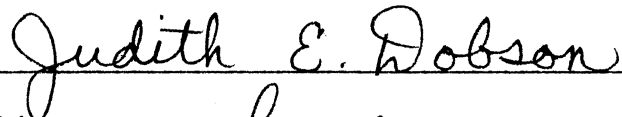


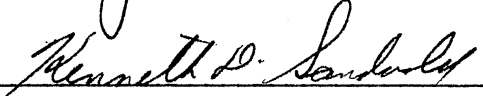
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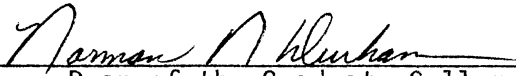
Thesis Approved:



Thesis Adviser








Dean of the Graduate College

ACKNOWLEDGMENTS

My deep appreciation is expressed to my major adviser, Dr. James Seals, for his patience, understanding, and encouragement. His assistance was most helpful as the path grew long in centering attention on the next step while clearly illuminating the end goal.

It is with sincere appreciation that I express gratitude to the members of my advisory committee, Dr. Price Ewens, Dr. Kenneth Sandvold, and Dr. Judith Dobson, who contributed guidance and thoughtful assistance in the accomplishment of this study.

The support of my colleagues has been everpresent and invaluable in maintaining my efforts and motivation during this research. The members of the Oklahoma State University Counseling Center staff shall always be remembered for their bright encouragement and willing participation in the study. Special thanks are extended to Dr. Pat Murphy and Dr. Rex Finnegan, whose cooperative nurturance made the accomplishment of this study possible.

A heartfelt thanks is expressed to the anonymous clients who volunteered to be videotaped during the helping relationship; their act of trust and confidence in the benefit to all engaged in counseling receives my utmost respect and honor.

Finally, to my parents, Dr. Ted Silker and Cleo Seeger Silker, goes a special tribute for the inspiration, love, and support which made this study a reality. I am grateful for the professional and personal example of patience, diligence, confidence, and wisdom set by my late father.

Special thanks go to my mother for her loving assistance in setting my feet on the path long ago by helping me discover reading when other teachers had failed to answer my challenge. My faith in the goodness of mankind and the special helping role extended to our fellowman is constantly inspired by their loving example.

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CHAPTER I

GENERAL INTRODUCTION TO THE AREA OF STUDY

Introduction

Since the origin of the helping relationship, investigators have been frustrated by subjective and fragmented attempts to analyze the counseling process. One of the factors which obscured the vision of researchers focused on anecdotal notes. These records were subject to the retrospective bias of each particular investigator.

This barrier to the effective understanding of interaction within the counseling dyad was removed with the advent of audio recording about 25 years ago. This advance in verbal accuracy yielded a more objective interaction record. Thus, audio analysis was free from such factors as investigator bias, "selective forgetting," or inaccurate notation.

Once a complete verbal interchange was objectively recorded, a new concern emerged regarding assessment of the nonverbal behavioral (NVB) components in the helping relationship. This NVB concern involved the need to objectively determine nonverbal qualifiers of verbal statements. The impact of NVB on the meaning of verbal statements is highlighted by Mehrabian's (1968) research describing the communication of feelings. He found that most of the factors responsible for understanding emotions were nonverbal, while the verbal component was quite small.

Harmon (1971) accented the relationship between expressive movement and inner feelings. He presented a view that understanding NVB was another

way of hearing client feelings. Since the "silent messages" which accompany words were so important in clarification of feelings, the concern to define or quantify the effects of NVB on communication was of paramount importance.

The concern for discovering the nature of NVB in communication was aided significantly with the implementation of video tape. With this recent advance in interactional analysis, both the verbal and nonverbal dynamics of the counseling relationship were objectively recorded. In the ten years since videotape has been used to study counseling communication, many approaches to the analysis of interaction have emerged. However, no common framework or standard way of studying videotaped NVB in communication has been developed. Schlesinger (1978) reflected this dilemma in the exploration of the new and relatively uncharted pathways of the nonverbal communication field. He commented:

The study of nonverbal communication (NVC) of emotion is like a treasure hunt with no adequate map, tools, or even a clear notion of what the prize looks like. The one definite part of the search is the conviction that the treasure exists and that its discovery will benefit the counseling practitioner (p. 183).

Once technology provided resolution of early day inaccuracies in the examination of counseling interaction, attention shifted to more intricate dynamics and theoretical structures in counseling.

In the last decade significant advances have been made in the exploration of helping behaviors and therapeutic techniques. One of the many schools of therapy which experienced rapid growth was Transactional Analysis (T.A.) founded by Eric Berne, M.D. A major focus of T.A. appears to be concerned with verbal transactions between persons, based on their frame of reference in terms of the three ego states of Parent, Adult, and Child.

Another advancement in the study of counseling interaction involved utilization of subroles in analysis of verbal counseling interaction. Subroles constituted common unifying themes which characterized different portions of the counseling session. Thus, subroles were determined by the intent of the counselor or counselee, as seen in one or more statements addressed to that point.

In view of these advancements in approaches to the study of counseling interaction, the present investigation was formulated to explore patterns of counseling interaction via videotape analysis. This descriptive study was concerned with selected modes of verbal and nonverbal communication within the counseling dyad. The three selected modes of interaction were: verbal subroles or topical units of the interview; kinesics or upper body movements; and the primary ego states of Parent, Adult, and Child as related by Berne's theory of Transactional Analysis. From examination of these three components of counseling interaction, counselor interactional styles and counselee behavioral patterns were explored.

This study was particularly designed in response to Goldman's (1977) plea for practical field studies within the real world of the practitioner. The current investigation represents a compromise between the natural setting of the counselor's office and the laboratory world of simulated counseling sessions and structured helping relationships.

Need for Study

After surveying research on nonverbal communication (NVC) in counseling over the quarter of a century from 1947 to 1973, Gladstein (1974) found that many empirical studies had to be excluded because they did not involve actual counseling interviews. These previous studies were

devoted to nonhelping interviews or communication in general. Of the helping related studies, most were involved with psychotherapy, while only 1 of 77 empirical studies incorporated in Gladstein's review of NVC and the counseling relationship concerned the counseling process.

Gladstein (1974), Harmon (1971), and Schlesinger (1978) joined in recognition of the need for examination of both partners of the counseling dyad to understand interactional dynamics. Schlesinger (1978) highlighted this view. "Reciprocal behavior seems the most promising focus. . . . Any realistic system of NVC would have to take into account this dynamic interaction" (p. 186).

In addition to examination of both partners in the counseling dyad, a need existed to examine both the verbal and nonverbal channels of counseling interaction. Reusch and Kees (1956) express this view in commenting that nonverbal cues serve to modify or qualify understanding of verbal statements.

In the field of Transactional Analysis previous efforts to identify ego states were based on written instruments or audio recordings of selected phrases (Price, 1975; and Thompson, 1974). The current investigation represented an attempt to assess ego states from videotape incorporating both verbal and nonverbal interaction.

Purpose of the Study

The purpose of this study was to explore the verbal and nonverbal realms of communication as it occurred in the counseling relationship. Although great advances have been realized in the last 25 years since the early 1950's within the broad field of NVC, relatively little

attention has been directed to its study within the counseling process (Gladstein, 1974).

This study also proposed an examination of NVB in terms of its presence in the three T.A. ego states and counseling subroles. Perhaps additional evidence of the occurrence of behaviors alluded to in T.A. theory will be further substantiated in this descriptive effort. In addition, the methods of subrole classification for videotaped counseling interviews developed by Troth and Seals (1973) will be further investigated at the college level. Although early efforts at subrole classification in the counseling process occurred at the higher educational levels, most of the research on the Troth and Seals subroles was conducted in secondary schools.

In synopsis, the major purpose of this study was to examine the verbal and nonverbal interaction of both counseling participants using three classification systems: T.A. ego states, verbal subroles, and nonverbal behaviors. Where prior studies have looked at interactional variables independently, the present work constitutes a more global approach to examination of counseling interactions.

Statement of the Problem

Review of studies on the counseling relationship demonstrated a scarcity of research focused on nonverbal behavior in the interactional dynamics between counselor and client, and examination of both verbal and nonverbal components of communication. In response to these problem areas for study in regard to the counseling dyad, this investigation was designed to answer the following question: What are the characteristic verbal and nonverbal behaviors exhibited by counseling participants when

examined via videotape for classification into counseling subroles and T.A. ego states?

Research Questions

The following questions addressed to the counselor and client were used to accomplish the stated purpose of this study:

1. What frequencies of verbal subroles were used?
2. What frequencies of nonverbal behavior were exhibited?
3. What frequencies of the three primary ego states will be utilized?
4. What frequencies of the nonverbal categories will be observed within ego states?
5. What frequencies of NVB will be seen within verbal subroles?
6. What frequencies of ego states will be associated with subrole categories?

This study used 10 counselors composed of full-time professionals and graduate-student interns at the Oklahoma State University Counseling Service. All of the counselors held at least a Master's degree in guidance and counseling.

The 10 volunteer counselees were obtained from the clientele of the University Counseling Service at Oklahoma State University. The criteria for counselee selection was student status (undergraduate or graduate) at Oklahoma State University for the current semester of data collection. Further, all participating counselees were selected only after voluntarily completing an informed consent form.

The basic data for this study involved verbal subroles and frequency of nonverbal behaviors for both counselor and counselee. These data were

used to identify the three basic T.A. ego states for both counseling participants. All three data systems involved content validity. Thus, face validity was the dominant factor in the amount of correspondence between theoretical or clinical constructs, and the definitions of categories used in the three systems examined in this study.

Technical limitations within the study involved the observational and recording effects of videotaping the counseling process. Awareness of the counselor and counselee about being videotaped may have introduced behavioral artifacts into the counseling process. Therefore, caution existed concerning the possibility that the range of behaviors or frequency of certain behaviors obtained may have resulted from the introduction of videotaping.

Finally, the voluntary status of the counseling participants used in this study was a factor in generalizing from the findings of the study. As volunteers, little control for age level or socio-economic differences was possible. Also, as college level volunteers for videotaped counseling, behaviors obtained may not be typical on nonvolunteers in unobserved counseling sessions, outside of the college setting.

Definition of Terms

Nonverbal--That part of the total communication process exhibited by the counseling participants which reflects thoughts and feelings in the form of upper body movements excluding verbal speech. Descriptions of Island's nonverbal behaviors used in this study will be found in Appendix B.

Helping Relationship--The total interview time for this study

involving one-to-one interaction in the counseling relationship regardless of content or rapport.

Subrole--That segment of the helping relationship in which one specific function or intent is identifiable in the counselor or counselee's behavior. The Troth and Seals subrole categories are listed and described in Appendix A.

Transition Point--That point where counselor or counselee verbal statements indicate a change in function, based on intent of the person concerned, as determined by judges using the Troth and Seals classification system.

Observers--Counselors from the Oklahoma State University Counseling Service and Oklahoma State University students were trained to analyze the frequencies of nonverbal behavior under Island's Modified Taxonomy of nonverbal behaviors.

Subrole Judges--Oklahoma State University graduate students in the counselor education program selected to determine changes in verbal subroles of counseling participants according to the Troth and Seals classification system.

T.A. Judges--Oklahoma State University professional staff who were trained in T.A. theory for two years and have completed T.A. 101 and 202 seminar courses. Persons meeting these criteria assessed the three primary ego states of counseling participants.

Transactional Analysis--According to Berne (1972):

. . . a transaction consisting of a single stimulus and a single response, verbal or nonverbal, is the unit of social interaction. It is called a Transaction because each party gains something from it, and that is why he engages in it.
. . . Transactional Analysis is a theory of personality and social action, and a clinical method of psychotherapy, based on the analysis of all possible transactions between two or

more people, on the basis of specifically defined ego states, into a finite number of established types (9 complementary, 72 crossed, 6480 duplex, and 36 angular) (p. 20).

Approximately 15 of these transaction types occur commonly, the rest are largely of academic interest. "Any system or approach which is not based on the rigorous analysis of single transactions into their component specific ego states is not Transactional Analysis" (Berne, 1972, p. 20).

Ego State--Berne (1971, p. 17) defines it phenomenologically as a coherent system of feelings related to a given subject, operationally as a set of coherent behavior patterns, and pragmatically as a system of feelings which motivates a related set of behavior patterns (see Appendix C).

Structural Analysis--The segregation and analysis of the three ego states which must precede Transactional Analysis according to Berne (1961, p. 23).

Parent--That state in which a person feels, thinks, acts, talks, and responds just as one of his real parents did when he was little. In a Parent ego state one acts just as the living parent did.

Adult--The ego state in which one appraises the environment objectively and reckons with alternatives and their probable outcomes on the basis of past experience. The adult functions like a computer, objectively processing data.

Child--That ego state in which actions and attitudes from an early age are re-enacted just like they were as a child of a certain age.

Counseling Setting--An observation room was used with two-way mirrors, located in the Video Laboratory of South Murray Hall at Oklahoma State University. Actual counseling sessions were videotaped on 10 subjects and their counselors who filled out an informed consent form.

Through this form they agreed to be videotaped for research on counseling interaction behaviors, under confidential conditions.

Overview of the Study

This chapter provided an introduction to the area of investigation, a statement of the problem, questions under consideration, importance of the study, limitations, and definition of terms. Chapter II will discuss the review of literature related to the area of investigation. Chapter III will describe the procedures used to conduct the study and the statistical treatment of the data. Chapter IV will discuss findings of the study and report statistical data obtained. Chapter V will summarize information derived from the study and address conclusions and recommendations derived from this descriptive research effort.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The present investigation focused on counseling interaction in verbal and nonverbal channels of communication. Through videotaped analysis the counseling dyad was examined for verbal subroles, nonverbal behavior, and T.A. ego states. The discussion of pertinent literature encompasses four major areas: (1) the origin of Transactional Analysis and development of T.A. ego states; (2) studies of verbal counseling interaction and development of subroles; (3) origins, terminology, and importance of nonverbal communication in counseling; and (4) videotape analysis of counseling interviews.

Origins of Transactional Analysis

Berne's theory of ego states, upon which T.A. and structural analysis are based, developed from his experiences as an Army psychiatrist in 1945. It was his duty to perform a "psychiatric examination" in 40 to 90 seconds during the Army separation process while each of some 25,000 soldiers stood in front of his booth clad in a maroon robe and slippers. In this situation Berne used two simple questions preceded by a few moments of inspection. The questions were: "Are you nervous?" and "Have you ever been to see a psychiatrist?" The unusual thing was that Berne could predict in his own mind their answers to these questions with surprising

accuracy. He then went a step further and tried to guess these soldier's former occupations before checking their records, finding he could predict with high accuracy for farmers and mechanics. This early curiosity led to six articles on intuition spanning from 1945 to 1962, in which the concepts of T.A. were evolved and the background of many of Berne's colloquial statements and therapeutic attitudes was revealed (Dusay, 1971).

Ego States

Based on preservation of experiences and attitudes developed while growing up, Berne believed that man's behavior was directed by three different people or role-models of behavioral functioning. When the Child ego state is in control of the personality, the individual behaves just as he did typically at three years of age. Steiner (1974) thinks that all behavior up to seven years of age constitutes the basis for the Child ego state.

Experimental evidence for this theory of preservation of behavior is provided by Penfield and Jasper's (1954) work with electrical stimulation of the temporal lobes in the brain. Through this medical work, the discovery was made that the early experiences of man are preserved intact within the brain. When Penfield stimulated a portion of the brain the patient recalled complete experiences with all sensory modalities intact. This recall of experiences was similar to playing a record or tape, in that the memory would be elicited upon electrical contact, and stopped when the stimulation was removed--just like starting and stopping a tape recording within the brain.

The Parental ego state is copied or learned behavior from one's own parents or parental figures. Steiner (1974) describes this ego state as essentially nonperceptive or noncognitive, simply a videotape of parental traditions and values. This ego state can change over time as a person goes through life from adolescence to old age, such that more nurturing behaviors are substituted for oppressive aspects of the parent when a person raises his own children.

The Adult ego state described by Steiner (1974) is essentially a computer with no feelings, although it can assess its own feelings. The Adult grows gradually during childhood as a person interacts with the world and learns from experience with the environment.

Ego State Controversy

Price (1975) questions the stability of Ego state theory. He comments: "Ego state theory at this point lacks some clarity, not the least of which is the distinction between 'natural' and 'adapted' Child which may stem from the age-old 'nature-nurture' controversy" (p. 245). In discussing this issue he points out that many T.A. practitioners consider the same things "natural" and "adapted." Thus there is no agreement on what is biological or "natural" and what is learned or "adapted." Steiner (1974) illustrates the individual approaches of practitioners with his belief that the adapted Child and punishing Parent are the same ego state. Concerning the consistency of T.A. theory, Price (1975) relates the confusion resulting from the rapid growth of the T.A. theoretical framework. He points out that T.A. is in a rapid state of change with clinicians adapting and changing the theory constantly, based almost entirely on clinical insight. One of the ensuing problems Price had to

contend with concerned persuading clinicians to use the definitions of ego states contained in his study which they considered already out of date. Another problem he faced was uncertainty that their current theoretical views did not, in fact, prevail in the actual rankings or judging of ego states.

Realizing these obstacles to the pursuit of research in T.A., this study was designed to focus only on the three primary ego states of P-A-C, with no second order analysis (division of Parent and Child ego states) or Transactional Analysis (study of secondary or hidden messages accompanying stated messages typical of crossed transactions). Thus, all aspects of the Parent (nurturing and punitive) were classed as P. All aspects of Child (Natural or Free, Adapted, and Little Professor) were classed as Child.

Evolution of Ego State Research

Through his formative thinking about intuition, Berne (1957) gradually differentiated the three ego states of T.A. with the first formal publication of an article entitled "Ego States in Psychotherapy." In this work he presented T.A. as a new psychotherapeutic approach based on clarifying and strengthening the boundaries between the three ego states, and decontaminating the Adult. Thus, the Adult is enabled to direct behavior and serve as a valuable ally in subsequent therapeutic work.

The stimulus for further quantitative research on ego states was provided by the formulation of Egograms (Dusay, 1972). Dusay presented the concept ". . . that when one ego-state increases in intensity, another must decrease because of a shift in the psychic energy, the total of which remains constant" (p. 39). Thus, the relative strength of ego

states may be visually symbolized. Further, some inferences may be made concerning the physiological basis of the shifts in psychic energy in relation to the ego-states involved with "manic" or "depressive" states. Dusay referred to the Child ego state for manics and diminished visibility of the three ego states for depressives. In the latter case he cites research which compared the Adapted Child ego state with high measures of physiological tension. The utility of egograms was illustrated with Dusay's example of "Mary, an inorgasmic woman," in which her preorgasmic egogram revealed a dominant Adapted Child ego state. After therapy directed to enhance her Nurturing Parent ego state which was lowest, she became orgasmic and her egogram changed to reflect a dominant Free Child ego state with a greatly enhanced Nurturing Parent ego state.

Pioneering empirical research on ego state theory was concerned with the identification of ego states. Hurley and Porter (1967) examined Child ego states in the college classroom by three instructors' categorization of 165 undergraduate students in a study methods course. A course in study skills was selected based on the assumption that typical student behaviors involving academic immaturity might be prevalent in such an area. These students were classified by their instructors as exhibiting the Natural or Adapted Child ego states over a ten-week period. The students were then administered selected personality measures such as the MMPI Psychopathic Deviate (PD) and the Marlowe-Crowne Social Desirability (SD) scales, as well as a true-false version of LaForge's Interpersonal Checklist (ICL) which provided scores on a love-hate and dominance-submissiveness continuum. The results of the comparison of ego state category and personality indices support the construct validity of the AC and NC formulations. Their study also demonstrated that relatively

untrained raters can effectively use these concepts to identify two distinct subgroups (AC and NC) in an undergraduate college classroom.

Thompson (1974) produced the first study to demonstrate the existence of the three primary ego states and their consistent identification. He also looked at some factors affecting the accuracy with which normals (hospital personnel) and certain psychiatric patient groups could identify ego states. His study examined six hypotheses: (1) ego states are identifiable phenomena, which was accepted at greater than the .0005 confidence level; (2) normal subjects (hospital personnel) can identify ego states more accurately than psychiatric subjects (hospital patients), which met qualified acceptance; (3) depressed psychiatric patients misidentify Parent ego states as Adult more than normal subjects, which met qualified acceptance; (4) psychiatric patients with character disorders such as alcoholics and drug abusers misidentify Child ego states more frequently than normals, which was rejected; (5) ego states can be identified more accurately by hearing both voice and words than by reading the words alone, which was rejected; and (6) Transactional Analysis workshops can be an effective method of increasing subjects' accuracy in identifying ego states, which was accepted.

Thompson's methodology was basically to group administer his tape instrument over 25 occasions to each of his 206 final respondents. The respondents read a one-page explanation of ego states entitled "What is a Person" and then were asked to identify 24 phrases on an audio tape instrument. This tape was derived from nine hours of non-T.A. group therapy with a V.A. hospital group and a college student group from Georgia State University. Agreement on inclusion of tape segments was based on concurrence of four or five expert judges who held teaching

membership in the International Transactional Analysis Association (I.T.A.A.) as well as consensus of a group of students. Although these results show clear support for the ability of naive normal, naive psychiatric, and T.A. experts to identify the three ego states, some important considerations emerged. Subjects used for normals in the study were hospital personnel, predominantly nurses or nursing assistants; and consequently education seemed to be a confounding variable in the identification of ego states.

Price (1975) attempted to measure five ego states: Critical Parent, Nurturing Parent, Adapted Child, Natural Child, and Adult. He defined these ego states using descriptive behavioral definitions and then designed an instrument or Psychic Energy Profile (P.E.P.). This instrument consisted of 127 items derived from T.A. clinical and theoretical literature. After submitting these items to 15 expert judges derived from the I.T.A.A. and 72 returning junior college women engaged in a T.A. group in the Chicago area, 68 items were retained as meeting the selection criteria of 70 percent judge agreement. This paper and pencil instrument was then given to respondents to test their recognition of the five ego states as scored against a key of correct answers decided upon by the aforementioned selection process.

In checking for internal consistency using Cronbach's Alpha, a measure of the average of all the split-half reliability coefficients, Price found high internal consistency (or reliability) was demonstrated along with high judge agreement (or content validity). The Adult scale was lowest of these at 83.1 percent agreement and 0.65 Alpha. Test-retest stability for Price's instrument was low when tested on the original standardization group of 72 returning junior college women over two

months, and 64 junior and senior college women over three weeks. These generally low correlations could indicate either unreliability of the instrument or that the ego states themselves are not stable.

Validity studies on Price's instrument met with little success. In checking concurrent validity with two similar instruments by Daley (1974) and Thompson (1972), he obtained low Pearson correlations which ranged from 0.03 to 0.46. To check construct validity, the entire P.E.P. instrument was factor analyzed using the Rao Canonical Program of common or classical factor analysis. The resulting process yielded five clear response patterns corresponding to the five ego states, while also indicating an interesting interaction between FC and NP items. Price (1975) comments that "FC items loaded high on the NP factor, and the NP items loaded high on the FC factor, supporting the clinical insight of Dusay in the 'constancy hypothesis,' that a high NP encourages expression of the FC" (p. 244).

The disparity between high reliability or internal consistency of the P.E.P. and low validity measures was addressed in Price's conclusions and discussion. He felt that there were at least five explanations for this difference. First, he cited lack of clarity in the definitions of ego states in T.A. and consequent possible divergence among T.A. group leaders. Second, the factor of social desirability and defensiveness of the respondents may have tended toward low or negative correlations as they became more honest or less defensive through two months of group experience. Third, perhaps more than a verbal attitudinal response or paper and pencil test was needed to identify an ego state. Fourth, maybe it was more difficult to identify or isolate ego state subdivisions than it was to identify the basic P-A-C that Thompson's

research demonstrated successfully. Fifth, group leaders may have unconsciously rated the subjects in a negative manner at test one to show therapeutic progress at test two. Price points out that this was the case with the Adult ego state ($p = .001$), as well as the other scales showing movement in a therapeutic direction. Also, he notes that the group leader's perception of ego states was based only on the group time span, while the subjects were able to draw on their whole life experience in responding to the ego state items.

Subroles in Counseling Interaction

Historically, efforts to objectively examine the communicational process of counseling depended on the subjective report of the therapist and his notes of interaction with the counselee. Consequently, accurate retention of the complete process of verbal interchange was unlikely. Even with observers recording the counseling process, the record was subject to the bias of the observer and limited largely to verbal data.

The subrole concept grew from earlier works using audio recordings in studies of counselor function within the helping relationship. An example of these works was provided by Porter (1943), who examined the statements of counselors within a 24 category system of interview functions. Snyder (1945) typified the works of others (Aronson, 1953; Gillespie, 1953; Rauskin, 1953; and Seeman, 1949) who used transcripts from audio recordings to look at cause and effect relationships between counselor statements and the responses of clients. Sherman (1945) conducted a forerunner to subrole studies in focusing on counselor lead techniques, using discussion units identified reliably by judges as discrete topic areas within the interviews. Allen (1946) pursued this study

area by examining the development of topical units, finding that topics have characteristic steps of development. Good and Robinson (1951) also utilized the topic unit to study expression of feelings in three different types of problem interviews: (1) lack of skill, (2) nonemotional adjustment, and (3) emotional adjustment.

More recent attempts to objectively record counseling interaction led to classification of subroles from audio recordings of the counseling session (Danskin, 1955; Hoffman, 1959). These subroles, or segments of the counseling interview, were based on the particular goal or intent of the counselor and the type of response by the counselee. Attainment of accurate and objective records of the verbal interaction which occurred during counseling established a sound basis for scientific analysis of the communicational process and the classification of subroles. Thus, Interaction Process Analysis (IPA) was founded and its development initiated. The zenith of IPA development was attained with the advent of videotape recordings about 1970, which included the nonverbal aspects of communication along with the verbal interchange.

Danskin (1955) introduced the subrole concept in studying the various roles of the counselor on 30 typescripts of early and late interviews from 15 college counselors. Three interviews were derived from five university counseling centers in Chicago, Michigan, Minnesota, Missouri, and Ohio State. Using criteria of two out of three judges agreement, transition points were identified where the intent of the counselor changed, producing a different subrole within the interview. Danskin found that 14 subroles could be described based on judge agreement concerning transition points and concurrence on subrole title or label. The significance

of this agreement occurring by chance was tested via chi-square and rejected at the .001 level of confidence.

Hoffman (1956) followed Danskin's work by analyzing 165 verbatim typescripts of 20 counselors in interviews with 47 clients at the same five university counseling centers Danskin used. Hoffman studied different types of counseling problems including: adjustment (N = 465), skill (N = 260), test interpretation (N = 52), and special (N = 195). He found significant differences in subrole patterns with different types of counseling problems. His results supported Danskin's findings in regard to two of three judges agreement on the location of transition points and classification of subroles. Hoffman's findings revealed a chi-square measure with a confidence level beyond .01, and judge agreement ranging from 0.71 to 100 percent. He also reported that (1) subroles differed in their frequency of occurrence, (2) individual counselors used a similar pattern of subroles with different clients, and (3) counselors tend to play a wide range of subroles.

Mueller (1960) and Campbell (1961) produced studies which looked at subroles, or counselor dynamics, and the helping relationship. Mueller found a positive relationship between appropriate subrole use and successful interview outcomes. Campbell reported a slight, positive relationship concerning counselor personality and background with subrole patterns in counseling, based on 144 typescripts derived from 24 counselor interviews with 74 clients.

Troth (1967) was interested in developing a subrole taxonomy for use in the secondary-school counselor's setting, since all previous studies had dealt with counselors in the college setting. Using a sample of 66 typescript interviews from 14 secondary counselors and their high

school clients, Troth developed a taxonomy of 12 school counselor sub-roles. Seals and Troth (1969) further substantiated the subrole concept of counseling interviews when they studied verbal subroles of the counselee through 50 verbatim typescripts of early, middle, and late high school counseling sessions. Murchie (1970) extended utilization of subroles in the elementary setting by studying 14 elementary counselors in 71 interviews. He found that subrole length, frequency, and proportion compared to Troth's patterns with secondary school counselors.

Applicability of the subrole concept, utilizing videotaped interviews, rather than the verbatim typescripts used by earlier investigators, was demonstrated by Seals and Prichard (1973). They explored a new dimension of Troth's counselor subroles by studying the nonverbal behavior of 30 school counselors within counseling subroles of videotaped interviews. Prichard found that using Island's (1967) 17 nonverbal categories, judges could reliably locate transition points and agree on nonverbal categories of counselor behavior. Further, Prichard found that ". . . the thirty counselors were characterized by high frequencies of body position shifts, head support, smiles, head support shift, and talk shift were observed" (p. 70). Additionally, he concluded ". . . that the counselors in this sample tended to use nonverbal behaviors with significantly different frequencies while functioning in all subroles except reflecting" (p. 71). Prichard commented that in the reflecting subrole, counselors tended to use all nonverbal categories with similar frequencies, perhaps because reflecting is a passive role for the counselor nonverbally as well as verbally.

From earlier works by Troth and Seals, related to counselor and counselee subroles, a counseling interaction analysis system was evolved

(Hall, 1971). In this study a visual interaction scale based on subroles was developed, and relationships between counselor behavior and counselee growth were examined. (See Appendix A for a list and description of these subroles.) Data were derived from verbatim transcripts of counseling interviews using 14 Ohio high school counselors and 50 secondary school counsees. These interviews involved early, middle, and late counseling sessions, in grade levels 9 through 12 over a variety of individual concerns broadly classified into personal/social and educational/vocational problems. Results of this study, which classified subroles into growth and defense types for the counselee, and direct and indirect for the counselor, indicated that ". . . counselors used considerably more indirect subroles than direct subroles" (Hall, 1971, p. 79). These findings lead to the implication that while growth subroles follow a direct subrole, a counselor tends to elicit far more growth subroles by an indirect subrole. In looking at the counselor's response to counselee subroles, rapport of the counselor (rated high, medium, and low) was a variable when responding to a counselee growth subrole. High- and middle-rapport counselors responded to a growth subrole with significantly more indirect subroles than did low-rapport counselors.

Dunn (1976) conducted a study which used counselor subroles modified from the Hall (1970) Counseling Interaction Scale. He looked at the utilization of this scale as a self-controlled teaching device to change the performance of 16 Master's candidate counselor trainees enrolled in a practicum class at Oklahoma State University. Dunn found that this scale used in a self-controlled, self-monitored approach to counselor training was effective in enabling student counselors to alter their verbal behaviors according to preset goals for increased or decreased use of

subroles. Thus, graduate student counselor trainees demonstrated understanding of and agreement on counselor subroles in shaping their role within the helping relationship.

Nonverbal Behavior

Evolution and Terminology

Since the dawning of consciousness in mankind, awareness of nonverbal behavior has played a vital role in determining approach/avoidance tendencies in human interaction. Through the observance of facial expressions, postures, and other unspoken messages, people tried to decipher the hidden meanings which accompanied the spoken word. Indeed, the enormity of these efforts, coupled with their resulting complexity and confusion may be seen in Mehrabian's statement cited in the introduction. He related that over half of man's communication is nonverbal, thus producing a mass of silent messages to confound, support, or contradict verbal statements in the interactions of man.

The first scientific approach to this complexly confusing area of nonverbal study was related by Charles Darwin (1896) in his book The Expression of the Emotions of Men and Animals. In this book Darwin gives exhaustive descriptions of body movements and facial expressions associated with emotions in man such as weeping and suffering, hatred and anger, contempt, surprise, and shame.

From this early work in which Darwin expounded on the universality of emotions in man, researchers have vastly expanded concepts on many different aspects of the nonverbal communication field. Indeed, terminology has proliferated greatly, such that many definitions and distinct areas are subsumed under the general area of nonverbal communication.

From Birdwhistell's (1952) employment of the term "kinesics" to define the systematic study of human communication with body movements and gestures, consensus on terminology progressed to Reush and Keys' (1956) use of the word "non-verbal." They used this word to refer to communication behavior which was not conveyed by words, and it was subsequently adopted throughout the literature.

While the expansion of the nonverbal communication (NVC) field may be traced via reviews of this literature (Birdwhistell, 1970; Ganzhorn, 1961; Hinde, 1972; Island, 1966; Patterson, 1959; and Reush and Keys, 1956), the disparity and disagreement within the field is highlighted by Gladstein (1974). In his review of NVC and Counseling/Psychotherapy, Gladstein examined sources over the last 25 years (from 1947 to 1973), and concluded that 75 percent of NVC-Counseling references occurred within 10 years from 1963 to 1973.

In discussing the scope and facets of NVC, based on 115 final references, Gladstein pointed out that theorists differed in regard to several important issues within this field. For example, disagreement existed on which of the following aspects of the field are to be included under the term NVC: "object language," "kinesics" (body movement), "paralanguage" (voice qualities, vocalizations, etc.), and "proxemics" (space and distance of communicators). The three major areas agreed upon are kinesics, paralanguage, and proxemics. In addition, controversy persists concerning the origins of NVC (learned versus cultural) and the functions served by NVC (biological-aggressive, regressive, or the cultural content for meaning) in its interaction with verbal communication. Obviously, the stance taken within these areas of philosophical controversy will affect

the individual approaches or methodologies theorists used to study the NVC field.

Importance of NVC in Counseling

Since the inception of the helping professions, therapists have been aware of the importance of NVC in counseling/therapy. Freud (1905, p. 105) recognized the significance of the nonverbal components in counseling in his statement: "He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent, he chatters with his finger tips, betrayal oozes out of him at every pore."

Berne echoes this point, as have other helping professionals, in commenting: ". . . that one could tell more about a person by observation of subtleties than by verbal content of dramatic display of emotion. Just stand in front of a mirror and you will see what I mean," said Berne (Dusay, 1971, p. 37).

Berger (1958) stated the therapist, by his nonverbal behavior, was the most important influence in group psychotherapy. Lewin (1965) supported this point in commenting that counselors needed to be familiar with nonverbal aspects of relating to clients, with far too little attention devoted to their training in preparation or consideration of the nonverbal portion of communication.

Focusing on client behaviors, Beier (1966) concluded that the counselee can often skillfully control the counselor's behavior by forcing the counselor to listen more attentively by speaking very softly or covering his mouth when talking. Harmon (1971) directed attention to both of the counseling participants:

. . . attention should not be focused only on the nonverbal behavior of the client. If we accept the fact that the client's nonverbal behavior can convey certain psychological meaning, we must also accept the fact that the counselor's nonverbal behavior will convey messages to the client (p. 191).

Concerning the possible meanings of these nonverbal messages, there seems to be some common themes of agreement, or basic assumptions among behavioral researchers in this field. One of the earliest studies of nonverbal behavior (NVB) and personality factors was conducted by Allport and Cantrill (1934). In this comprehensive study their objective was to ascertain whether personality traits of an individual could be predicted from some 300 subcategories of major types of expressive movement such as: standing, walking, sitting and resting, and handwriting, etc. They found that these two factors were somewhat related and very complicated. Further, there was some indication of a relationship between expressive movement and a person's inner feelings. Harmon (1971) echoes this point in his statement that: "Understanding non-verbal behavior is another way of 'hearing' the feelings the client is expressing" (p. 191).

Additional assumptions about the meaning of nonverbal messages are discussed by Kaufman (1974). He cites Eckman (1964) and Galloway (1971) as offering the view that nonverbal behavior can be examined as a language of relationships. Thus, silent cues of NVB act as signals to denote changes in the quality and direction of relationships, and are the primary means of expression for attitudes of intimacy, aloofness, concern, or indifference. Scheflen (1974) has examined the NVC process in therapy and developed a system of analysis concerning the signaled changes in relationships. His studies have evolved into a punctuation system of NVC which signals the beginning or ending of verbal behavior, and also

continuance of the speech pattern or train of thought during momentary silences.

Another assumption, related by Reush and Keys (1956), is that non-verbal cues serve as qualifiers or modifiers in the form of metacommunicative messages which indicate in what frame of reference verbal statements are to be understood. Mahl (1968) commented on four ways that nonverbal behavior of the counselee is related to his verbal behavior: (1) some nonverbal actions express the same meaning as the verbal content; (2) some gestures do not appear on the surface to be related to the current verbal content; (3) some gestures betray meaning contrary to concurrent verbal content; and (4) some gestural activity and body movements seem directly related to interaction with the interviewer.

Although the research by Mahl (1968) may be inconclusive due to the small sample size of his subjects ($N = 18$), he made some observations. First, he feels that certain nonverbal behaviors seem to be expressing the same kinds of feelings in all patients. For example, hostility may be indicated by shrugging the shoulders, making a fist, rubbing one's nose, and interest in the teeth or fingernails. Also, self-scratching was interpreted as hostility directed inward to the self, and the amount of hand and arm movements were seen as useful in predicting conflicts over aggression. Finally, the frequency of rapid foot movements and general postural shifts provided a good estimate of overall anxiety.

In a similar study employing better research methods, Mehrabian (1968) found that posture indicated both liking and status. His study demonstrated that counselors who maintained a forward body lean during interviews were described as having more positive regard for their clients, while those who leaned away were considered to be cold. In the

same study, clients who avoided eye contact were described as expressing dislike for the counselor, and in a 1969 study by Mehrabian, he stated that arms folded in the akimbo position indicate that the person is expressing dislike. In a 1971 discussion of the nonverbal aspects of self disclosure, Mehrabian suggested that people trying to emphasize a position of power emit little nonverbal behavior.

Counselor Movement and Related Measures

Finally, research by Barton and Loper (1971), Island (1966), Prichard (1972), Strong et al. (1971), and Woodyard (1978) examined the relationship between counselor movement and various ratings of counselors. Island, in developing his taxonomy of 17 nonverbal categories, found a significant difference between high rated and low rated counselors in the frequency of certain behaviors. His results revealed that those rated low in counselor effectiveness were characterized by higher levels of head movements, head nods, head turned away, lower face movement and smiles; while those high rated exhibited higher levels of arm movements and talking. Prichard's videotaped study found collaborating results in noting that counselors were characterized by high frequencies of talk behavior and hand movements, while very low frequencies of head support, smiles, and body position shifts were observed. Strong et al. conducted a videotaped study of the influence of counselor's NVB on students' descriptions of them, and they related a positive correlational relationship between counselor movement and student ratings. The counselors who exhibited the most movement received the highest ratings. These findings agreed with an earlier videotaped study by Condon and Ogston (1967) using "active" versus "still" counselors. Counselors that

were more active held increased attractiveness for students being described as friendly, casual, and carefree; still counselors were seen as more precise, reserved, serious, orderly, and controlled.

Woodyard (1978) examined the relationship between counselor nonverbal behavior and counselor affect during role played counseling interviews. His subjects were 28 graduate level counselor trainees at Oklahoma State University. Twelve-minute videotaped interviews were conducted with either a "reluctant" or "cooperative" role-playing confederate client. At the end of the videotaped interviews, counselor trainees completed a 14-item instrument designed to measure their attitudes toward the client. Analysis of videotaped nonverbal behavior via a modification of Island's (1967) taxonomy was done to reveal differences of counselor NVB according to client type. Woodyard found significant relationships in counselor NVB and affect as a function of client type. His findings offered supporting evidence to previously cited studies in illustrating NVB of counselors. He found that high frequencies of head support and smiles along with low frequencies of upper face movement, head movement, and talk shift corresponded to low affect. High affect related to high frequencies of head movement, face movement, and talk shift along with low frequencies of head support. Counselor NVB in response to reluctant clients involved high frequencies of talk shift, talk and smiles combined with low frequencies of upper face movement and head movement. The profile of counselor NVB in response to cooperative clients was composed of high frequencies of upper face movement and head movement, while low frequencies of talk shift, talk, and smiles were observed.

Videotaping.

With the acquisition of videotape as a new tool for analysis of the counseling process in recent years, significant improvements were made possible in the objectivity of the counseling record concerning verbal and nonverbal behaviors. While this new tool has great value, it brings new difficulties to the behavioral analysis process, along with its unquestioned advantages. Discussion of the complexities which videotape presents for study of the counseling process will be focused within two primary areas: its technical aspects and its effects on the behavior of counseling participants.

Technical Aspects

Knapp and Harrison (1972) addressed the technical complications involved in the use of videotape for behavioral subjects. As a new tool in the study of nonverbal phenomena, videotape has great advantages in obtaining a clear record of complex behaviors. However, once the mechanics of data acquisition are resolved (type and quality of equipment used, lighting and positioning of interactants/equipment, etc.), the problem remains of how this behavioral record is utilized in evolving a comparable or standardized observational system. In this respect videotape analysis shares in confronting questions which have plagued investigators since the inception of nonverbal behavior analysis.

Now that an accurate record of the vast range and complexity of nonverbal behaviors through videotape can be measured, how can it be simplified to produce effective information? How detailed should the observational system be? How much range in behaviors must it encompass? Knapp and Harrison responded to these questions by attempting to place

videotape into perspective with a review of prior approaches to behavioral observation. They relate Efron's (1941) seminal work, which involved over 2,000 artist sketches and more than 5,000 feet of film in the study of hand and head movements (with attention to space and posture) of hundreds of different types of people, interactive settings, and environments. From this early work, the study of nonverbal behaviors was initiated through more complex observational systems which developed from it.

Perhaps one of the most elaborate systems for behavioral observation was developed by Ray Birdwhistell beginning in 1952 as an outgrowth of Efron's earlier work. Twenty years later, Birdwhistell's kinesic notation system was published in his book, Kinesics and Context, representing one of the most extensive nonverbal category systems ever developed. This observational system used pictorial notation (or pictographs) to record eight categories of nonverbal behavior, including: (1) the total head, (2) face, (3) trunk and shoulders, (4) shoulder, arm, wrist, (5) hand and finger activity, (6) hip, upper leg, lower leg, ankle, (7) foot behavior, and (8) neck. Birdwhistell's system not only recorded the presence/frequency of movements, but attempted to classify "meanings" of movements through recordings such "modifiers" as stress, junctures, action modifiers, tension, and relaxation.

With such thoroughness and complexity in an observational system, hundreds of notations were possible from only a few minutes of video film. Thus, the gains of objectivity in data acquisition may be offset by the effort required in processing such great amounts of data.

A potential solution, in this recently evolved observational process, may be in the incorporation of computers into the data acquisition process. Efforts in this direction were pioneered by Ekman et al. (1969)

in their studies of facial emotions by their development of a unique recording system. This system had the following capabilities: (1) allowed observers to view videotaped events at actual, slowed, or fast speeds; (2) provided for coding and recall of any frame or sequence of frames quickly via a computer; (3) permitted assembly of similar or difficult to code events without destroying the original record; and (4) stored observer notations in a way that allowed automatic retrieval of the visual event to which they referred.

The capability of observing and recording such complex events in behavioral analysis presented researchers with several difficult technical options and theoretical concerns in selecting an approach to videotape based behavioral study.

Some of these complex issues were highlighted by Knapp and Harrison (1972) in their discussion of dilemmas confronting nonverbal communication observers. First, the option of data collection in "natural" settings versus "laboratory" conditions must be resolved. This choice involved technical problems in data collection with natural settings and the consequent debate about how natural the environment remains after the introduction of equipment. This concern is counterbalanced by the artificiality of the laboratory in obtaining data which truly represent typical, "real life" interaction in nature. Other issues concerned the need to observe both counseling or behavioral interactants. Without the ability to study interaction between them, loss of information about how one participant responds to or affects the other was possible. Also, a need existed to obtain a range of possible behaviors, before and after the video data-collection process, to ensure that those behaviors studied as recorded data actually represented the full range of possible or

typically occurring behaviors. Additionally, a balance between verbal and nonverbal data was necessary to prevent an exclusive focus on one, without the contradictory or modifying statements of the other.

Finally, Knapp and Harrison discussed two very crucial issues in approaching behavioral observation systems. A major concern centered on how finely-tuned or detailed the data collection process was. Simple frequency data on the occurrence or absence of movement may be insufficient. For example, in recording head nods, differences in rapidity of head movement may signal different messages. Slow, deliberate head nods may indicate understanding and agreement, while swift nods may reflect a desire to "get the floor" to verbalize, during the interaction process. Thus, some additional measures other than frequency of occurrence, involving strength of responses and position in the interaction process/continuum are useful. An allied concern is determining the frequency of an event related to consensus definition of an event. In earlier studies, smile was used as a behavioral category, and difficulties emerged in the observer's differing views of what constituted a smile. Thus, visual configuration and limits must be established in some areas to clearly establish behavioral definitions to then permit reliable assessment of their frequencies of occurrence.

This degree of detailed definition for measurement of behavioral categories represented another dilemma for investigators. As Knapp and Harrison pointed out, the possibility exists that a study can become so detailed that the "real life" impact on interaction or communication is questionable. Thus, a need existed to tie the observational system into feedback from the interactants. In this manner a determination may be made about what they are attending to, and whether these minute

movements are subliminally perceived, or in fact, having no effect on the interaction process.

With this overview of the technical issues and choices confronting researchers in studying videotape analysis of counseling behaviors, attention may be directed to the more human element involved with this analysis process. Aside from human error, resulting from coder fatigue in viewing such complex data, the data "picture" or behavioral record may be altered by the introduction of video tape for data collection. Thus, what technically could be viewed as accurate and comprehensive data from video tape, may suffer in its objectivity as a result of the human element.

Behavioral Impact of Video Recording

Gelso (1972) discussed this possible human bias in examining the effect of audio and video recording on the counseling process. His study was an attempt to address the clinical lore and beliefs which grew out of earlier studies during the 1950's, concerning the effects of audio recordings. Some of these clinical beliefs were: (1) recording is more disturbing to the therapist than to the client; (2) therapists' fears that recording will inhibit their clients are typically projections of their own observational anxieties; and (3) if recording does inhibit clients, their inhibition dissipates rapidly.

Gelso's study examined the effects of both audio and video recording on clients. Also, he looked at the effects of recording on different types of client problems (personal versus educational/vocational). Finally, he checked for dissipation of client effects from recording over two interviews.

Subjects for his study were 60 students from an introductory psychology class at a midwestern university. The subject pool was divided into 30 subjects each in a personal and educational/vocational problem group. Counselors were nine doctoral students in counseling. Treatment involved the type of preset given to subjects about recording procedures. Each subject was told that a video and audio machine were standard equipment in the counseling rooms. The following presets were then administered: MINIMUM RECORDING GROUP (Control)--the video camera will not be used during your interview, only a few minutes near the end of the interview will be audio recorded. AUDIO RECORDING GROUP--the video camera will not be used; however, your interview will be audio taped. VIDEO RECORDING GROUP --your interview will be taped on the audio recorder and filmed with the video camera.

Control of counselor behaviors was attempted through informing them of the purpose of the experiment involving the subject's preset, blinding the counselors to these presets, and telling counselors that only the 10th to 20th minute of each interview would be audio taped (the actual process). Finally, counselors were told that they would not be evaluated, to alleviate their observational anxieties. Measurement of the dependent variable was conducted through each subject filling out a counseling evaluation inventory developed by Linden, Stone and Shertzer (1965), which is a 21-item questionnaire covering counseling climate, counselor comfort, and client satisfaction. In addition, a 6-item, 5-point scale was used to elicit opinions on various aspects of the recording procedures in regard to extent of felt inhibition in expressing personal feelings and/or problems by type of recording used. Finally, a modified Van Atta (1969) questionnaire with nine statements was used to

assess the subject's feelings along an excitation/inhibition continuum, and Carkhuff's (1969) Helpee Self-Exploration Scale was used to analyze the 60 10-minute audio tapes. These tapes were divided into two sets of tapes (personal and educational/vocational) to be rated by the experimenter and two different raters. Raters were blinded on the subjects' preset, and a between-rater correlation on the first set (personal) was 0.82. Ratings were not noted on the second set, although they were reportedly subjectively similar. Both sets of judges rated 10 randomly selected segments a month apart, and the between-set correlation was 0.92. Judge agreement criteria were not reported.

Results of Gelso's study were as follows: recording does appear to affect clients, and the nature of this effect depends partly on the type of client problem.

For clients with self-reported personal problems, video recording inhibits self-exploration and attenuates satisfaction with counseling. For clients with educational or vocational problems, both video and audio methods inhibit self-exploration in counseling, yet neither method reduces satisfaction (Gelso, 1972, p. 12).

An additional finding was that ". . . the effects of recording did not decrease or dissipate during the second interview" (p. 13).

Following these findings, other preliminary studies by Gelso and Tannery (1972) were discussed. In their study the observation was made that in an initial interview therapists generally misperceive the anxiety of their clients due to video taping. "What clients report and independent raters perceive to be inhibition, therapists frequently interpret as disinhibition or self-exploration" (Gelso and Tannery, 1972, p. 14). This study also suggested that clients with highly compulsive personality traits were most likely to report inhibition from audio recording. Finally, these investigators concluded that these results support

findings that recording procedures were found to have adverse effects on clients, and that the clients' consent to be recorded provides little if any indication of whether recording will affect his counseling behavior. Thus, they point out that the differential benefits of various observational methods need to be weighed against the possibly adverse effects.

With this overview of the effects of audio/video recording on clients engaged in counseling, the possibilities of recording artifacts, which cloud observational data, are clearly evident. In addition to the potential harm to client comfort and satisfaction during the helping process, a crucial concern exists in regard to the restricting effects of client inhibition. In this way, recording may color the nature and range of true counseling behaviors, which might be displayed differently under nonobservational conditions.

Summary

Chapter II presented a discussion of selected literature in the areas investigated by this study. These major focal areas included an overview of Transactional Analysis developed by Eric Berne, the development of subroles as verbal units of the counseling interaction process, evolution of nonverbal behavior and its importance in counseling, the use of Island's 1967 taxonomy of NVB in this study to focus on the kinetics or body movements involved in the counseling dyad, examination of the dynamics of counselor movements related to measures of counseling effectiveness, and the role of videotape in analysis of the helping relationship.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The literature cited in Chapter II discussed the areas of verbal and nonverbal communication involved in the counseling process, along with videotape studies of the helping relationship. Chapter III will provide a description of the research methodology employed in the present study. Areas for discussion include statement of the problem, procedure, subjects, selection of judges and observers, data collection, statistical analysis, and summary.

Statement of the Problem

The problem under investigation in this study was: What are the characteristic verbal and nonverbal behaviors exhibited by counseling participants when examined via videotape for classification into counseling subroles and T.A. ego states.

Research Questions

The following questions were addressed for resolution of the problem stated above.

1. What frequencies of verbal subroles were used?
2. What frequencies of nonverbal behavior were exhibited?

3. What frequencies of the three primary ego states will be utilized?
4. What frequencies of the nonverbal categories will be observed within ego states?
5. What frequencies of NVB will be seen within verbal subroles?
6. What frequencies of ego states will be associated with subrole categories?

Procedure

The focus of this study concerned the counselee/counselor verbal and nonverbal communication channels involved in videotaped counseling relationships. These communication channels were examined in terms of frequencies observed for nonverbal behavior, verbal counseling subroles, and classification of the three primary ego states of Transactional Analysis. Thus, this examination process involved three different analysis systems. The first system involved a modification of Island's 1966 taxonomy to examine 12 nonverbal behaviors to determine their frequency within counseling interviews. The second was a counselor interaction analysis system used to determine verbal subroles (Troth and Seals, 1973). The third system involved classification of these verbal subroles into the three ego states of Transactional Analysis.

Counseling interviews were videotaped in a video laboratory utilizing two-way mirrors and a split-screen technique. The split-screen display was used to combine both counseling participants on one tape, thus providing economy in numbers of videotapes required. The counseling sessions were originally filmed for 30 minutes. Due to the complex nature of the judging and observation tasks plus the need to view the interviews

twice to analyze counselor and counselee behaviors, the final length of interviews examined in this study was a 15-minute segment from the initial part of the counseling session.

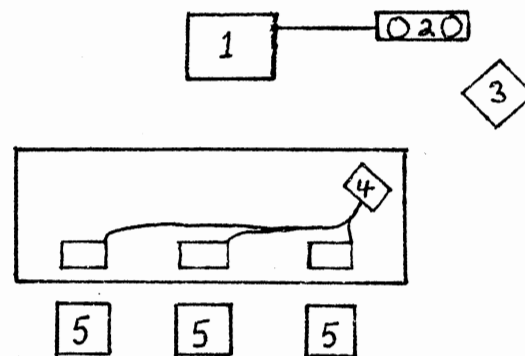
These 15-minute interviews were analyzed for NVB and T.A. ego states via an electronic light signaling system (see Figure 1). As the videotape was played back for analysis, three judges sat at individual control boards with three push buttons on each of the three control panels. Thus, each judge or observer could survey the videotape for three behaviors and signal their presence on a central light console. The author recorded behaviors signaled via the light display at 10-second intervals for ego state analysis. An assistant recorder was necessary on the NVB analysis when all nine lights might be signaled at 5-second intervals. Thus, one recorder watched for five lights while the other recorder was responsible for four signal lights during the transcription process.

Through this signaling system a written transcript of the videotaped behaviors was compiled for analysis of the frequencies of counseling interaction behaviors displayed within two systems of data analysis: NVB and T.A. ego states. The subrole data analysis was conducted via a direct written record. Judges noted their decisions when verbal agreement was reached on transition points within the counseling interview. Detailed discussion of procedures utilized in the three analysis systems will be discussed separately for NVB, T.A. ego states, and subroles in the collection of data section to be addressed later in this chapter.

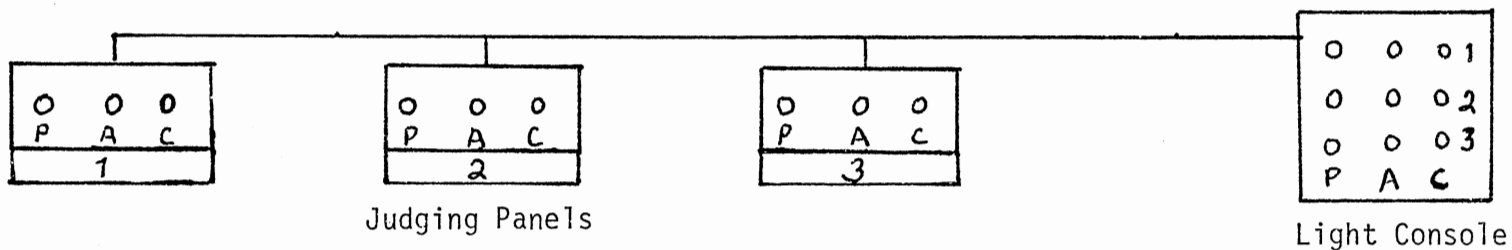
Selection of Participants

Subjects for this study were composed of 10 counselors and 10

1. Television Monitor
2. Video Recorder
3. Data Tally Recorder
4. Data Signaling System
5. Judges



Data Retrieval System



Data Signaling System

Figure 1. Data Retrieval and Signaling Systems

college student clients at Oklahoma State University who filled out an informed consent form to volunteer for videotaped research. Counselees were recruited from clients of Counselors at the University Counseling Service, Room 370 in the Oklahoma State University Student Union. Counselors were asked to approach clients who in their judgment would be comfortable with videotaping of the counseling process. These clients were given a brief information sheet (Appendix D) with a request for participation in videotape research on counseling interaction. Also, an informed consent agreement was attached (Appendix E).

Counselors were approached for voluntary participation in this study via a brief letter of explanation enlisting their involvement (Appendix F). The 10 counselors all held a minimum of a Master's degree in counseling. Three of the counselors were interns in a doctoral counseling program. Two counselors were half-time positions and the remaining five were full-time professional counselors. (See Table I for a listing of counselor background and interview topic.)

Description of the Counseling Research Setting

Counseling participants were videotaped during an early (second or third interview after intake) or termination phase counseling session. Technical aspects of the videotaping process necessitated use of a video laboratory instead of individual counselors' offices. The counseling session was moved to the laboratory to allow use of two-way mirrors and split-screen mixing of two cameras into one video screen presentation. Thus, the natural office setting had to be forfeited due to technical considerations. A desire to minimize the intrusion effects on the ongoing counseling process, via concealment of video recording equipment and

TABLE I
COUNSELOR BACKGROUND AND INTERVIEW TOPIC

Counseling Interview No.	Counselor Sex	Background	Client Sex	Interview Topics
1	Male	Full-Time Counselor Ed.D.	Male	Occupational
2	Female	Half-Time Counselor Ed.D.	Female	Social-Relationship
3	Female	Counseling Intern, Ed.D. Candidate	Male	Personal-Emotional
4	Female	Counseling Intern, Ed.D. Candidate	Female	Social Interaction
5	Female	Full-Time Counselor M.S.W.	Female	Personal-Emotional
6	Male	Quarter-Time Counseling Psychologist	Female	Social-Relationship
7	Male	Counseling Intern, Ed.D. Candidate	Male	Social Interaction
8	Female	Half-Time Counselor Ed.D.	Male	Social Interaction
9	Female	Full-Time Career Counselor Ed.D.	Female	Educational-Vocational
10	Male	Full-Time Counselor Ed.D.	Female	Social-Relationship

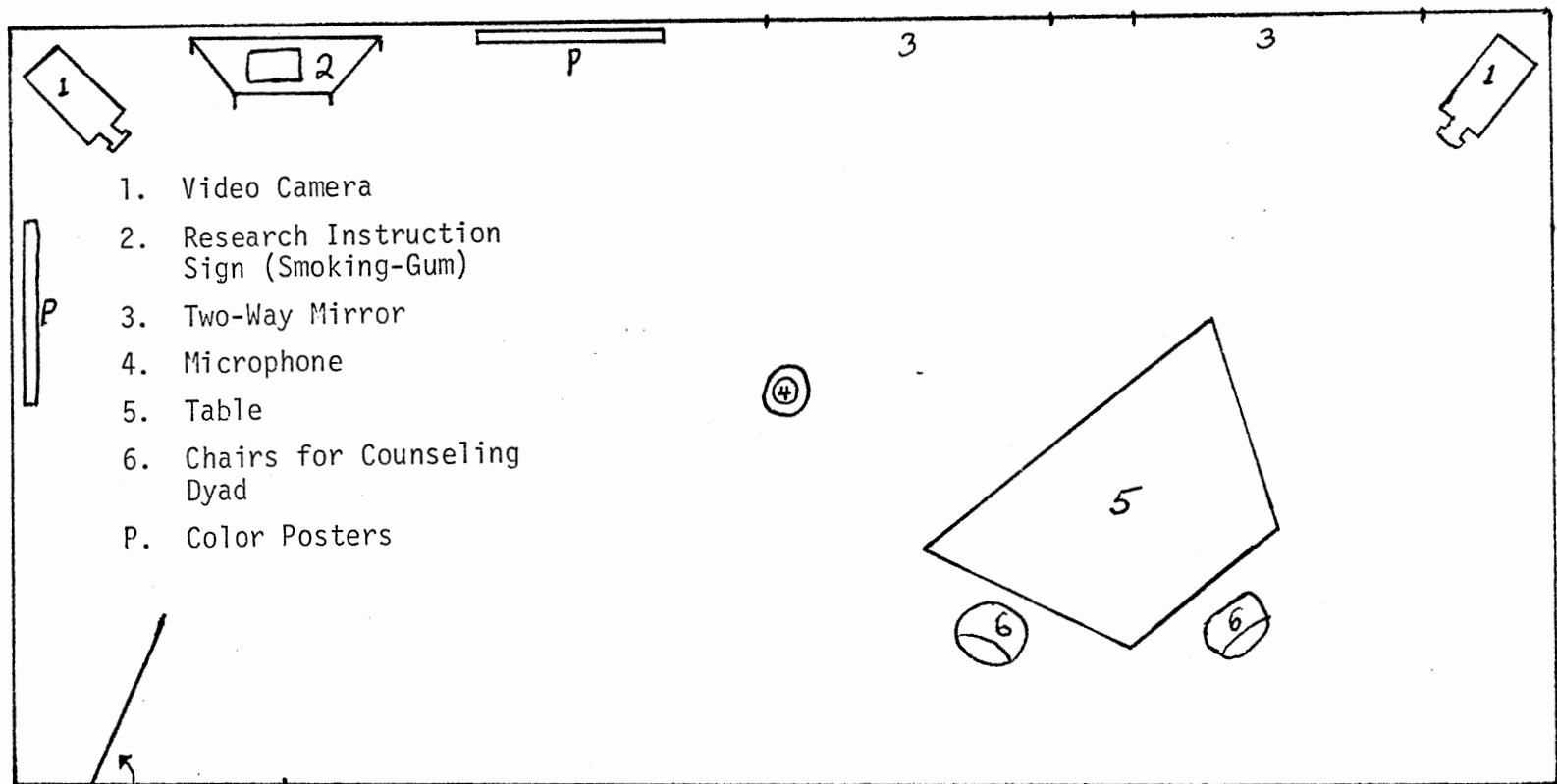
technician with two-way mirrors, was also a significant factor in this decision. The actual video cameras used were visible in the laboratory along with a microphone. Other than this recording equipment and the arrangement of a small desk and two chairs to facilitate clear, unobstructed views of the participants, every attempt was made to arrange the laboratory to approximate a typical counseling office. Large color landscape posters were used to soften the laboratory atmosphere. (See Figure 2 for video laboratory layout.)

Selection of Instruments

In order to identify the characteristic nonverbal behaviors exhibited by the counseling participants (counselor and counselee), a modified kinesics system of nonverbal behavior developed by Island (1966) was used. This taxonomy of nonverbal behaviors was selected because of its suitability in describing upper body movements and vertical body positions of counseling participants.

Previous research has established Island's taxonomy as a reliable index for identifying nonverbal behavior in counseling research (Gladstein, 1974; and Prichard, 1972). In those studies a high percentage of interjudge agreement on the nonverbal categories was obtained. Using films of counseling, his judges determined movements in nonverbal behavior within five-second time intervals. As a result of carefully training his judges, use of very specific categories, and separate judges for each body area, he derived the following percent agreement among four judges:

Head Movements, 69%; Head Nods, 66%; Head Turned Away, 85%;
Head Support, 95%; Lower Face Movements, 87%; Smiles Only,
83%; Upper Face Movements, 80%; Hand Movements, 80%; Hand



Video Recording Laboratory
 Figure 2. Laboratory Layout

Gestures, 95%; Arm Movements, 96%; Body Position Forward, 100%; Body Position Upright, 100%; Body Position Backwards, 100%; Talk Movement, 98% (p. 118).

An exception was talk movement with only two judges used. These nonverbal categories were established in Island's original study of NVB in high rated and low rated counselor-trainees, by use of a card sort procedure on 20 counselor-trainees in 30-minute practicum interviews.

Gladstein (1974) reported that use of Island's taxonomy in later studies lends supportive findings, similar to the percentage of judge reliabilities he obtained. These similar findings were derived by the following researchers: Rubenstein and Cameron (1968), Donahue (1969), Freedman (1972), Prichard (1972), Kaufman (1974), Woodyard (1978).

The system of subrole units in the counseling interview developed by Troth and Seals (1973) was chosen to analyze the verbal behaviors of counseling participants in this study. This subrole system of classification for the counselor and counselee seemed to be best suited to description of segments of the interview determined by the intent of the interactant (counselor or counselee). (See Appendix A for a listing of subroles.) Interjudge reliability of this subrole system is based on Troth's original study (1966) which looked at 12 subroles of 14 secondary school (high school) counselors in 66 verbatim typescripts of counseling interviews in Ohio high schools. In this original study, Troth found that his seven judges displayed a range of agreement from 1.00 to 0.88, using Snedecor's (1951) interclass correlation formula for interjudge reliability. Prichard (1972) reported similar findings on 12 counselor subroles with a mean coefficient of interjudge reliability at 0.714 using Scott's Coefficient (Amedon and Hough, 1967). Prichard's work was done with 30 secondary school counselors in Oklahoma using six judges.

The classification of T.A. ego states did not utilize an instrument, since none exists with sufficient reliability and validity. A general description of the three primary ego states accompanied by behavioral examples was used as a judging guide (Appendix C). Thus, this guide was to be representative of the clinical theory used in T.A. To the extent that this resemblance is true of Transactional Analysis theory, face validity existed. Interjudge reliability was measured using Scott's coefficient as it was for interjudge agreement on subroles.

Selection of T.A. Judges

Three judges for the determination of T.A. ego states were selected from local professional staff who were members of the International Transactional Analysis Association. These judges had completed a minimum of two years of training in T.A. theory including TA 101 and 202 courses. Ego state judgments were made in reference to a descriptive information sheet which included behaviors of each ego state. After all judges reviewed this descriptive information on Parent, Adult, and Child ego states, they viewed each counseling tape concurrently and signaled their judgements of the dominant ego state for each 10-second interval of the interview.

Selection of NVB Observers

Two teams of four persons on each team were used to collect NVB data from the videotapes. These teams split the observation task into halves, with team A viewing five research tapes and team B completing the observational process. Three persons from each team observed assigned NVB, while the fourth member assisted with the transcription of the

data from signal lights operated by the observation team. Each team viewed the videotapes commonly in a two-phase process. In phase one the tapes were observed for counselor NVB, while in phase two the counselee's NVB was analyzed. Observers were primarily counselors from the University Counseling Center at Oklahoma State University. In addition, two graduate students were trained to assist with the observational/data recording process.

Observers of NVB were trained to examine research videotapes for the presence or absence of assigned behaviors as defined by Island's (1966) NVB taxonomy. Since observers looked for occurrence or nonoccurrence of nonverbal movements, no interjudge agreement was required. Video research tapes were analyzed at 5-second intervals, with each judge assigned two or three nonverbal categories to look for.

Selection of Subrole Judges

All three subrole judges were doctoral level graduate students. Two of these judges had prior experience with judging counseling subroles. The rest of the team members were taught the definitions (Appendix A) and all judges practiced on training tapes for approximately two hours before analyzing research tapes. Procedures for judging counseling subroles will be discussed in the next section of this chapter in data collection.

Collection of Data

Videotapes of one counseling interview for each of the 10 counselors were obtained during the fall of 1977 and the spring of 1978. These research tapes were recorded in the video laboratory located in South

Murray Hall on the Oklahoma State University campus. The physical layout was described in Figure 1 (p. 42) previously referred to. Counselors arranged for clients with signed informed consent for this research to meet at the video laboratory for their counseling interview. (See Table I for a description of the video interviews.) Two video cameras were used to provide individual pictures of both counseling participants which were combined on the same video monitor via a split-screen technique. A single microphone was suspended from the ceiling for audio recording on the videotapes. A small (12 x 14 inches) sign was placed in the recording room to alert participants that smoking or chewing gum during the research counseling session was prohibited. This was necessary to prevent artifacts in the NVB recording process.

The transcription of data from the videotapes was initiated in May of 1978, and completed during the summer of that year. This transcription process was complex and will be described for each system of behavioral analysis.

The judging of Transactional Analysis ego states was the first extraction of data from the research tapes conducted. The three-member judging team previously described viewed the videotapes separately for the counselor and counselee using 10-second intervals or a total of 90 intervals for each tape. Thus, the judges viewed the tapes concurrently and individually made decisions on the dominant ego state of Parent, Adult, or Child within each interval. The judge's decisions were signaled via a push-button system connected to a light display board. Signals from the light display were recorded as illustrated in Figure 3 to provide a written record of judged ego states. An interval was assigned an ego state category when two of the three judges chose the same ego

Footage Index _____ to _____

Counselor _____

Counselee _____

Tape No. _____

1	2	3	4	5	6	7	8	9	10	11	12	Totals
												P
												A
												C
13	14	15	16	17	18	19	20	21	22	23	24	
												P
												A
												C
26	27											

Continued to Frame 90

Figure 3. Ego State Tally Sheet

state based on a descriptive definition of ego states studied prior to analysis of the research tapes. Judging decisions made in reference to the definition provided were based on both verbal and nonverbal behaviors with most emphasis focused on nonverbals of counseling participants.

Observation of nonverbal counseling interaction was done with two teams discussed previously. The same signaling system was used to obtain the data at 5-second intervals for 180 total intervals per tape. Slight modification was necessary in relabeling push-button control panels for NVB instead of ego states. Observers viewed the tapes concurrently while signaling occurrence of two or three NVB categories assigned to each judge. Thus, nine NVB categories could be displayed for transcription by the two recorders as explained previously. Body position was reported verbally as X, Y, or Z. The remaining shift categories of NVB were determined by inspection of the written transcript for initiation of new behaviors like talk, head support, or other shift categories. See Appendix B for explanation of these shift categories. (Figure 4 contains the NVB recording form.)

Judging of counseling subroles was carried out with a three-member team. Video tapes were played back for the counselor and counselee separately initially, and as the judging team gained experience the interview could be judged for both participants during one playback session. Judges were trained on the subrole definitions and were given one hour of practice before the judging task was initiated. This practice time was valuable in allowing judges to identify transition points within counseling interviews. Once the research tape analysis was initiated for subroles, the author would play back the tape until verbal agreement was reached by two of the three judges on a transition point for the

interview. After identifying the transition point with a descriptive sentence or phrase from the interview, each judge individually recorded his judgment on the type of counseling subrole. When these judging records were reviewed at completion of the videotape review, a subrole was assigned when two or more judges selected the same subrole category. Thus, each judge viewed the interview tapes and selected from all subrole categories for the counselor and counselee. See Figure 5 for an illustration of a subrole judging data collection form.

Technical procedures in the data collection process involved use of an audio tape with a high pitched musical tone repeated at 5- or 10-second intervals, depending on the analysis task. The tone was produced by plucking a string of an autoharp (a guitar/harp-like instrument) while watching a stopwatch to synchronize the tone with appropriate intervals. This audio tape of tones was played back simultaneously with the videotape to establish data intervals during the transcription process. Recording equipment used for this study consisted of Sony video cameras and reel-to-reel tape deck, a split-screen generator, and large (23 inch) video monitor.

Statistical Treatment

Once the judging/observing process was accomplished, a written transcript of each videotaped counseling interview was generated. Frequencies of the three behaviors under examination in the study were then obtained and tabulated for comparison to the research questions.

Interjudge reliability was determined using Scott's correlation coefficient (Amedon and Hugh, 1967). This index of interjudge agreement was applied to the ego state and subrole judging tasks. Scott's

Judge MM
Date 7/26/79

Counselor
Counselee

Interview No. 9

Footage	Counselor Statement	Letter	Label
00	Welcome to my new office.	2	Rapport Building
12	That was your hardest test.		Reflecting
57	What were your goals?		Information Gathering
115	How did you feel?		Clarification
182	Two things you might do.		Advising

Figure 5. Subrole Recording Sheet

statistical measure of interjudge reliability was selected due to its utility with low frequencies resulting from small N sizes, and greater sensitivity at higher levels of reliability. Desired levels of judge agreement were two of three judges using the same label for categories of behaviors examined by the same judging team. An expanded version for two or more judges of Scott's "Pi" formula developed by Enger (1975) was used to determine interjudge agreement. This formula can generally be described as relating the amount of observed agreement compared with the amount of expected agreement by chance, divided by the amount that perfect agreement exceeds chance. The specific formula used for computing interjudge agreement in this study was:

$$\pi = \frac{\sum_{j=1}^c \sum_{k=1}^s f \cdot jk^2 - rs}{r(r-1)s} - \frac{\sum_{j=1}^c f \cdot j \cdot^2}{(rs)^2}$$

$$1 - \frac{\sum_{j=1}^c f \cdot j \cdot^2}{(rs)^2}$$

where

$i = 1, 2, \dots$, number (r);

$j = 1, 2, \dots$, number (c);

$k = 1, 2, \dots$, number (s);

r = number of judges;

c = number of possible categories;

s = number of categories rated; and

$f_{ijk} = 1$ if object k was classified in category j by judge i .

Summary

This chapter addressed the design and research methodology of the

present study. Discussion was focused on the problem, selection of participants, description of judges/observers, procedures of data collection, and statistical analysis methods.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The procedures for analysis of the data were discussed in Chapter III. In this chapter the results will be presented in tables and discussed in relation to the questions.

In discussing subroles and ego states, it was necessary to first determine reliability of the judges in locating subroles and determining ego states. Should the interjudge reliability be low, a question would arise as to whether judging decisions were based on the same criteria.

Following discussion of interjudge reliability, each question will be addressed in regard to the results of data analysis. Finally, a summary of the results will be presented.

Verbal Counseling Subroles

Judge agreement among the three judges on each subrole for counselor and counselee was determined on individual interviews using Scott's "Pi" correlation coefficient. Interjudge agreement is reflected in Table II. The correlations ranged from 0.09 to 1.00 on counselor subroles and a mean judge agreement of 0.66 was reached. For counselees, two interviews reflected too few categories of judged subroles for computation of judge agreement. The remaining interviews had a range of 0.14 to 1.00 with a mean judge agreement of 0.66.

TABLE II
 JUDGE AGREEMENT ON VERBAL SUBROLES

	Interview Number									
	1	2	3	4	5	6	7	8	9	10
Counselors	0.71	0.67	1.00	0.69	0.78	0.51	0.09	0.43	0.68	1.00
Counselees	0.65	0.81	0.00	1.00	0.14	1.00	1.00	1.00	0.00	1.00

The mean for all judge agreement on counselor and counselee sub-roles was 0.66.

Table III presents the number of subroles obtained when at least two of the three judges agreed on verbal interaction of the counselor and counselee. The number of subroles judged per interview is indicated.

TABLE III
 NUMBER OF SUBROLES BY INTERVIEWS

	Interview Number										Total
	1	2	3	4	5	6	7	8	9	10	
Counselors	4	5	2	3	13	5	4	6	5	5	52
Counselees	3	5	2	6	4	4	1	2	1	2	30

The number of subroles exhibited by counselors ranged from 2 to 13, while counselee subroles ranged from 1 to 6. The mean number of subroles

utilized by counseling participants was 5.2 for counselors and 3.0 for counselees.

Frequencies of Verbal Subroles

A complete report of subrole types observed in this study is contained in Table IV. Analysis of types of subroles used by counselors and counselees reveals that most categories occurred. An exception for counselors was the judging category within Direct counselor subroles. Counselee subroles not observed were conclusion and adaptation within Growth subroles. The most frequently used counselor subroles were structuring in the Direct category, with information gathering and clarification most prevalent in the Indirect type subroles. For counselees, the dominant subrole was information giving in the growth area followed by exploration and conversational subroles. Table V contains the frequencies of subroles for each of the interviews studied in this investigation.

Transactional Analysis Ego States

Judge agreement on the three primary ego states of Transactional Analysis was determined through the use of Scott's "Pi." An interjudge agreement coefficient of 0.63 was obtained on all ego state judgments for the three ego state judges. Using the formula previously referred to on page 56, the coefficient of interjudge agreement was derived in the following manner:

$$C_{\pi} = \frac{\Sigma X^2 - 3 \times 1800}{6 \times 1800} - \frac{\Sigma X^2}{29160000}$$

TABLE IV
 TYPES OF COUNSELING SUBROLES OBTAINED--
 TOTALS FOR ALL TEN INTERVIEWS

Counselor	Direct	Indirect
A. Judging	0	F. Exploring 1
B. Advising	3	G. Information Giving 1
C. Probing	5	H. Information Gathering 7
D. Structuring	7	I. Supporting 4
E. Closure	1	J. Clarification 14
		K. Reflecting 4
		L. Rapport Building 5

52 total subroles

Counselee	Defense	Growth
0. Defense Reaction	1	3. Conclusion 0
1. Passivity	1	4. Information Gathering 1
2. Disconcertation	2	5. Information Giving 14
		6. Conversational 4
		7. Support Seeking 0
		8. Exploration 7
		9. Adaptation 0

30 total subroles

TABLE V
FREQUENCIES OF SUBROLES

Interview Number	Direct					Indirect							Total/ Interview
	A	B	C	D	E	F	G	H	I	J	K	L	
<u>Counselor</u>													
1									2	2			4
2		1	1	1				1		1			5
3				1						1			2
4								1		1		1	3
5			4	2			1	1		5			13
6				2						2		1	5
7				1				1			2		4
8		1			1			2	1			1	6
9		1						1		1	1	1	5
10						1			1	1	1	1	5
Totals	0	3	5	7	1	1	1	7	4	14	4	5	52
Interview Number	Defense				Growth						Total/ Interview		
	0	1	2	3	4	5	6	7	8	9			
<u>Counselee</u>													
1		1				1			1			3	
2	1					2				2		5	
3			1			1						2	
4						3	1			2		6	
5			1		1	2						4	
6						2	1			1		4	
7						1						1	
8						1	1					2	
9						1						1	
10								1		1		2	
Totals	1	1	2	0	1	14	4	0	7	0		30	

$$C = \frac{.2304 - 5400}{10800} - \frac{861412}{29160000} = \frac{.6097184}{.970452} = 0.6283$$

1- above

or 0.63

Frequencies of Ego States

The frequencies and percentages of ego states judged for the total interviews are indicated in Table VI. Individual interviews are tabulated within the same table.

TABLE VI
INTERVAL FREQUENCIES OF T.A. EGO STATES

Ego States	1	2	3	4	5	6	7	8	9	10	Totals	Percentage
<u>Counselors</u>												
Parent	2	0	9	0	4	7	0	2	5	1	31	.03
Adult	86	74	65	87	85	65	85	81	73	83	784	.87
Child	2	11	5	3	0	14	5	5	3	3	50	.06
<u>Counselees</u>												
Parent	0	0	0	0	0	3	5	0	0	0	8	.01
Adult	1	26	39	40	43	25	9	42	15	43	283	.31
Child	87	64	30	36	40	43	66	36	72	43	515	.57

All three primary T.A. ego states were observed in counselor and counselee interaction during interviews analyzed for this investigation.

The Adult ego state was dominant for counselors while the Child ego state was most frequently judged for counselees.

Nonverbal Behavior

A modified version of Island's (1967) taxonomy of nonverbal movements involving 12 categories was used to observe nonverbal interaction within the counseling dyad. The same nonverbal movements were studied for the counselor and counselee using 5-second intervals for a total of 180 observation frames per 15-minute interview. The observation process used a team of observers to analyze videotaped interaction by recording 1 for the presence of an observed nonverbal category, or 0 for its absence. Thus, the 1 signified that the nonverbal movement being observed occurred at least once or more than once for that 5-second tape interval. The counseling tapes were viewed separately for the counselor and counselee so that only one partner of the counseling dyad was being observed as the tapes were replayed for data analysis.

All 12 NVB categories were observed for the counselor and counselee. These NVB categories are reflected in Table VII. This summary table indicates the total frequencies of nonverbal interaction with percent of counselor and counselee NVB for the total of all 10 interviews. The percentages on position shift categories were computed on total shift movements rather than the 1800 possible frame/movement total. This was necessary since shift movements are by nature reflections of changed positions. Thus, they occurred less than the 1800 maximum potential frames. Reviewing nonverbal interaction of the 10 counseling dyads, clients generally exhibited more nonverbal movements than counselors with the exception of the head support category. The most dominant client

interaction observed occurred in the talk category with 23 percent more than the counselor's frequency of talk movements. Another area of noticeably greater client movement involved the upper face category at 14 percent higher than counselors exhibited. The other categories where clients' NVB exceeded counselor movements were: head movement, 7 percent; arm, 6 percent; hand, 5 percent; smile and lower face, both at 4 percent.

TABLE VII
NONVERBAL BEHAVIOR

NVB Categories	Counselor		Counselee	
	Raw Score	Percent	Raw Score	Percent
Body Position	X ₆₇₂	X .37	X ₁₃₀	X .07
	Y ₁₀₁₁	Y .56	Y ₁₅₃₆	Y .85
	Z ₁₁₇	Z .07	Z ₁₃₄	Z .07
Talk	841	.47	1258	.70
Head Movement	1132	.63	1255	.70
Head Support	89	.05	30	.02
Arm	356	.20	452	.25
Hand	816	.45	901	.50
Smile	213	.12	291	.16
Upper Face	703	.39	945	.53
Lower Face	813	.45	883	.49
Talk Shift	314	.86	234	.90
Head Support Shift	27	.07	16	.06
Body Position Shift	24	.07	10	.03

Areas of counselor NVB which were observed more frequently than clients included: head support and all three shift movement categories involving body position shift, talk shift, and head support shift. Counselors initiated more talk shift or conversational segments than clients by 8.0 percent. The counselor areas of body position shift and head support shift were greater by 1.5 percent and 1.1 percent, respectively. The body position upright was used most by clients while counselors shifted between all three body positions more frequently.

Ego States and Nonverbal Behavior

Nonverbal behaviors of the counselor and counselee were analyzed by ego states. The results of this combined look at the T.A. ego states with respective nonverbal movements appear in Table VIII. The number of tape intervals not assigned (NA) to an ego state reduces the clarity of association when examining this table for patterns of NVB in relation to T.A. ego states. For both the counselor and counselee, the percent of smiles is highest in the Child ego state. The low frequency of Parent ego states in the counseling dyad limits analysis of the patterns of NVB in association with this ego state.

For the counselor, when the NA data are excluded and only the three ego states are examined, the Parent reflects higher percentages of hand, arm, and talk movements. Also, for the Child a greater percentage of smile, upper face, and head movements were displayed.

Looking at the client, the frequency of Parent ego state obtained was so low that no interpretation of NVB movement in association with this ego state was done. In the Child ego state of the client, greater percentages of hand, smile, and lower face movements were observed.

Finally, looking at the NA category for the counselor, more lower face, talk, and head support movements were exhibited. For the client, the NA category was distinguished by more talk, arm, and head movements.

TABLE VIII
NONVERBAL BEHAVIOR WITHIN EGO STATES

Categories	Counselor				Counselee			
	Parent	Adult	Child	NA	Parent	Adult	Child	NA
Lower Face	37 .60	677 .43	53 .54	44 .63	8 .50	279 .49	502 .49	82 .45
Upper Face	28 .45	590 .38	49 .50	33 .47	9 .56	271 .48	561 .54	33 .47
Smile	7 .11	159 .10	31 .32	11 .16	0 0	58 .10	203 .20	28 .15
Hand	38 .61	687 .44	52 .53	36 .51	7 .44	247 .44	555 .54	92 .44
Arm	17 .27	298 .19	17 .17	18 .26	2 .13	130 .23	268 .26	52 .29
Head Support	0 0	69 .04	4 .04	13 .19	0 0	10 .02	0 0	9 .05
Head Movement	43 .69	972 .62	73 .74	40 .57	8 .50	381 .67	703 .68	142 .78
Talk	40 .65	708 .45	46 .47	46 .66	9 .56	367 .65	718 .70	151 .83

Raw scores are reflected above corresponding percentages for each category.

Subroles and Nonverbal Behavior

Before discussing interactional data on subrole relationships to

nonverbal behavior, the amount of time used by each subrole within the total interview time for all 10 dyads (150 minutes) should be considered. This information and the percentage of each subrole utilization by all counseling participants is indicated in Table IX. Dominant subroles during the interviews were clarification for the counselor and information giving for the counselee. Exploration was also a highly utilized subrole for counselees. In addition to examining the dominant or longest subrole usage, attention should be focused on subroles which had a very short time interval of approximately one minute or less. For the counselor the closure and information giving subroles were involved. Clients used the defense reaction and information giving subroles least. These very short subroles had low frequencies in nonverbal movement categories, prohibiting the comparison of percentages produced in such short subroles with those of longer duration.

Subrole category areas were examined for the counselor and client in regard to Direct/Indirect and Defense/Growth subroles. Results from the analysis of these major subrole areas in association with mean frequencies of nonverbal movements are presented in Table X. In computing these NVB means all subroles under 14 frames or 70 seconds in length were excluded due to high frequencies which were not representative in proportion to such brief interview times. For counselors, NVB activity tended to decrease when interacting in Indirect subroles compared with Direct categories. An exception was hand movement which increased for counselors in Indirect subroles. Counselees increased talk and upper face NVB while decreasing hand movements within Growth subroles.

Individual subroles were examined for nonverbal movements and

TABLE IX
COUNSELEE AND COUNSELOR SUBROLE LENGTH

No. of 5-Second Intervals		Percent	Duration of Subrole
136	NS _____ NS 7%	.08	11 min, 20 sec
456	8 _____	.25	38 min
	7 Zero		
63	6 _____	.04	5 min, 15 sec
927	5 _____ Growth 81% - #5 & 8 = 76%	.52	77 min, 15 sec
9	4 _____	.01	45 sec
	3 Zero		
153	2 _____	.09	12 min, 45 sec
48	1 _____ Defense 12%	.03	4 min
8	0 _____	.00	40 sec

Counselee Subrole Length

3-Minute Increments		Percent	Duration of Subrole
58	L _____	.04	4 min, 50 sec
188	K _____	.10	15 min, 40 sec
683	J _____ Indirect 79% - #J,H,K = 61%	.38	56 min, 55 sec
72	I _____	.04	6 min
227	H _____	.13	18 min, 55 sec
70	G _____	.04	1 min, 10 sec
143	F _____	.08	11 min, 55 sec
8	E _____	.00	40 sec
216	D _____ Direct 21%	.12	18 min
104	C _____	.06	8 min, 40 sec
50	B _____	.03	4 min, 10 sec
	A Zero		

Counselor Subrole Length

TABLE X
MEAN FREQUENCIES OF NVB

Subroles	Talk	Head Movement	Arm	Hand	Smile	Upper Face	Lower Face
<u>Counselors</u>							
Direct (21)*	.55	.69	.22	.25	.10	.46	.48
Indirect (79)	.49	.61	.22	.51	.13	.40	.46
<u>Counselees</u>							
Defense (21)	.61	.72	.18	.66	.19	.37	.49
Growth (81)	.68	.70	.19	.46	.20	.49	.49

*Numbers in parentheses are total percentages.

discussed either separately for short interval subroles, or in relation to all subroles for counselors or clients.

Counselor Subroles and Nonverbal Behavior

Counselor NVB data within subroles are presented in Table XI. The supporting subrole was coded I. In relation to other counselor subroles the arm and head support movement areas were higher.

The clarification subrole coded J was the longest counselor subrole. No nonverbal areas were higher when compared with other counselor subroles. When considered separately, the head movement area was highest within this subrole.

The information gathering subrole was coded H. Compared with other counselor subroles, information gathering had the highest smile category.

For the probing subrole coded C, no areas were remarkable when compared to other counselor subroles. Viewed separately, head movement, talk, and face movements had high frequencies while hand, arm, and smile were low.

In the advising subrole coded B, head movement was highest compared with other counselor subroles. Hand movement in this subrole was one of the lowest NVB areas.

The closure subrole coded E was the shortest counselor subrole. Due to low frequencies as a result of its short length, closure was not compared to other counselor subroles. Considered separately, all categories reflected high percentages except smile nonverbal behaviors.

For the exploring subrole coded F, no areas were elevated in comparison to other counselor NVB percentages. Examined separately, hand and talk movements were highest while arm was low and smile was lowest.

TABLE XI
COUNSELOR NVB WITHIN SUBROLES

Number of Intervals	Talk	Head Movement	Head Support	Arm	Hand	Smile	Upper Face	Lower Face
B ₅₀	34 .68	44 .88	0	22 .44	8 .16	5 .10	25 .50	26 .52
C ₁₀₄	44 .42	52 .50	0	10 .10	17 .16	7 .07	47 .45	45 .43
D ₂₁₆	119 .55	150 .69	0	28 .13	93 .43	28 .13	95 .44	106 .49
E ₈	7 .88	8 1.00	0	6 .75	7 .88	1 .13	5 .63	6 .75
F ₁₄₃	79 .55	57 .40	0	33 .23	82 .57	9 .06	55 .38	43 .30
G ₁₄	6 .43	11 .79	0	2 .14	5 .36	0	5 .36	5 .36
H ₂₂₇	90 .40	158 .70	0	46 .20	111 .49	50 .22	108 .48	97 .43
I ₇₂	44 .61	35 .49	1 .01	23 .32	30 .42	8 .11	33 .46	36 .50
J ₆₈₃	306 .45	414 .61	0	135 .20	277 .41	66 .10	243 .36	303 .44
K ₁₈₈	44 .23	123 .65	2 .01	22 .12	118 .63	20 .11	24 .13	83 .44
L ₅₈	41 .71	47 .81	0	15 .26	31 .53	9 .16	33 .57	38 .66

Structuring coded D had no nonverbal areas which were remarkable when compared to other counselor subroles. Head movement and talk were the highest categories while arm and smile movements had low percentages when considering this subrole separately.

Rapport building was coded L. In this subrole talk, upper and lower face categories were highest in comparison to other Indirect counselor subroles.

Information giving coded G was a short counselor subrole. Viewed separately, head movement was highest, talk was next highest, followed by equal percentages of hand and facial movements. Arm movement was lowest. The smile and head support categories were absent.

The final counselor subrole coded K was reflecting. Head movements were highest, followed by hand movements, when considered separately from other counselor subroles.

Client Subroles and Nonverbal Behavior

The data on client NVB within subroles appear in Table XII. The information giving subrole was coded 5.

Exploration was coded 8 and had no high or low differences when compared to other client subroles. Viewed separately, exploration had highest frequencies of talk, head movement, and hand nonverbal behaviors while smile and arm movements were lowest.

The passivity subrole was coded 1. More hand movements were observed when compared to the other client subroles.

Defense reaction coded 0 was the shortest client subrole. Due to its short length and low frequencies, this subrole was not compared to

TABLE XII
COUNSELEE NVB WITHIN SUBROLES

Subroles/No. of Intervals	Talk	Head Movement	Head Support	Arm	Hand	Smile	Upper Face	Lower Face
0 ₈	8 1.00	8 1.00	0	3 .38	5 .63	4 .50	6 .75	6 .75
1 ₄₈	22 .46	28 .58	0	1 .02	35 .73	12 .25	11 .23	16 .33
2 ₁₅₃	117 .76	130 .85	0	52 .34	91 .59	20 .13	77 .50	98 .64
4 ₉	5 .56	8 .89	0	0	3 .33	0	5 .56	5 .56
5 ₉₂₇	680 .73	649 .70	0	264 .28	437 .47	177 .19	544 .59	470 .51
6 ₆₃	44 .70	48 .76	0	8 .13	23 .37	18 .29	26 .41	33 .52
8 ₄₅₆	283 .62	286 .63	0	73 .16	245 .54	52 .11	214 .47	204 .45
NS ₁₃₆	101 .74	99 .73	0	50 .37	62 .46	9 .07	63 .46	51 .38

other client subroles. Considered by itself, hand, talk, and head movements were highest while arm movements were lowest.

The disconcertation subrole was coded 2. The NVB area with highest percentage was talk, when compared to other client subroles.

The conversational subrole coded 6 was considered separately. This subrole was highest in head movements and lowest in arm movements.

The information gathering subrole coded 4 was considered separately due to its short length. Head movement was highest, followed by equal percentages of talk and upper/lower face movements. Hand movements were lowest, and smiles and arm movements were absent.

Finally, a no subrole category was required. Considered separately, the talk area was highest and smile was lowest.

Subroles and T.A. Ego States

A final area for inspection concerns the data on subrole composition in regard to high percentages of T.A. ego states within certain subroles. Subroles under 3 minutes or 18 frames in length were excluded from comparison with longer subroles and were discussed separately. The data for counselors on subroles and ego states is presented in Table XIII.

The supporting subrole had the highest percentage of Adult ego state at 97 percent. The clarification subrole represented the greatest amount of the Parent ego state with 7 percent, which--although a low amount--was still the dominant figure since counselor subroles were heavily overshadowed by the Adult ego state. The rapport building subrole had the most Child ego state at 31 percent, and the advising subrole had the most not assigned (NA) ego state percentage at 14.

TABLE XIII
COUNSELOR SUBROLES AND EGO STATES

Counselor Subroles/ Interval Length	T.A. Ego States			
	Parent (%)	Adult (%)	Child (%)	NA (%)
<u>Direct</u>				
Advising B ₅₀	0	41 .82	2 .04	7 .14
Probing C ₁₀₄	0	93 .89	6 .06	5 .05
Structuring D ₂₁₆	5 .02	185 .86	18 .08	8 .04
Closure E ₈	0	7 .88	0	1 .13
<u>Indirect</u>				
Exploring F ₁₄₃	2 .01	131 .92	6 .04	4 .03
Information Giving G ₁₄	0	14 1.00	0	0
Information Gathering H ₂₂₇	2 .01	210 .93	12 .05	3 .00
Supporting I ₇₂	0	70 .97	2 .03	0
Clarification J ₆₈₃	47 .07	587 .86	20 .03	29 .04
Reflecting K ₁₈₈	0	170 .90	12 .06	6 .03
Rapport Building L ₅₈	0	34 .59	18 .31	6 .10

The data for counselee subroles and ego states is presented in Table XIV. For clients the conversational subrole had the most amount of the Child ego state at 71 percent. The disconcertation subrole had the highest percentage of Adult ego state at 67 percent and the most Not Assigned ego state at 14 percent. Finally, the information giving subrole for clients contained the most Parent at 2 percent. This low Parent percentage is again a reflection of the dominance of the Child ego state for clients to the virtual exclusion of the Parent ego state.

In general, counselor subroles reflected predominantly Adult ego states with very low percentages of the Child or Parent and Not Assigned categories. The client subroles were primarily divided between Child and Adult ego states while Parent and Not Assigned categories were much lower. Percentages of counselor ego states were as follows: Parent, 3.0 percent; Adult, 87.0 percent; and Child, 6.0 percent. For clients the ego state percentages were Parent, 1.0 percent; Adult, 31.0 percent; and Child, 57.0 percent.

Discussion

The initial 15 minutes of videotaped interviews provided adequate time to extract data on NVB, subroles, and ego states. Data obtained from a 15-minute segment of the counseling interview might reduce the range and frequency of subroles. However, all counselor subroles except one and all counselee subroles except two were represented in this study. One of the excluded counselee subroles was closure, which seemed to be a natural result of using the initial portion of the counseling interview.

The present study demonstrated that judges can identify verbal transition points within the counseling interview and agree on subrole

TABLE XIV
COUNSELEE SUBROLES AND EGO STATES

Counselee Subroles/ Interval Length	T.A. Ego States			
	Parent (%)	Adult (%)	Child (%)	NA (%)
<u>Defense</u>				
Defense Reaction 0 ₈	0	4 .50	4 .50	0
Passivity 1 ₄₈	0	0	48 1.00	0
Disconcertation 2 ₁₅₃	0	103 .67	28 .18	22 .14
<u>Growth</u>				
Information Gathering 4 ₀	0	9 1.00	0	0
Information Giving 5 ₉₂₇	14 .02	222 .24	571 .62	120 .13
Conversational 6 ₆₃	0	18 .29	45 .71	0
Exploration 8 ₄₅₆	2 .00	172 .38	258 .57	24 .05
No Subrole NS ₁₃₆	0	38 .28	82 .60	16 .12

categories. In the current investigation judges identified and agreed on the three primary ego states used in Transactional Analysis. In addition, all 12 categories of the modified Island taxonomy of NVB were obtained for both partners in the counseling dyad.

Review of the percentage of time spent by partners of the counseling dyad reflected great similarity to the findings of Troth and Seals (1971) concerning types of subroles. In the study cited, the results indicated that counselors used more Indirect subroles than Direct subroles. The present study found that 64 percent of the time counselor interaction occurred in Indirect subroles.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this investigation was to examine the verbal and non-verbal interaction of both partners in the counseling dyad using three classification systems: Transactional Analysis ego states, verbal subroles, and nonverbal behaviors. Communication in the counseling relationship was examined utilizing videotape of ten interviews filmed early in the counseling relationship or at the termination phase. Data were obtained from classification by trained observers on the interactional behaviors exhibited during the first 15 minutes of the counseling interviews.

Questions addressed to the three behavioral classification systems examined the following areas for both counselor and counselee:

1. What frequencies of verbal subroles were used?

Counselors used a higher mean number of subroles than did counselees. All categories of counselor subroles were observed except for the judging category within Direct counselor subroles. Counselors used Indirect subroles more frequently than Direct subroles. Clarification in the Indirect category was the most prevalent counselor subrole followed by Information Gathering. Structuring in the Direct subrole category was used frequently.

Counselees used the Information Giving subrole in the Growth category most frequently, followed by Exploration and Conversation. The Adaptation and Conclusion subroles were not observed.

2. What frequencies of nonverbal behavior were exhibited?

Counselees had more movement in most NVB categories. An exception was head support where counselors exhibited a higher frequency. Counselees exhibited talk and head movement most frequently, both at 69.0 percent, followed by upper face at 52.0 percent, lower face at 49.0 percent, arm at 25.0 percent, smile at 16.0 percent, and head support at 0.02 percent. Counselees used the upright body position most frequently at 0.85 percent. Talk shift was high at 0.90 percent, followed by head support shift at 6.0 percent, and body position shift at 3.0 percent.

Counselors exhibited head movement most frequently at 63.0 percent, followed by talk at 47.0 percent, and hand and lower face both at 45.0 percent. Upper face was next at 39.0 percent, while arm at 20.0 percent and smile at 12.0 percent ranked above head support which was the lowest counselor NVB category at 5.0 percent. Talk shift was the highest of the shift categories at 86.0 percent, followed by equal percentages of head support and body position shift at 7.0 percent.

3. What frequencies of the three primary ego states will be utilized?

Counselees utilized the Child ego state most frequently at 57.0 percent, followed by the Adult ego state at 31.0 percent. Counselors displayed the Adult ego state most frequently at 87.0 percent, followed by Child at 6.0 percent and Parent at 3.0 percent.

4. What frequencies of the nonverbal categories will be observed within ego states?

For the Counselor the dominant Adult ego state was marked by the following NVB patterns: lower frequencies of hand movement, upper and lower face, head movement, and talk compared with NVB frequencies of the Parent and Child ego states. Within the Parent ego state for counselors a higher frequency of arm and hand movements was observed compared with NVB in the Adult and Child. No head support for counselors was detected in the Parent while it was observed in the other ego states. In the Child ego state head movement was highest in frequency along with smiles and upper face, while arm movement was lowest compared to the other sub-roles.

For the Not Assigned category on counselor ego states, counselor NVB was highest when compared with the three ego states of talk, head support, and lower face movements. Lowest NVB for counselors in the Not Assigned category was head movement.

Counselee NVB related to the dominant Adult ego state reflected most head support and least upper face movement. Reviewing the second ranked Child ego state for counselees, the following NVB patterns were observed: highest frequency of talk, head movement, arm, hand, and smiles. The lower face movement category was lowest in frequency compared to the other two ego states for counselees. Finally, the Parent for counselees revealed the following NVB patterns, lowest frequency: talk, head movement, arm and smile. Upper face movement was greater when compared to NVB frequencies of Adult and Child counselee ego states. The Not Assigned category for counselees showed more activity in talk, head movement, head support, arm, and upper face, and lowest frequency in lower face movement.

5. What frequencies of NVB will be seen within verbal subroles?

Subrole category areas were examined for the counselor and client in regard to Direct/Indirect and Defense/Growth subroles. For counselors, NVB activity tended to decrease when interacting in Indirect subroles, with the exception of hand movement which increased in Indirect subroles. Counselees increased talk and upper face NVB while decreasing hand movements within Growth subroles.

The data on counselor and counselee NVB within verbal subroles were presented in Chapter IV (pp. 71-75). The focus on results in response to question 5 will be addressed to the three dominant subroles for the counseling participants.

Counselors used the Clarification subrole most. In this Indirect subrole, no nonverbal categories were higher when compared to other counselor subroles. Considered separately, the head movement area was used more. The Information Gathering subrole for counselors had the highest smile category compared to other subroles. Structuring had no nonverbal areas which were comparably different when matched with other counselor subroles. Head movement and talk were the highest categories, while arm and smile movements had low percentages when considering this subrole separately.

Counsees used the Information Giving subrole more than others. This Growth subrole contained the highest talk movements, followed by head movement when compared to other subroles. Exploration had no high/low differences in frequencies when compared to other client subroles. Considered separately, exploration had highest frequencies of talk, head movement and hand NVB, while smile and arm movements were lowest. In the Conversational subrole, no NVB areas were different in high/low frequencies compared to other client subroles. Seen separately, this

subrole was highest in head movement and lowest in arm movement.

6. What frequencies of ego states will be associated with subrole categories?

During the counseling relationship counselors used the Adult ego state extensively while spending the majority of interview time in Indirect subroles. The counselor subrole with the most Child ego state was rapport building, yet the Adult ego state was still the dominant percentage in this subrole. In the clarification subrole the highest percentage of the Parent ego state for counselors was observed.

Results of Counselor interaction revealed that the Child ego state was dominant for most client subroles. An exception was the disconcertation subrole where the Adult was predominant. In addition, the Information Giving subrole had the most Parent ego state.

Conclusions

The data reflected differences in counseling interaction for counselors and counsees on the three variables investigated in this study. Conclusions reached on the results are reported in the following discussion.

1. Results indicated that counselors used a higher frequency and range of subroles than counsees during the counseling relationship. Counselors tended to focus on the topics of clarification, information gathering and structuring as reflected by the corresponding subroles they used. The dominant subrole of clarification combined with the additional topics of information gathering and structuring indicated the counselor's concern with identification and understanding of the nature of client problems during the first 15 minutes of counseling interviews.

Counselees used the information giving subrole predominantly during the counseling relationship. Additional counselee subroles were exploration and conversation. Thus, counselees seemed to be chiefly concerned with describing or explaining their problems and considering options or alternative solutions.

2. Counselees exhibited higher NVB movement categories in all areas except head support. Thus, counselees dominated NVB interaction within the counseling relationship via higher frequencies of movement. Perhaps this signals an optimum balance within the counseling dyad to facilitate counselee growth. Since NVB is the mode of emotional communication as related by Mehrabian's (1968) research, the clients were freely expressing their feelings, while counselors were limiting the emotional channel of their communication.

3. The Adult ego state was the dominant mode of communication for counselors, while the Child ego state was highest for clients during the counseling relationship. Thus, the major task for counselors seemed to concern the exchange and processing of information. The most frequent ego state for counselees was the Child, and its use reflected expression of emotions. Counselors were limited in their utilization of the Child ego state and even more restricted in use of the Parent ego state.

The counselors' high reliance on the objective communication of information via the Adult ego state may be viewed as a commendable effort to foster a nonjudgmental atmosphere. In that situation emotional problems were presented by clients for objective analysis and resolution. However, such reliance on the Adult ego state may have also reflected counselor inhibition. The reliance on the Adult may have resulted in exclusion of the emotional messages of support and nurturance. Finally,

limitation of counselor empathy in conveying understanding of the client may have occurred as a result of overuse of the dominant Adult ego state.

4. In the counseling relationship the low frequency of Parent ego states was too limited for analysis of associated NVB patterns displayed by the counselors and clients. Within the Adult ego state the NVB categories were comparatively even. A slight decrease in frequencies across all NVB areas was observed when compared to Child NVB frequencies. In the Child ego state the frequency of the smile NVB category was highest for both the counselor and client.

Smile NVB was most visibly associated with the Child ego state, while frequencies of NVB were slightly decreased in all categories within the Adult ego state. These NVB patterns in association with ego states indicated that both partners in the counseling relationship displayed less upper body movement while in the Adult ego state, and a higher frequency of upper body NVB in the Child ego state.

5. There was a trend toward less NVB activity for the counselor when moving from Direct to Indirect subroles. An exception was hand movements which significantly increased within Indirect subroles.

In the counseling relationship clients displayed increased NVB patterns of talk and upper face movements, while a decrease was observed in hand movements when moving from Defense to Growth subroles. Thus, the occurrence of more upper body movements for clients in Growth subroles reflected positive interaction within the interviews.

6. During the counseling relationship counselors used the Adult ego state extensively while spending the majority of interview time in Indirect subroles. The higher presence of the Child in the Indirect subrole of rapport building may have indicated the need for counselor

expression of emotions to foster greater rapport. Counselors experienced the impact of parental programming while engaged in clarification of client communication within the clarification subrole.

Perhaps the high presence of the Adult ego state in the Defense subrole of disconcertation was an attempt by counselees to overcome emotional confusion by increased organization or data processing. A pattern of subrole variation in ego state association for clients involved the subroles of information giving and information gathering. In the information gathering subrole clients were entirely in the Adult, objectively processing data. In the information giving subrole clients reflected slight Parent ego state involvement and predominant expression of the Child ego state. Thus, clients in the counseling relationship seem to gather or absorb information objectively. However, when giving data, clients were influenced by or were more concerned with expression of emotions which may have consequently influenced the information they presented. Interpretation of this conclusion may have been influenced by the short time sequence observed for the information gathering subrole.

Recommendations

1. Future studies of verbal subroles might use longer interviews, multiple interviews per counselor, and a greater number of total interviews to provide more opportunity for increased range and frequency in the categories of subroles.

2. Continued studies of Transactional Analysis ego states could use a criteria videotape with selected examples of videotaped ego states as a reference point in the training of judges. Thus, use of this training might help establish consistency of judge agreements by comparison

of judge classifications of ego states with a previously determined frequency of ego states contained in the training tape.

3. Additional studies of nonverbal movement might use a continuous time display within the live video picture. Thus, a digital time read-out could facilitate data analysis of NVB on the taped interviews. Also, use of a high speed tape review might highlight the symmetry and reciprocity of NVB between partners of the dyad during counseling interaction.

4. Studies which examine the utilization of Indirect and Growth subroles combined with a measure of effectiveness and satisfaction of counseling participants would be beneficial in adding new dimensions to the assessment of counseling effectiveness.

Concluding Statement

The intent of this study was to examine verbal and nonverbal interaction within counseling relationships. Through videotape analysis of verbal subroles, nonverbal behaviors, and T.A. ego states, this investigation attempted to discover additional data on the interactional dynamics of counselor and client communication.

Research efforts to comprehend the mysteries of NVB have been thwarted, as related by Gladstein's (1974) review of NVB in counseling. The current exploratory effort to discover basic elements of counselor and client communication met with frustration due to the scope and depth of this complex field. Some small sense of balance was achieved by comparing the effort of the current work with the vast scope of the interactional process field. Perhaps some perspective on the enormity of this area is provided by Pearce (1977) in describing research on child development.

Citing the research of Condon and Sander (1974), Pearce related findings that random movements in infants were really purposefully associated with sounds. They found through computer studies that each infant had a complete repertoire of body movements synchronized with speech sounds. Thus, a specific muscular response to each and every part of the cultural speech pattern was identified beginning in the uterine infant and extending on a microkinetic level through adulthood.

Such research suggests that nonverbal interaction may have individually learned aspects involved as precedents and antecedents to language. This possibility portends infinite complexity and variation as well as potentially discernible patterns of meaning for the students of communication in the counseling relationship.

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APPENDIX A

MANUAL FOR JUDGES AND DESCRIPTION OF SUBROLES

Manual for Judges

This research is concerned with counselor and counselee subrole behavior. Before subrole behavior can be scrutinized, it is necessary to identify and locate the various subroles that are presented by both the counselor and the counselee. For this study a subrole will be defined as "the adjusted general purpose or intent which a counselor or counselee has for a particular period in the interview." This point must not be confused with the broad general role of the counselor--that of a "helping" relationship, or with the specific technique being employed by a specific statement.

The judge, then, will be asked to concern his efforts with specific periods of time during a counseling interview in which he can discern the general purposes of both the counselor and counselee. Earlier research has given us identifiable counselor and counselee subroles and has indicated that these subroles change during the course of the interview.

When the purpose of the counselor, or counselee, changes, their statements change as well. When this occurs, the subrole changes and the point at which the change occurs is called a transition point. The location of subrole transition points is vital to the research at hand and will be primary to the judge's purpose.

Therefore, the judges will have two objectives in this research:

1. Locate specific points during the audio taped interview at which the counselor's or counselee's verbal behavior indicates that his purpose or intent changes from one time segment to the next.
2. Identify and label the purpose or intent of the counselor and counselee during these intervals, using the subrole definitions provided.

In locating and identifying counselor subroles, the judge must be aware that in some instances a counselor may be playing a given subrole and at an appropriate time produces a statement which may appear to change the subrole or shift to a different subrole for that one statement only. A rule of thumb may be indicated here in that this single statement may or may not imply a transition point and a new subrole. Should the statement be a short one and appear to be used only as a "technique," which in itself does not change the intent or purpose of the counselor for that segment of the interview, the judge should not indicate a transition point and new label. Should the counselor's single statement, however, be of such duration that the tone or purpose of the interview appears to the judge to have changed, he should indicate a transition point and label the statement as a subrole.

The Transition Point

The judge is to locate from audio taped recording of interviews the transition points at which the counselor and counselee change from one subrole to another. Worksheets will be provided which will have space for timed footage, a brief written recording of the counselor or counselee statement, and the labeling of subroles.

Definition: The transition point is defined as that statement by the counselor or counselee in which he gives evidence of assuming a different subrole.

An example of subrole transition may be portrayed in the following typescript of an interview. The transition occurs at counselor statement line 47. The discussion to this point has been the counselor giving the counselee factual information.

43. c: Because it's something you sort of work up into and there'd be nobody that could predict that you would be able to do that. . . .
- s: Of course, I don't know if I'd like that job . . . salesman . . . I think it's kind of . . . it's a . . . headache . . . I think I mean, I mean . . . it's always . . . something going on and . . . (laughs) . . . something. . . .
44. c: So many decisions having to be made. . . .
- s: Yeah. . . .
45. c: So many . . . so much responsibility . . . and so on.
- s: Uh huh.
- (Long pause)
46. c: That's sort of it for today?
- s: I think so.
47. c: Uh huh. . . . Well, why don't you finish the testing then . . . at your leisure. . . .
- s: Uh huh.

More than likely, the transition points will not always be as apparent and definite as the example. The judge is to select the point which seems "best" to him when the counselor, or counselee, gradually shifts his subrole.

In indicating a transition point, the judge will call for the recorder to be stopped and if necessary rewind and played again for clarification. At the specific counselor statement or counselee statement which he feels "best" points the change of counselor purpose (subrole), he will ask for the timed footage and the exact quote of the counselor (or if the statement is too long, paraphrase the statement). In the previous example, if the footage reading for line 47 were 5 min, 40 sec, the judging sheet would appear thus:

Footage	Counselor Statement	Subrole Label
5 min 40 sec	"Well, why don't you finish this testing then . . . at your leisure?"	

Labeling Subroles

After a subrole transition point has been determined, the judge should evaluate the content of the segment in terms of the counselor's or counselee's purpose during that segment and assign a label from either the 12 counselor subroles or the 10 counselee subroles, by signifying the letter and the one word label.

Procedures

1. Locating the transition points between counselor subroles.
2. Label the counselor subrole units.
3. Locating the transition points between counselee subroles.
4. Label the counselee subrole units.
 - A. Locating transition points. (Use the judge's rating sheets provided. A sample rating sheet is found following procedures.)
 1. Use two rating sheets for each interview, one for the counselor and one for the counselee. Should more space be needed, use an additional sheet but be sure they are attached and identified.
 2. Fill in the identifying information on each sheet.
 - a. Your initials.
 - b. Counselor's assigned number--found on cassette.
 3. The operator will start or stop the tape for you. Do not hesitate to ask to back up the tape at any time.
 4. Because we assume the interview is made up of a series of subroles, the judge should use the first counselor statement to be his first transition point. The same will be true for the

first counselee statement. It may be that the judge will be unable to label the period between the first counselor statement and the succeeding transition point. In this case the rating sheet will show no label, only N.A. This procedure will be the same for any other period between subrole transition points to which the judge would be unable to attach a label. This procedure will also be used in labeling counselee subroles and transition points.

5. When subsequent transition points become apparent, ask the operator to stop the recorder and rewind enough for you to locate the exact counselor or counselee statement which indicates a change in purpose (subrole).
6. Obtain the timed footage reading for that statement from the operator and note it in the first column and either copy verbatim or a close paraphrase of the counselor's or counselee's statement.

B. Labeling subroles. As each transition point is observed, the judge should carefully consider the counselor's or counselee's purpose in terms of the subrole definitions and assign that label by first indicating its letter designation and its one-word label.

Description of Counselor Subroles

1. The Judging Subrole. This subrole is characterized by those statements in which the counselor expresses his basic beliefs, attitudes, opinions, and values. The counselor statements are usually value-laden and may place the counselor in a position of disagreeing with the counselee. Generally, the counselor is urging the counselee to accept a decision made by the counselor for the counselee's own good. The counselee is frequently placed in a defensive position during this subrole.

Example:

94. C: Well, now, I happen to think Bob a great deal in prayer. Now I'm not telling you what to do, but, this is the basis of every religion you know that. So I don't think I'm stepping on your religious toes when I talk to you this way. Ah, I would like to encourage you to do this kind of thing cause it does take away the loss. But if you can't do that

or don't want to do that if you project yourself so that you see your self differently. . . . Has anyone ever talked to you in this way as I have. . . .

S: No.

95. C: Well, I think that this sort of thing, and because you're at home and because you've had time to think and reflect upon your parents it has affected you more than maybe your parents realize. . . . Now how far did your parents go through school?

S: My father had one year of college.

96. C: And your mother didn't finish, well, probably because of this they haven't thought too much about your going very far into education.

2. The Advising Subrole. This subrole is characterized by counselor statements which recommend a course of action for the counselee. The counselor's statements are generally not value-laden but do carry the intonation that the counselor has superior information about the concern being discussed. This subrole differs from the Judging Subrole in that there is less emotional involvement on the part of the counselor.

Example:

70. C: I think it would be a good idea, don't you? Cause you're going to have to work through them or someone to get yourself a job. Now, Bell Telephone is the only place that I could think of that will hire somebody 17, they frown on it a little bit, but if you're good they will, but you'll have to be prepared until, and when will you be 18?

S: September.

71. C: Well, you might as well prepare yourself for part-time or something until then.

S: Yeah, I know.

72. C: And ah, cause it's just, a, well, it is just so hard for a 17-year old to get a full-time job, and so, my suggestion is that we make some kind of arrangement for you to come down to the employment office and take their test because they'll help you, ah. . . . It really would be a good idea for you to take that test cause you'll never know till you do.

3. The Exploring Subrole. This subrole is typified by counselor and counselee behavior which indicates a give-and-take relationship. The counselor and counselee are exploring the situation in order to find possible solutions to the counselee's concern. The counselor is not urging or persuading in this subrole; he is suggesting alternative views or approaches to a subject. The counselor is attempting to get the counselee to consider a number of alternative roles so that the counselee can attempt to see how these roles fit. This subrole can easily be confused with the subroles Information Giving and Information Gathering; however, it differs from these two subroles in two important aspects. In general, the Information Giving subrole is primarily played for the counselee's benefit. The Information Gathering subrole is played primarily for the counselor's benefit, while the Exploring subrole indicates that the counselor and counselee are working together as a team to find solutions to the problem.

Example:

41. C: . . . Western College for Women.

S: Ha! Well, Notre Dame . . . uh . . . it isn't . . . why, I don't think it's one of the most expensive colleges. I don't, uh, their prices . . . I mean, to find it in a scholar . . . in a listing, but they do offer scholarships. . . .

42. C: Oh, yeah, we did have one of the offerings here over there. . . .

S: Well, you know, you were telling me that one of the girls in Two's going there and thought it was way above her, you know?

43. C: Right.

S: Well, the girl I work with has a, I think a cousin or something that went there, well, she was from Ashville and her father worked on the docks, and so they quit. I mean, you know, they live in an

old house and she had a lot of brothers and sisters, so they . . . and she liked it . . . she went all four years there.

44. C: Well, I think I should have been a little more explanatory here. I doubt that you would find as much trouble as this girl did. Why do you think you would have trouble?

S: Well, I . . . I really don't think I'd have any trouble getting along with any people.

45. C: How do you think you'd be able to do with the class work?

S: Oh, I guess I'd do OK.

4. The Information Giving Subrole. In this subrole the counselor is a specialist giving information on a topic about which he is expected to have considerable knowledge. The tone of this subrole is for the most part factual in nature. The counselor is generally providing information about courses, subjects, rules, regulations, procedures, occupations, college requirements, or factual information about the counselee's problem. This subrole is nonjudgmental in character; the counselor is merely attempting to provide the counselee with information which may prove useful to the counselee. The counselee usually asks the counselor for this information.

Example:

10. C: Let's first look at the test part here. Uh . . . your choice of colleges is going to require that you take both of the national testing programs available. T.U. requires what we call the SAT, that's the college boards, Scholastic Aptitude Test . . . that's the college boards. B.G. requires the ACT or the American College Testing Program. Now, the ACT is given in November, I believe it's usually the first Saturday. We're going to give both of them here at Lincoln, so there will be plenty of announcements so you should know when it's coming.

S: Uh huh.

11. C: You have to make your application about a month in advance and the ACT is \$4.00 and the SAT is \$4.50. You generally have to get your application in about a month before it's time to take them.

5. The Clarification Subrole. This subrole is characterized by a search for greater meaning and understanding of the counselee's concern. The counseling environment is usually nonthreatening in nature. The counselor helps the counselee verbalize his concerns in order to bring them into sharper focus. The counselor is generally directing his attention on the thoughts or ideas presented by the counselee. Seemingly unrelated aspects of the counselee's thinking or behavior are brought into perspective. Frequently, the groundwork is laid in this subrole for a more direct course of action that the counselor will take later. This subrole differs from the Reflection subrole in that it attempts to add insight to the counselee's thinking.

Example:

31. C: Do you see yourself in you growing up or feeling mature an important word in the whole process of thinking of things of the future and at the same time . . . How's Tom feel?

S: He feels the same way I do from what he said and he worries about, you know, his mother because his father is dead and his sister and her husband live with his mother right now in her house and if we got married we would probably have to live there too. It's a big family and won't work. Cause someone would have to take care of his mother and Ray and Ann won't move out because they don't want to go out on their own. And he worries about that. I don't tink I would have any trouble . . . she's real sweet and understanding.

32. C: Uh hun, do you think you ought to move in with her?

S: I don't know, sometimes I think I wouldn't want to that I'd rather have a home of my own and then sometimes I think that would be selfish because that would be putting her out and she wouldn't have anybody to go to.

33. C: You'd like to think about her, but you also know that you want to think about your ownself. Why does Tom feel so responsible for her?

S: Well, he says that they've used her a lot and well I know one of his brothers. She has to pay all of the electric bills and all of the small bills and they take advantage of her.

6. The Information Gathering Subrole. This subrole is characterized by counselor questions which call for informational or factual answers. Quite often the intention of the counselor is to obtain background information and to get a general understanding of the counselee's concern. The counselor is not focusing on the counselee's attitudes or feelings but merely is gaining information with which he may direct the topic under consideration to a new area. He may have made a tentative analysis of the counselee's problems and may wish to have his analysis confirmed or contradicted.

Example:

12. C: You were the winner of the Danforth Award, let's see was it two years ago? When you graduated from the Jr. High here?

S: Yes.

13. C: At that time did you have any definite ideas as to what you were going to do when you got out of high school?

S: No, I didn't have any definite plans.

14. C: Do you have any definite plans now?

S: Well, I plan to finish high school and go on to college as a teacher or in physics.

15. C: What year of school are you in now?

S: I'm going to be a senior.

16. C: Do you recall what the various aspects of the Danforth Award were? Why you were chosen as the outstanding boy?

S: Well, I don't remember exactly. It had to do with religion, scholarship, citizenship, and school spirit, and character.

17. C: Did you feel that you continued them throughout high school?

S: In some activities I've become more active and in others I've become, ah, less, I've worn down.

18. C: What about this scholastic average, is it as high as it was when you were in junior high?

S: It's about the same.

7. The Probing Subrole. This subrole is characterized by the counselor's pursuing the counselee's responses in depth. The counselor is attempting to "read between the lines" of what the counselee is saying. Such statements may serve to aid the counselor in formulating hypotheses concerning the counselee's basic difficulties and possibly lay the groundwork for a concerted plan of attack on the counselee's problems. This subrole differs from the Exploring subrole in that the counselee frequently has little or no understanding of the meaning of the questions the counselor is asking. It differs from the Clarification subrole in that it functions at a greater depth.

Example:

56. C: Help me understand what you're meaning there, Lynn.

S: Well, a good many of my friends can, in fact, feel real close to them. I can't talk to them and things and my parents, I don't know, they just don't seem friendly or something. I don't know, like someone you can't get close to. Whenever he's around they're just, ah, I don't know how to explain it, I've tried to think about it and really figure out what it is, but I can't.

57. C: For reasons that you're not able to understand right this minute, you feel that it's hard for your parents to be close to anyone.

S: I think it might be, you know, they don't want us to marry or something, but Marge and Dave are already

married. They really aren't . . . I don't know what it is. Marge is cross too.

58. C: Sometimes you wonder if they aren't afraid of having to give up too much if they, ah, feel close to her.

S: It could be.

59. C: To them it might seem the price to give. . . .

8. The Supporting Subrole. A counselor playing this subrole reacts in such a way as to give the counselee emotional support. The counselor may be attempting to help the counselee to see his own positive worth; he may be assuring the counselee that he need not be concerned about some problem; or he may be expressing his approval of a course of action suggested by the counselee. The counselor attempts to show the counselee that he is available and there is someone on whom the counselee can depend.

Example:

55. C: Uh huh, that would be how I feel, although I don't feel that I have a right to expect you to accept the way I feel about things. I think you have a right to decide for yourself, and I guess that's what you were putting into your words there, weren't you. That individuals do have a right. If I think it's right, I shouldn't worry about what others think, let them figure that out. That's hard for you to do, isn't it, Lisa?

S: Yes, even, well I haven't been going to church and then I started going to a Baptist instead of a strict Baptist and I like it real well. And so I've been pondering over whether to join or not and I looked around the audience and I saw a bunch of kids I thought, well, if I go myself I must be some kind of kook or something and I thought, well, if I'm gonna be that low I just don't deserve being able to walk up there so I walked up and I walked up proud.

56. C: You're still feeling proud aren't you?

S: Yes.

57. C: Your face tells me so. And when you do make decisions, you're thoroughly pleased and proud. And when you act in accordance with how you feel, you really do feel good. A while ago you seemed to be telling me that when you said if I know I shouldn't do it then I shouldn't do it but you said you're working on it, but that's not easy either but it makes you feel good too.

S: Yes.

9. The Reflecting Subrole. This subrole is characterized by neutral counselor statements that do not impede or sidetrack the counselee but do indicate to the counselee that the counselor is listening. The counselor adds no new ideas or thoughts; he limits himself to statements or phrases that reflect this listening attitude. This subrole usually occurs when the interview is moving along well and the counselee is verbalizing. The Reflecting subrole differs from the Clarification and Supporting subroles because the counselor is playing a less active role in the interview.

Example:

15. C: I see. You like to work with, ah, do something for people.

S: Ah, gee, I ever since, I like to be around people, you know.

16. C: You like to be around . . . ah, I see.

S: I don't want to get, get out some place where you get out and work around people. I don't mind, I don't want to get and work around filthy people. I, ah, don't mind if they take a bath one or ah, ah, I can't work in a plant like my dad does, I, he tells me stuff that goes on.

17. C: Uh huh.

S: It's not that I couldn't do the work, it's just don't get your, ah. . . .

18. C: Uh huh.

S: Then you see how my dad is at home. If he gets sick, well, well, you know it's a shock.

19. C: Ahhh.

S: The way he's working right now, it's easy to get hurt or sick, three months without food, without money, you know he, he has to pay the bills and there's just no money.

20. C: Uh huh.

S: So I'd like to get a job anywhere. But if I, I can make a little bit of money you know for, well, when I get married. I mean.

10. The Structuring Subrole. The structuring subrole includes two distinct areas: (1) structuring dealing with the relationship, and (2) structuring dealing with the topic.

1. Relationship. This includes the counselor's explanation of the counseling situation, i.e., how the counselor will operate as to time, what might be discussed, the approach to giving help, and the question of confidentiality. It includes both explicit and implicit explanation and delimitation of the counseling situation and operation. The purpose of this subrole is to provide limits for the counseling situation and to convey the mode of operation to the counselee.

Example:

1. C: Would you put your schedule in there? It will help me see which kind of subject you've been taking and how many credits you have and where you're heading.

S: You want to know what subjects I've taken this year?

2. C: Would you put your schedule in there? I'll survey it briefly--it helps to tell what subjects you've taken and how many credits you have.

S: You want to know the credits and. . . .

3. C: Yes . . . OK, Jim, go ahead.

S: Well, I'm gonna take the college prep . . . but I'm not sure . . . I'm not going to take phys. ed. next year so, I don't know if I'm going to go into economics and the business law or mechanical drawing and speech. I don't know which one.

4. C: Oh, I see. . . . Well, let's start right down here on this middle column. The ones you're definitely sure of. . . . You're sure you want to take one other subject. You study a lot at home?

S: Yes.

2. Topic. This subrole is characterized by counselor behavior which serves to open a new topic or to redirect the interview. The purpose for this may be because the counselor regards a particular topic as having been fully explored, the topic is a touchy one, or the counselor thinks of a new topic which is more relevant for consideration.

Example:

11. C: You do understand that you do have to get a science credit before you graduate?

S: Uh huh.

12. C: And you're not failing English, is that correct?

S: Yeah.

13. C: So you'll be all right to go ahead and take English 10 in the high school?

S: Well, I'm pretty sure from here on in I won't be failing any other subjects, except for science.

14. C: Do you have any idea about what the situation will be as far as your friend at the Welfare Department?

S: She's supposed to keep me until I'm 16.

15. C: Do you have any idea what will happen after that?

S: I don't know.

16. C: Do you ever see your real parents?

S: I've seen them one time.

11. The Rapport-Building Subrole. This subrole takes two general directions. First, that of maintaining and developing the counselor-counselée relationship, and second, that of social conversation. Both directions have the maintenance of positive rapport as their end goal.

1. Relationship. The counselor is attempting to assist the counselee to establish, develop, or maintain an interpersonal relationship or verbal contact with the counselor.

Example:

2. C: Alright, where shall we begin today?

S: I don't know.

3. C: You don't know where to begin. I know you have a pretty new dress on.

S: Thank you.

4. C: When did you get that?

S: I got it for the senior trip and. . . .

5. C: Uh huh, down to Columbus. How are things at home?

S: I don't know. I haven't been home too much over the weekend, ah, we got into an argument Friday.

2. Conversing. The counselor becomes a "peer" role and exchanges experiences and beliefs with the counselee as friends. The counselor appears to have no specific objective rather than enjoying the relationship.

Example:

56. C: I was for about . . . we went by boat sometimes, but I'm going back by plane.

S: Well, the first time we came back by ship. The first time I'd ever been aboard a ship I was about four years old, I was ecstatic, I wanted everybody

57. C: Uh huh, I like to, we saw the kids go out and meet the boat on Sunday morning when it came in. It

looked like fun. Then we were out ah, in a boat toward Pearl Harbor when it was leaving in the evening and cut around it so we could see them saying goodbye.

S: Oh, I love it.

58. C: But the temperature's there and the climate is just ideal. That's where.

S: I think I like it better than Nassau. I don't like Nassau and those islands too well.

59. C: Well, Hawaii is so clean and the people are so friendly.

12. The Closure Subrole. In this subrole the counselor indicates that the interview should come to an end. The counselor generally terminates the interview by announcing that the bell has rung and that it is time to go. In the process he may schedule another appointment with the counselee, engage in social conversation, or give the counselee a few parting words of advice or encouragement.

Example:

83. C: Uh . . . and this idea of . . . of changing plans once you get there. How can you let your parents know that plans have been changed and so on? Maybe we can talk a little about that next Tuesday too, OK?

S: Oh huh. OK.

84. C: Second hour, then.

S: Uh huh.

85. C: OK, Mike.

S: Thank you.

86. C: Yes, we'll see you then.

S: Are you going to give me a pass or do you want me to come down Tuesday morning and get a slip from you?

87. C: Isn't that for Tuesday?

S: Oh.

88. C: Bye.

Description of Counselor Subroles

1. Defense Reaction. This subrole is exemplified by a certain period during the interview in which the counselee's speech indicates that he is threatened. The counselee may be rebelling against a person, society, or any force that may be acting on him at that time. In some situations the counselor may be a threat to him in which there is always a definite lack of rapport. During this subrole the counselee may seem rather skeptical about the usefulness of the interview. In all cases the counselee is indicating a defensive attitude.

Example:

C: Well, when you take it this would be the thing here.
Is your English okay?

24. S: I'm passing it.

C: Well, you can take that, is there anything else
you'd like to take?

25. S: Well, I'll just do what they tell me to.

2. Passivity. This subrole is exemplified by a verbal behavior of indifference toward the counselor, the interview, or a particular subject. It differs from the defense reaction subrole in that the counselee indicates a lack of enthusiasm or a willingness to cooperate. It is typified by yes or no responses to counselor questions. Unlike the Information Giving subrole, the counselee does not give additional information. The counselee verbal response simply indicates that he has heard the counselor and nothing else. There is little or no verbal behavior on the part of the counselee.

Example:

C: Is it a feeling you'd like to share with me, but you can't give me the words right today.

60. S: Yeh.

C: Uh huh. Almost a feeling as if I really cared and you never thought I did. Does that make any sense to you at all?

61. S: Yeh.

C: You're more powerful than you ever thought you were. Does that make any sense?

62. S: Yes.

3. Conclusion. In this subrole the counselee indicates a definite measure of relief from a particular situation. The counselee is often self-assertive in that he states what he wants and what he does not want. He may be expressing ways of attaining predetermined goals. Almost always, he expresses an attitude of going after what he wants. It is further characterized by the point at which the counselee makes a choice from alternatives available.

Example:

15. S: What I'd like to do is to go work at it this summer and after the summer I could start up there, but I could start school in the fall and get in school something like that and during the winter until and then go to International.

C: International is a good place to work.

16. S: That's what I'd like to do, but that is really the executive type. Now, there's three different courses you can take. One was plain secretarial and secretarial is 12 months and it had principles and typing. The same thing I've had over there in Office Practice and Stenographic in 9 months and then Executive.

4. Information Gathering. This subrole is characterized by counselee statements which are directed at securing relevant information

from the counselor. The basic activity is one of information input and the source of that information is the counselor. The counselee is obtaining specific information about some topic.

Example:

63. S: You only take algebra one semester?

C: One semester, it's Math I.

64. S: College algebra is Math I?

C: Right.

65. S: I could do it in one year?

5. Information Giving: This subrole is characterized by the counselee giving a verbal account of things or events which have happened to him. The counselee is giving his view as he sees it at that particular time. He may be providing information about himself in relation to a certain situation, or he could be revealing his immediate problem to the counselor. This information may be given voluntarily or it might be simply answering questions. In either case, the counselee actively takes part in the interaction by providing relevant information.

Example:

14. S: Yes, they can only take 100 students and if I get my application with the first 100 it'll be accepted.

C: They haven't mailed out the Registration yet?

15. S: No, they'll do that after the 16th.

C: They're only taking 100?

16. S: Yes.

C: I see, is that a first come, first serve basis?

17. S: Yes, you pay your money when you make arrangements for housing for fall term and also for summer school in order to be accepted.

6. Disconcertation. A counselee playing this subrole reacts in such a way that his statements indicate a confused or ambivalent behavior. The counselee may appear to be overcome by circumstances beyond his control. An inability to effectively cope with his environment is presented. Pressures acting on the counselee appear so great that orderly thought is difficult. The counselee is indicating that he does not know what course to follow.

Example:

28. S: Yes, he seemed to be. I just felt to myself don't go, I didn't want him to go back.

C: I think the way you've tried to approach this thing. . . . I think this is ah, don't you feel if you are genuinely sorry for something, sort of like repenting for it. . . .

29. S: I suppose so, it depends on how you feel. Sometimes you can't though. This depends on how you go about it. I haven't tried. It had been two weeks after Grandpa died and I hadn't noticed anything odd at all when she started talking about going with him, and so forth, and it was awful. You'll have to forgive me but I can't control myself. When I'm with R_____, I'm alright, but I can't get out with him all the time He wasn't the one I wanted anyhow.

7. Conversational. In playing this subrole, the counselee participates verbally with the counselor in such a way that the verbal exchange takes on a social tone. No new ideas are presented and the counselee just seems to be exchanging information with the counselor. The interaction in this subrole is open-ended and is not intended as a means of accomplishing any stated purpose.

Example:

14. S: It's gone by so fast I'm just getting used to him again you know, and it doesn't feel like he's in the Army, but I guess I'll realize it tomorrow. He bought me this for graduation.

C: He did, it's very pretty.

15. S: Thank you. We went to see the Beachboys Friday night, and his brother-in-law's a sheriff and he got us behind the stage to talk to the Beachboys and we saw them and then we went to the Brown Derby afterwards, so he gave it to me early so I would have it.

C: Kind of a good weekend?

16. S: Yeh, we went swimming yesterday.

8. Exploration. This subrole is apparent when the counselee is attempting to sort through feelings, consider possible reasons for such feelings, or consider alternatives. The interaction is on a feeling level. For instance, he may be trying to solve a particular problem by discussing various solutions with the counselor. This subrole is characterized by an exchange of ideas or plans on a constructive basis. The counselee is attempting to arrive at some kind of a solution.

Example:

4. S: I think what I enjoyed was math and biology. I love the course, but I... I don't know... Mr. _____ and I kind of are at odds you know in a sense. It's not that we dislike each other, but he makes me nervous.

C: He makes you nervous. Why, does he expect too much?

5. S: No. Of course I'm way down and I don't give him enough, but I just can't explain it. He has a self-righteous attitude, but he is really a nice person, but his teaching methods are a shame.

C: He's a fine person.

6. S: Uh huh, I guess maybe that's what bothers me. He's what I know I never will be. I'm a Catholic. I'm a good Catholic, but I'm not that religious or that good.

C: Well, I know I have a feeling that your values are probably more important to you now than they have been for many years. You'll find that next year too.

7. S: I know it sounds strange and hard to explain, but the way I've been brought up from a very small child in a Catholic school up until high school, it's hard to switch from a school so delved in your own soul that, oh, I've enjoyed going to public school. I've learned so much about other people, I've, I don't think you learn that at a Catholic school.

9. Support-Seeking. The counselee playing this subrole is asking for reassurance from the counselor. A need for approval is presented by the counselee. Typically, the counselee is unsure of his social role and has a strong desire to be accepted. This subrole differs from the disconcertation subrole in that he is aware of his problem but desires counselor support prior to implementing a course of action.

Example:

13. S: Oh, it's hard enough for now.

C: And with the biology you could add another year, but it's when you got through with your foreign languages, if you had, what were you thinking of taking, French or Latin?

14. S: Well, Mama said I should take French. That's another thing I can't decide on, what, because they say Latin's a dead language and everything, but then so much of English is based on it and it's been, if I would decide later on even in college to take another foreign language, it would give me a background, but she keeps saying if she was in school now and she had her choice she'd take French before she'd take Latin, so.

10. Adaptation. The interaction on the part of the counselee in this subrole is typified by a genuine concern and willingness to accept the present situation. The verbal behavior of the counselee indicates that he seeks cooperation with the counselor and to some degree that he is sympathetic and reassuring toward the counselor. In an extreme case a reversal of roles is indicated.

Example:

C: I imagine. There's a three, that that.

102. S: Okay.

C: Well, I know how to get you one here real quick.
We'll do that when we're all finished.

103. S: Alright.

C: You're going to try to improve your grades?

104. S: Yes.

Summary of Counselor Subroles

- | | |
|----------------------------|---|
| A. (Judging) | Cr. expresses own basic attitudes and opinions.
Ce. frequently placed on defensive. |
| B. (Advising) | Cr. recommends course of action--shows less emotion than A. |
| C. (Exploring) | Cr. give and take (team) offers alternatives but does not persuade. |
| D. (Information Giving) | Cr. supplies essential information. |
| E. (Clarification) | Cr. is seeking to help Ce. gain better understanding of own concern. |
| F. (Information Gathering) | Cr. does not focus on Ce's attitude or feelings, only seeks facts for Cr's benefit. |
| G. (Probing) | Cr. pursues Ce's responses <u>in depth</u> , greater depth than clarification. |
| H. (Supporting) | Cr. gives Ce. emotional support. |
| I. (Reflecting) | Cr. is neutral in reflections, i.e., he does not select out areas or introduce new ideas-- <u>Listening</u> . |
| J. (Structuring) | 1. Relationship--Cr. explains counseling relationship.
2. Topic--Cr. opens new topic or re-directs. |

- K. (Rapport Building)
 - 1. Relationship--Cr. attempts to establish himself as "helper."
 - 2. Conversing--Cr. simply small talks.
- L. (Closure) Cr. Attempts to end interview.

Summary of Counselor Subroles

- 0. (Defense Reaction) Ce. is threatened and rebels against person, society or other force. Rapport usually lacking. Ce. skeptical about usefulness of interview.
- 1. (Passivity) Verbal indifference toward Cr., interview, or subject. Yes and no responses.
- 2. (Disconcertation) Ce. acts confused. Inability to cope; orderly thought is difficult.
- 3. (Conclusion) Ce. expresses attitude of having made a decision from a set of alternatives. Indicated goal-directed behavior.
- 4. (Information Gathering) Ce. is obtaining relevant, specific information from the counselor.
- 5. (Information Giving) Ce. gives verbal account of things or events which happened to him, as he perceives them.
- 6. (Conversational) Ce. engages in social conversation not generally related to the interview.
- 7. (Support Seeking) Ce. is asking for reassurance, approval, or empathy.
- 8. (Exploration) Ce. is attempting to sort through feelings, consider reasons for feelings, or search for alternatives.
- 9. (Adaptation) Ce. shows a willingness to accept his role, feelings, or situation.

APPENDIX B

MANUAL FOR OBSERVERS

The present investigation is concerned with nonverbal behavior of counselors. Nonverbal behavior is defined as body movement which may or may not be associated with verbal speech, but which can be observed and identified by viewing video tape playback of counselors.

As a participant observer for this study, you will have the following specific duties: (1) study the observer's manual thoroughly; (2) after you are assigned a specific behavior, you will view ten video tapes and concentrate on the behavior for which you are responsible; (3) upon the occurrence of your assigned behavior, press the appropriate code button for the recorder to note; (4) maintain strictest confidence as to the person observed or any content material which may become apparent during your observation.

Island's (1967) Taxonomy of Counselor Nonverbal Behavior will be used to define each of the categories of behaviors for this investigation. Following are excerpts of Island's description of each category.

Category 1: Head Movement. Any and all movements of the head are included in this category, including nods, shakes, head gestures, gross and subtle head position changes, except those very slight head movements associated with speaking. Also excluded in this category are head movements resulting from chair movement. The observer in every case decides if the movement was or was not a result of head and neck muscle movements. It is expected that this category would have frequency occurrences. Thus, it is a "movement" category.

Category 2: Head Support. Any and all occasions when the counselor supports or partially supports his head by his fist, hand, fingers, or arm are included in this category. Since it is impossible for the observer to determine if, in fact, the head is being supported by this

manner, all questionable occurrences are included, with the general stipulation that the elbow should be resting on something. Examples of this category are such occasions when the fingers or open hand is gently resting against the face or chin, or when one finger is pushing against the cheek, in addition to the more common fist or knuckles resting in support of the chin or cheek. This category is basically a position category, since the behavior is, in general, continuous over a period of time.

Category 3: Head Support Shift. This category is derived from data in Category 2 and is not directly tallied from the films. This category is designed to measure every new occurrence of Category 4, provided these occurred at least five seconds apart. Thus, while Category 4 would be recorded every five seconds, if the shift to the behavior or out of it would be recorded in Category 5. Since Category 4 is a position category, this category is derived to measure gross shifts in position.

Category 4: Lower Face. Any and all movements of the lower face, including pursing the lips, biting and licking the lips, opening and closing the mouth when not speaking, general other mouth movements, moving the tongue inside the lips, moving the nose, grimacing, touching the lips with hands or fingers comprise this category. Not included are all smiles and laughs. The lower face category defines the area beneath the eyes. This category is a movement category due to the short duration of the behaviors in question.

Category 7: Smile. Any and all occurrences of a full-fledged smile, usually with teeth showing, cheeks pouched and wrinkles at the corners of the mouth very pronounced are included in this category.

Teeth do not have to show as a criterion, however; more important was the pronounced difference in the wrinkles at the corners of the mouth. Slight grins, grimaces, and slight smiles while talking were not counted. Since a smile is somewhat difficult to define for replication, it in effect becomes defined by whatever the observer decides a smile is.

Category 6: Upper Face. Any and all occurrences of facial movements above the eyes comprise this category, including raising and lowering of the eyebrows, presence of wrinkles in the forehead, other movements of the forehead, changes in wrinkles at the corners of the eyes, but it excludes movement of the eye lids themselves, since tapes are not adequate to allow reliable measures of eye lid movements. This is a movement category.

Category 7: Hand Movements. Any and all occurrences of hand and finger movements are included in this category, even those movements which are very slight. This is a movement category.

Category 8: Arm Movements. Any and all occurrences of significant movement of the elbow or wrist, usually involving a displacement of two to three inches distance constitutes an arm movement. This category is recorded even if it occurred momentarily and returned to the same position. This is a movement category.

Category 9: Forward Position. This category is one of three body positions into which the observer is obliged to categorize the counselor's position during each time segment. This category included positions that ranged in "forwardness" from a slight leaning forward in the chair, from a hypothetical perpendicular plane with the floor, to a very pronounced forward leaning, which may involve, for example, leaning on the

desk. Usually both feet are or could be on the floor. This is a position category.

Category 10: Upright Position. This category is one of three body positions into which the observer is obliged to categorize the counselor's position during each time segment. This category includes a somewhat smaller range of possible positions than Category 12. The postures vary around the counselor sitting more or less in the "good posture" position, upright in his chair, more or less vertical, or perpendicular to the floor. This position could be slightly more backwards than forward, since many counselors appeared to maintain an "upright" position while tipped slightly back in a swivel chair. This is a position category.

Category 11: Backward Position. This category is one of the three body positions into which the observer is obliged to categorize the counselor's position during each time segment. This category included positions of "backwardness" from a slouched backward lean in an upright chair to a pronounced tip of the chair to accentuate the backward lean. One general criterion is that one or both feet of the counselor would no longer be able to touch the floor, except when in the backward slouch, although the use of this cue is by no means applicable across all counselors, particularly the women counselors. This is a position category.

Category 12: Body Shift. This category is derived from data in Categories 12, 13, or 14 and is not directly tallied from the tapes. Every occurrence of the beginning of a position as described in categories 12, 13, or 14 constitute a recording for this category. This is a shift category.

Category 13: Talk. This category is tallied from the sound tapes of the interviews, not from the films. Talk is defined as the utterance of an understandable English language word including single word responses, but not including mumbles, huh-huh, uh-huh, mmmmmm, hminmmm, groans, etc. This is a combination movement and position category, since talk responses could be categorized as either momentary or long-lasting (position).

Category 14: Talk Shift. This category is derived from data in Category 13 and is not tallied directly from either the tapes or the films. Every new speech (defined in Category 13) begun by the counselor constitutes a recording for this category, provided a time interval separates the speeches. A new speech could be defined as a single word response, such as "Yes," followed by nothing more, or it could be defined as the first word in a 3-minute speech of continuous verbiage. In both of these examples, one tally would be recorded for this category, since this category confines itself to shifts into speaking behavior. This is a shift category.

Coded Behavior Categories

- 1: Head Movements
- 2: Head Support
- 3: Head Support Shift
- 4: Lower Face Movement
- 5: Smile
- 6: Upper Face Movement
- 7: Hand Movement
- 8: Arm Movement

- *9: Body Position Forward
- 10: Body Position Upright
- 11: Body Position Backward
- 12: Body Position Shift
- 13: Talk
- 14: Talk Shift

*Items 9 through 14 were tallied by the experimenter.

APPENDIX C

POSSIBLE EGO STATE RESPONSES

Analyzing Ego State Vocabulary and Body Language*

Parent

Sample words and phrases: should, don't, must, ought, always, never, now what, if I were you, let me help you, because I said so, don't ask questions, do not disturb, be good, what will the neighbors say, there there, sweetie, honey, and dearie.

You are: bad, good, stupid, ugly, beautiful, smart, ridiculous, naughty, evil, talented, cute, all wet, horrible, a trial, a blessing, a brat, an angel, absurd, asinine, shocking.

Try, don't be afraid; come on now; see, it doesn't hurt; don't worry; I'll take care of you; here's something to make you feel better.

Gestures and postures: pointing an accusing or threatening finger; a pat on the back; consoling touch; pounding on the table; rolling eyes upward in disgust, tapping feet or wringing hands in impatience; shaking head to imply "no-no" or "OK!" Arms folded across chest with chin set; face tilted up looking down nose; holding and/or rocking someone.

Tone of voice: sneering, punitive, condescending, encouraging, supportive, sympathetic.

Facial expressions: scowl; encouraging nod; furrowed brow; set jaw; angry; sympathetic or proud eyes; smile; frown; loving; hostile; disapproving.

Adult

Sample words and phrases: how; when; who; what; where; why; probability; alternative; result; yes; no; what are the facts; this is not proven but opinion; check it out; what has been done to correct it so far; it's 1:30 P.M.; what are the reasons; have you tried this; mix two parts with one part; this is how it works; let's take it apart and look at it; let's look for the causes; according to the statistics. . . ; change is indicated; the meeting is at 2:00 P.M. Friday.

Gestures and postures: straight (not stiff) posture; eye contact that's level; pointing something out (i.e., direction) with finger; listening by giving feedback and checking out understanding; interested.

*This appendix was taken from Dorothy Jongeward and Muriel James, Winning With People: Group Exercise in Transactional Analysis (Addison-Wesley, 1972).

Tone of voice: clear without undue emotion; calm; straight; confident; inquiring and giving information.

Facial expression: thoughtful; watching attentively; quizzical; lively; here and now responsiveness; eyes alert, confident.

Child

Sample words and phrases: gosh, wow; gee whiz; can't; won't; gimme; dunno; want; wish; (any kind of baby talk); mine; eek. Ain't I cute; look at me now; did I do all right; I'm scared; help me; do it for me; nobody loves me; you make me cry; it's your fault; I didn't do it; he's no good; mine is better than yours; I'm going to tell on you; you'll be sorry; I wanta go home; let's play; phooey on this old job; more candy; I hope everybody loves me.

Gestures and postures: slumped; dejected; temper tantrums; batting eye-lashes; joyful or exhilarated posture; curling up; skipping; squirming; nose thumbing; (other obscene gestures); nail biting; raising hand to speak.

Tone of voice: giggling; gurgling; whining; manipulating; sweet talk; asking permission; swearing; spitefulness; teasing; sullen silence; taunting; needling; belly laughing; excitement; talking fast and loud; playfulness.

Facial expression: teary eyed; pouting; eyes looking upward at another; downcast eyes; joyfulness; excited; curious; psyching things out; tilted head; flirty; looking innocent and wide-eyed; woe-be-gone; helplessness; admiration.

APPENDIX D

DESCRIPTIVE STATEMENT

Counseling Interaction Research Project

The University Counseling Service is cooperating with Oklahoma State University's Applied Behavioral Studies Department of Counselor Education in studying counseling behaviors involved in the interaction between counselor and counselee.

In order to analyze these behaviors, an audio and video tape record of the counseling session is necessary. Although verbal and nonverbal behaviors will be examined in this study, the focal interest is centered on the interplay of the communicational process. Thus, attention will be directed to frequencies of communicational behaviors across subjects (counselors as a group, clients as a group), rather than on individuals or particular aspects of the counseling process such as personal, social, or educational concerns. In this sense, no particular type of counseling directed at specific kinds of problems is necessary. Instead, any topic that counseling participants are comfortable with communicating about is satisfactory. Indeed, if discomfort is encountered during the recorded counseling session, it would be acceptable to agree to deal with such issues in other, nonrecorded sessions.

All recording will be held in strict confidence, with no identifying names or other descriptive verbal material allowed. Tapes will be erased immediately upon completion of the study.

If you are agreeable to one, one-half hour recorded counseling session, please sign your name to the informed consent statement. This written consent will be held in your counseling records--accessible only to your counselor until the completion of this study and then destroyed along with the research tape (see consent form, Appendix E).

Your assistance is greatly appreciated in providing needed research data on the actual counseling process. This valuable information may allow new ideas to emerge based on more complete and accurate data. Earlier studies have predominately examined only one of the counseling participants and used role-playing simulations of the counseling process.

As an optional personal benefit, you may review this videotape recording with your counselor to gain greater self-awareness. Such visual feedback has been sometimes helpful in producing new perceptions and insight into behaviors as seen by others, or in illuminating problem areas of communication. Thank you for your cooperation and assistance with this research study.

APPENDIX E

CONSENT FORM

The undersigned authorizes the videotaping/audio recording of a one-half hour counseling interview as a participant in research on counseling interaction behaviors.

It is my understanding, and I agree, that the counseling session in which I participate may be observed by graduate student counselors. I understand that the purpose of this observation process is to analyze the frequencies of interaction between counseling participants, and is not meant as an invasion of my rights of privacy; therefore, in consideration of the benefits received by me and of the benefits I hope will be bestowed on others due to improvements in counseling techniques, I specifically waive my rights of privacy for this purpose only.

I agree to hold the counselor, Oklahoma State University, and those students observing the counseling session for frequency data free of and harmless from and against any claims, demands, or suits of any kind based upon or resulting or claimed to result from this counseling session; it being understood that everything possible will be done, consistent with the purpose of this consent, to protect my privacy in the use of the videotaped/audio recording.

Signature of Client

Date

Signature of Counselor

APPENDIX F

REQUEST FOR PARTICIPATION IN RESEARCH

OKLAHOMA STATE UNIVERSITY

M E M O R A N D U M

DATE September 14, 1977

TO University Counseling Services Staff

FROM Gary L. Silker

SUBJECT Request for Participation in Research

In response to recent journal articles calling for "field study" research in the helping professions, your cooperation is solicited in conducting a research project on counseling interactional behaviors.

This descriptive study involves videotaping "live" counseling sessions to allow analysis of both counselor and client behaviors. This videotaping will be done in the video lab of North Murray Hall and involves a one-half hour session. Thus, your involvement would require a total of one-half hour of your time.

Participation is strictly voluntary, based on informed consent. Clients will be selected with your assistance. You are asked to assess your client load for clients which might be agreeable to being videotaped during the counseling process. Your assistance in this respect is valued and necessary, both in preserving confidentiality of clients and in evaluating cases who might be receptive to such brief intrusion in the counseling process. With clients you feel comfortable in approaching about becoming involved with this research project, you are asked to present them with the descriptive statement (attached) and the informed consent form for their signature.

Details of the research study will be discussed briefly at staff meeting this Friday. Any questions regarding this study will be willingly discussed on a personal basis.

GLS/cf

VITA²

Gary Lee Silker

Candidate for the Degree of

Doctor of Education

Thesis: THE IDENTIFICATION OF TRANSACTIONAL ANALYSIS EGO STATES AND
NONVERBAL BEHAVIOR WITHIN COUNSELING SUBROLES

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Paris, Tennessee, March 23, 1943, the son
of Dr. Ted Silker and Cleo Silker.

Education: Graduated from Kirbyville High School, Kirbyville,
Texas, May, 1961; attended Lamar University, Beaumont, Texas,
1961-1962; received the Bachelor of Science degree from
Oklahoma State University, Stillwater, Oklahoma, May, 1966,
with a major in Psychology; received the Master of Science
degree from Oklahoma State University, July, 1972, with a
major in Student Personnel and Guidance; completed require-
ments for the Doctor of Education degree at Oklahoma State
University in December, 1979.

Professional Experience: Employed as Director of the Stillwater
Personal Contact Crisis Center, Stillwater, Oklahoma, 1972-
1973; Counselor Intern for the Counseling Center at South
Oklahoma City Junior College, Oklahoma City, Oklahoma, 1974-
1975; Psychiatric Assistant for the Mental Health Unit of the
Stillwater Municipal Hospital, Stillwater, Oklahoma, 1975 to
present; Veterans Counseling Psychologist for the University
Counseling Service at Oklahoma State University, 1975 to
present.

Organizations: American Personnel and Guidance Association,
American College Personnel Association, Oklahoma Personnel
and Guidance Association, Oklahoma College Personnel Associa-
tion.