

72-4398

THOMSON, George, 1928-
THE IDENTIFICATION OF EGO STATES IN
TRANSACTIONAL ANALYSIS.

Georgia State University - School of Arts
and Sciences, Ph.D., 1971
Psychology, clinical

University Microfilms, A XEROX Company, Ann Arbor, Michigan

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THE IDENTIFICATION OF EGO STATES IN TRANSACTIONAL ANALYSIS

A DISSERTATION

Presented in Partial Fulfillment of Requirements for the
Degree Doctor of Philosophy in the Division of
Graduate Studies, School of Arts and Sciences,
Georgia State University
1971

By

George Thomson

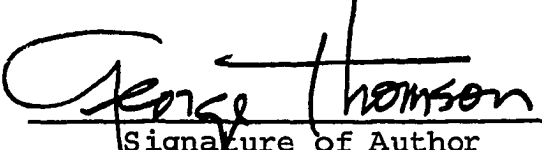
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ACKNOWLEDGEMENTS

To Dr. Irma Shepherd I wish to express sincere thanks for her direction and encouragement. I also appreciate the guidance and counsel of Dr. Ray Craddick, Dr. Joen Fagan, and Dr. George Taylor.

In addition I wish to thank the following people for their cooperation:

The staff and patients of the Veterans Administration Hospital in Palo Alto, California.

The members of the Eric Berne Seminar in San Francisco, California,

The Directors of the Western Institute for Group and Family Therapy, in Watsonville, California.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
CHAPTER	
I. INTRODUCTION	1
II. REVIEW OF THE LITERATURE	12
III. HYPOTHESES	16
IV. METHODS AND PROCEDURES	21
V. RESULTS	32
VI. DISCUSSION	45
VII. SUMMARY	56
REFERENCES	59
APPENDICES	64

LIST OF TABLES

Table		Page
1	Transactional Analysis Experts' Agreement on 76 Segment Tape	24
2	Subject Groups	28
3	Demographic Information, Normal and Psychiatric <u>Ss</u>	29
4	Mean Observed Scores for Normals (N=61) Compared with Mean Scores Expected by Chance	33
5	Mean Scores, Normal and Psychiatric <u>Ss</u>	34
6	Total Scores, Normal Group Versus Each Psychiatric Group, Independent <u>t</u> -tests	34
7	Mean Total Scores of Normal and Psychiatric <u>Ss</u> Grouped by Education, Age, and Sex	35
8	Pairs of Normal and Psychiatric <u>Ss</u> Matched for Education, Age, and Sex	37
9	Difference Scores (<u>D</u>) of Matched Pairs of Normal and Psychiatric <u>Ss</u>	38
10	Summary of Significance Levels of Scores of Psychiatric Groups as Compared with Normal <u>Ss</u> .	39
11	Ratio of Parent Items Misidentified as Adult (P→A) to Parent Items Misidentified as Child (P→C) for All Groups	41
12	Ratio of Each Psychiatric Group's Scores to Normal Scores (Parent, Adult, and Child Scores).	42
13	Total Scores, Transcript Experimental and Control Groups	43
14	Workshop Experimental and Control Groups Total Scores, Pretest and Posttest	44

CHAPTER 1

INTRODUCTION

Problem

Transactional Analysis is the personality theory and system of psychotherapy originated and developed by Eric Berne. Although the value of Transactional Analysis has been attested to by many professional therapists and their clients, the basic concepts of the theory have not been rigorously investigated. Central to the theory is that personality consists of three identifiable ego states labeled Parent, Adult, and Child. However, except for one limited study by the writer (Thomson, 1968), there has been no research to demonstrate that ego states do exist and can be consistently identified. The purpose of this study is to investigate several problems concerning the accuracy with which normals and certain psychiatric groups identify ego states.

Background

The personality theory of Transactional Analysis is drawn from psychoanalysis and is concerned primarily with the ego. Berne's concept of the ego is similar but not

precisely the same as Freud's (1920). Freud saw the personality as consisting of the id, ego, and superego. The ego among its other functions makes observations and judgements about inner feelings and the outside world. The ego also mediates between id impulses and superego control. It grants or postpones gratification of id impulses in such a way that the person is able to survive. Transactional Analysis does not deal with the id and the superego, only the ego. Berne contends that the personality is manifest in three ego states. He defines an ego state as follows:

. . . an ego state may be described phenomenologically as a coherent system of feelings related to a given subject, and operationally as a set of coherent behavior patterns, or pragmatically, as a system of feelings which motivate a related set of behavior patterns (1961, p. 17).

The three ego states are: Parent (those characteristics, values, and attitudes, borrowed from parent and other authority figures), Adult (the data processor oriented toward objective reality), and Child (the personality of the individual when it was first essentially formed at about age five, six, or seven, and which is still part of the personality). Berne differentiates between superego-ego-id and Parent-Adult-Child, and states that they are neither

synonymous nor redundant, but represent different approaches.

The Child, archaic as it is, is still an organized ego state while the id, according to Freud, is "a chaos . . . it has no organization and no unified will" and . . . the super-ego is "a special agency within the ego whose predominant function is critical control," while the Parent is a complete ego state in itself. The patient whose (mother) Parent predominates habitually or at a given moment is not acting as though her mother "observes, orders, corrects, and threatens," but instead is acting just like her mother did, perhaps even with the same gestures and intonations (1957, p. 300).

Berne's concept of the ego and ego states is derived from Freud through Federn (1952) and his student and bibliographer, Weiss. Weiss quoted Freud (1922) to show the potential existence of more than one ego state in the person:

Originally the ego includes everything, later it detaches itself from the external world. The ego-feeling we are aware of now is thus only a shrunken vestige of a far more extensive feeling . . . If we may suppose that this primary ego-feeling has been preserved in the minds of many people--to a greater or lesser extent--it would coexist like a sort of counterpart with the narrower and more sharply outlined ego-feeling of maturity . . . (1950, pp. 13-14).

Federn stated that the ego is the sensation of one's own self and is felt as well as known. The ego includes the feelings of the self in the past and also in the present. This change from past ego state (Child) to present ego state (Adult) is very similar to Berne's view of ego states and changes in ego states.

Although there is no evidence that Berne was influenced by Sullivan, Berne's concept of ego is similar in some ways to Sullivan's self system. Sullivan described the self system as a cousin of Freud's concept of ego, "the system involved in the maintenance of felt interpersonal security (1953, p. 109)." Sullivan saw the development of the person starting as Man the Animal, and through interaction with others and the introjection of aspects of others he creates the self system which enables him to become Man the Human. The main introjects are the good mother, that is, the nurturing aspects of those who care for him, and the bad mother, the anxiety within those who care for him. This closely parallels certain aspects of Berne's Parent. Sullivan has no concepts that are particularly similar to Berne's Child and Adult ego states.

Berne (1961) stated that the work of Penfield on the electrical stimulation of the cortex, and the work of Chandler and Hartman, with LSD-25, showed that ego states of former age levels are maintained in potential existence in the personality, and that these states can be reactivated. However, Penfield, and Chandler and Hartman do not claim to be dealing with ego states, and Transactional Analysis uses neither LSD-25 nor electrical stimulation of the cortex.

Actually, Berne offers little other than clinical and anecdotal evidence to support his contention that ego states are real identifiable phenomena.

The Theory of Transactional Analysis

Transactional Analysis, whether as a method of individual or group psychotherapy, relationship therapy, or therapy for organizations and groups, follows essentially the same procedures: (a) the identification of which ego state provides what transactional stimulus and the analysis of transactions among ego states, (b) the analysis of games, and (c) the analysis of scripts, or life plans. An explanation of these procedures follows.

The identification of ego states and the analysis of transactions. Berne diagrams an individual personality thus:

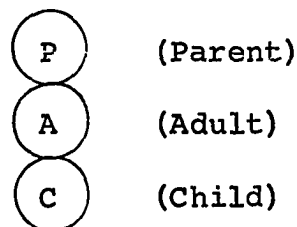


Figure 1

Taken together, the three circles represent one person.

Each circle represents one of the three ego states of that

person. Parent, Adult, and Child, when referring to ego states, are capitalized, and are often represented by the capitalized initials, P, A, and C.

Berne calls the basic unit of social intercourse a transaction. If two or more people encounter each other, eventually one, called the agent, will speak or in some way acknowledge the presence of the other. In Transactional Analysis terms, this is a transactional stimulus. The other person, called the respondent, will respond in some way related to the stimulus. This is called a transactional response. In chains of transactions, which constitute most normal communication, each response becomes a new stimulus. The basic application of the analysis of transactions is the identification of (a) which ego state of the agent initiates the stimulus, (b) which ego state in the respondent it is directed toward, (c) which ego state of the respondent initiates the response, and (d) which ego state this response is directed toward.

The simplest transaction involves only one ego state, an Adult stimulus directed toward the Adult in the respondent, and an Adult response directed back to the Adult in

the agent. For example:

Agent: "What time is it?" (A-A)

Respondent: "Four o'clock." (A-A)

Together, these two statements form one reciprocal Adult-Adult transaction, which can be diagrammed as follows:

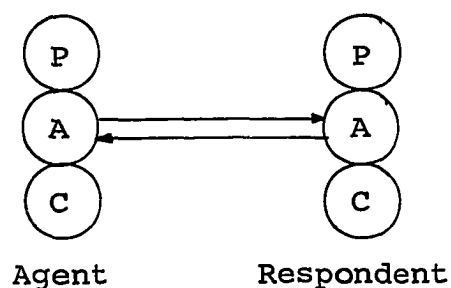


Figure 2

Note that the vectors (arrows) do not cross. This constitutes a complementary transaction.

Next in complexity, because it involves two ego states, is the complementary Child-Parent transaction. For example:

Agent: "Daddy, I'm scared." (C-P)

Respondent: "Stay close; everything will
be all right." (P-C)

This transaction can be diagrammed as follows:

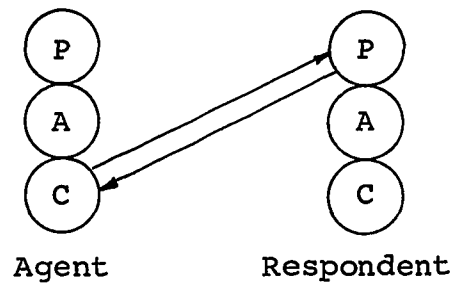


Figure 3

Communication tends to proceed in smooth chains so long as the transactions remain complementary. Berne claimed that this is independent of the content of the transactions, and dependent only on the parallel direction of the vectors. When the vectors cross, a crossed transaction occurs, and communication will be broken. The most common and troublesome crossed transaction is the Adult-Adult stimulus crossed by a Child-Parent or Parent-Child response. For example:

Agent: "Will you pick up the laundry?" (A-A)

Respondent: "Don't yell at me!" (C-P)

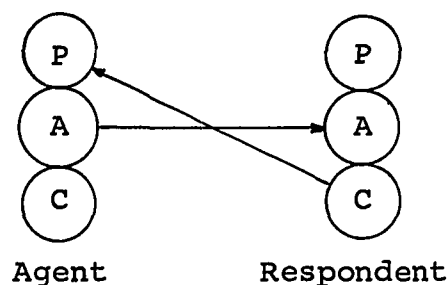


Figure 4

or:

Agent: "Will you pick up the laundry?" (A-A)

Respondent: "Why don't you do something for
yourself once in a while." (P-C)

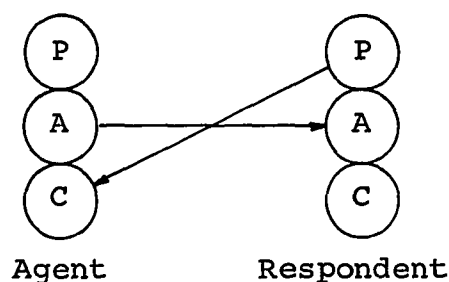


Figure 5

Either of these responses blocks immediate further communication about the laundry, although communication about something else might have started. Communication about the laundry will remain blocked until the vectors are brought parallel. Probably the most practical way to do this is for the agent to reaffirm his (A-A) stimulus, and to try to induce the respondent to reply (A-A) rather than (P-C) or (C-P). If successful, the transactions will be uncrossed, communication re-established, and the laundry may even be picked up. The Transactional Analysis principle involved is that when vectors are parallel, communication proceeds smoothly, and when vectors are crossed, communication is blocked.

It should be clear that there is a great deal more to the analysis of transactions than has been explored here. In the last example, for instance, it is probable that the respondent misidentified the ego state of the agent. In addition to misidentification of ego states in others, transactions often involve mixed messages (such as an agent smiling when he says that he is angry) and ulterior transactions (those having an actual goal different from the stated goal). Thus, what may appear to be a simple complementary transaction is seen, after analysis, to be a complex crossed transaction. This subject has been treated at greater length than is relevant here in Berne (1961).

Although the most common crossed transactions are (A-A) crossed by (P-C) or (C-P), and the most common complementary transactions are (P-P) (P-P), (A-A) (A-A), (C-C) (C-C), (P-C) (C-P), and (C-P) (P-C), Figure 6 shows the vectors of all possible transactions.

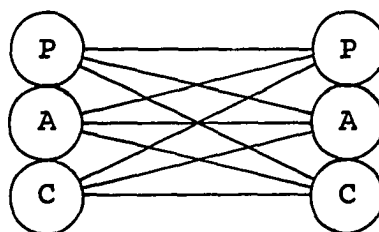


Figure 6

Since the agent has nine ways of initiating a stimulus and

the respondent has as many ways of responding, a transaction can take any one of 9×9 , or 81, forms; however, some forms rarely occur.

In its most basic form, the analysis of transactions teaches people to identify ego states and to uncross crossed transactions.

The analysis of games and scripts. Transactional Analysis also deals with the analysis of games and scripts. Games are "complementary ulterior transactions progressing to a well defined, predictable outcome (Berne, 1961, p. 48)." Scripts are "complex set(s) of transactions by nature recurrent (p. 116)" which form the person's life plan. A primary purpose of analysis of these levels is to give the Adult ego state additional data to help the whole ego make meaningful decisions regarding changes in ego state attitudes, transactions, games, and life scripts.

This study will not be concerned with transactions, games, or scripts, but will deal with the identification of ego states by Transactional Analysis experts, naive normal subjects, and naive psychiatric subjects.

CHAPTER 2

REVIEW OF THE LITERATURE

Berne's concept of ego states developed directly from a series of six articles he wrote on intuition. In the first of the series, "The Nature of Intuition," Berne (1949) described the process of intuition and gave examples of his successful use of intuition in psychiatry. In the second in the series, "Concerning the Nature of Diagnosis," Berne (1952) stated that diagnosis is dependent, to some degree, on the use of intuition as well as the intellect. In the fifth article of the series called "Intuition V: The Ego Image," Berne (1957) distinguished between ego image (how the person views himself at a given moment), ego model (the personality that the person is, to some extent, imitating), and ego state (the therapist's view of the patient in terms of the ego image and ego model). Berne dealt with the archaic ego state of the person when he was a child, which was the residence of most feelings and archaic attitudes, and the present ego state of the adult person. Both ego states are required for intuition. He stated that these were two ego states out of possibly a very large number.

This can be considered the beginning of Transactional Analysis. In "Ego States in Psychotherapy" (Berne, 1957), Berne named the Parent, Adult, and Child ego states as necessary and sufficient to describe the personality. He gave credit to Federn (1952) for the concept of ego states, and particularly for identifying the Adult and Child ego states. He stated that the process of clearly differentiating ego states may be conveniently called "structural analysis."

In the article "Transactional Analysis: A New and Effective Method of Group Therapy," Berne (1958) first published the term "Transactional Analysis." The article included a description of ego states, structural analysis, analysis of transactions, analysis of games, and analysis of scripts. These same major divisions form the outline of the first book devoted entirely to Transactional Analysis, Transactional Analysis in Psychotherapy (Berne, 1961). This book contains the most detailed exposition on ego states in the literature.

The literature of Transactional Analysis is full of clinical observations and theoretical discussions. Conspicuously lacking are reports of objective studies on any aspect of Transactional Analysis including the identification

of ego states. However, a study by the writer (Thomson, 1968) showed that a group of 13 subjects who read a one-page description of ego states could identify the ego states, with a high degree of consistency with each other and with the experimenter.

Few researchers have addressed themselves seriously to an evaluation of Transactional Analysis. A most notable exception is Shapiro (1969) in his critique of Berne's contributions to "subself theory." He summarized Berne's major contribution as the concept of ego states and Transactional Analysis, and described Transactional Analysis as a comparatively complete personality theory and psychotherapeutic technology that rests on reinforcement theory and Freudian drive theory, and is intellectually oriented. He concluded that Berne's work deserves considerably more attention.

Berne regarded himself as a therapist who was able to cure people, but there have been few efforts by Berne or his colleagues to verify the effectiveness of Transactional Analysis empirically. However, there are now two studies in progress. The first by Yolam, to be conducted at Stanford University, will compare the effectiveness of Transactional Analysis with several other methods of group therapy on a number of

different dimensions. The other, by McCormick, sponsored by National Institute of Mental Health and administered by the California Youth Authority, will compare the results of the use of Transactional Analysis with behavior modification techniques. There are no data available on either study as of this date.

This review demonstrates the limited nature of research on Transactional Analysis in general and ego states in particular. The hypotheses of this study are addressed to some of the questions not explored in the research to date.

CHAPTER 3

HYPOTHESES

A basic concept of Transactional Analysis is that the personality is a tripartite phenomenological reality, which Berne calls ego states. This study will investigate and attempt to evaluate some aspects of this concept concerning the identification of ego states. In order to do this, a test instrument will be developed consisting of an explanation of ego states, a number of samples of behavior exemplifying each ego state which Ss will be instructed to identify, and a method of recording responses. The instrument will be used to test several hypotheses, stated below, concerning the identification of ego states by normal and psychiatric subjects.

Hypothesis 1. Berne states, "The term 'ego state' is intended merely to denote states of mind and their related patterns of behavior as they occur in nature . . . (Transactional Analysis) postulated only that such ego states can be classified and clarified (1961, p. 30)." Normal subjects, then, should be expected to identify ego states if they are familiar with the concept of ego states. Thus, the following hypothesis will be investigated: Ego states can

be reliably identified by normal Ss who have had the concept of ego states explained to them. This hypothesis will be tested by presenting the test instrument to naive normal Ss, whose scores will be compared with scores that could be expected by chance alone.

Hypothesis 2. Berne explains psychopathology as the contamination of one ego state by another, or the decommitment of one or more ego states. In all cases, though, the Adult ego state with its capacity for rational thought and reality testing is impaired. We should, therefore, expect to find that persons with identified psychopathologies will identify ego states less accurately than normals. To study this, the following hypothesis will be investigated: Ego states will be more accurately identified by normal Ss than by psychiatric Ss. This hypothesis will be tested by presenting the test instrument to a group of normal Ss and to several groups of psychiatric Ss, and comparing the scores of the normal group with the scores of each of the psychiatric groups.

Hypothesis 3. In his chapter on "Symptomatology," Berne (1961) describes hypomania as the overpowering of the Parent by the Child, and depression as the overpowering of the Child by the Parent. In depression, the punishing Parent

retains executive control and tends to process data from its frame of reference as if it were the Adult. We should, therefore, expect to find that depressives will misidentify Parent ego state as Adult more frequently than normals.

Thus, it is hypothesized that: Parent ego state will be misidentified as Adult more by depressives than by normals.

This hypothesis will be tested by administering the test instrument to a group of normal Ss and a group of depressive Ss and comparing the frequency with which they misidentify Parent ego state as Adult.

Hypothesis 4. Concerning character disorders, Berne wrote, "Character disorders are manifestations of the Child. Structurally, they . . . have the cooperation of the Adult (1964, p. 67)." The executive function is primarily in the Child. We should expect to find, then, that character disorders, such as alcoholics and drug abusers, would tend to misidentify Child ego state more frequently than normals. The following hypothesis is made: Child ego state will be misidentified more by patients with character disorders, such as alcoholics and drug abusers, than by normals. This hypothesis will be tested by presenting the test instrument to a group of normal Ss and a group of alcoholics and drug abusers, and comparing the frequency with which the two groups

misidentify Child ego state.

Hypothesis 5. Berne said that ego states are a function of the personality and not the content of transactional communication, and that ego states can best be identified by observing as much of a person's behavior as possible, such as his posture, manner, and voice tone. Thus, we should expect to find that hearing verbal behavior with voice tone and intonation cues would be a more effective aid in the identification of ego states than reading the words only. It is hypothesized: Ego states of speakers can be identified more accurately by hearing an auditory stimulus which includes both words and voice, than by reading the words alone. This hypothesis will be tested by administering the test instrument on tape to one group and comparing the scores with another group which reads a transcript of the same verbal behavior.

Hypothesis 6. Some Transactional Analysis practitioners have claimed that workshops are a useful way to teach the concepts of Transactional Analysis, including the identification of ego states. If this is true, it would follow that participation in a Transactional Analysis workshop would increase the participant's ability to identify ego states.

The following hypothesis will be investigated: The ability of naive Ss to identify ego states will increase following participation in a Transactional Analysis workshop. The test instrument will be administered to a naive experimental group before and after a Transactional Analysis workshop, and to a comparable control group on two occasions with no intervening workshop. Changes in scores of both groups will be compared.

CHAPTER 4

METHODS AND PROCEDURES

Instrument

In order to test the hypotheses, it was necessary to create an instrument which would provide controlled samples of ego states. Direct observation of groups, motion pictures, and video tape were all considered, but various practical considerations made these methods unsuitable. The use of audio tape recording for the basic instrument was decided upon as the most practical method. Since live action, film, and audio tape are on a descending continuum of potentially available data, it is reasonable to assume that if ego states can be identified on tape, they could be identified at least as easily on film (voice, words, and sight) or live (voice, words, sight, and presence). To construct a tape which would contain brief selections illustrative of the three ego states, tapes were obtained from several group therapy sessions held in a Veterans Administration Hospital and from a group interaction session with college students. All participants gave consent to the recordings for research purposes. A Sony T-860 monaural tape recorder was used for all recordings.

Each tape was then played by E, and phrases that appeared to him to be relatively clear examples of the speaker demonstrating one predominating ego state were identified along with either the transactional stimulus preceding it or the response following it. Then that phrase was re-recorded on another tape. The preceding stimulus statements and following responses were not re-recorded. Each hour of tape yielded approximately eight segments. A total of seventy-six segments were re-recorded on a Concord "National 255" Cassette Tape Recorder. The resulting tape was designated "the 76 segment tape." A response sheet for this tape was devised.

A board of five Transactional Analysis Experts was selected. A Transactional Analysis Expert was defined as a past or present Teaching Member of the International Transactional Analysis Association (ITAA). This is the highest rank in the ITAA and requires a high standard of training and experience, and a successful performance on an examination. The Transactional Analysis Experts were used to measure the extent of agreement with each other on the identification of the ego state examples on the 76 segment tape, and to set a standard for the creation of the final

instrument. The 76 segment tape was played for the board of Transactional Analysis Experts, who were asked to judge what they thought was the predominating ego state of the speaker during each of the segments and to indicate Parent, Adult, or Child accordingly. If, however, an Expert thought that there could be no "most right answer," whether because:

(a) there was more than one ego state evident, (b) the speaker changed ego state in the middle of the excerpt so that one ego state did not predominate, (c) the tape quality was too poor, or (d) there were insufficient data upon which to make a valid judgement, he was instructed to mark "X."

The criterion established for retention of items was that level of agreement which a binomial test indicated had a probability $< .05$ of occurring by chance alone. This was obtained when there was agreement by at least four out of five Transactional Analysis Experts that a certain segment was a clear example of one ego state (Parent, Adult, or Child, but not X). This criterion was met on 46 out of 76 segments.

A summary of the ratings of the Transactional Analysis Experts appears in Table 1. A majority of Transactional Analysis Experts, three or more, agreed on 86.8% of the segments, and four or more agreed on 61.8% of the segments.

TABLE 1

Transactional Analysis Experts' Agreement on 76 Segment Tape

Number of Transactional Analysis Experts in agreement	p by chance alone	Number of items agreed upon	Percentage of items agreed upon
5	.004	20	26.3
4 or more*	.045	46	61.8
3 or more	.210	65	86.8
2 or more	.540	73	96.1
1 or more	.870	76	100.0
0 or more	1.000	76	100.0

*Criterion level.

The tape was then played for a group of 20 Transactional Analysis Experienced Ss. A Transactional Analysis Experienced S was defined as a member of the International Transactional Analysis Association who was currently attending either the Eric Berne Seminar in San Francisco or the on-going seminar at the Western Institute for Group and Family Therapy in Watsonville, California. Transactional Analysis Experienced Ss were assumed to be familiar with Transactional Analysis,

but were neither Clinical nor Teaching Members of ITAA. Two more criteria for inclusion of items on the final tape were established. Of the 46 items that four or more Transactional Analysis Experts agreed upon, those segments were considered acceptable on which there was between 50% and 90% agreement among Transactional Analysis Experienced Ss. The purpose of this procedure was to eliminate segments that were either so obvious or so difficult that it would be inappropriate to include them. More than 50% of the Transactional Analysis Experienced Ss agreed with Transactional Analysis Experts on 44 out of 46 items, not agreeing on two. However, agreement by Transactional Analysis Experienced Ss was over 90% on 11 items, so that the criteria of 50% to 90% agreement were met by 33 items (11 Parent, 10 Adult, and 12 Child). After reviewing these 33 segments, E chose eight Parent, eight Adult, and eight Child segments that seemed to him to have the best technical quality for use in the final test tape.

The order of the 24 segments was randomly mixed. Three segments that had been eliminated as too obvious because of agreement by over 90% of the Transactional Analysis Experienced Ss were included as fillers. Another three such segments were put at the beginning of the tape to be used as

examples. None of these six items was used in any data analysis.

All 30 items (24 scored, plus six not scored) were re-recorded from the original tapes in order to preserve as much audio fidelity as possible. Each item, including the examples and fillers, was preceded by the phrase, "Phrase one (or appropriate serial number)," and was followed by a muffled bell-like sound created by striking the side of the microphone with the end of a Bik pen. A pause of approximately six seconds was recorded between items. This was the final tape used in all subsequent procedures. The tape was designated as "the 30 phrase tape." A one-page explanation of ego states entitled "What is a Person?", shown in Appendix A, was written in non-technical language by the present writer. It includes a definition of ego states, a description of Parent, Adult, and Child ego states, and examples of each. A response sheet with an informed consent form and instructions was devised and is shown in Appendix B. A standard procedure was developed for the administration of the instrument which is shown in Appendix C.

In summary, the basic instrument consists of the 30 phrase tape, the explanation of ego states entitled "What is

a Person?," the response sheet and informed consent form, and the instructions for the administration of the instrument. For want of a better term, the administered instrument is referred to as the "test."

In addition, a transcript was made of the final tape. The transcript identified each phrase by number (one through 30) and sex of the speaker. This transcript, which is shown in Appendix D, was used only to test Hypothesis 5, which compares the effect of hearing the tape versus reading a transcript on the ability of Ss to identify ego states.

Subjects and Procedure

Information on the number and type of subjects used to test each hypothesis is summarized in Table 2.

Most testing of Normal and Psychiatric Ss was done at the Veterans Administration Hospital in Palo Alto, California. The general procedure was to administer the test to both patients (Psychiatric Ss) and staff (Normal Ss) at the same time. Testing was done in groups of 20 to 30. The entire procedure took about 40 minutes.

TABLE 2
Subject Groups

Group	N	Use
Transactional Analysis Experts	5	Data for test instrument
Transactional Analysis Experienced	20	Data for test instrument
Normal	61	Test Hypotheses 1, 2, 3, and 4
Depressives	17	Test Hypotheses 2 and 3
Schizophrenics	34	Test Hypothesis 2
Character Disorders	27	Test Hypotheses 2 and 4
Total Psychiatric	78	Test Hypotheses 2, 3, and 4
Transcript: Experimental	9	Test Hypothesis 5
Transcript: Control	11	Test Hypothesis 5
Workshop: Experimental	7	Test Hypothesis 6
Workshop: Control	15	Test Hypothesis 6

Demographic data on Normal and Psychiatric Ss is summarized in Table 3.

Normal Ss were primarily nurses, nursing assistants, and building maintenance staff of a Veterans Administration Hospital, and employees of Kelly Services, a temporary

TABLE 3
Demographic Information, Normal and Psychiatric SS

Group	N	Years of education		Age		Sex	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	M	F
Normal	61	13.7	2.3	34.9	13.4	29	32
Depressive	17	13.6	2.8	49.4	5.9	10	7
Schizophrenic	34	12.5	2.0	34.5	11.0	26	8
Character Disorder	27	13.0	2.1	37.1	12.5	27	0
Combined Psychiatric	78	12.9	2.6	38.6	10.4	63	15

employment service. Excluded were psychologists and psychology trainees, physicians and medical students.

All subjects in the Psychiatric group were, at the time of the test administration, psychiatric in-patients at the Veterans Administration Hospital in Palo Alto. After the test administration but before scoring the test, the diagnosis of each patient was ascertained from the psychiatrist or psychologist on the ward. Only the response sheets of those patients with a diagnosis of schizophrenia or depression, or of those patients who were being treated for

alcoholism or drug abuse (character disorder), were retained. Response sheets from patients with other diagnoses such as chronic brain syndrome, anxiety (without accompanying depression), and those who did not follow the instructions properly were eliminated. In all, about one-third of the total patients' response sheets were eliminated for the above reasons.

The Ss involved in the study for Hypothesis 5, which compares differences in response to the tape and transcript, were recruited from a group of volunteers at the Palo Alto YMCA. Before Ss came into the testing room, one-half of the blank response sheets were each marked on the back with a red dot and mixed randomly with the unmarked sheets. The test administration began in accordance with the Instructions for Administration, including the standard reading of "What is a Person?" Then, E asked each S to turn over his response sheet. If his sheet had a red dot, he was given a transcript of the 30 phrase tape (Experimental group). If he had a sheet with no red dot, he was told to wait in another room (Control group). The Experimental group was instructed to read the transcript and mark the response sheet in the usual manner. When this was done, the Control group was brought

back in and both groups heard the tape and made their responses.

The experimental Ss used to determine if naive Ss' ability to identify ego states will increase following a Transactional Analysis workshop (Hypothesis 6) were recruited from a group about to attend a Transactional Analysis workshop at the Western Institute for Group and Family Therapy. The group, called the Workshop Experimental group, were naive Ss in that none of them had any training in Transactional Analysis, nor had any of them been a participant in any Transactional Analysis group. The Ss that constituted the Control group were recruited from YMCA volunteers, and an in-service introductory psychology class for grade school teachers offered by Cañada College Extension. The test was administered to the Workshop Experimental group before the start of a four-day Transactional Analysis workshop, and again at the end of the workshop. To control for any change in scores that might result from a test-retest phenomenon, the test was also administered to the Workshop Control group on two separate occasions, one week apart, with no workshop or other Transactional Analysis training during that interval. Neither group was told that they would be tested the second time, until a few minutes before the second testing.

CHAPTER 5

RESULTS

Hypothesis 1 states that ego states can be reliably identified by normal naive Ss who have had the concept of ego states explained to them. A t-test was used to compare the obtained total, Parent, Adult, and Child mean scores for Normal Ss, with scores that could be expected by chance alone. This procedure is accomplished by dividing the difference between the observed mean and the expected mean by the standard error of the observed mean (Bruning, 1968). These comparisons are shown in Table 4. Since a total score consists of 24 items, and there are three possible choices per item, the expected mean score by chance alone is 24 divided by 3, or 8.00. Since there are eight Parent, eight Adult, and eight Child items, the expected mean score in each ego state category is 8 divided by 3, or 2.67. For each of the ego state scores, t-tests comparing the obtained means with their corresponding expected values indicated that Normal Ss obtained scores far exceeding chance level, clearly supporting Hypothesis 1.

Hypotheses 2, 3, and 4 state that normal Ss differ in several ways from psychiatric Ss in their ability to identify

TABLE 4

Mean Observed Scores for Normals (N=61)
Compared with Mean Scores Expected by Chance

Score	Expected $\bar{X}$	Observed $\bar{X}$	s.d. of observed $\bar{X}$	df	t	p
Total Score	8.00	17.05	3.22	60	22.3	<.0005
Parent	2.67	5.18	1.80	60	10.9	<.0005
Adult	2.67	6.00	1.40	60	18.5	<.0005
Child	2.67	5.85	1.30	60	12.7	<.0005

ego states. Mean scores for each group are summarized in Table 5. Independent one-tailed t-tests comparing the total scores of the entire Normal group with the total scores of each of the Psychiatric groups were first performed. The results, shown in Table 6, indicate that the Normals did significantly better than the Depressives and Schizophrenics, but not better than the Character Disorders. However, this procedure did not take into consideration any possible effects of education, age, or sex. To determine if these variables would affect the results, total scores of Normals and each Psychiatric group were grouped by education, age,

TABLE 5

Mean Scores, Normal and Psychiatric Ss

Group		Total	Parent	Adult	Child	P → A
Normal (N=61)	$\bar{X}$	17.05	5.18	6.00	5.85	1.84
	s.d.	3.2	1.8	1.4	1.3	1.4
Depressive (N=17)	$\bar{X}$	14.12	3.76	4.94	5.41	2.35
	s.d.	4.0	2.2	1.7	1.5	1.9
Schizophrenic (N=34)	$\bar{X}$	14.18	3.71	5.53	4.94	3.12
	s.d.	3.2	1.6	1.4	2.0	1.6
Character Disorder (N=27)	$\bar{X}$	16.04	4.74	5.70	5.60	2.41
	s.d.	4.1	1.8	1.6	2.0	1.4

TABLE 6

Total Scores, Normal Group Versus Each,
Psychiatric Group, Independent t-tests

Group	N	$\bar{X}$	s.d.	<u>t</u>	<u>p</u>
Normal	61	17.05	3.22		
Depressive	17	14.12	4.00	3.46	< .005
Schizophrenic	34	14.18	3.22	4.13	< .0005
Character Disorder	27	16.04	4.10	1.26	n.s.

and sex, and the mean of each group determined. Mean total scores were higher for practically all Ss in the higher education group than the lower, the younger group than the older, and in the female group than the male. These data are presented in Table 7. These relationships hold for all

TABLE 7

Mean Total Scores of Normal and Psychiatric
Ss Grouped by Education, Age, and Sex

		Education		Age		Sex	
		No College	College	30+	30-	M	F
Normal	<u>N</u>	29	32	32	29	28	33
	<u>X</u>	15.2	19.5	16.4	17.8	16.1	17.6
Depressive	<u>N</u>	9	8	17	0	10	7
	<u>X</u>	13.6	16.3	14.7	-	13.0	15.8
Schizophrenic	<u>N</u>	18	16	21	13	26	8
	<u>X</u>	14.5	14.2	14.0	14.6	14.3	15.3
Character Disorder	<u>N</u>	14	13	14	13	27	0
	<u>X</u>	15.8	16.3	14.8	17.7	16.2	-
Combined Psychiatric	<u>N</u>	41	37	52	26	63	15
	<u>X</u>	14.8	15.4	14.2	16.2	14.9	15.4

Psychiatric Ss where the data apply, except for the Schizophrenics who had a slightly lower mean score in the higher education group than in the lower education group. In view of the consistent patterns of differences in the mean scores associated with education, age, and sex, it was necessary to account for or balance out these variables in any further comparisons between groups of Ss.

The procedure decided upon was to form pairs of Normal and Psychiatric Ss matched on the basis of similar education, age, and sex. To accomplish this, each group of Ss was divided at approximately the median for the Normal group by education (college or no college), by age (before 30th birthday, or after), and by sex (male or female). This produced eight subgroups. Pairs were formed by matching each Psychiatric S with a randomly chosen Normal from the corresponding subgroup. The entire pool of 61 Normal Ss was used three times, once with each Psychiatric group, even though this entailed using some Normal Ss more than once. This procedure was considered appropriate since each Psychiatric group was compared only with the Normal group, and not with the other Psychiatric groups. Table 8 shows the number of matched pairs that were obtained in this manner, and the

number of Psychiatric Ss' scores that were lost because there were no appropriate Normal Ss' scores available with which to form a pair. This procedure was an attempt to compensate for the effect of education, age, and sex.

TABLE 8

Pairs of Normal and Psychiatric Ss
Matched for Education, Age, and Sex

Psychiatric Group	N	Matched Pairs N	<u>Ss</u> ' Scores Lost from Each Group	Maximum Age Range within Pairs
Depressive	17	17	0	21
Schizophrenic	34	32	2	34
Character Disorder	27	25	2	18

Hypothesis 2 states that ego states will be more accurately identified by normals than by depressives, schizophrenics, or character disorders. One-tailed dependent t-tests were performed on the difference between scores of the matched pairs of Normal and Psychiatric Ss for each of the following scores: total, Parent, Adult, Child, and Parent misidentified as Adult ($P \rightarrow A$). The $P \rightarrow A$ scores will

be used to test Hypothesis 3. The results, shown in Table 9, indicate that significant differences were found in the

TABLE 9

Difference Scores ($\bar{D}$) of Matched
Pairs of Normal and Psychiatric $\bar{X}$ s

	Normal $\bar{X}$	Psychiatric $\bar{X}$	$\bar{D}$	s.d. $\bar{D}$	t	p
Normal and Depressive (N=17 Pairs)						
Total	17.00	14.12	2.88	4.5	2.61	<.01
Parent	5.59	3.76	1.82	1.7	4.39	<.0005
Adult	5.58	4.76	0.82	2.2	1.55	n.s.
Child	5.57	5.05	0.72	2.3	1.23	n.s.
P $\rightarrow$ A	1.41	2.29	0.89	2.3	1.76	<.05
Normal and Schizophrenic (N=32 Pairs)						
Total	16.41	13.89	2.52	4.0	4.40	<.0005
Parent	4.97	3.60	1.37	2.4	3.20	<.005
Adult	5.75	5.47	0.28	2.3	<1	n.s.
Child	5.59	4.91	0.68	2.3	1.67	n.s.
P $\rightarrow$ A	1.90	3.06	0.69	1.6	2.37	<.01
Normal and Character Disorder (N=25 Pairs)						
Total	16.52	16.08	0.44	4.9	<1	n.s.
Parent	5.20	4.84	0.36	2.4	<1	n.s.
Adult	5.80	5.76	0.04	2.0	<1	n.s.
Child	5.48	5.40	0.08	2.1	<1	n.s.
P $\rightarrow$ A	1.76	2.36	0.60	2.0	1.5	n.s.

differences between scores of matched pairs of Normals versus Depressives, and Normals versus Schizophrenics, for total and Parent scores. However, no significant differences were found in Adult and Child scores of any groups. Also, no significant differences were found between any scores of the Normal and Character Disorder pairs. These data support the hypothesis only when applied to Depressives and Schizophrenics and only on total and Parent scores. The hypothesis is not supported when applied to the identification of Adult or Child ego states, and is clearly not supported in any way with Character Disorders. A summary of the significance levels of these tests is shown in Table 10.

TABLE 10

Summary of Significance Levels of Scores of
Psychiatric Groups as Compared with Normal Ss

Group	Total Score	Parent	Adult	Child	P→A
Depressive	.01	.0005	n.s.	n.s.	.05
Schizophrenic	.0005	.005	n.s.	n.s.	.01
Character Disorder	n.s.	n.s.	n.s.	n.s.	n.s.

Hypothesis 3 states that Parent ego state will be misidentified as Adult more by depressives than by normals. Table 9 shows the results of t -tests performed on the differences in the Parent misidentified as Adult scores of matched pairs of Normals and Depressives. Depressive Ss did misidentify Parent ego state as Adult significantly more than Normal Ss ($p < .05$), which supports the hypothesis. Schizophrenics also misidentify Parent ego state as Adult more than Normals, and at an even higher level of significance ($p < .01$). However, since Depressives and Schizophrenics misidentify Parent ego state significantly more than Normals, and since there are only two ways that Parent can be misidentified (as Adult or as Child), it is not surprising that we find that Depressives misidentify Parent as Adult more than Normals.

Table 11 shows the proportion of Parent items misidentified as Adult ($P \rightarrow A$) to Parent items misidentified as Child ($P \rightarrow C$). Depressives had a lower ratio of $P \rightarrow A$ to $P \rightarrow C$ than any other group, indicating that among the Parent items misidentified, a smaller proportion were misidentified as Adult by Depressives than by any other group including Normals. Viewed this way, the hypothesis is not supported.

It is noteworthy that Depressives and Schizophrenics misidentified Parent significantly more than they

misidentified Adult or Child as shown in Table 9. Table 12 shows the ratio of scores of each group to the scores of Normals, for each ego state. Every Psychiatric group had more

TABLE 11

Ratio of Parent Items Misidentified as Adult (P — A) to Parent Items Misidentified as Child (P — C) for All Groups

Group	P → A		P → C		$\frac{P \rightarrow A}{P \rightarrow C}$
	$\bar{X}$	s.d.	$\bar{X}$	s.d.	
Normal	1.84	1.38	1.00	1.03	1.84
Depressive	2.35	1.90	1.74	1.82	1.33
Schizophrenic	3.12	1.63	1.21	1.27	2.58
Character Disorder	2.40	1.37	0.85	1.09	2.82

difficulty identifying all ego states than Normals but, clearly, Depressives and Schizophrenics had proportionately more difficulty identifying Parent than any other ego state, when compared with Normals.

Hypothesis 4 states that Child ego state will be misidentified more by character disorders than by normals. This is a special case of Hypothesis 2 which states that normal Ss will identify all ego states more accurately than psychiatric Ss. Table 9 shows the scores of Normals versus

TABLE 12

Ratio of Each Psychiatric Group's Scores to
Normal Scores (Parent, Adult, and Child Scores)

Group	Parent	Adult	Child
Normal	1.00	1.00	1.00
Depressive	.73	.83	.93
Schizophrenic	.71	.92	.85
Character Disorder	.92	.95	.95

Character Disorders. No significant differences were found. The hypothesis is clearly not supported by these data.

Hypothesis 5 states that ego states of speakers will be identified more accurately by hearing an auditory stimulus which includes both words and voice than by reading the words alone. The Transcript Experimental group was given a transcript of the 30 segment tape to read and the Transcript Control group heard the tape. Table 13 shows the mean total scores of both groups. A one-tailed independent t -test performed on these data failed to yield a significant t value, indicating that the Transcript Experimental group scores did not differ significantly from the Transcript Control group

scores. These data fail to support the hypothesis.

TABLE 13

Total Scores
Transcript Experimental and Control Groups

Group	N	$\bar{X}$	s.d.	t	p
Transcript Experimental	9	19.9	4.5		
Transcript Control	7	20.0	4.7	<1	n.s.

Hypothesis 6 states that the ability of naive Ss to identify ego states will increase following participation in a Transactional Analysis workshop. Pretest total scores of the Workshop Experimental and Control groups showed very little difference, indicating that the two groups were well matched at the start of the experiment. The differences in the total scores of the Workshop Experimental group for the pretest and posttest were compared with the corresponding scores of the Workshop Control group. A one-tailed t -test was computed and yielded a significant t -value, as shown in Table 14. These data support the hypothesis, and indicate that the scores of Ss that attended the workshop increased from pretest to posttest significantly more than the

corresponding scores of the Control group Ss.

TABLE 14

Workshop Experimental and Control Groups
Total Scores, Pretest and Posttest

Group	N	Pretest	Posttest	Difference		<u>t</u>	<u>p</u>
		$\bar{X}$	$\bar{X}$	$\bar{X}$	s.d.		
Workshop Experimental	7	17.45	19.86	2.43	2.14		
Workshop Control	15	17.07	16.53	-0.54	3.96	1.95	<.05

CHAPTER 6

DISCUSSION

The Identification of Ego States

The most important finding in this study is that Transactional Analysis Experts, naive Normal, and naive Psychiatric Ss could identify ego states with a high degree of accuracy, once the concept of ego states was explained to them, thus supporting Berne's contention that ego states are identifiable phenomena. Transactional Analysis Experts identified ego states with a high level of agreement among themselves. These Experts were all therapists whose work is based on the premise that ego states exist and are identifiable. This finding demonstrates that the Experts shared a similar concept of ego states and tended to identify ego states consistently with each other. Further support is given to the theory by the high level of performance of Norman and Psychiatric Ss, which shows that the concept of ego states can be taught quickly and efficiently by means of a simple explanation. Although the scores of Normal Ss and Psychiatric Ss were both very high, there were significant differences between Normals and certain Psychiatric groups. Normal Ss could identify ego states more accurately than

Depressive Ss and Schizophrenic Ss, but not more accurately than Character Disorder Ss.

However, other specific predictions concerning patterns of misidentification by certain Psychiatric groups were not supported. The contention that Depressives will misidentify Parent as Adult more than Normals was not supported. When the proportion of Parent items misidentified as Adult is compared with Parent items misidentified as Child, it is clear that Depressives and Schizophrenics did misidentify Parent more than Normals, but they did not misidentify Parent as Adult proportionately more than they misidentified Parent as Child, compared with Normals. Character Disorders, however, did not misidentify Parent or any other ego state significantly more than Normals.

The reason that Depressives misidentify Parent ego states may be as follows: a depressive, locked as he is in his own Parent ego state, sees Parent messages as either reasonable or unreasonable. If he sees them as reasonable, the Parent in his head, acting as though it were an Adult, assumes that the messages are from Adult ego states. This is the rationale of Hypothesis 3. If he sees them as unreasonable, he decides that they are childish, and should be classified as coming from Child ego states.

A schizophrenic, according to Berne, is one "who has no functioning Parent, and very little functioning Adult so that he has to cope with the world in the ego state of a confused child (1964, p. 174)." With this view of the world, he may see those Parent messages which are reasonable to him as natural, not as arbitrary or borrowed, and thus he classifies them as Adult. If they do not make sense to him, he may misidentify them as Child.

However, it does not seem reasonable that a depressive, with an overpowering Parent, would misidentify Parent ego state in the same way and to almost precisely the same degree as a schizophrenic who has "no functioning Parent." Both depressives and schizophrenics have impaired reality testing, that is, a contaminated Adult. The Adult of the depressive is contaminated by the Parent and the Adult of the schizophrenic is contaminated by the Parent and the Child. In both cases, the Adult function is interfered with. Discrimination between what is fact (Adult message) and what is opinion or value judgement (Parent message) may be impaired, not so much by the role of the Parent, as by the impaired Adult.

On the other hand, a character disorder does not have an impaired Adult and identifies ego states virtually as

well as normals. Even when the behavior of a character disorder indicates that executive control is in the Child, the function of the Adult is not interfered with. Character disorders understand what are facts and what are values. They simply have a different set of values, so the ability to identify Parent ego state, or any ego state for that matter, is not interfered with.

It should be remembered that the patients with character disorders used in this study were specifically defined as patients who were under treatment for alcoholism or drug abuse. Therefore, it would not be appropriate to generalize any findings in this study to any other types of character disorder, such as sociopaths, at least until the study is replicated with those character disorder populations.

Also not supported was the belief that cues other than words, such as voice, were important to the accurate identification of ego states. In the study which compared the effects of the tape versus transcript on the Ss' ability to identify ego states, the group that heard the tape and the group that read the transcript had virtually the same mean scores. There are several factors which might have caused this result other than the possibility that there is indeed no difference in the stimulus value of the written and

spoken word. The first is that not all of the words in all of the phrases were equally clear, so it is possible that some tape group scores might have been depressed. Also, the tape group had a limited time to respond, while the transcript group could mull over their responses, and perhaps check them out better. The most likely possibility is that scores were already so high for the transcript group that there was no leeway for the tape group to do significantly better. The transcript versus tape group was reasonably sophisticated, and it is likely that they could approach an upper limit with either stimulus. The mean scores of both groups ($\bar{X} = 19.9$ and 20.0) were higher than the mean for the Normal group ($\bar{X} = 17.1$). If this experiment is run again, the technical quality of the tape should be such that all words can be clearly understood, the experimental and control groups should have the same amount of time to respond, and the Ss should be so chosen that the mean of the control group is approximately the same as the normal group.

Effects of Education, Age, and Sex

The finding that total score varies with education, age, and sex in the Normal and Psychiatric groups made the procedure of matching pairs appropriate, without in any

way accounting for this phenomenon. However, the question remains as to why this effect exists at all.

The identification of ego states, like any other judgement, is primarily, although not exclusively, an Adult function. One of the reasons that Psychiatric Ss' scores were as high as they were is that a number of the most disturbed patients' response sheets were eliminated because the Ss did not follow instructions properly. Those Ss had the poorest Adult functioning. Possibly what is primarily measured by this instrument is more than anything else the degree of Adult functioning, which may be a function of intelligence. Intelligence, in turn, is correlated with education. There are two possible reasons for this. The first is that Ss with higher intelligence and a better functioning Adult may have achieved a higher education. The second is that education may contribute to higher intelligence and/or a better functioning Adult. Clearly, what is needed is a study to determine if the ability to identify ego states does, indeed, correlate with intelligence.

The apparent relationship between age and sex and total score may be due to a relationship between age and education, and sex and education, in the populations tested. Since a

majority of the women were nurses and nursing assistants, most of the Normal females were in the college group. A similar phenomenon occurred with age. In the general population, a larger proportion of the 20-30 age population are college educated than in the over 30 population. Therefore, it is likely that the relation between sex and education in the samples used in this study, and relation between age and education in the general population, reinforced each other. Then the only real relation may be between total score and education, which is correlated with intelligence. It is possible that if intelligence scores for all Ss had been obtained, answers to the questions raised here would have been forthcoming. Further studies are needed to identify precisely what demographic factors correlate with the ability to identify ego states.

One reason that Depressives and Schizophrenics had much greater difficulty identifying Parent than Adult or Child may be due to the limited variety of Parent ego state examples in the instrument. Berne (1961) wrote of the two attitudes within the Parent--nurturing, and punishing or prohibitive, both internalized from parent figures. A review of the tape used in the test instrument showed that the

Parent statements on the tape are primarily the punitive Parent and none are the nurturing Parent. This was not intentional. The primary source of ego state examples, therapy groups within a psychiatric hospital, were simply full of people expressing punitive Parent attitudes. The attitude appears to have been more prevalent among patients than staff but is shared by both. A similar situation holds for the Child ego state examples. Nine hours of therapy and group interaction tape did not yield a single happy Child phrase that met the criteria for inclusion in the final instrument. All Child ego state examples were scared, hurt, or sad Child. The omission of happy Child and nurturing Parent phrases was not noticed until well after the completion of the instrument, and after the collection of data had begun.

Suggestions for Further Research

Transactional Analysis theory recognizes that ego states, although they are a function of the personality, are also a product of transactions with others. In this study, however, ego states were studied in isolation. A more complete study of the identification of ego states should include the analysis of the transactions that the ego states

are part of. This became clear when the instrument was in the process of development. Some of the phrases that to E were clear examples of a particular ego state were not so clearly identified by the Transactional Analysis Experts. Although in some cases this was due to a difference of opinion, in other cases it might have been due to E's awareness of the preceding transactional stimulus or following transactional response that the Transactional Analysis Experts were not aware of.

There are some limitations involved in the use of sound recordings for the presentation of the ego state examples, which were not too serious in the present study, but which could present problems for research into the analysis of transactions. Observation of actual transactional behavior would probably offer the best opportunity for research but the examples could not be controlled or presented again. The use of actors would also be of value, but to the problems that already exist would be the added variables of the actors' ability in general and variability from performance to performance. A reasonable compromise would be the use of motion pictures or video tape. These would capture much of what the eye and ear perceive in a transaction, but the

stimuli would be repeatable as often as necessary to other Ss.

In further research, it would be well to decide in advance not only how many Parent, Adult, and Child phrases are to be included, but which subtypes of Parent and Child phrases. It is possible that depressives and other Ss would identify the nurturing Parent differently from the punishing Parent, and that character disorders and others would identify the happy Child differently from the unhappy Child. These propositions should be checked.

Advanced Transactional Analysis is concerned with certain divisions within each ego state, such as the Parent, Adult, and Child within the Parent and Child, the two Parents in the Parent (often representing the father and mother), and the natural and adapted Child. Some further study is necessary to determine if it would be feasible and/or profitable to include these more advanced concepts in further research utilizing an instrument based on this study.

To summarize, it is suggested that further research into the identification of ego states be combined with research into the analysis of the transactions in which they occur. This could best be done through the use of film or

video tape instead of audio tape for the test instrument. The instrument should be designed to present examples of transacting behavior between and among people. Ss should be instructed to identify the ego states of all transacting parties, and the ego state in the other person toward which the behavior is directed.

The instrument should include a variety of ego state subdivisions, such as nurturing and punitive Parent, and happy and sad Child. Examples should be drawn from a variety of transactions, not just from therapy groups.

The instrument should be standardized on a normal population. The investigator should control for intelligence, and check for the effects of education, age, and sex, and control for them if necessary. Then the differences between the normal standard and psychiatric Ss should be studied.

When the instrument is developed, the possibilities of using it as a therapy and teaching devise should be investigated.

CHAPTER 7

SUMMARY

This research was designed to investigate certain premises of Transactional Analysis theory regarding the identification of ego states. Central to the theory is that the personality can be described in terms of three ego states called Parent, Adult, and Child, and that these ego states are identifiable by both normal and psychiatric populations.

An instrument was developed which included a one-page explanation of ego states, and a tape recording of 24 phrases exemplifying the three ego states. The phrases were selected from a larger sample by using two sets of judges: a board of Transactional Analysis Experts and a group of Transactional Analysis sophisticated subjects. A number of hypothesis derived from Transactional Analysis theory were tested by administering the instrument to the following subjects: 61 Normals, 17 Depressives, 34 Schizophrenics, and 27 Character Disorders. All ss could identify well beyond chance. Mean scores of the Normal group and each Psychiatric group appeared to be affected by education, age, and possibly, sex, requiring matching of subjects.

Significant differences were found in total scores and Parent scores (the number of Parent items correctly identified) between Normals and Depressives and between Normals and Schizophrenics. No differences were found on Adult and Child scores. Also, no significant differences were found between Normals and Character Disorders on any scores.

No significant differences were found between Normals and Depressives on the number of Parent items misidentified as Adult, and no significant differences were found between Normals and Character Disorders on the number of Child items misidentified.

No significant differences were found between the scores of an experimental group which read a transcript of the test tape and a control group which heard the verbal cues and voice on the tape.

Significant improvement in the ability to identify ego states was found in a Normal naive group who attended a Transactional Analysis workshop when the difference in their scores from before the workshop to after were compared with the corresponding before and after scores of a control group that did not attend the workshop.

The study has demonstrated that Transactional Analysis is based on a concept that can be learned easily by thera-

pists, normals, and a variety of psychiatric ss, and hence offers a viable basis for communication in psychotherapy. Additional research studies are indicated.

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- (P) Parent
(A) Adult
(C) Child

This is a diagram of one human being. Everyone has three parts, or persons, within himself: A Parent, an Adult, and a Child. These parts are known technically as ego states. When a person is in the same state of mind as one of his parents, and has similar attitudes and feelings as his mother or father, or whoever raised him, we say

that he is in his Parent ego state. He may even sound like one of his parents. The Parent can be helping, or critical, or both. The Adult ego state is the part that figures things out by looking at the facts. The Child ego state has the same feelings and ways of behaving that the person had when he was about five or six years old, and which are still in him. Each ego state has its own ways of feeling and behaving, and can often be recognized by the way the person acts and talks.

PARENT EGO STATE: A person in his Parent ego state often uses words like, "always", "never", "ought to", and "should", and says things like, "You should always do it this way", or "How cute", or, "That's naughty", or, "The trouble with you is...", or, "Things aren't the way they used to be". A person in his Parent ego state is concerned with judgments like right and wrong, criticism, and how people should behave. What are some examples of someone in his Parent ego state?

ADULT EGO STATE: The Adult does not mean grown-up. It means the computer in the person's head, the part that figures things out. A person in his Adult ego state says things like, "It's raining outside", "What time is it?", "You are yelling, and I don't like it", or, "Now I see how this works". A person in his Adult ego state is concerned with reality, rather than with judgments or feelings. See if you can give some examples of Adult ego state, and show the difference between Parent and Adult ego state.

CHILD EGO STATE: The Child has most feelings like joy, sorrow, or fear. A person in his Child ego state says things like, "I'm scared", "Oh boy, That's great", "I can't do it", "Don't pick on me", "Wow!". A person is in his Child ego state, usually, when he is laughing or crying, and when he is feeling loving, scared, curious, happy, or sad. Think up some examples of Child ego state, and all three ego states.

Here is another example: A young boy, after hitting an old man while trying to rob him, said to his probation officer, "I knew exactly what I was doing; I shouldn't have done it; but I felt like doing it anyhow." Take this sentence apart, and decide which part came from his Adult, which part from his Parent, and which part from his Child.

In a few moments you will hear a tape recording of several people talking one at a time. Your job will be to tell what ego state the speaker was in when he was speaking. You may hear more than one ego state on some of the phrases. In that case, only give the main one.

REMEMBER three things:

1. It is not only the words that a person uses that show what ego state he is in, it is also the way he sounds and acts.
2. What we want is your judgment. On some of the phrases there is no absolutely right answer. What we want is your opinion.
3. Answer every question, even if you have to guess.

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APPENDIX B

RESPONSE SHEET AND INFORMED CONSENT FORM The Identification of Ego States

P
A
C

I have been asked to participate in a study of ego states. I have been informed that I will listen to a tape recording of some people talking one at a time, and will be asked to state certain opinions about them. I give my consent to this procedure.

Signed _____ Address _____ City _____

Highest grade in school: 8 or less 9 10 11 12. College: 1 2 3 4
5 or more

Date _____ Age _____ Sex _____ Occupation _____

INSTRUCTIONS: In a few moments, you will hear a tape recording made of 30 separate phrases. Listen carefully. When each phrase is ended, you will hear a bell. Right after the bell, decide if the main speaker you just heard was in his Parent, Adult, or Child ego state, and put an X in the appropriate column next to the number for that phrase. Remember, what we want is your opinion, so put an X for each phrase, even if you have to guess.

	Parent	Adult	Child
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

	Parent	Adult	Child
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

	Parent	Adult	Child
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

APPENDIX C

INSTRUCTIONS TO TEST ADMINISTRATOR

Put cassette on tape player.

Pass out sheets headed "What is a Person?" and "Response Sheet and Informed Consent Form", and a pencil to each subject.

Say, in your own words, "Please look at the sheet headed 'What is a Person?' It has three circles in the upper left-hand corner. (Pause) This sheet describes one point of view of what constitutes a person. I am going to ask you to read this with me. Then I will play a tape that has on it 30 short segments taken from group therapy and group interaction sessions, and ask you to give me some opinions about what is going on. This sheet ('What is a Person?') will help explain how to do it."

"I will read the paragraphs out loud and want you to read along with me. I will stop at the end of each paragraph and discuss what we have read. Feel free to ask any questions you want about this."

Read "What is a Person?" aloud--slowly. Pause at the end of every sentence. After each of the paragraphs marked with the name of an ego state, invite discussion. Ask for

examples. If none are forthcoming, give examples. For instance, say "If I say, 'You ought to study' or 'Fish is good for you,' then I'm in my Parent ego state." Stress getting examples from the Ss, but if they are not forthcoming, supply them. Make sure that there are at least five examples for each ego state.

Give positive stroke wherever possible for examples that are volunteered. For each example given, after giving the volunteer a stroke, try to restate the example so that it demonstrates another ego state and thereby shows the difference between ego states. For example, if a S gives the following example of Parent ego state, "A person should always finish school," answer something like, "Great, it's a Parent ego state because it makes a value judgement. It deals in absolutes, like always. But if you said, 'Statistics show that those who finish school end up earning more money than those who don't,' you would probably be in your Adult ego state--stating a fact."

Somewhere in the discussion, say a paraphrase of each of the following: (1) Remember, one ego state isn't good and another bad. We need all three ego states to live a full life. (2) Child ego state does not mean childish; it

means all those feelings and attitudes you have had ever since you were a kid, that first developed in you when you were a child and which are still with you, like happiness, sadness, or anger. (3) More than one ego state can show up in one sentence. In the tape you will hear, if that happens, choose the one you think is the most dominant one. (4) the quality of the tape sometimes makes some of the words difficult to understand. In that case, use whatever clues you can, like voice tone. If you still don't know, guess.

Answer all questions. Work towards getting everyone in the group able to identify ego states from verbal behavior. Be relaxed, courteous, patient and helpful. Stay primarily in your Adult ego state, and communicate the information. Slip into your Child ego state if it helps you and the group relax, but get back to the Adult.

Then say, "Turn to the other sheet, the one with the three circles in the upper righthand corner. Read this statement along with me (read statement). Are there any questions? (Answer any questions). If you agree to take part in this study, please sign your name, and fill out the rest of the form. (Pause) Please circle the highest grade you completed in school. Today's date is (give date).

Indicate your age, sex, and occupation.

Then read the instructions aloud. Ask if there are any more questions. Say, "Okay, then, we'll start." Start tape player. Make sure volume is turned up, and the sound quality is as good as possible. Play until completion of the phrase, "That was the end of Phrase One," and stop the tape player. Say aloud, "What ego state was that?" Ignore anyone who says "Adult" or "Child" and turn to someone who says "Parent," and say "That's right. Parent. He was making judgements about someone else's behavior. Are there any questions about that? (Answer any questions) Put an "X" under the word Parent just to the right of the number one." Turn on tape player again. Repeat for Phrase Two, saying "That's right. Adult. She is dealing with information. Notice that even though you can hear some scared Child in her voice, it is still mostly Adult." Deal with any questions. Go on to Phrase Three. Say "That's right. Child. You can hear the whiney, hurt child. Even though he was giving some Adult information, it is overwhelmingly a hurt child. Remember, ego state refers mainly to the feelings and behavior of the person himself, not just the message. So try to feel what he is feeling."

Then say, "I am going to play Phrase Four through 30 without interruption. Remember, you may have some trouble understanding some of the words. In that case, just guess." Play tape. Try not to bite fingernails or fall asleep. When the tape is over, thank the group and collect the response sheet and the explanation sheet.

APPENDIX D

THE IDENTIFICATION OF EGO STATES

Transcript of Test Tape

Phrase 1 (Male): Well, to me it seems like a spoiled child's action. A very childish thing to do. Well, I think that he should stay in the group to accomplish what he can, instead of running out when the pressure is on him, like a spoiled kid that's always had his way. He just takes off in a little tantrum and leaves the group, which, uh, I don't approve of myself.

Phrase 2 (Female): There's a difference in the way you respond to Francis and myself, and there's a difference in the way you respond to Cliff, and I saw that difference yesterday, also....you respond to women and men very differently.

Phrase 3 (Male): I really don't give a damn. I asked to leave today. (Th: You did?) That's right. Well, I came in here for help, and apparently she thinks that I'm in here for a Service Connection, which I told her when I came in here that I would sign any paper to eliminate it. That's not my problem. I don't want the money. However, it's available; I could take it. I told her I would sign a paper to eliminate it. I'm in here because I have a personal problem. I feel that she put me out in the cold, so I don't want her help. I don't want anybody's help...anymore. That's the way I feel about it. I feel that if a person isn't willing to help me, then I just don't want to be around them, that's all.

Phrase 4 (Male): Will it make a difference in trying to understand why it is you couldn't? See, I don't hear any people being very concerned with the group's not being able to do it.

Phrase 5 (Male): That makes me feel kinda bad. It feels like I'm not very trustworthy, and, that's one of the reasons why I'm here.

Phrase 6 (Male): One of the things that a lot of families do in the course of just growing up together is finding ways of distributing responsibility so that no one person has to carry all of it, and so that everyone, no matter how much responsibility they have, can put it down for a while when it gets a little too heavy.

Phrase 7 (Female): My feeling is that sometimes that can be aggressive. (It's an inverted kind of....it's an inverted kind of prudery to me.) That's right. Where did I...I just read it, Alan Watts, I think, that one of the most inhibited, the most clothed people at this gathering, were the Hippies, who were wandering around without any clothes on, and he thought they were psychically diseased. (Uh-huh.) Just like using four letter words for shock value.

Phrase 8 (Male): When I was playing football, that was a big part of my life, and he never cared. (How do you know he didn't care?) Uh, it was, "Instead of goin' to practice, why don't you come down to work," or, uh, like when football season come up and I'd have to stop working..."Don't go out for football," and he'd never come to the games.

Phrase 9 (Male): Actually, I was very deliberate at the very beginning. I chose...I thought...I checked my first response.

Phrase 10 (Male): Oh, my gosh. Three year little college boy is afraid to deprive himself. I'm really surprised. Poor little innocent boy. Shit, you disgust me. So you just came in here to lap up on this luxury hotel and then head down the road when you get some money, is that it?

Phrase 11 (Male): My wife is excellent at this too; I'm jealous of her. She can do anything, anything, this woman can do anything.

Phrase 12 (Male): You go off and you hide. You know, for a business man, you'll never make it, son. You go off and you hide. You're anti-social. For a business man you've got to be very social. You've got to know people, how to associate with them, and you've got to know how they think. You're not going to make it as a business man if you don't try that. That's the name of the game is people. And money. And people first of all.

Phrase 13 (Male): This is an issue that affects a lot of people in here, not only you, Tom, how you handle being hurt, being put down. You come to mind right away, Ed, in terms of what happened to you on the job situation. I'm wondering, you know, what your view is on all this. How do you handle your feelings of being hurt?

Phrase 14 (Male): You have this attitude that we are holding you here against your will and I'm hearing things that Barbara and other people have done and are trying to do to help you and you have the impression, I think, that we have some ulterior motive, that we are not trying to help you, but to personally gain from keeping you here as long as possible. And the only thing that I'm hearing is that she's trying to help you for your own good.

Phrase 15 (Male): Well, but, but...

Phrase 16 (Female): Are you saying that perhaps we can even use this tape if we so choose to at the end, to perhaps listen to it back as a group?

Phrase 17 (Male): Hell, yes, I'm a politician. You don't get votes without people liking you.

Phrase 18 (Male): I'm turning my back on Barbara because...she doesn't have faith in me. She appears as though she doesn't have any faith in me. She thinks that I am, uh ...she doesn't think I'm being truthful with her. That's what I think, in my estimation. She already told me what she believes, and I just don't want to discuss it with her any more.

Phrase 19 (Female): I wonder if you could imagine relating to people in a way other than frightening them. Do you ever feel close to a person like to another man, to a friend, in a way in which you felt that there didn't have to be any fear of each other or any violence between..Y'know, kind of just trust each other as good friends?

Phrase 20 (Male): Well, on the outside, I don't like for people to know some of the crazy stuff I've done. I don't want 'em to know. I figure it's none of their business and it's pretty embarrassing, and it's not especially good, some of the things I've done, and I don't really like to think about them.

Phrase 21 (Male): In the same sense that in the early part of the meeting, when you attempted to pick up on something...remember? With Bill and Jack...and there was a kind of an embarrassed cutting off there. Something that...do you remember at the very beginning of the meeting today? And there was a kind of cutoff. You felt kind of...you looked like you felt kind of stupid about the whole thing. And, it was left kind of awkward. Ah, we didn't know what to do with that kind of thing.

Phrase 22 (Male): Yeah, but I, I, I'm kind of...Yeah, I know but, uh, about a half an hour ago, or two hours ago, I had, it was happening, you know, and I get very very paranoid, and I still am a little bit.

Phrase 23 (Male): I think he's just a baby that needs his ass kicked right out the door and tell him to straighten up and act like a man and get it goin' down the road there. I think he's just really afraid of life. He's just a little frustrated and doesn't know...quite how to handle the situation.

Phrase 24 (Male): You may have been involved in a similar such thing. It's a behavioral prescription, the thing I am going to suggest we get into. Ah, and it goes something like this...Ten-thirty, let's see, forty-five minutes; we could all be back by eleven-fifteen, which will give us roughly, three-quarters of an hour.

Phrase 25 (Male): She never asked me why...what was going on. She didn't ask me anything at all...about that.

Phrase 26 (Male): Well, last night, like I said, we were at the dance, and for the first time, you know, you had a chance to talk with some...socialize and have a good time, and then it all ends abruptly. And I think Carl was really having a nice time last night. And I think it ending abruptly...I think he reminisced quite a bit about the night last night, and it was hard for him to sleep.

Phrase 27 (Male): Can I go to the bathroom?

Phrase 28 (Female): It's not that Carl puts me down. I'm saying that Carl is not capable of standing on his own two feet, and so he uses a woman, and the woman has to therefore look after him, which is basically the man's job to run the household. Because then a woman has to take over wearing the pants in the family when basically it's the man's job. And it's deficient...it makes a woman feel deficient being a woman, because it's basically a man's job is to be head of the household.

Phrase 29 (Female): No, but I think that somehow Tom doesn't really come across like he...like he's really feeling. When he talks, it is in the same monotone. It's not like he's really...it's hard for me to tell how deeply he is hurting. (You feel he's really hurting?) Yes, I do.

Phrase 30 (Male): Women are to be loved, cherished, protected, held apart. Men, you talk man to man. (And Angry!) Angry, absolutely. Why not? Any man that will get angry at a woman isn't worth his salt.

END OF TAPE

APPENDIX E

CORRECT RESPONSES TO TEST INSTRUMENT

* 1	Parent	16	Adult
* 2	Adult	17	Parent
* 3	Child	18	Child
4	Parent	19	Adult
5	Child	20	Child
6	Adult	21	Adult
7	Parent	22	Child
8	Child	23	Parent
9	Adult	24	Adult
10	Parent	25	Child
11	Child	26	Adult
*12	Parent	27	Child
13	Adult	28	Parent
14	Parent	*29	Adult
*15	Child	30	Parent

*Items not scored