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## An exploratory study into the commonalities of the life scripts of adolescent delinquents in selected institutions

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AN EXPLORATORY STUDY INTO THE COMMONALITIES OF  
THE LIFE SCRIPTS OF ADOLESCENT DELINQUENTS  
IN SELECTED INSTITUTIONS

A Thesis  
Presented to  
the Faculty of the Graduate School  
University of the Pacific

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

by  
David L. Brigham

May 1976

This thesis, written and submitted by

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Dated MAY 5, 1976

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## I. THE PURPOSE, THE PROBLEM AND THE SIGNIFICANCE

For several years the researcher has been working with problem adolescents in a therapeutic setting. During this time certain behavioral patterns appeared repeatedly as characteristic of a certain type of personality. For example, the rebellious child's behavior became predictable in many situations.

Transactional analysis has been a useful tool for the researcher in categorizing these characteristics. Using it, he was able to recognize both commonalities and differences between types of problem adolescents. The purpose of this thesis is to examine the life scripts of problem adolescents of selected institutions to determine what the commonalities are within and between the categories of injunctions, counterinjunctions, basic positions, rackets, games, decisions, programs of life course, and treatment contracts.

The purpose and problem are embodied in four basic questions:

- 1) Do commonalities exist in the categories of injunctions, counterinjunctions, basic positions, rackets, games, decisions, programs of life course and treatment contracts?

- 2) What are the most prevalent commonalities within each category? Example: What is the most common injunction?
- 3) What are the commonalities between categories? Example: What is the most common game when the injunction is "Don't get close?"
- 4) What are the commonalities among total life scripts? Claude Steiner categorizes the alcoholic into three main types: "drunk proud," "lush," and "wino;"<sup>1</sup> is it possible to categorize adolescent delinquents into similar personality patterns?

The significance of the study is in providing institutions that use TA for rehabilitating adolescent delinquents with a better approach to the analysis of life scripts, and to more effective treatment. Statistical evidence from the Youth Center Research Project,<sup>2</sup> a comparative study on TA and behavior modification within the California Youth Authority, indicated some very positive results with the use of TA, as did similar studies done at the Preston School of Industry. In both places a life script interview was one of the first procedures used with a ward entering the program. With the findings of the

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<sup>1</sup>Claude Steiner, Ph.D., Games Alcoholics Play, (New York: Grove Press Inc., 1971), p. 71.

<sup>2</sup>C. F. Jesness, W. J. DeRisi, P. McCormick, and R. F. Wedge, The Youth Research Project. Sacramento, California Youth Authority, Stockton, California, July 1972.



interview the therapist/counselor begins therapy. During this interview the client negotiates his first treatment contract. The life script is necessary both for the offender and the therapist/counselor if the TA treatment is to be successful. With a compilation of commonalities among the different kinds of life scripts, the therapist/counselor could more quickly determine an approach for treatment.

~~Another major significance of the study is in~~ helping to determine the validity and consistency of certain principles of transactional analysis. For example, the design of this study could provide evidence in support of Eric Berne's life script formula (page 21).

## II. INTRODUCTION TO TRANSACTIONAL ANALYSIS

Dr. Louis S. B. Leakey disagreed with conventional thought. He felt man did not originate in Asia, but in Africa. He believed "that the mystery of man's past would be unraveled in Africa."<sup>3</sup> In 1972, Dr. and Mrs. Leakey led a full expedition to Olduvai, Africa and found fossils of early man. Leakey eventually found the link to the past, but more significant to us is the discovery his wife made. Mrs. Leakey discovered an ancient skull that turned out to be of a species very similar to prehistoric man but one that did not survive. This species, with human-like qualities, perished because it was a solitary creature of the swamps. Man needed to group to survive. Like the baboon, man used grouping for protection. Grouping was functional in protecting the young. The human infant is more vulnerable, for a longer period of time, than most other infant animals because of his limited instinctual capabilities. Man became a social animal and in order to protect, secure and strengthen his social order, he devised

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<sup>3</sup>James Peterson, "Son of the Sparrow Hawk", Psychology Today, September 1972, p. 74.

communication systems. The Sapir-Whorf Hypothesis indicates that language functions not simply as a device for reporting experience, but also, and more significantly, as a way of defining experience. Language is "a way of directing the perceptions of its speakers and it provides for them habitual modes of analyzing experience into significant categories."<sup>4</sup> For example, "users of markedly different grammars are pointed by their grammars toward different types of observations and different evaluations of externally similar acts of observations, and hence are not equivalent as observers but must arrive at somewhat different views of the world." In other words, our communication systems help determine how we define the world and this definition is passed from generation to generation. Transactional analysis is a method of understanding man through this communication.

#### Primary Drives

Eric Berne suggests that man's social intercourse arises out of two primary drives:

- 1) Stimulus hunger, which "parallels in many ways, biologically, psychologically, and socially the hunger for food."<sup>5</sup> Man needs

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<sup>4</sup>Hary Hoyer, (ed.), Language in Culture, (Chicago, Illinois: The University of Chicago Press, 1954).

<sup>5</sup>Eric Berne, Transactional Analysis in Psychotherapy (New York: Grove Press Inc., 1961), p. 83.

stimulation to exist. The research done with sensory deprivation supports this view. "It demonstrates that sensory deprivation in the infant may result not only in psychic changes, but also in organic deterioration."<sup>6</sup> Stimulus hunger is satisfied by stroking. Stroking is a form of stimulation one gives to another. Strokes can vary from physical to verbal, and may even include a mere nod of recognition.

- 2) Structure hunger: "Structure hunger is the need to establish a social matrix within which the person can transact with others. To satisfy structure hunger, the individual seeks social situations within which time is structured, or organized, for the purpose of obtaining strokes."<sup>7</sup> Structure hunger suggests the desirability of predictability in the social order.

Berne indicates that a child can be stimulated either positively or negatively; or sometimes not at all. Positive stimulation is affectionate stroking, love, care, etc. Negative stroking may be in the form of spanking or

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<sup>6</sup>Eric Berne, Transactional Analysis in Psychotherapy, (New York: Grove Press, Inc., New York, 1961), p. 83.

<sup>7</sup>Claude Steiner, Ph.D., Games Alcoholics Play, (New York: Grove Press, Inc., 1971).

in using a harsh, critical voice. No stimulation would be total indifference to the child. Sensory deprivation research indicates that a child will opt for negative stimulation rather than face indifference or no stimulation.

Positive stimulation in basic child formation is, of course, the first choice. Let's use a fictitious 4-year old by the name of Johnny to illustrate this point. Johnny's father has just returned from the office. Johnny comes up to daddy and wants attention (positive stimulation/stroking). Johnny's father is tired and wants to be left alone. Johnny goes to his bedroom where he "accidentally" breaks a window; whereupon, daddy spanks Johnny (negative stimulation/stroking). Johnny opted for attention, even though negative, rather than no attention at all.

The basic pattern of stimulation an infant receives during his early years (0 to 5) becomes a pattern for which he will structure his time. In order to have the world be predictable, the infant structures his time in such a way that these basic stimulation-response patterns are reinforced. The basic stimulation-response patterns are set up in the relationship between the infant and the parents or parental figures. When the infant encounters others in the world, he wishes his world to be predictable, and therefore, imposes his stimulation-response patterns on others. The infant tends to associate with others that reinforce his concept of himself and the world. Berne suggests that, for

most, these basic stimulation patterns are sought after throughout most of one's life.

We can structure our time for strokes from others six ways:

- 1) Withdrawal: We can psychologically withdraw from others, even though we remain in their presence and know they are aware of us.
- 2) Rituals: We can structure our time for simple and stereotyped transactions, such as, "Hello," "How are you?," "Nice Day."
- 3) Pastimes: A time structure consisting of conversation about specific subjects, perhaps innocuous, to simply pass time, or to get to know someone better.
- 4) Games: A series of ulterior, exploitative transactions that usually end in a payoff of negative stimulation.
- 5) Activities: Ways of structuring time that deal with external reality; such as working with others.
- 6) Intimacy: A deeper level of human encounter. Intimacy is an open, honest relationship free of exploitation. It is associated with tenderness, empathy, and affection.

The basic principle laid down by Berne is essentially that man needs stimulation and time structure. Stimulation

is given and responded to in the parent (parental figure)-infant relationship. The infant soon habitualizes the stimulation-response patterns learned from the parents and sets himself up in the outside world to reinforce the patterns; thus, his world becomes predictable although not necessarily enjoyable.

### Ego States

Dr. Wilder Penfield, a neurosurgeon, began in 1951 to produce evidence confirming certain concepts about retention of information (memory). Penfield found that by stimulating the brain in certain areas with an electrode, single recollections could be evoked. It appears as if past events are recorded in detail along with feelings that are associated with those events. "Thus, evoked recollection is...a reproduction of what the patient saw and heard and felt and understood."<sup>8</sup>

The human brain appears to act as a tape recorder and puts on tape every experience from time of birth (possibly even before birth). Berne suggests, therefore, that the human personality has three types of ego states, which are separate and distinct sources of behavior: the Parent Ego State; the Adult Ego State; and, the Child Ego State. Each person brings with him tapes of all his experiences in childhood; all he has incorporated from his parental

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<sup>8</sup>W. Penfield, "Memory Mechanisms," AMA Archives of Neurology and Psychiatry, 67:178-198, 1952 (with discussion by L. S. Kubie, et al.).

figures, his perception of events and the feelings associated with the events. Each person also brings with him any distortions or decisions about self and others that have been made because of previous events and feelings.

The Parental Ego State contains the attitudes and behavior borrowed from parental figures. These are usually developed in the first five years of life. Outwardly the behavior is often prejudicial/critical or nurturing. Inwardly the Parent is experienced as a sender of messages that may influence the inner Child.

The Adult Ego State is oriented toward current reality and gathering of information. It functions by testing reality; it computes dispassionately. The Adult Ego State is initiated at around ten months old when a child begins to experience the power of locomotion and discovers he has the ability to choose his responses and manipulate his surroundings.

The Child Ego State contains those basic natural feelings of a person. It also contains the recordings of his earlier experiences, his interpretations of those experiences and his decisions about himself in regard to them. The Child is where basic stimulus-response patterns are stored.

Therefore, the Parental Ego State is mostly the taught concept of life, the Adult Ego State the thought, and the Child the felt. It is important to remember that these ego states are not roles, but phenomenological



realities, each with behavioral characteristics befitting those realities.

### Transactions

Communication takes place when one person transacts socially with another. There are three ways communication can occur in using the Parent-Adult-Child (P-A-C) model.

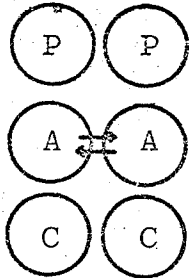
Transactions can be: 1) complementary; 2) crossed; or 3) ulterior. A complementary transaction is one that is "appropriate and expected and follows the natural order of human relationship."<sup>9</sup> A complementary transaction occurs when a message from one ego state elicits a response from the ego state addressed in the other person. Crossed transactions occur when an unaddressed ego state responds to the stimulus; an unexpected ego state is activated. (See Model 1 on the following page.)

An ulterior transaction involves more than two ego states, and is a disguised transaction. It is superficially an ostensibly straightforward transaction. A famous example is the old standby, "Would you like to come up and see my etchings?" Another pertinent example is the car salesman who says to the customer, "but, of course, this may be too racy for someone like you." In both cases the message may appear to be going from the Adult to the Adult; but the real one may be from Child to Child, or Adult to Child.

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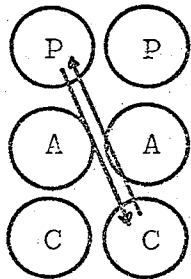
<sup>9</sup>Eric Berne, Games People Play (New York: Grove Press, Inc., 1964).

Model 1



1: What time is it?

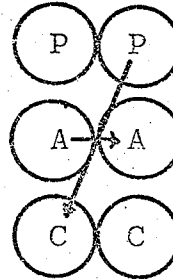
2: Two o'clock.



1: Don't worry honey--  
everything will be  
fine.

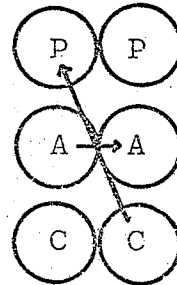
2: Gee, I sure hope so.

COMPLEMENTARY



1: What time is it?

2: You're always in  
such a hurry.



1: Would you like some  
help with that math?

2: Get lost.

CROSSED

The frequency of a person's complementary, crossed, or ulterior transactions largely depends on his habitual responses to stimulation patterns, and how he has thus learned to structure his time. An individual raised in an environment where his stimulation is for negative behavior will structure his transactions with others to get that predictable response. If Johnny is raised in an environment in which he is given attention (strokes) for throwing tantrums, it is possible that in later life he will structure his time in such a way that he can set up transactions for justification to throw a tantrum and thus reinforce his basic stimulation pattern.

#### Basic Positions

A major supplementary concern with this habitualized negative stimulation pattern is how the individual begins to see himself. The negative stimulation is usually given with certain parental messages, such as, "Don't get close," or "Don't exist" and "Don't be you" (Parental Injunctions).

Before a child is eight years old, he develops a concept about his own worth and the worth of others. This decision about self and others can affect his behavior for the rest of his life. Correspondingly, it can affect his transactions and how he structures his time. There are four basic positions:

- 1) I'm OK: You're OK. This is the position of a winner; a healthy position. "A person with this position about himself and

others can solve his problems constructively. He accepts the significance of people."<sup>10</sup>

- 2) I'm OK: You're not-OK. When the Child of a person feels not OK, he may conclude that he is OK, but others are not. In this position, a person feels victimized or persecuted. He may often blame others for his miseries.
- 3) I'm not-OK: You're OK. This "is a common position of persons who feel powerless when they compare themselves to others."<sup>11</sup>
- 4) I'm not-OK: You're not-OK. This is the futile position of those who lose interest in life.

### Rackets

Therefore, early in a child's life a stimulus-response pattern is set up depending on how the child and the parental figures interact. The child begins to structure his relations with others according to this predictable pattern. Before he is eight years old, he will make a decision about himself. If his circumstances require him to collect negative strokes for stimulation, he usually

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<sup>10</sup>M. James and D. Jongeward, Born to Win (Massachusetts: Addison-Wesley Company, 1971).

<sup>11</sup>Ibid.

develops a "racket". A racket is a form of "self indulgence in feelings of guilt, inadequacy, hurt, fear, and resentment."<sup>12</sup> A person manipulates others in order to re-experience and collect predictable, bad feelings. A person indulges in his racket after he has collected enough bad feelings to justify his guilt, inadequacy, etc. This collecting of bad feelings is termed, "collecting stamps." The term is borrowed from the trading stamp business.

### Games

The method to collect stamps and justify behavior for a racket is through the use of games. A game is "a recurring set of transactions, often repetitive, superficially rational, with a concealed motivation; or more colloquially, as a series of transactions with a gimmick."<sup>13</sup> These transactions follow to a well defined, predictable outcome. Games begin with the con and "all games involve a con. But a con only works if there is a weakness it can hook into, a handle or 'gimmick'. After the 'mark' is hooked, the player pulls some sort of switch in order to get his payoff. The switch is followed by a moment of confusion or crossup while the mark tries to figure out what has happened to him. Then both players collect their

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<sup>12</sup> Ibid.

<sup>13</sup> Eric Berne, Transactional Analysis in Active Psychotherapy, Harold Greenwald (ed.) (New York: Atherton Press, 1967), p. 175.

payoffs as the game ends."<sup>14</sup> The payoff feelings are the feelings necessary to stimulate that person's basic stimulation-response patterns. In simpler words, the game is designed to duplicate feelings the person had as a child.

In Games People Play, Eric Berne categorizes and explains various games. He labels each game according to a phrase commonly used during the game. Here are some frequent games:

<u>Theme</u>	<u>Name of Game</u>	<u>Purpose: To Prove</u>
Blaming others	If It Weren't For You (IFWY)	You're not OK
	See What You Made Me Do	
Saving others	I'm Only Trying To Help	You're not OK
	What Would You Do With- out Me	
Finding fault	Blemish Corner	You're not OK
Getting Even	Rapo Now I've Got You, You SOB (NIGYSOB)	You're not OK
Provoking Put- downs	Kick Me Stupid	I'm not OK

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<sup>14</sup>Eric Berne, What Do You Say After You Say Hello?, (New York: Bantam Books, Inc., 1972), p. 23.

<u>Theme</u>	<u>Name of Game</u>	<u>Purpose; To Prove</u>
Enjoying misery	Poor Me	I'm not OK
	Wooden Leg	
Copping out	Harried	I'm not OK
	Frigid Woman (Man)	

Games are a way of structuring time in which people with negative stimulus-response patterns can get their stroking; their predictable payoff. A serious game player rejects opportunities to be a winner. Berne divides games into degrees of intensity:

1st Degree: socially acceptable in the person's circle.

2nd Degree: no permanent damage, but something the players would like to have concealed.

3rd Degree: played for keeps, and end in surgery, the courtroom, or the morgue.

### Life Scripts

"A script is an ongoing program, developed in early childhood under parental influence, which exists in the individual's behavior in the most important aspects of life."<sup>15</sup> Berne puts the script into a formula, EPI → PR → C → IB → Payoff, which translated means that Early Parental

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<sup>15</sup> Ibid.

Influences lead to a Program, which leads to Compliance and Important Behavior, which get to a Payoff.

Life scripts are those stimulus-response patterns learned as a child. They can be sustained throughout life as if a person is playing out a theatrical script. The transactions of a person are dependent upon ego states, and ego states function in relation to basic positions. Therefore, ~~transactions can be setups to play games and~~ pursue rackets; for all the purpose of sustaining a person's self-image or to contribute to his life script--a form of self-fulfilling prophecy.

Embodied within the individual's script are various subscripts, such as cultural scripts, which are expected dramatic patterns that occur within a society, such as "struggling for success." Sub-cultural scripts are formed by different ethnic, religious, or educational backgrounds. These sub-cultural scripts are perpetuated by the family unit and a family can add or delete various traditions and expectations to or form the scripts. Essentially then, the parental figures are the persons who pass on script messages. There are two forms of messages: the parental injunction (PI) and the parental counterinjunction referred to as injunction and counterinjunction. The injunction is the most significant of the two messages. The PI is the message sent from the parent's own Child ego state. It is the feeling message. Non-verbal communication is very significant in the PI. The most significant injunctions come



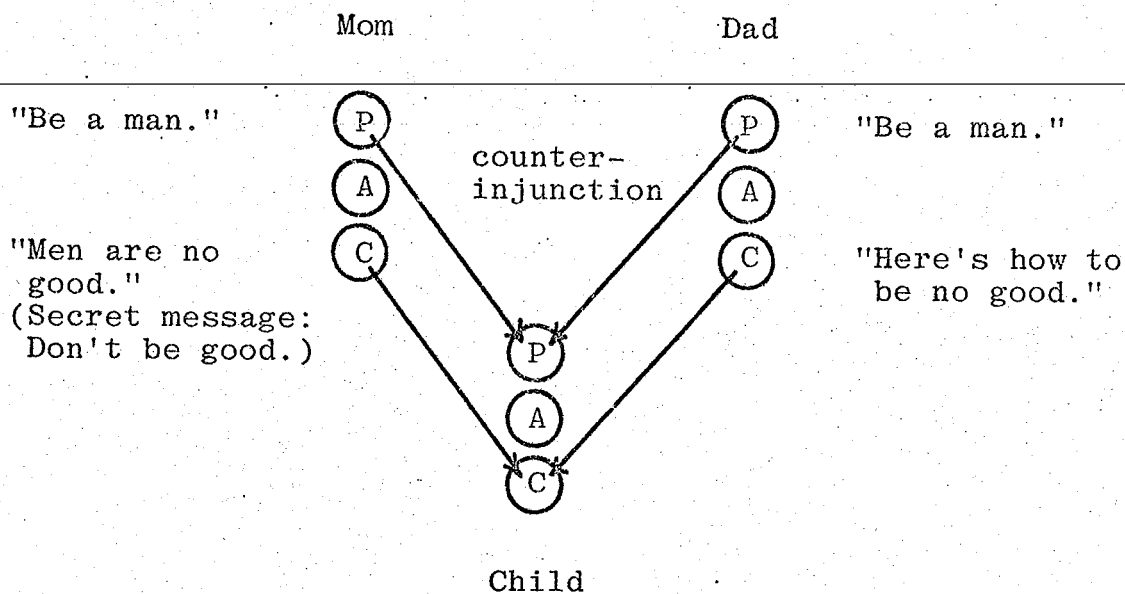
from the dominant, nurturing parent--usually the mother. The injunction messages come in the form of "Don'ts." Some examples are: "Don't get close," "Don't be you," and "Don't exist."

The counterinjunction is communicated from the Parent ego state of the parent. These frequently are embodiments of cultural or sub-cultural scripts. Often it is advice that would lead the offspring to be a "credit to the family," such as "Do be successful," "Do be good," or "Do try."

The child's adaptation to the scripting messages commits the person to a life script program. This leads to the script decision. The script decision is a critical point in a child's life when he makes a decision about himself. It is a childhood commitment to a certain form of behavior. The decision is made by the child's Adult ego state. For some children, the decision is based on poor information resulting from experiences in which strokes were for negative stimulation. For example, a child is punished for throwing a tantrum and told he is a brat for doing such things. The behavior was a way of receiving stimulation because positive strokes were unattainable. The child, however, may base a decision about himself from the messages sent from the parents. In this case, the child may decide he is a brat because of the things he has done and what his parents have said. This decision becomes part of his life script.

A diagram that illustrates the parental messages (injunction and counterinjunction) is called a script matrix. The following is an example of a script matrix:

## Model 2



It is important to understand that not all scripts are bad. Scripts can also function as realistic ideas of what a person can do with his potential.

One of the primary goals of a person in TA treatment might be to develop more autonomy. The procedure for gaining autonomy begins by determining what one's life script is--specifically, what are the messages that have been passed down by parental figures. The next step is to determine what parts of the life script the individual wishes to keep and what parts he wishes to change. For example, one

may like the way he expresses affection in a way similar to his mother's way, but dislike the way he bottles up his anger; therefore, the person may choose to keep the way he expresses affection and choose to re-program a different way to deal with anger.

Members of the San Francisco Social Psychiatry Seminars, during the years of 1966-1970, tried to put together a check list that would function as a shortcut in treatment. It was necessary to find a quick way to determine the elements in a patient's script so that a possible tragic ending could be headed off. The life-script questionnaire used in this study was an outgrowth from this original check list. It is presently being used in various California Youth Authority institutions. The questionnaire was prepared by Paul McCormick.<sup>16</sup> (Appendix A)

The Life Script Form is the summary or conclusion sheet of the Life Script Questionnaire. It is the end product resulting from the questionnaire. Six of the eight categories (PI, counterinjunction, basic position, racket, games, decision) have been discussed and defined earlier in the introduction. The remaining two are program for life course and contract. The Program for Life Course is "the way to put all the elements of the script together in one story line, on which to hang the whole life."<sup>17</sup> The

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<sup>16</sup> Paul McCormick, Guide for Use of Life-Script Questionnaire (Berkeley, California: Transactional Pubs. Distributor, 1971).

<sup>17</sup> Ibid.

contract is an agreement to pursue a course of action leading to a clearly defined goal, and includes the criteria for knowing when the goal has been reached.

III. DESIGN AND PROCEDURES  
OF THE STUDY

Definition of Terms

- "An Exploratory Study" - A search through or into for diagnostic purposes.
- "Commonalties" - Common features and attributes within and between the following categories: injunctions, counter-injunctions, basic positions, rackets, games, decisions, programs of life course and treatment contracts.
- "Life Script" - The term will refer to a concept developed by Eric Berne in his theory of transactional analysis. Berne defines life script as "a life plan based on a decision made in childhood, reinforced by parents, justified by subsequent events and culminating in a chosen alternative."
- "Adolescent" - Relating to a period of growth from approximately puberty to maturity.

- "Delinquent" - In this study the term will be used in a legal sense, implying persons whose conduct is outside the law.
- "Selected Institutions" - The institutions will be two from the California Youth Authority:  
1) O. H. Close School, located in Stockton, California, and 2) the Preston School of Industry, located in Ione, California.
- "Personality Patterns" - The study subjects' commonalities in the following life-script elements: injunction, counter-injunction, basic position, racket, games, decisions, programs of life course, and treatment contract.

#### Outside Information

During the Fall of 1973, outside information pertinent to the study was collected and analyzed. This information was concerned with two primary areas:

- A. Familiarization with transactional analysis, in particular, life script material. This included much of the TA literature available through the TA organization, International Transactional Analysis Association. It also included material obtained at the institutions used in the study.

- B. Familiarization with procedures and structure of institutions from which life script data was to be obtained.

These areas were a necessary concern in order to evaluate objectively the resulting data and in order to evaluate the effect of certain variables on the study. This information will be presented in respect to the results of the study.

#### Life Script Form

The next step was to collect the Life Script Form from the two institutions used in the study. A Life Script Form records the material resulting from the Life Script Questionnaire. It includes eight major items: Parental Injunction, Counterinjunction, Basic Position, Racket, Games, Decision, Life Course, and Treatment Contract. Theoretically, these items constitute a subject's life script in transactional analysis' terms. One hundred and sixty Life Script Forms were collected -- 38 from Preston School of Industry and 122 from O. H. Close. Preston School of Industry and O. H. Close are detention centers for male juvenile delinquents from the ages of 16-20. Both schools are part of the California Youth Authority located in northern California.

#### Response Lists

The responses to the eight items of the Life Script Form were collected and listed according to their respective

categories (list of responses to each category found in Appendix B). There was a total of 326 responses from 160 subjects.

Responses were listed together if it appeared that the differences were only of a semantic nature. For example, there were many similarities under the category of "Decision." The responses listed under the coding number ten in the Decision category included five similar terms which were similar enough to be warranted as the same response. These were, "I'm no good;" "I'm not ok;" "I'm a shit;" "I'm a rat;" "I'm a born loser."

The responses in each of the eight categories were coded for computer programming. In the Parental Injunction category, there were 52 coded responses; Parental Counterinjunction: 69; Basic Position: 6; Racket: 21; Games: 30; Decision: 45; Life Course: 38; Contracts: 58. Once the responses were coded according to categories, a coded Life Script Form was made for each of the 160 subjects. Three responses per category was the maximum number of responses recorded because: (a) the computer had limited input; and (b) very few subjects had over three responses per category. Responses were given in paired numbers; 00 indicated no response. Therefore, a 000006 would indicate one response (00,00,06) in that particular category, while 065134 would indicate three responses (06,51,34). The coded Life Script Forms for the 160 subjects can be found in Appendix C.



The coded responses of the 160 Life Script Forms were punched onto computer cards.

#### Program A

The first program was set to determine the frequency of responses for each of the categories. This program was to determine the most prevalent responses in each of the categories--the most common responses. All 160 subjects were used for this first program.

#### Program B

The second program was set up to determine commonalities of personality patterns. Twenty of the subjects' Life Script Forms were factored by Principle Components Factor Analysis to determine initial personality patterns, which were then rotated using Varimax rotation procedure to establish five personality patterns (Appendix D explains this procedure). The process was repeated four times, with 20 subjects in each group. Approximately 40 subjects from Preston and 40 from O.H. Close were used.

The factor analysis technique uses the 328 responses as a checklist. The technique compares the responses of the different subjects and then categorizes them according to commonalities. The end result is a subject's similarity to the five personality patterns in terms of percentages. The researcher chose to limit the study to five personality patterns. After five patterns, the characteristics become less definite. The patterns are more reliable and accurate

in the first pattern (D/A) and less reliable and accurate as they move down to the last pattern (A-D-LB).

Raw Data for Program B

In each of the personality patterns, the raw data would look like the following for each subject:

SUBJECT 1	Personality Pattern
0.37130	Anger/Depression
0.05989	Depression/Anger
0.23710	Anger/Depression/Death
0.51229	Depression/Death
0.05060	Anger/Depression/Little Boy

(For further explanation of Personality Patterns refer to Results: Program B page 55.)

If the number presented in squared, the result is a percentage of that subject's personality pattern to his whole personality. The total personality based on the possibility of 328 responses of the 160 subjects. Therefore, Subject 1 would be analyzed as the following:

Personality Pattern A/D - Raw Score 0.37130

= Approx. 14% of total personality

Personality Pattern D/A - Raw Score 0.05989

= Approx. .5% of total personality

Personality Pattern A-D-D - Raw Score 0.23710

= Approx. 6% of total personality

Personality Pattern D-D - Raw Score 0.51229

= Approx. 26% of total personality

Personality Pattern A-D-LB - Raw Score 0.05060

= Approx. .5% of total personality

The raw data for the four groups of twenty subjects can be found in Appendix E.

A random sampling of the 80 subjects indicated that over 50% of their total personalities were represented by the five personality patterns (average: 52%).

#### Matrices for Personality Patterns

Those subjects who had more than 25% of their total personality represented by responses in a specific personality pattern provided matrices for that particular personality pattern. For example, subject 1's characteristics (responses) became a matrix for personality Pattern D-D because 26% of his personality was represented by that pattern.

The 80 subjects were analyzed in this fashion to determine those subjects which could be used as matrices for the different personality patterns.

In personality pattern D/A, the following subjects qualified (over 25% of personality determined by the personality pattern) as determiners of the matrices of characteristics of that personality:

<u>Subject</u>	<u>Percentage of Personality Determined by Personality Pattern D/A</u>
2 -	48%
6 -	40%
10 -	34%
14 -	30%
22 -	45%
26 -	35%

<u>Subject</u>	<u>Percentage of Personality Determined by Personality Pattern D/A</u>
29 -	29%
31 -	53%
52 -	55%
53 -	59%
56 -	30%
60 -	62%
72 -	54%
76 -	44%
80 -	53%
TOTAL 15 Subjects	45% Average

Therefore, 15 subjects had over 25% of their personality determined by the characteristics of personality pattern D/A. The average subject in this group of 15 qualifiers/representatives had 45% of his personality determined by personality pattern D/A.

A list of responses of those subjects with over 25% of their personality in a particular personality pattern was compiled for each of the five personality patterns.

A compilation of the responses for each of the five personality patterns can be found in Appendix F. Since the personality pattern is determined by a composite of the subjects' responses, those responses given only once were not statistically significant and were eliminated from the total. Those responses that were given twice were recorded, but considered weak.

After the statistical compilations were made and unreliable variables eliminated, the responses were decoded and a list was made of the characteristics for each category within that personality pattern. (Tables I - M)

Within each of the five personality patterns, the categories were evaluated, compared, and analyzed by themselves and in conjunction with the other seven categories.

~~Whole personality patterns were also compared,~~  
evaluated and analyzed for their relationships to each other.

#### Limitations of Study

There were two significant uncontrolled variables that affected the accuracy of the study.

#### Limitation of Interpretation: A

The first limitation of the study dealt with interpretation of responses. Some of the responses in the eight categories were interpretations made by therapists or counselors; other responses were direct quotes from the subject. The researcher has determined which categories were more prone to have interpreted responses and which had little or no interpretation. The classification and reasoning behind the classification are as follows:

---

Direct-Responses:  
Low Interpretation

Indirect-Responses:  
Significant Interpretation

---

Parental Counterinjunction

Parental Injunction

Decisions

Basic Position

Life Course

Games

Contracts

---

Racket

---

Those categories placed under the subheading of direct responses were predominately direct quotes in need of little or no interpretation. The other categories were placed under the subheading of indirect responses because they were not direct quotes. Parental injunctions are thought to be initially communicated non-verbally. The responses given are, for the most part, interpretations of the therapists. Similarly, games, rackets and basic positions are categories in which the therapist takes the responses from the Life Script Questionnaire and fits the responses into the appropriate TA-structured response. For example, a subject may continually set himself up to be put down. The proper response to this in TA terminology may be "Kick Me" in the game category.

Limitation of Interpretation: B

The second limitation of the study was in the use of

language. In all eight of the categories the use and misuse of TA terminology caused confusion and thus decreased the accuracy of the study.

In the direct-response categories there were frequently responses which could be interpreted in various ways. Since the subjects of the study were not available for clarification of responses, the researcher had to deal with the confusion. ~~In cases of confusion, the research placed~~ the response as a separate item. In those cases where a response was very similar to another response, the researcher placed it under the same response number, such as in the decision category, response code number 10: "I'm no good/not ok/shit/a rat."

In the indirect-response categories, the language problem is in the meaning of the terms as applied by the therapist/counselors. For example: does "Don't exist" and "Don't be you" mean the same thing? For some therapists the terms may be synonymous; for others the messages may be reversed. The conclusion drawn is that within the institutions studied, there are TA words and phrases that are not uniformly agreed upon. These inconsistencies may not affect the therapist-patient relationship; however, their significance is very important to the study. In both programs A and B, the frequency of responses is a measuring device to determine commonalities. Uncertainty or non-uniformity of meaning and interpretation of responses

decreases the accuracy of the study. For example: if "Don't exist" and "Don't be you" were the same parental injunction in reality, then instead of being separate response items of 12% and 14%, respectively, they would account for 26% of the responses. The interpretation of total personality patterns would also be affected.



IV. RESULTS: PROGRAM A  
FREQUENCY OF RESPONSES

Introduction

There was a total of 328 responses to the eight categories of the Life Script Form. The following is a list of the most common responses in each of those categories. The cutoff line for a response to appear on the chart was 1%. Responses given less than 1% of the time out of the total number of responses were not significant to the study.

After each page of results interpretation variables and pertinent information are noted.

CATEGORY 1 - PARENTAL INJUNCTIONS

TABLE A

Response	Number of Responses	Percent of Total
Don't get close	46	15%
Don't be you	43	14%
Don't exist/be	39	12%
Don't grow up	33	10%

Responses	Number of Responses	Percent of Total
Don't think	20	7%
Don't be successful	14	5%
Don't feel good about self	13	4%
Don't feel	10	3%
<del>Don't be responsible for action</del>	<del>9</del>	<del>3%</del>
Don't enjoy	7	2%
Don't be responsible for feelings	6	2%
Don't be like your dad	6	2%
Don't do anything right	4	1%
Don't do wrong/be bad	4	1%
Don't make it	4	1%
Totals	258	82%

Pertinent Information:  
Parental Injunctions

Parental injunctions are indirect responses and subject to therapeutic interpretation. The four most prominent injunctions are, "Don't get close," "Don't be you," "Don't exist/be," and "Don't grow up." These four responses were each recorded as being over 10% of the total. They were responsible for over 50% of all responses.

Interpretation Variables

(A) Similarities and differences in interpretation of "Don't be you" and "Don't exist/be."

(B) Similarities and differences in interpretation between "Don't feel," "Don't feel good about yourself," and "Don't enjoy."

(C) Similarities and differences in interpretation between "Don't feel" and "Don't get close."

(D) Similarities and differences in interpretation between "Don't be successful," "Don't do anything right," and "Don't make it."

CATEGORY 2 - PARENTAL

COUNTERINJUNCTION

TABLE B

Response	Number of Responses	Percent of Total
Do succeed	35	16%
Do be good/right	32	15%
Do stay out of trouble	27	9%
Do grow up	19	6%
Do think	17	6%
Do go to school/college/educated	16	5%
Do be you	9	3%
Do your best	8	3%
Do be a nice and decent person	8	3%
Do try	7	2%
Do be a man	7	2%
Do live for mom/dad	7	2%
Do get close	7	2%

Response	Number of Responses	Percent of Total
Do be happy	5	2%
Do get a job	5	2%
Do be independent	4	1%
Do be like your father	4	1%
Do be honest	3	1%
Do feel	3	1%
Do go to jail	3	1%
Do make something out of yourself	3	1%
Do straighten up	3	1%
Do what you want	3	1%
Do work hard	3	1%
Totals	235	85%

Pertinent Information:  
Parental Counterinjunctions

Parental counterinjunctions are more direct responses and therefore in less need of interpretation. Most of the counterinjunctions are direct quotes from the interviewed subjects. There was a wide spread in these responses. The two most significant responses were "Do succeed" and "Do be good/right," which made up 31% of the total. It is interesting to note that the most significant injunctions don't correspond in rank with the counterinjunctions; for example, "Don't get close" was the top-ranking injunction,

whereas its counterpart "Do get close" was 13th on the counterinjunction list, with only 2% of the responses.

"Don't be you" was ranked second in the injunctions category and its counterpart, "Do be you" accounted for only 3% of the total responses and ranked seventh.

### Interpretation Variables

(A) Similarities and differences between "Do succeed" and the following: "Do go to school," "Do get a job," and "Do make something out of yourself." In other words, what did the subject have in mind with the response of "Do succeed?"

(B) Similarities and differences between "Do be good/right," "Do stay out of trouble," "Do be a nice and decent person," and "Do straighten up."

(C) Similarities and differences between "Do be you," "Do be independent," and "Do what you want."

(D) Similarities and differences between "Do your best" and "Do try."

(E) Similarities and differences between "Do live for mom/dad," and "Do be like your father (mother)."

CATEGORY 3 - BASIC POSITION

TABLE C

Response	Number of Responses	Percent of Total
I'm not-OK: You're OK	53	37%
I'm not-OK	38	27%
I'm OK: You're OK	10	7%
I'm not-OK: You're not-OK	10	7%
I'm not-OK sometimes: You're not-OK sometimes	7	5%
I'm not-OK: You're OK sometimes	6	4%
I'm OK: You're OK	4	3%
I'm OK at times: Not OK at times	4	3%
I'm OK: You're OK sometimes	3	2%
I'm not-OK sometimes: You're OK	2	1%
Total	137	96%

Pertinent Information:  
Basic Position

Basic positions are indirect responses with some interpretation. The reader will notice immediately that there are more than 10 types of responses to basic positions. This is contrary to basic transactional analysis theory which indicates only four basic positions (refer to Introduction, Page 13). Some therapist/counselors put down direct responses of the subjects in this category and did not interpret the responses into the theoretical correct TA structure.

A clear majority of the subjects interviewed (61%) are either in the position, "I'm not-OK: You're OK" or "I'm not-OK." One clear conclusion drawn is that a high majority of the youth interviewed have negative self-images (I'm not-OK). The "I'm not-OK" self-image, aside from how he sees others, totaled 72% of all responses; (this number does not include the "I'm not-OK sometimes" response), 12% saw themselves OK.

#### Interpretation Variables

(A) Similarities and differences in interpretation between "I'm not-OK" and the other "not-OK" positions. In other words, how did the "I'm not-OK" response subject see others?

(B) Similarities and differences in interpretation between "I'm not-OK sometimes: You're OK sometimes."

(C) Where does the "sometimes" response fit into TA theory?

#### CATEGORY 4 - RACKET

TABLE D

Response	Number of Responses	Percent of Total
Depression	84	32%
Anger	59	22%
Guilt	27	10%

Response	Number of Responses	Percent of Total
Inadequacy	17	6%
Rejection/Unwanted	15	5%
Confusion	10	4%
Unloved	9	3%
Anxiety	7	3%
Loneliness	6	2%
Worry	6	2%
Despair	4	2%
Helplessness	4	2%
Being Wronged	3	1%
Nervousness	3	1%
Withdrawn	3	1%
Total	257	96%

Pertinent Information:  
Racket

The responses from the racket category have been determined to be indirect responses with some interpretation. It should be noted that subjects gave direct (quotes) response to emotion most often felt; however, the interpretation lies in determining if these direct responses were rackets.

The majority of subjects have rackets of either depression or anger (54%).



### Interpretation Variables

(A) Similarity and differences in interpretation between depression and the following: guilt; inadequacy; rejection/not being wanted; not being loved; loneliness; despair; helplessness; and wanting to withdraw.

(B) There appears to be confusion as to the difference between emotions and behavior; for example, are withdrawal and despair emotions or characteristics of behavior accompanying depression?

(C) Similarities and differences in interpretation between anxiety, nervousness, and worry.

### CATEGORY 5 - GAMES

TABLE E

Response	Number of Responses	Percent of Total
Cops & Robbers	65	22%
If It Weren't For You/Them	52	17%
Kick Me	43	15%
Poor Me	31	11%
Stupid	24	8%
Addict	12	4%
How Do I Get Out Of Here	9	3%
NIGYSOB	9	3%
Ain't It Awful	6	2%

Response	Number of Responses	Percent of Total
Wooden Leg	6	2%
Do Me Something	4	1%
Confusion	3	1%
Slaughter Me	3	1%
Victim	3	1%
Total	270	91%

#### Pertinent Information: Games

Games are indirect responses with significant interpretation. There were five primary games: Cops and Robbers (22%); If It Weren't For You/Them (17%); Kick Me (15%); Poor Me (11%); and Stupid (8%). These were the primary games because the percentages and number of responses halves after the games, "Stupid." These five games make up 73% of the total responses.

The confusing responses within the game category are significant. Many of the games appear to overlap and could be interpreted in different ways. Different therapists may have termed similar behaviors differently. In the therapeutic setting this situation is not significant, particularly with the advent of the Karpman triangle.<sup>18</sup> The

<sup>18</sup>Stephen B. Karpman, "Fairytale and Script Drama Analysis," Transactional Analysis Bulletin, Vol. 7, No. 26, p. 39-43.

Karpman triangle indicates that games have certain roles. Certain games are played as persecutor, others as victims, and still others as rescuer. It is interesting to note how the rescuer-persecutor-victim idea breaks down with the games listed.

Victim		Persecutor		Rescuer	
Cops & Robbers	11%	Cops & Robbers	11%	Ain't It Awful	2%
Kick Me	15%	IFWY	17%		
Poor Me	11%	NIGYSOB	3%		
Stupid	8%				
Addict	4%				
Wooden Leg	2%				
Confusion	1%				
Slaughter Me	1%				
Victim	1%				
Totals	54%		31%		2%

Cops and Robbers is broken up between victim and persecutor, depending upon whether the role played is cop or robber. The games, "How Do I Get Out Of Here" and "Do Me Something" were omitted because classifying information wasn't available.

The confusion drawn is that a large majority of the games are played from the victim role. This, of course, may, in part, explain the subjects' confinement. Although

there are few games played from the rescuer role, many of the other games become setups for others to rescue.

The problem of therapeutic interpretation as an uncontrolled variable is still prevalent, despite the Karpman triangle. The following is a list of these possible interpretive problems.

#### Interpretation Variables

(A) ~~Similarities and differences in interpretation~~ between "Kick Me" and the following: "Slaughter Me," "Victim," "Confusion," and "Addict."

(B) Confusion of interpretation of "Cops and Robbers" as being a victim role or a persecutor role. If victim, is it a form of "Kick Me?"; if persecutor, is it a form of NIGYSOB or IFWY?

(C) Confusion of interpretation as to whether certain responses such as "Poor Me," "Ain't It Awful," and "Wooden Leg" are games or setups for other games.

(D) Confusion as to TA theoretical definition of the games, "How Do I Get Out Of Here" and "Do Me Something."

#### CATEGORY 6 - DECISIONS

TABLE F

Response	Number of Responses	Percentage of Total
I'll never make it	40	18%
I'm no good/not-ok/shit/a rat	26	12%
I'm unloved/unwanted/no one cares	19	9%

Response	Number of Responses	Percentage of Total
I don't care/fuck it	18	8%
My okness depends on others	8	4%
I'll show them/her/him	8	4%
I won't ever grow up	7	3%
I'll get attention by messing up	6	3%
I'm like my parents/mom/dad	6	3%
I can't do anything right	6	3%
I'm stupid	6	3%
I'll never make it straight/ out there	5	2%
I won't get close	5	2%
I'll die	5	2%
I can't be like mom & dad want me to be	4	2%
I will continue as is/trouble	4	2%
I will be lonely/remain alone	4	2%
I'm not responsible	4	2%
I'll mess up and enjoy it	3	1%
I don't know what to do	3	1%
Someone else will always run my life	3	1%
I can't trust anyone	3	1%
<b>Total</b>	<b>193</b>	<b>88%</b>

Pertinent Information;  
Decisions

Decision responses were given in the first person and were, therefore, direct responses with no significant interpretation.

There appears to be four primary decisions that make up 47% of the total responses. The four primary decisions are: "I'll never make it" (18%), "I'm no good/not-ok/shit/a rat" (12%), "I'm unloved/unwanted/no one cares" (9%), and "I don't care/fuck it" (8%). The researcher considered these the primary responses because percentage and number of responses more than halved after the response, "I don't care/fuck it."

Although there was no significant interpretation of the responses, there were similarities and differences that left many meanings unclear.

Interpretation Variables

(A) The similarities and differences between the following apparent rebellious responses: "I don't care/fuck it," "I'll show them/her/him," "I'll get attention by messing up," and "I'll mess up and enjoy it."

(B) Similarities and differences between "I'll never make it," "I won't ever grow up," "I can't do anything right," "I'm stupid," "I'll never make it straight/out there," and "I can't be like mom and dad want me to be."

(C) Similarities and differences between "My okness depends on others," "I'm not responsible," and "Someone else will always run my life."

(D) Similarities and differences between "I won't get close," and "I can't trust anyone."

(E) Similarities and differences between "I'm no good/not-ok/shit/a rat," and "I'm stupid."

CATEGORY 7 - LIFE COURSE

TABLE G

Response	Number of Responses	Percentage of Total
Be put in jail	64	21%
Be an addict	19	6%
Get killed	19	6%
Commit suicide	19	6%
Be in trouble	18	6%
Run	16	5%
Be irresponsible/not responsible for self/depend.	15	5%
Stay angry	13	4%
Get myself injured/messed up/accident	13	4%
Exercise no control over self	12	4%
Be a failure	11	4%
Stay depressed	10	3%
Be stupid	9	3%
Stay a little kid	7	2%
Blame others	6	2%
Be put in institution (crazy house)	5	2%

Response	Number of Responses	Percentage of Total
Get attention	4	1%
Hustle	4	1%
Murder someone	4	1%
Be sexually deviant/homosexual	4	1%
Withdraw	4	1%
Set self up to be bossed around	4	1%
Total	239	89%

Pertinent Information:  
Life Course

The responses from the life-course category were direct responses with little or no interpretation.

There was a wide spread of responses in this category. The most significant response was, "Be put in jail" (21%). The next highest number of responses was "Be an addict," "Get killed," "Commit Suicide," and "Be in trouble," all with 6%. There were 21 different responses that fell between 6% and 1%.

Interpretation Variables

(A) Similarities and differences between "Be put in jail" and the following: "Be in trouble," "Fail," "Be put in an institution," "Murder someone," and "Set self up to be bossed around." The confusion here is that all of



the responses indicated above could lead to being put in jail.

(B) Similarities and differences between "Get killed," "Commit suicide," and "Get myself messed up/injured/accident."

(C) Similarities and differences between "Be irresponsible/not responsible for self/dependent," "Exercise no control over self," "Stay a little kid," and "Blame others."

CATEGORY 8 - CONTRACTS

TABLE H

Response	Number of Responses	Percentage of Total
I will feel good/loved/about myself	27	10%
I will be responsible for my actions and feelings	23	8%
I will deal with anger feelings	22	8%
I will go to school/education	19	7%
I will stay out of depression racket	18	6%
I will work on problems/check them out in group	15	5%
I will be concerned with/get along/help others	14	5%
I won't steal	11	4%
I will control my feelings	10	4%
I will deal with parental feelings	9	3%

Response	Number of Responses	Percentage of Total
I will be straight with feelings/honest	9	3%
I will make decisions on fact/reality (think before act). not feelings/fantasy	7	3%
I will stop feeling stupid/ will feel smart	5	2%
I will change	5	2%
I will deal with unloved feelings/bad feelings	5	2%
I will do constructive things	5	2%
I won't commit suicide accidentally or on purpose	4	1%
I won't play games/get hooked by others	4	1%
I will stop being a follower	4	1%
I will do acceptable behavior/ follow law	4	1%
I will use TA more	4	1%
I will feel good about decisions/ make good decisions/ accomplishments	4	1%
I will get close	3	1%
I will stop running away	3	1%
I will stop fighting	3	1%
I will avoid imprisonment	3	1%
I won't hurt myself accidentally or on purpose	3	1%
I will not feel bad about things I can't change	3	1%

Response	Number of Responses	Percentage of Total
I will work on old decisions I made	3	1%
I will build up my self confidence.	3	1%
I will learn to read	3	1%
Total	255	89%

Pertinent Information:  
Contracts

Contract responses were direct and with no interpretation. There was a wide spread of responses in the contract category. There were 31 different responses, ranging from 10% to 1%.

Interpretation Variables

(A) There were several contract responses which could include many other responses.

- (1) "I will feel good/loved/about myself" could include a variety of the other responses. In other words, if the subject's contract to do work on a variety of things, it could be interpreted as working to feel good about oneself.
- (2) "I will change" is a response that is an intrinsic characteristic of the

contract. Therefore, most behavior contracts would include change.

- (3) "I will do acceptable behavior/follow law" is another intrinsic quality of the contract as used in the specified institutions. Interpretative logic would dictate that dealing with feelings and actions that have led to unacceptable behavior would make many other responses in the contract category fall under this response.

V. RESULTS: PROGRAM B  
PERSONALITY PATTERNS

Introduction

The following are the characteristics of five different personality patterns as determined in the study.

The results of each personality pattern are given in full. The resultant data of each personality pattern are followed immediately with an analytic section, which points out the significant data. The analytic section also includes summary remarks about each personality pattern. The resultant data and analytic section of each of the personality patterns are followed by a comparative section in which the five personality patterns as wholes are compared to each other.

It is important to note that the characteristics of the personality patterns are determined according to frequency of responses. Therefore, those characteristics that were responded to only once were eliminated because they were unreliable. Those characteristics with fewer responses are less reliable than those with many responses. The likelihood of a characteristic with two responses to be a significant trait of a personality pattern is minimal unless they are accompanied in the same category by very

similar characteristics. This point will further be elaborated on in the respective areas of concern.

PERSONALITY PATTERN D/A (DEPRESSION/ANGER)

TABLE I

15 Subjects:	Responses
<u>PI</u>	
Don't get close	6
Don't be you	5
Don't be successful	4
Don't exist	3
Don't enjoy	2
<u>PCI</u>	
Do succeed	3
Do stay out of trouble	3
Do try	2
Do live for mom and dad	2
Do your best	2
<u>BP</u>	
I'm not-OK	4
Blank	4
I'm OK sometimes-you're OK sometimes	2
I'm not-OK-you're OK	2
<u>Racket</u>	
Depression	13
Anger	7

Table I (continued)

15. Subjects:	Responses
<u>Games</u>	
Cops and Robbers	13
Kick Me	4
Stupid	2
<u>Decision</u>	
I am unloved/unwanted/no one cares	5
I don't care/fuck it	4
I'll never make it straight	2
I'll get attention by messing up	2
I'll never make it	2
<u>Life Course</u>	
Be put in jail	11
Be in trouble	3
Run	3
Commit Suicide	2
<u>Contracts</u>	
Blank	4
I will deal with my anger feelings	4
I will stay out of depression racket	4
I will feel good about myself	3
I will be responsible for my feelings and actions	3
I will be concerned with/help/get along with others	2
I won't steal	2

Analysis of Personality  
Pattern D/A

Significant Data

The most significant and reliable data are in the categories, rackets, games and life course. In the racket category we note a large number of responses of "Depression" (13). In the games category we note a large number of responses to the game "Cops and Robbers" (13). In the life course category we note a large number of responses of "Be put in jail" (11).

The categories of parental counterinjunctions and contracts are the weakest categories of this personality type, with four being the highest number of responses. Basic position was not major factor in Program B since nearly all of the subjects had the same basic position as determined in Program A.

The decision category has two major responses: "I am unloved/unwanted/no one cares" (5), and "I don't care/fuck it" (4). Correspondingly, these two responses appear to fit the two responses in the racket category - depression (13) and anger (7).

The two most significant injunctions are "Don't get close" (6), and "Don't be you."

Summary Remarks

Personality Pattern D/A seems to be mainly characterized by depression with occasional rebellious outbursts of anger. Depression is supported by the depression racket



corresponding with victim games and depressive decisions of "I am unloved/unwanted/no one cares," "I'll never make it straight," and "I'll never make it." Depression and being unwanted also provide an opportunity for the subject not to get close to others and thus obey his parental injunctions. The rebellious anger is supported by seven responses of anger in the racket category, certain rebellious decision responses such as, "I don't care/fuck it," and "I'll get attention by messing up." The game Cops and Robbers can also provide opportunity for anger as discussed earlier in the study.

Another significant characteristic of personality pattern D/A is that the subjects don't appear to be playing for keeps; that is, the responses in the life course indicated that the subjects will end up in trouble or in jail, but not dead. Out of the 19 recorded responses, only two are of a life course ending in death. Those two suicide responses may be for attention rather than serious death wishes.

PERSONALITY PATTERN A/D (ANGER/DEPRESSION)

TABLE J

12 Subjects:	Responses
<u>PI</u>	
Don't be you	6
Don't get close	4
Don't think	2
Don't be like your dad	2

Table J (continued)

12 Subjects:

Responses

CI

Do be good/right	6
Do be a failure	2
Do succeed	2

BP

Blank	7
I'm not-OK	4

Racket

Anger	8
Depression	3
Guilt	3
Confusion	3

Games

If It Weren't For You/Them	5
Poor Me	2
Kick Me	2
Addict	2
Alcoholic	2

Decision

I'll never make it	5
I don't care/fuck it	4
My okness depends on others	2
I'm no good/shit/rat/born loser	2

Table J (continued)

12 Subjects:	Responses
<u>Life Course</u>	
Be put in jail	3
Commit suicide	2
Fail	2
Be stupid	2
<u>Contracts</u>	
I will deal with anger feelings	5
I will be responsible for my actions and feelings	4
I will work on my problems/check them out/work in group	3
I will be straight with my feelings	3
I will control my feelings	2
I will feel good about myself	2

Analysis of Personality  
Pattern A/D

Significant Data

The most clear-cut characteristics appear in the categories of parental counterinjunctions, racket and games. The main counterinjunction appears to be "Do be good/right" (6). The main racket appears to be anger (8). The main game is "If It Weren't For You Them" (5).

The significant parental injunctions are "Don't be you" (6), and "Don't get close" (4).

The significant decisions are "I'll never make it" (5), and "I don't care/fuck it" (4).

#### Summary Remarks

Personality Pattern A/D appears to be characterized by anger with occasional depressive behavior. The anger is supported by the racket category. The game, "If It Weren't For You/Them" is played from the persecutor's position and also verifies angry behavior.

The decision of "I don't care/fuck it" indicates some rebellious anger. The anger appears to be a method to act out the parental injunctions, "Don't be you," and "Don't get close." The "Don't get close" message is probably followed by using anger to keep people away. The "Don't be you" response could easily work in conjunction with the parental counterinjunction, "Do be good/right." The subject is supposed to be good and right, but the underlying message is not to be you; therefore, to "Be put in jail" obeys the messages of "Not being you," which is supposed to be good and right. Also, blaming others and not owning responsibility for criminal behavior would correlate with the "Do be good/right" counterinjunction. It is interesting to note that the contract category has many responses that indicate an owning up to feelings and taking responsibility for actions. Personality Pattern A/D probably uses anger as a projection ostensibly to clear himself, and the depression indicates some realization of this behavior. The depression is supported by racket responses of depression (3)

and guilt (3); victim games of Poor Me (2), Kick Me (2), Addict (2), Alcoholic (2); and decision responses of "I'll never make it" (5), and "I'm no good/shit/rat/born loser" (2).

The life course for personality pattern A/D appears to be oriented toward being in jail (3), failing (2), and being stupid (2), rather than ending in death. Only two responses ended in death (suicide), while seven responses ended in life courses other than death.

There is also a minor theme of Stupid running through personality pattern A/D. It is indicated by responses in the categories of parental injunction "Don't think;" The racket "confusion;" and life course, "Be stupid." Playing Stupid can also be a way to not get close and not take responsibility for self, "My okness depends on others."

PERSONALITY PATTERN A-D-D  
(ANGER-DEPRESSION-DEATH)

TABLE K

17 Subjects:	Responses
<u>PI</u>	
Don't feel good about yourself	8
Don't exist/be	7
Don't get close	3
Don't be you	3
Don't be successful	2

Table K (continued)

17 Subjects:	Responses
<u>CI</u>	
Do stay out of trouble	6
Do go to school/college/educated	2
Do think	2
Do grow up	2
<u>BP</u>	
I'm not OK-You're OK	9
I'm not-OK	4
Blank	3
<u>Racket</u>	
Anger	8
Depression	8
Confusion	4
Guilt	3
Despair	2
Rejection	2
Inadequacy	2
<u>Games</u>	
Cops and Robbers	9
Kick Me	5
IFWY	3
Stupid	3

Table K (continued)

17 Subjects:	Responses
<u>Games (continued)</u>	
Poor Me	3
How Do I Get Out Of Here	2
Slaughter Me	2
<u>Decisions</u>	
I'm no good/not-ok/shit/rat/born loser	7
I'll show them	4
I'll get attention by messing up	4
I'll mess up and enjoy it	2
I'm unloved/unwanted/no one cares	2
I don't care/fuck it	2
I'll never make it	2
<u>Life Course</u>	
Be put in jail	8
Stay angry	5
Get killed	5
Be Depressed	3
Blame others	2
Get myself injured/accident/messed up	2
Feel guilty	2
Commit suicide	2
Fail	2
Be put in an institution (crazy house)	2

Table K (continued)

17 Subjects	Responses
<u>Contract</u>	
None	7
I will feel good/loved about myself	5
I will work on problems/check them out	2
I will make decision on fact not fantasy	2
<del>I will be straight with feelings</del>	<del>2</del>
I won't feel bad about things I can't change	2

Analysis of Personality  
Pattern A-D-D

Significant Data

In the parental injunction category, there were two significant responses, "Don't feel good about yourself" (8), and "Don't exist" (7). The most significant counterinjunction is "Do stay out of trouble" (6). In the racket category, the two significant responses were anger (8) and depression (8). The most frequent game was Cops and Robbers (9) followed by Kick Me (5). The most prevalent decision was "I'm no good/not-OK/shit/rat/born loser" (7). The most frequent life course was to "Be put in jail" (8).

In Personality Pattern A-D-D there are more responses in most of the categories than other personality patterns and their corresponding categories.



### Summary Remarks

The subjects in Personality Pattern A-D-D have a very definite negative self-image as indicated by the parental injunction, "Don't feel good about yourself" (8); the basic positions, "I'm not-OK: You're OK" (9), and "I'm not-OK" (4); the racket responses of, particularly, "Despair" (2), "Rejection" (2), and "Inadequacy" (2); many games which take the victim position; and decisions such as "I'm no good/not-OK/shit/rat/born loser" (7), and "I'm unloved/unwanted/no one cares" (2).

The subjects of Personality Pattern A-D-D appear to make a strenuous effort to obey the parental injunctions of "Don't feel good about yourself," and "Don't exist." They strive to not feel good about themselves by moving through various rackets. They probably stay with a racket only as long as it helps them succeed in obeying the parental injunction. The same seems true about games; whereas, the other personality patterns have repertoires of four or five games, the personality pattern A-D-D subject has seven. As in rackets, one game is given up as soon as it becomes ineffective and another is tried. The point is to live out the parental injunction, "Don't feel good about yourself" and reaffirm old decisions of being "No good/not-OK/a rat/shit/born loser." The other parental injunction of "Don't exist" is substantiated by the high number of responses in the life-course category that end in death, physical injury, or mental institutions. Thirteen responses in the life-course

category end in such a fashion: "Get killed" (5), "Get myself injured/accident/messed up" (2), "Commit suicide" (2), and "Be put in an institution (crazy house)" (2).

Personality Pattern A-D-D seems particularly rebellious as indicated in the decision responses: "I'll show them" (4), "I'll get attention by messing up" (4), "I'll mess up and enjoy it" (2), and "I don't care/fuck it" (2).

PERSONALITY PATTERN D-D (DEPRESSION-DEATH)

TABLE L

13 Subjects:	Responses
<u>PI</u>	
Don't exist/be	8
Don't be you	5
Don't be like your dad	2
Don't grow up	2
Don't be responsible for your actions	2
Don't get close	2
<u>CI</u>	
Do stay out of trouble	4
Do go to school	4
<u>BP</u>	
I'm not-OK	5
Blank	5
I'm not-OK: You're OK	2

Table L (continued)

13 Subjects:	Responses
<u>Racket</u>	
Depression	6
Guilt	5
Feeling unloved	2
<u>Games</u>	
IFWY	5
Cops and Robbers	5
Poor Me	2
Kick Me	2
Addict	2
<u>Decision</u>	
I'll never make it	5
I am unloved/unwanted/no one cares	3
I'm no good/not-ok/shit/a rat	3
I'll die	2
<u>Life Course</u>	
Be an addict	5
Get killed	4
Be put in jail	3
Blank	3
Fail	2
Withdraw	2

Table L (continued)

13 Subjects:	Responses
<u>Contracts</u>	
I will feel good/loved about myself	6
I will stay out of trouble	3
I will be responsible for my actions and feelings	3
I will work on problems/check them out/work in group	2
I will go to school/get diploma	2
I will deal with unloved feelings/bad feelings	2
I won't hurt myself	2
I will be concerned/help/get along with others	2

Analysis of Personality  
Pattern D-D

Significant Data

The significant parental injunctions are "Don't exist/be" (8), and "Don't be you" (8). All three responses in the racket category become significant because of their lack of anger and similarity to each other -- depression (6), guilt (5), and unloved (2). In the game category the two most significant responses are IFWY (5) and Cops and Robbers (5). All of the responses of the decision category are significant. The life course has two significant responses: "Be an addict" (5), and "Get killed" (4).

## Summary Remarks

Personality Pattern D-D seems resolved to follow the parental injunction of "Don't exist" (8) without any fight. He is deeply into depressive rackets of depression (6), guilt (5) and feeling unloved (2) with decisions that support the rackets -- "I'll never make it" (5), "I am unloved/unwanted/no one cares" (3), "I'm no good/not-ok/a shit/a rat/born loser" (3), and "I'll die" (2). The life course, predictably, is oriented toward self-destruction: "Be an addict" (5), and "Get killed" (4). The games also support the depressive nature of Personality Pattern D-D with Cops and Robbers (5), Poor Me (2), Kick Me, and Addict (2). There is a seeming contradiction in the games with the response of IFWY (5). IFWY is usually played from the persecutor role and, behaviorally, conducted with anger. Probably the game IFWY here is played out of the guilt racket and corresponds to another of the less significant parental conjunctions, such as "Don't grow up" (2), or "Don't be responsible for your actions" (2).

Possibly part of the reason for the self-destruction/depressive nature of Personality Pattern D-D is in the lack of counterinjunctions and their apparent weakness - "Do stay out of trouble" (4), and "Do go to school" (4), in conjunction with the quantity of destructive injunctions.

PERSONALITY PATTERN A-D-LB  
(ANGER-DEPRESSION-LITTLE BOY)

TABLE M

15 Subjects:	Responses
<u>PI</u>	
Don't grow up	4
Don't get close	4
Don't exist	4
<u>CI</u>	
Do grow up	4
Do stay out of trouble	2
Do be like your father	2
<u>BP</u>	
I'm not-OK	4
I'm not-OK: You're OK	3
I'm OK - You're OK	2
Blank	2
<u>Racket</u>	
Depression	6
Anger	5
Rejection/feeling unwanted	2
Confusion	2

Table M (continued)

15 Subjects:	Responses
<u>Games</u>	
Cops and Robbers	5
Kick Me	3
Poor Me	3
How Do I Get Out	2
Stupid	2
<hr/>	
If It Weren't For You/Them	2
<u>Decision</u>	
I'm no good/not-ok/shit/rat/born loser	6
I can't do anything right	2
I am unloved/uncared for	2
I don't care/fuck it	2
<u>Life Course</u>	
Be put in jail	4
Get killed	3
Run	2
Set self up to be bossed around	2
Stay angry	2
Exercise no control over self	2
<u>Contracts</u>	
I will feel good/loved about myself	3
I will stop feeling stupid/will feel smart	2
I will be responsible for actions and feelings	2

Analysis of Personality  
Pattern A-D-LB

Significant Data

Unlike the other personality patterns, there were few significant (outstanding) responses. In the racket category the significant responses were "depression" (6), and "anger" (5). In games the main response was "Cops and Robbers" (5). In the decision category, "I'm no good/not-OK/shit/rat/born loser" (6) was the most prevalent.

Summary Remarks

Subjects of Personality Pattern A-D-LB seem to be following several patterns beginning with the parental injunctions "Don't grow up" (4), "Don't get close" (4), and "Don't exist" (4). The message of "Don't grow up" could possibly be supported by counterinjunctions of "Grow up" and "Do be like your dad." Any of the racket responses could be used to support the message as could the game responses. The decision responses could all develop out of "Don't grow up" messages, but the "I can't do anything right" (2) response seems a good decision to make if you don't wish to grow up. In the life-course category, the "Don't grow up" message is particularly supported by responses that give power over self to others, such as "Set self up to be bossed around" (2), and "Exercise no control over self" (2). The other life-course responses could fit the injunctions also.

The "Don't exist" parental injunction could be



supported in various categories; in particular, the "Unwanted/rejection" (2) racket, the decisions of being "No good" (6) and "Unloved" (2), and the life course response of "Get killed" (3).

The "Don't get close" injunction could be followed using the various rackets and decisions to play games and thus drive people away.

### Comparative Summary of Personality Patterns

In all of the personality patterns there is theoretical consistency. As mentioned earlier, Bernes' script formula is: early parental influence leads to program, leads to compliance and important behavior, which lead to payoff (EPI → PR → C → IB → Payoff). The early parental influences are the parental injunctions and counterinjunctions. The program, compliance and behavior are reflected in the basic positions, rackets, games, and decisions. The payoff comes at the end of the life course. In all of the personality patterns, this formula was consistent with the resultant data.

#### Personality Patterns D/A and A/D

There are very similar injunctions in personality patterns D/A and A/D. The primary messages are "Don't get close," and "Don't be you." It should follow then, theoretically, that there should be other similarities; there are. The basic positions are similar in all five

of the personality patterns. The decisions are similar. In the decision category there appears to be something of a rebellious attitude, but in both cases it is minor. Life courses are very similar. The most significant aspect of the life courses is that they are not (with few exceptions) fatal or death-oriented. The main differences in personality type D/A and A/D are in the racket and games. In D/A, the ~~main racket is depression with a game of Cops and Robbers.~~ In A/D, the main racket is anger with a game of IFWY. Therefore, it appears that the significant difference in D/A and A/D is in their patterned behavior. D/A has learned to get his desired responses through the use of depression and with the game of Cops and Robbers; A/D has learned to get his desired responses through the use of anger and the corresponding game IFWY.

Personality Pattern  
A-D-D and D-D

The significant similarity in personality types A-D-D and D-D is in the parental injunction of "Don't exist." It appears as if heavy "Don't exist" messages lead to death-oriented life courses, such as in personality types A-D-D and D-D. In personality type A-D-LB, the "Don't exist" message is present, but not as strong in A-D-D and D-D. The "Don't exist" message in A-D-LB is reflected in the "Get killed" (3) response. The significant difference between A-D-D and D-D is that A-D-D has another strong injunction, "Don't feel good about your self." Therefore, A-D-D must

go out and set himself up to feel bad. He uses any racket or game to set himself up. D-D doesn't have to go out and set himself up to feel bad; he just has to stop existing and not be himself. Thus, D-D slowly fades into the sunset -- no bangs, just whimpers.

Personality pattern A-D-D is similar to D/A and A/D in that he uses his rackets and games to live out his injunctions. The differences are in the messages. In D/A and A/D, "Don't get close" and "Don't be you" are major messages; in A-D-D they are minor. In D-D the "Don't get close" message is minor, but the "Don't be you" is of some importance. In D-D the "Don't be you" is acted out through depression as in D/A. It appears as if certain messages, such as "Don't get close," "Don't be you," "Don't feel good about self," or "Don't grow up" can be acted out in various rackets, the most frequent being anger or depression.

The patterns for personality pattern A-D-LB are similar to the other patterns developed in the other personality patterns with the major difference being the introduction of a different parental injunction: "Don't grow up." This injunction has its corresponding pattern, however, and is analyzed in the previous section.

One of the unclear aspects of the resulting data is the relationship of rebelliousness in the decision category ("I don't care/fuck it," "I'll get attention by messing up," "I'll show them," "I'll mess up and enjoy it") to the rest of the categories, particularly the parental injunction.

The categories of parental counterinjunctions and contracts were of little value in determining the personality patterns. The parental counterinjunction seemed of little value because the behavior of the subjects indicated a following of parental injunctions rather than counterinjunctions. Therefore, the counterinjunctions did not appear as significant as other data in each of the personality patterns. The contract category was of little value in determining the personality pattern; however, the results of the contract categories may be significant for those interested in treatment. The contract is, essentially, an indicator of possible treatment approaches for the personality patterns. Unfortunately, it was not possible to determine if the contracts had been successful for the subjects.

## VI. GENERAL CONCLUSIONS OF STUDY

The resulting data from this study have indicated that among the subjects analyzed the following conclusions can be drawn:

- (1) ~~There are commonalities that exist within~~  
the Life Script Form items;
- (2) There are commonalities between the items  
(example: certain injunctions lead to  
certain rackets); and
- (3) There are commonalities within total life  
scripts that can be categorized as person-  
ality patterns.

Aside from these three major concerns of the study two other general conclusions were drawn from the resulting data:

- (1) Eric Bernes' script formula appears  
theoretically consistent;
- (2) There exist within the institutions certain  
inconsistencies in regard to TA terminology.

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Personal Interview with Dewey Willis, Director of the T. A. Program at Preston, Ione, Ca.

Personal Interview with Paul McCormick, Research Department for California Youth Authority, Stockton, Ca.

Personal Interview with John James, Director of the Oasis School for Problem Adolescents, Lafayette, Ca.



APPENDIX A

LIFE SCRIPT QUESTIONNAIRE

AND

LIFE SCRIPT FORM

## A LIFE SCRIPT QUESTIONNAIRE\*

Full NameDateBirthdateInterviewer

- |   |          |
|---|----------|
| 1. Describe yourself briefly.   | BP,D     |
| 2. Describe your mother briefly.  | PI,CI    |
| 3. Describe your father briefly.  | PI,CI    |
| 4. What does your mother say when she compliments you?                          | PI,CI,BP |
| 5. What does she say when she criticizes you?                                   | PI,CI,BP |
| 6. What is her main advice to you?  | PI,CI,BP |
| 7. What does your father say when he compliments you?                           | PI,CI,BP |
| 8. What does he say when he criticizes you?                                     | PI,CI,BP |
| 9. What is his main advice to you?  | PI,CI,BP |
| 10. What nicknames have people called you?<br>What do the names mean?           | BP       |
| 11. What do you want to be when you're an adult?                                | D,C      |
| 12. What does your mother want you to be?                                       | PI,CI,BP |
| 13. What does your father want you to be?                                       | PI,CI,BP |
| 14. What do you like most about yourself?                                       | PI,CI,BP |
| 15. What do you like least about yourself?                                      | PI,CI,BP |
| 16. Do you ever feel that something might be wrong with you? (If yes, ask what) | BP       |

\*This version was especially designed for use in juvenile corrections but it is readily modifiable for other settings.

17. How many times have you been arrested? G
18. How did the police usually catch you? G
19. Describe the bad feelings you have had most often in your life. R
20. When did you first feel it? D,BP
21. What was your favorite child story? P
22. What was your favorite part of it? P
23. If you continued to go along the way you were going before your last arrest, what would you be doing five years from today? D
24. If you follow through on what you are now planning for yourself, what will you be doing five years from today? C
25. How do you think you might die? At what age? P,D
26. What will it say on your tombstone? D
27. What would "heaven on earth" be for you? D
28. What do you wish your mother had done differently? C
29. What do you wish your father had done differently? C
30. If by magic you could change anything about yourself, what would you change? D,C
31. What do you want most out of life? C
32. What is your biggest problem? C
33. Do you want to be sure before you leave here that you have made whatever decisions you have to make so that you will never be in trouble again? C
34. What about yourself will you change while you are here? C
35. What will you do while you are here to make those changes? C

36. How will you and I both know, while you are here, that you have reached your goal? C
37. How will reaching that goal stop you from ever being in trouble again? C

KEY: BP = Basic Position  
C = Contract  
CI = Counterinjunction  
D = Decision  
G = Game  
P = Program  
PI = Parental Injunction  
R = Racket

## LIFE SCRIPT FORM

Parental Injunction (message from parent's Child):

"Don't . . .

Counterinjunction (from parent's Parent):

"Do . . .

---

Basic Position (of Child):

Racket"

Favorite Game:

Decision (e.g., "I'll probably never make it"):

Program for Life Course (how to obey injunction):

Contract (Agree only to goals that you and ward  
can see him reach in treatment.):

APPENDIX B

LIST OF RESPONSES TO  
EIGHT CATEGORIES OF LIFE SCRIPT FORM

Parental Injunctions

- 01 Don't act stupid.
- 02 Don't aim too high
- 03 Don't be a little boy
- 04 Don't be around
- 05 Don't be crazy
- 06 Don't be dependent
- 07 Don't be good

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- 08 Don't be happy
- 09 Don't be honest with yourself
- 10 Don't be important
- 11 Don't be in control
- 12 Don't be independent
- 13 Don't be interested
- 14 Don't be like your dad
- 15 Don't be nasty
- 16 Don't be predictable
- 17 Don't be proud
- 18 Don't be responsible for actions
- 19 Don't be responsible for feelings
- 20 Don't be sane
- 21 Don't be smart
- 22 Don't be straight
- 23 Don't be successful
- 24 Don't be too much trouble
- 25 Don't be you
- 26 Don't bother me

## Parental Injunctions (continued)

- 27 Don't care
- 28 Don't deserve feeling good
- 29 Don't do anything right
- 30 Don't do wrong/be bad
- 31 Don't enjoy
- 32 Don't exist/be

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- 33 Don't express self
- 34 Don't feel
- 35 Don't feel good about yourself
- 36 Don't feel wanted
- 37 Don't get a bad reputation
- 38 Don't get caught
- 39 Don't get close
- 40 Don't go out of the house
- 41 Don't go to jail
- 42 Don't grow up
- 43 Don't have fun working
- 44 Don't hurt others
- 45 Don't hurt yourself
- 46 Don't let the neighbors see you as a bum
- 47 Don't live for yourself
- 48 Don't make decisions
- 49 Don't make it
- 50 Don't quit trying
- 51 Don't think
- 52 Don't get into trouble

\*Note: Number at left is the coded response for computer programming.



Parental Counterinjunctions

- 01 Do as I say
- 02 Do try
- 03 Do avoid getting caught
- 04 Do be a failure
- 05 Do be a gentleman
- 06 Do be a good worker
- 07 Do be a man

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- 08 Do be an adult
- 09 Do be a professional man
- 10 Do be crazy
- 11 Do be friendly
- 12 Do be good/right
- 13 Do be happy
- 14 Do be helpful
- 15 Do be honest
- 16 Do be independent
- 17 Do be liked
- 18 Do be like others
- 19 Do be like your father
- 20 Do be perfect
- 21 Do be productive
- 22 Do be proud
- 23 Do be quiet
- 24 Do be resourceful
- 25 Do be tough
- 26 Do better

## Parental Counterinjunctions (continued)

- 27 Do be you
- 28 Do control yourself/be cool
- 29 Do drink
- 30 Do express feelings
- 31 Do feel
- 32 Do get along
- 33 Do get a job

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- 34 Do get involved
- 35 Do get out/lost
- 36 Do go to jail
- 37 Do go to school/college/educated
- 38 Do grow up
- 39 Do have a good life
- 40 Do hurt
- 41 Do it my way
- 42 Do join the Army
- 43 Do learn to read
- 44 Do live for mom/dad
- 45 Do make something out of yourself
- 46 Do make the right decision
- 47 Do obey the law
- 48 Do pray
- 49 Do run away
- 50 Do stay in the house
- 51 Do stay out of trouble
- 52 Do stop drinking

## Parental Counterinjunctions (continued)

- 53 Do stop taking drugs
- 54 Do straighten up
- 55 Do succeed
- 56 Do take care of yourself
- 57 Do think
- 58 Do think about when you're older
- 59 ~~Do think before acting~~
- 60 Do understand others
- 61 Do watch your temper
- 62 Do what you want
- 63 Do work hard
- 64 Do your best
- 65 Do be a nice and decent person
- 66 Do admit when you're wrong
- 67 Do be responsible
- 68 Do get close
- 69 Do exist

Basic Position

- 01 I'm OK: You're OK
- 02 I'm OK: You're not-OK
- 03 I'm OK: You're OK sometimes
- 04 I'm not-OK: You're OK
- 05 I'm not-OK: You're OK sometimes
- 06 I'm not-OK: You're not-OK
- 07 I'm not-OK sometimes: You're not-OK sometimes

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- 08 I'm not-OK sometimes: You're OK
- 09 Am I OK?
- 10 I'm not-OK
- 11 I'm OK
- 12 I'm OK at times and not-OK at times

Racket

- 01 Anger
- 02 Anxiety
- 03 Being wronged
- 04 Confusion
- 05 Craziness
- 06 Depression
- 07 Despair

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- 08 Disappointment
- 09 Frustration
- 10 Guilt
- 11 Helplessness
- 12 Inadequacy
- 13 Loneliness
- 14 Nervousness
- 15 Resentful
- 16 Rejection/unwanted
- 17 Unloved
- 18 Withdrawn
- 19 Worry
- 20 Failure
- 21 Fear

Games

- 01 Addict
- 02 Ain't It Awful
- 03 Alcoholic
- 04 Be Bad
- 05 Confusion
- 06 Cops and Robbers
- 07 Crazy
- 08 Debtor
- 09 Do Me Something
- 10 Help Me If You Can/Just Try and help me
- 11 How Do I Get Out Of Here
- 12 If It Weren't For You/Them
- 13 Kick Me
- 14 Let's Make Points
- 15 Let You And Him Fight
- 16 NIGYSOB
- 17 Out Goes The Therapist
- 18 Poor Me
- 19 Procrastination
- 20 Rescue Me
- 21 Slaughter Me
- 22 Street Hustle
- 23 There I Go Again
- 24 Uproar

## Games (continued)

- 25 Victim
  - 26 Waiting For Santa Claus
  - 27 Why Me
  - 28 Wooden Leg
  - 29 Yes, But
  - 30 Stupid
-

Decision

- 01 I'll never make it
- 02 I'll never make it straight/out there
- 03 I won't get close
- 04 I'll die
- 05 I'm like my parents/mom/dad
- 06 I have no will power
- 07 I am unloved/unwanted/no one cares
- 08 I don't care/fuck it
- 09 I don't deserve happiness
- 10 I'm no good/not-ok/shit/a rat/born loser
- 11 My okness depends on others
- 12 I'll show them/her/him
- 13 I'll get attention by messing up
- 14 I won't ever grow up
- 15 I can't do anything right
- 16 I'll run
- 17 I can't be like mom and dad want me to be
- 18 I'll mess up and enjoy it
- 19 I'll never catch up
- 20 There isn't much to live for
- 21 I'll never get a good job
- 22 I don't know what to do
- 23 It is their fault/cops/parents/friends, etc.
- 24 I will continue as is/trouble
- 25 I'll never try
- 26 Someone else will always run my life



## Decision (continued)

- 27 I'll be lonely -- remain alone
- 28 I have to get over the hump
- 29 I'm not responsible
- 30 I'll get better as I get older
- 31 I'll feel sorry for myself
- 32 I'll succeed
- 33 I'll kill

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- 34 I'll make it one way or another
- 35 I'll live forever
- 36 I'm crazy
- 37 Life is too hard
- 38 I have to go through hell first
- 39 I'll be loud so people will leave
- 40 I can't be perfect
- 41 I'll be a bum
- 42 I'm not important
- 43 I'm stupid
- 44 I can't trust anyone
- 45 I'll work
- 46 I'll use dope

Life Course

- 01 Addict
- 02 Alcoholic
- 03 Angry
- 04 Be a leader
- 05 Be a follower
- 06 Be a protector of family
- 07 Be put in jail

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- 08 Be put in institution (crazy house)
- 09 Be responsible for others feelings
- 10 Be stupid
- 11 Blame others
- 12 Confusion
- 13 Depression
- 14 Failure
- 15 Get attention
- 16 Get close
- 17 Get killed
- 18 Give up
- 19 Guilt
- 20 Hustle
- 21 Irresponsible/not responsible for self/dependent
- 22 Live in fantasy world
- 23 Murder someone
- 24 No control over self
- 25 Open up to others
- 26 Permission to feel

## Life Course (continued)

- 27 Run
- 28 Stay a little kid
- 29 Sexual deviant/homosexual
- 30 Suicide
- 31 Turn off people
- 32 Unhappy

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- 33 Withdrawal
- 34 Straighten up
- 35 Get myself injured/messed up/accident
- 36 Be in trouble
- 37 Set up to be bossed around
- 38 Get by

Contracts

- 01 I will feel good/loved about myself
- 02 I will love others
- 03 I will be a winner
- 04 I will stay out of a depression racket
- 05 I will stop feeling stupid/will feel smart
- 06 I will stop feeling weak/will feel strong
- 07 I will deal with anger feelings
- 08 I will stay out of guilt racket
- 09 I will stop feeling hopeless
- 10 I will be concerned with/help/get along with others
- 11 I will get close
- 12 I will work on problems/check them out/work in group
- 13 I will work on "running away" feelings
- 14 I will stop running away
- 15 I will stop fighting
- 16 I will deal with parental feelings
- 17 I won't give up
- 18 I won't mess up
- 19 I won't go crazy
- 20 I won't steal
- 21 I won't be frightened of making decisions
- 22 I will stop waiting for mom and dad to change
- 23 I will get a job
- 24 I will avoid imprisonment
- 25 I will avoid death
- 26 I will take no for an answer

## Contracts (continued)

- 27 I will control my feelings
- 28 I will quit living for others/become autonomous
- 29 I won't commit suicide accidentally or on purpose
- 30 I won't hurt myself accidentally or on purpose
- 31 I will be straight with my feelings/honest
- 32 I will not feel bad about things I can't change

---

- 33 I will live in the here and now
- 34 I will make decisions on fact/reality not feelings/  
fantasy/thinking before acting
- 35 I will be responsible for my actions and feelings
- 36 I will stop blaming others
- 38 I won't play games/get hooked by others
- 39 I will stop fronting
- 40 I will work on old decisions I made
- 41 I will be mature
- 42 I will build my self-confidence
- 43 I will stop being a follower
- 44 I will change
- 45 I will go to school/get a H.S. diploma
- 46 I will deal with unloved feelings/bad feelings
- 47 I will do acceptable behavior/follow the law
- 48 I will decide about drugs
- 49 I will use TA more
- 50 I will pick better friends
- 51 I will watch what I say

## Contracts (continued)

52 I will make a decision on my life course

53 I will learn to read

54 I will listen to others

55 I won't manipulate others

56 I won't discount others

57 I will do constructive things

58 I will feel good about good decisions/accomplishments/

make good decisions

APPENDIX C

CODED RESPONSES TO EIGHT  
CATEGORIES OF LIFE SCRIPT FORM

GROUP 1

Subject	1	2	3	4	5
	0.37130	0.68946	-0.12807	-0.18467	-0.14145
	0.05989	0.03706	0.25347	0.39529	0.52338
	-0.23710	0.01996	0.05701	0.12263	0.13701
	0.51229	0.10504	-0.10556	0.60738	0.19360
	0.05060	-0.07099	0.64597	-0.03917	0.22774
	46.5%*	49%*	51%*	57%*	40%*
	6	7	8	9	10
	0.63195	0.23044	0.15029	0.29796	0.58384
	0.25731	-0.08293	0.60501	0.07252	0.00463
	0.27491	0.56746	0.08937	0.67393	0.22542
	0.28478	0.26331	0.10454	0.12703	-0.07523
	0.04604	0.22424	0.15046	-0.14647	-0.01699
	11	12	13	14	15
	-0.05473	0.45569	0.45836	0.54782	-0.02450
	0.08628	0.07776	0.36425	-0.09400	0.00011
	0.59873	0.58866	-0.14062	0.14521	-0.14596
	0.00718	0.25600	0.32587	-0.04082	0.11421
	-0.06773	-0.04715	0.22165	0.04021	0.57962
	16	17	18	19	20
	-0.01857	-0.05534	0.26024	0.44886	0.25173
	-0.18193	-0.55249	0.15585	-0.11876	0.10059
	0.25750	0.01485	0.53656	0.17893	0.23793
	0.65013	0.28809	0.02365	0.19529	0.67228
	0.06681	0.20640	0.41028	0.58146	0.08908

\*NOTE: The % given at bottom of raw data of various subjects is the % of the five personality type characteristics totaled in comparison to total personality. For example - the five personality types' characteristics make up 46.5% of subject 1's total personality.



GROUP 2

Subject	21	22	23	24	25
	0.47129	0.66899	0.17591	0.09095	-0.07621
	-0.14919	0.12793	0.27957	0.10031	-0.24493
	0.33373	0.02729		0.07409	0.10782
	0.15552	0.05710	-0.08143	-0.08025	0.55914
	0.43663	0.09802	0.46266	0.77085	0.40363
	26	27	28	29	30
	0.58994	0.29408	0.28913	0.53388	0.18226
	-0.04178	0.10461	-0.00868	0.05572	-0.03323
	0.11501	0.10235	0.69778	0.61615	0.65092
	0.13884	0.13279	-0.14688	-0.08217	0.20314
	0.41497	0.65832	-0.03436	0.21835	0.49841
	55%	55%	59%	72%	75%
	31	32	33	34	35
	0.73067	0.08591	0.09623	0.11699	-0.02641
	-0.03787	-0.13504	0.20087	0.19143	0.61825
	0.21608	0.70797	-0.13288	0.00024	0.14020
	0.03620	0.26181	0.63797	0.51533	0.20979
	0.08920	0.17210	0.12609	-0.07716	-0.02281
	↑	↑			
	Example #1	Example #3			
	36	37	38	39	40
	0.17599	0.01190	-0.00328	-0.21797	0.48179
	0.65326	0.16207	0.65262		0.19577
	-0.02536	0.29379	-0.11086	0.50600	0.07396
	0.06416	0.61389	0.12371	0.14825	0.45763
	0.12519	-0.07265	0.04154	0.05939	0.07093

GROUP 3

Subject	41	42	43	44	45
	0.25758	0.44072	0.10583	0.24774	0.02829
	0.01498	0.36347	0.20331	0.04671	0.66788
	0.64126	0.38791	0.50107	0.00191	-0.21366
	-0.01984	0.26862	-0.23111	0.21885	0.18773
	-0.06163	-0.07889	0.26558	0.60044	0.11965
	46	47	48	49	50
	0.10541	-0.04935	0.24105	0.51898	0.31313
	0.07697	0.08358	0.50445	0.47455	-0.09338
	0.27285	-0.22086	0.22354	0.15005	0.28095
	0.68984	0.62874	-0.23369	-0.13715	0.56084
	0.07818	0.23610	0.25736	0.19880	-0.14559
	51	52	53	54	55
	-0.09474	0.73897	0.76960	0.02596	-0.03737
	-0.10325	-0.12559	0.28384	0.15119	-0.06374
	0.51765	0.00272	0.14673	0.09926	0.56814
	0.14949	0.12587	0.10496	-0.07025	0.17564
	<u>0.58361</u>	<u>0.28470</u>	<u>0.08794</u>	<u>0.55064</u>	<u>0.12879</u>
	65%	65%	71%	34%	38%
	56	57	58	59	60
	0.54416	0.18977	-0.09753	0.25032	0.78967
	-0.03470	0.27576	0.60585	-0.30504	-0.07658
	0.30367	0.49027	0.15440	0.02208	0.06316
	-0.15556	0.12901	0.04102	0.13726	0.10954
	0.33686	0.08976	-0.11170	0.38646	-0.07157

GROUP 4

Subject	61	62	63	64	65
	0.25427	0.15168	-0.21364	0.28526	0.39987
	0.50806	0.69451	0.54428	0.31661	0.41684
	-0.01606	0.10044	-0.00702	-0.02895	0.00897
	0.42604	0.08568	-0.00305	0.15916	-0.05194
	-0.07227	-0.06599	0.32746	0.03414	-0.24723
	66	67	68	69	70
	0.44051	0.03545	-0.19480	0.13420	0.05693
	0.10863	-0.03211	0.11561	0.61108	0.06197
	-0.05672	0.17636	0.40664	0.05682	0.53252
	0.26202	0.65202	0.22484	-0.26141	0.05721
	0.08159	0.05229	-0.03544	0.10911	-0.07126
	71	72	73	74	75
	-0.22516	0.73084	0.14981	0.01701	0.13909
	0.39671	0.06143	0.02992	0.06519	-0.03993
	0.24539	-0.11712	-0.09969	0.44345	0.59915
	0.13654	0.02255	0.10869	-0.37812	0.00733
	0.15270	0.11869	0.70171	0.50801	0.16712
	76	77	78	79	80
	0.66050	0.03697	0.03592	0.16920	0.72639
	-0.09521	0.02378	0.05253	0.18114	0.14012
	0.23894	0.14777	0.72937	-0.03001	0.34285
	-0.07958	0.65161	0.12909	0.42279	0.02130
	<u>0.32944</u>	<u>0.11656</u>	<u>-0.09680</u>	<u>0.58330</u>	<u>-0.07071</u>
	62%	46%	56%	58%	67%

APPENDIX D  
COMPUTER PROGRAM OF DATA  
FOR  
RESULTS IN PROGRAM B

Biomedical Computer Programs

W. J. Dixon, Editor

University of California Press, 1971

pp. 169-184

## Class M - Multivariate Analysis

BMD03M  
GENERAL FACTOR ANALYSISGENERAL DESCRIPTION

- a. This program performs a principal component solution and an orthogonal rotation of the factor matrix.

Data input to this program may be in the form of raw data, a correlation matrix, or a factor matrix. Data input may be read in from punched cards, BCD tape, or binary tape.

Communalities are estimated from the squared multiple correlation coefficients or the maximum absolute row values, or they may be specified by the user and will replace the set of  $r_{ii}$  in the main diagonal of the correlation matrix.

- b. Output from this program includes:

- (1) Means and standard deviations
- (2) Correlation matrix
- (3) Eigenvalues including cumulative proportions of total variance
- (4) Eigenvectors
- (5) Factor matrix
- (6) Factor check matrix
- (7) Orthogonal rotated factor matrix
- (8) Original and successive variances
- (9) Check on communalities
- (10) Factor scores printed or on tape

(1)-(10) are included if input is raw data.

(2)-(9) are included if input is a correlation matrix.

(5), (7)-(9) are included if input is a factor matrix.

- c. Limitations per problem:

- (1)  $p$ , number of variables ( $2 \leq p \leq 80$ )
- (2)  $n$ , number of cases ( $2 \leq n \leq 9999$ )
- (3)  $m$ , maximum number of factors (to be rotated) ( $2 \leq m \leq p$ )
- (4)  $k$ , number of Variable Format Card(s) ( $1 \leq k \leq 6$ )

- d. Estimation of running time and output pages per problem:

$$\begin{aligned} \text{Number of seconds} &= 30 + p^3/100 + p \quad (\text{for IBM 7094}) \\ \text{Number of pages} &= 10 + p/6 \end{aligned}$$

- e. The number of factors to be rotated is determined by the smaller of the following two numbers:

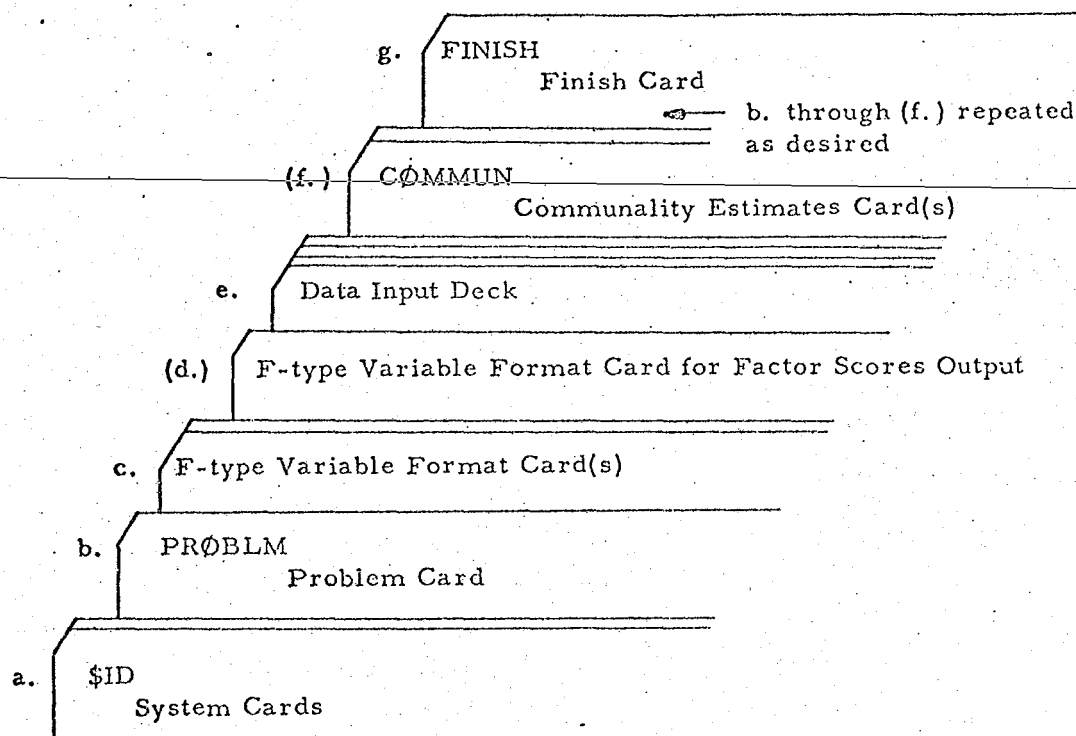
- (1) the number of eigenvalues which are greater than  $c$  ( $c \geq 0$ ), where  $c$  is specified by the user in Col. 23-28 of the Problem Card, or
- (2) the number of factors specified by the user in Col. 21, 22 of the Problem Card.

## 2. ORDER OF CARDS IN JOB DECK

Cards indicated by letters enclosed in parentheses are optional. All other cards must be included in the order shown.

- |   |                       |
|---|-----------------------|
| a. System Cards   | [Introduction, IV]    |
| b. Problem Card   |                       |
| c. F-type Variable Format Card(s)   | [Introduction, III-C] |
| (d.) F-type Variable Format Card for Factor Scores Output (1 card only)   | [Introduction, III-C] |
| e. DATA INPUT Cards<br>(if data input is from cards)<br>or Correlation Matrix (if from cards)<br>or Factor Matrix (if from cards) | [Introduction, II-C]  |
| (f.) Communalities Estimates Card(s)  |                       |
| ...   |                       |
| Repeat b. through (f.) as desired   |                       |
| ...   |                       |
| g. Finish Card  | [Introduction, III-D] |

Example of Job Deck Set-up:



3. CARD PREPARATION (SPECIFIC FOR THIS PROGRAM)

Preparation of the cards listed below is specific for this program. All other cards listed in the preceding section are prepared according to instructions in the Introduction.

b. Problem Card (One Problem Card for each problem)

Col. 1-6 PRØBLM (Mandatory)

Col. 7-12 Alphanumeric job code

Col. 13, 14 {  
 Number of variables, if input is raw data ( $2 \leq p \leq 80$ )  
 Order of matrix if input is a correlation matrix  
 Number of variables if input is a factor matrix  
 ( $2 \leq p \leq 80$ )

Col. 15-18	{	Number of cases if input is raw data ( $p \leq n \leq 9999$ ) Blank if input is a correlation matrix Blank if input is a factor matrix
Col. 19	{	1 If input is raw data 2 If input is a correlation matrix 3 If input is a factor matrix
Col. 20	{	1 Diagonal elements are unity for communality estimation. If input is a correlation matrix diagonal elements are not altered. 2 Diagonal elements are squared multiple correlation coefficient for communality estimation. 3 Diagonal elements are maximum absolute row value for communality estimation. 4 Diagonal elements are supplied by the user for communality estimation (see card (f.)). 0 If input is a factor matrix.
Col. 21, 22	{	Number of factors to be rotated if input is raw data or a correlation matrix ( $2 \leq m \leq p$ ). Number of factors if input is a factor matrix ( $2 \leq m \leq p$ ). If no rotation is desired, leave blank.
Col. 23-28	{	Limiting value for rotation as described in 1-e(1) (keypunch decimal)
Col. 29, 30		T <sub>1</sub> Logical tape number for output of Factor Scores (T <sub>1</sub> ≠ 5)
Col. 31, 32	{	Number of Factors to have Factor Scores Output If blank, the number rotated is used.
Col. 33-67		Blank
Col. 68-70	{	000 Data input from cards +T Data input from logical <u>BCD</u> tape T -T Data input from logical <u>binary</u> tape T
Col. 71, 72	{	00 Data input from logical binary tape T k Number of Variable Format Card(s) ( $1 \leq k \leq 6$ )

## (d.) F-type Variable Format Card for Factor Scores Output

This format should specify an integer field for the case number preceding the set of Factor Scores for that case. Care must be exercised to use the first character for carriage control if the output tape is logical 6.

## e. DATA INPUT Cards

(1) Raw Data

This form of input is prepared as described in the Introduction, Section II-C, Standard DATA INPUT Cards.



BMD03M  
Page 5

(2) Correlation Matrix

This form of input is illustrated by the following matrix of correlation:

$r_{11}$	$r_{12}$	$r_{13}$	. . .	$r_{1p}$
$r_{21}$	$r_{22}$	$r_{23}$	. . .	$r_{2p}$
.				.
.				.
.				.
.				.
$r_{p1}$	$r_{p2}$	$r_{p3}$	. . .	$r_{pp}$

The entire matrix is keypunched row-wise. The  $i^{\text{th}}$  row ( $r_{i1}, r_{i2}, \dots, r_{ip}$ ) is keypunched from left to right across the card and on to successive cards if required. Begin a new card for each row. Field width is determined by the variable format supplied by the user.

(3) Factor Matrix

This form of input is illustrated by the following matrix:

Variable	<u>Factor</u>				
	1	2	3	. . .	m
1	$f_{11}$	$f_{12}$	$f_{13}$	. . .	$f_{1m}$
2	$f_{21}$	$f_{22}$	$f_{23}$	. . .	$f_{2m}$
.	.				
.	.				
.	.				
P	$f_{p1}$	$f_{p2}$	$f_{p3}$	. . .	$f_{pm}$

The entire matrix is keypunched row-wise. The  $i^{\text{th}}$  row,  $(f_{i1}, f_{i2}, \dots, f_{im})$  is keypunched from left to right across the card and on to successive cards if required. Begin a new card for each row. Field width is determined by the variable format supplied by the user.

(f.) Communality Estimates Card(s)

Col. 1-6	COMMUN	(Mandatory)
Col. 7-12	$r_{1,1}$ value	
Col. 13-18	$r_{2,2}$ value	
...	...	
Col. 67-72	$r_{11,11}$ value	

If there are more than eleven values (variables), continue keypunching a second, a third, etc. card in the same manner.

Col. 1-6	COMMUN	(Mandatory)
Col. 7-12	$r_{12,12}$ value	
Col. 13-18	$r_{13,13}$ value	
...	...	

etc.

Keypunch decimal points. Leading zeros may be indicated by blanks or punched zeros. Positive signs need not be punched.

4. COMPUTATIONAL PROCEDURE

Step 1. (If input is raw data)

The data are in the form  $X_{ij}$ , ( $i = 1, 2, \dots, n$ , cases), ( $j = 1, 2, \dots, p$ , variables)

Means: 
$$\bar{X}_j = \sum_{i=1}^n X_{ij}/n \quad \begin{array}{l} i = 1, 2, \dots, n \\ j = 1, 2, \dots, p \end{array}$$

Standard Deviations: 
$$s_j = \sqrt{\frac{\sum_{i=1}^n (X_{ij} - \bar{X}_j)^2}{n-1}}$$

Correlation Coefficients: 
$$r_{ij} = \frac{\sum_{\alpha=1}^n (X_{\alpha i} - \bar{X}_i)(X_{\alpha j} - \bar{X}_j)}{\sqrt{\sum_{\alpha=1}^n (X_{\alpha i} - \bar{X}_i)^2 \sum_{\alpha=1}^n (X_{\alpha j} - \bar{X}_j)^2}}$$

$$i = 1, 2, \dots, p$$

$$j = 1, 2, \dots, p$$

Step 2. (If input is raw data or a correlation matrix)

The diagonal elements of the correlation matrix are adjusted by one of the following options:

- (1) Unity in diagonal (or no adjustment if input is a correlation matrix)
- (2) Squared multiple correlation coefficient in diagonal using the formula

$$R_i^2 = 1 - 1/r^{ii}, \quad (i = 1, 2, \dots, p)$$

where  $r^{ii}$  are the diagonal elements of the inverse of  $r_{ij}$ .

- (3) Maximum absolute row value of  $r_{ij}$ ,  $j \neq i$
- (4) The user specifies the  $r_{ii}$  on the Communality Estimates Card(s).

Step 3. (If input is raw data or a correlation matrix)

The  $p$  eigenvalues and  $p$  eigenvectors of the adjusted correlation matrix  $R$  are obtained, solving the system

$$RV = V\lambda, \quad V^T V = I$$

Let  $\lambda_j$  be the  $j^{\text{th}}$  eigenvalue, and  $\beta_j = (v_{1j}, v_{2j}, \dots, v_{pj})$  be the  $j^{\text{th}}$  eigenvector.

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Step 4. (If input is raw data or a correlation matrix)

According to the value  $c$  ( $c \geq 0$ ), keypunched in Columns 23-28 of the Problem Card, the program examines the eigenvalues and sets one limit on the number of factors to be rotated. Let this number be  $l$ .

The program determines  $q$ , the number of factors to be rotated, using the formula

$$q = \min(l, m)$$

where  $m$  is keypunched in Columns 21, 22 of the Problem Card.

Step 5. (If input is raw data or a correlation matrix)

The coefficients of each factor are obtained by multiplying the square root of each eigenvalue by its associated eigenvector, namely:

$$a_{ij} = \sqrt{\lambda_j} v_{ij} \quad \begin{array}{l} i = 1, 2, \dots, p \\ j = 1, 2, \dots, q \end{array}$$

Then the  $p \times q$  factor matrix,  $A = (a_{ij})$ , is printed out.

Step 6. (If input is raw data or a correlation matrix)

The factor check matrix.

- (a) If the number of variables and the number of factors are the same, namely  $p = q$ , the check matrix is computed as follows:

$$C = A \cdot A^T$$

$C$  is the adjusted correlation coefficient matrix.

- (b) If  $p \neq q$ , the check matrix is computed as follows:

$$C = A^T \cdot A$$

$C$  is the  $p \times q$  matrix which contains the eigenvalues in the diagonal.

Step 7. (If input is a factor matrix, then  $q = m$ )

After the  $p \times q$  factor matrix with  $q$  principal components is obtained,

the program performs orthogonal rotations on this matrix to maximize

$$V = \sum_j \left[ p \sum_i (a_{ij}^2/h_i^2)^2 - \left\{ \sum_i (a_{ij}^2/h_i^2) \right\}^2 \right]$$

where  $i = 1, \dots, p$  are variables

$j = 1, \dots, q$  are factors, and

$h_i^2$  is the communality of the  $i^{\text{th}}$  variable defined below

Step 8. The following items are computed:

Communalities  $h_i^2 = \sum_j a_{ij}^2$

Normalized Factor Matrix  $b_{ij} = a_{ij} / \sqrt{h_i^2}$

Step 9.\* The variance is computed for:

Factors  $S_j = \left[ p \sum_i (b_{ij}^2)^2 - \left( \sum_i b_{ij}^2 \right)^2 \right] / p^2$

Matrix  $V_c = \sum_j S_j \quad c = 1, 2, 3, \dots$

Also the following convergence test is performed:

If  $|V_c - V_{c-1}| < 10^{-7}$  four successive times, the program goes to Step 13; otherwise, it goes to Step 10.

Step 10.

The maximization criterion will be carried out using two factors at a time. For this purpose the following notation for an orthogonal rotation is convenient:

\*Steps 9-12 form a computational loop until the convergence test transfers the program to Step 13.

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$$\begin{bmatrix} x_1 & y_1 \\ x_2 & y_2 \\ \cdot & \cdot \\ \cdot & \cdot \\ x_p & y_p \end{bmatrix} \times \begin{bmatrix} \cos \phi & -\sin \phi \\ \sin \phi & +\cos \phi \end{bmatrix} = \begin{bmatrix} X_1 & Y_1 \\ X_2 & Y_2 \\ \cdot & \cdot \\ \cdot & \cdot \\ X_p & Y_p \end{bmatrix}$$

where  $x_i$  and  $y_i$ , the present normalized coefficients (factor loadings), are treated as constants, and  $X_i$  and  $Y_i$ , the desired normalized loadings, are functions of  $\phi$ , the angle of rotation. Necessary conditions for a maximum are:

a) Computation of  $\phi'$

$$A = \sum (x_i + y_i) (x_i - y_i)$$

$$B = 2 \sum x_i y_i$$

$$C = \sum [ (x_i + y_i) (x_i - y_i) + 2 x_i y_i ] [ (x_i + y_i) (x_i - y_i) - 2 x_i y_i ]$$

$$D = 4 \sum (x_i + y_i) (x_i - y_i) x_i y_i$$

$$\text{NUM} = D - 2 A B/p$$

$$\text{DEN} = C - [ (A + B) (A - B) ]/p$$

$$\phi' = 1/4 \text{ ARCTAN (NUM/DEN)}$$

b) Small angle test

If  $\phi' \leq 1/4$  degree, essentially zero, the program goes to Step 12 for the next rotation; otherwise, it goes to Step 11.

Step 11. Sufficient conditions for maximum:

a) If DEN is positive, the program computes:

$$|\cos \phi| = \cos \phi'$$

$$|\sin \phi| = \sin \phi'$$

Otherwise, it computes:

$$|\cos \phi| = (\sqrt{2} / 2) (\cos \phi' + \sin \phi')$$

$$|\sin \phi| = (\sqrt{2} / 2) (\cos \phi' - \sin \phi')$$

b) If NUM is positive, the program computes:

$$\cos \phi = |\cos \phi|$$

$$\sin \phi = |\sin \phi|$$

and goes to Step 12. Otherwise it computes:

$$\cos \phi = |\cos \phi|$$

$$\sin \phi = -|\sin \phi|$$

and goes to Step 12.

#### Step 12.

The single-plane rotations (Steps 10 and 11) are made on the normalized factors ( $b_{ij}$ ) 1 with 2, 1 with 3, ..., 1 with  $q$ , 2 with 3, ..., 2 with  $q$ , ...,  $q-1$  with  $q$ . This completes one iteration cycle. The program then goes to Step 9.

#### Step 13.

The final rotated normalized factor matrix ( $b_{ij}$ ) is unnormalized by means of the formula  $a_{ij} = b_{ij} h_i$  and the rotated unnormalized factor matrix  $A = (a_{ij})$  is printed. The final communalities are computed, as well as their differences from the original communalities. Then the rotated factor matrix, the original and successive variance, and the check on communalities are printed out.

#### Step 14.

Standardized scores  $z_{ij} = (x_{ij} - \bar{x}_i) / A_j$  are computed. Each row vector  $z_i = (z_{ir}, \dots, z_{ip})$  is used to produce a vector  $f_i = (f_{i1}, \dots, f_{ig})$ ,  $f_i = z_i R^{-1} A$ , and these are printed.

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5. REFERENCES

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Kaiser, H. F., "Comments on Communalities and the Number of Factors," ~~Presented on May 14, 1960, at an informal conference,~~ "The Community Problem in Factor Analysis," Washington University, St. Louis.

Kaiser, H. F., "Computer Program for Varimax Rotation in Factor Analysis," Educational and Psychological Measurement, Vol. 19, No. 3, 1959.

Kaiser, H. F., "The Varimax Criterion for Analytic Rotation in Factor Analysis," Psychometrika, Vol. 23, No. 3, September, 1958.



APPENDIX E

RAW DATA FOR FOUR GROUPS

OF TWENTY SUBJECTS

PARENTAL INJ.	COUNTER- INJ.	BASIC POSITION	RACKET	GAME	DECISION	PROGRAM LIFE COURSE	CONTRACT	I.D.
253932	000054	000006	000611	131225	010304	010717	011704	001
000025	000051	000009	000006	000006	002205	000734	000018	002
000047	000019	000010	000412	000030	001006	000009	000506	003
003235	000010	000010	000005	000007	000107	000008	000119	004
000031	000063	000010	001012	000001	000009	000001	000001	005
000025	000051	000010	000106	000006	000002	000307	000120	006
003935	000055	000004	000007	000006	001008	110735	000112	007
432335	000002	000010	000406	000003	000011	003234	000001	008
000035	000006	000004	000117	000006	001213	210307	005701	009
001819	000002	000007	000006	000006	000013	000721	000000	010
000007	000037	000004	000010	000006	001812	202919	014046	011
000035	000051	000004	000106	000006	001815	000307	000001	012
001925	000054	000010	000003	000012	000011	003507	000001	013
000022	000003	000002	000003	000006	000002	000007	000000	014
000042	000038	000010	000004	000012	001415	281227	002113	015
000032	000051	000010	000017	000006	000708	001415	005812	016
000042	003712	000012	000011	000013	000008	211828	001758	017
350339	000264	000010	000010	000006	000010	030719	000000	018
002539	000012	000010	000007	000006	001015	001707	000000	019
003932	000051	000010	001617	000006	000407	350207	000001	020
000035	003854	000004	000106	000006	001812	000007	000000	021
000023	000026	000010	000106	161306	012512	363214	000000	022
002739	000051	000004	000106	001613	080713	071729	000000	023
002839	002332	000004	000106	000006	000710	370315	012212	024
000032	000937	000004	000007	002106	001801	000117	002512	025
000031	000063	000004	000106	000006	000020	000736	000007	026
000049	000037	000004	000106	000006	002108	370307	000523	027
000035	000051	000010	000107	000011	002210	000007	000000	028
000035	000051	000010	000106	000006	001307	000007	000000	029
003235	000051	000004	000106	002106	120810	000717	000001	030
000023	000028	000010	000106	000006	000023	000007	242507	031
003532	000035	000005	000106	000021	000010	073517	000000	032
002530	376312	000004	000610	001812	242501	003301	452704	033

PARENTAL INJ.	COUNTER- INJ.	BASIC POSITION	RACKET	GAME	DECISION	PROGRAM LIFE COURSE	CONTRACT	I.D.
102532	000000	000000	000604	000001	000042	140133	003546	034
423435	004455	000000	000110	001218	000108	000018	313408	035
003925	002604	000000	001301	002801	000108	030330	280735	036
321442	485337	000000	000610	120218	000000	130717	283035	037
003925	000012	000000	000020	000012	000008	231114	003531	038
324225	003351	000000	000001	002518	000013	031730	343827	039
000004	006537	000000	060401	120628	000143	000730	353004	040
002532	666223	000000	000106	061312	004426	140308	000000	041
394925	005138	000000	061301	122401	000001	130711	070104	042
424939	375745	000004	000601	181216	130712	031311	343132	043
000032	000016	000000	001816	001318	070910	003507	000001	044
000000	001204	000000	000410	000017	000001	000007	000512	045
000025	000001	000000	000006	000801	000110	000000	423501	046
000014	000027	000000	000010	000004	000010	000001	000130	047
183932	006212	000000	001601	001218	000000	000000	121507	048
003941	333712	000000	000106	122518	070801	000007	004704	049
182524	025164	000000	000006	000006	001210	000000	040146	050
000032	000057	000010	000006	001813	000010	173013	353132	051
393225	000044	000000	000013	000013	000708	000000	100104	052
392532	006212	000000	000106	000005	000807	003507	040107	053
184239	000007	000000	002119	021318	000001	000011	354710	054
480632	674851	000000	161706	061330	034301	141308	432935	055
391032	004420	000000	000106	120613	080711	242707	343835	056
324225	454212	000000	020106	122807	001510	130730	000000	057
000049	000055	000000	000104	000003	000001	000014	274012	058
102503	445114	000000	000910	002313	000711	002021	003135	059
000025	003644	000000	000006	000006	00708	003607	100704	060
140725	375112	000010	000106	000612	410810	071730	390335	061
142532	333612	000010	180106	001613	010710	000022	043507	062
002551	000001	000000	000301	000012	001117	102429	270701	063
000029	003867	000000	000006	001812	002915	031330	354104	064
000025	000020	000000	000006	001013	040901	361330	043101	065
003225	465544		000006	000006	000327	000708	015727	066

PARENTIAL INJ.	COUNTER- INJ.	BASIC POSITION	RACKET	GAME	DECISION	PROGRAM LIFE COURSE	CONTRACT	I.D.
000032	003155	000010	000010	000012	000000	000000	574510	067
005030	001265	000004	000017	000012	001715	001409	001645	068
095139	571512	030705	000001	000013	000000	001007	040735	069
272320	000000	000004	131017	132911	000010	000007	000000	070
000042	000011	000008	000000	001213	000710	003705	001207	071
000039	550264	001207	000006	000006	000004	002730	003520	072
000042	195538	000001	000106	001122	000228	200624	000024	073
000051	000038	000001	001617	000030	000016	000027	000007	074
000032	000038	000004	000012	001330	000033	000023	000000	075
002339	005564	000001	000006	301306	000027	000027	004214	076
181942	005137	000010	001012	061213	261429	002017	102043	077
002325	000068	000004	121617	122830	000001	000017	451249	078
324239	513865	000006	000106	120611	002329	000024	000044	079
313923	000055	000004	000612	003006	000001	000730	350429	080
000051	000041	000712	000006	000030	000001	000027	001604	081
000023	000029	000004	000008	001326	000011	000036	000000	082
005240	375051	000010	000000	000006	000030	000017	460735	083
203532	000051	000004	000106	000006	000008	000017	572735	084
005139	000027	000004	001011	000009	002421	000501	124548	085
000002	000013	000010	000106	122913	000105	000021	000000	086
000014	000038	000004	000006	001114	000045	000010	000007	087
000051	000027	000001	001001	000106	000005	000107	004410	088
005131	335051	000004	000106	120630	000000	003607	001013	089
004423	000064	000004	011006	000016	000001	003607	382045	090
185138	025112	000010	010613	181230	000143	000321	533527	091
002339	000264	000507	000000	001306	000000	000730	001429	092
000042	000065	000006	000016	001206	000010	003135	001151	093
003442	005527	000004	001606	001206	000001	002407	000048	094
003214	000055	000001	000012	000014	000032	000000	451649	095
003212	000055	000004	011906	001312	000042	003536	000016	096
444234	005515	000010	010610	061312	000110	002821	311020	097
000022	000000	000002	000001	000012	000002	000717	000027	098
000025	004038	000002	000010	000006	000029	000724	072744	099

PARENTAL INJ.	COUNTER- INJ.	BASIC POSITION	RACKET	GAME	DECISION	PROGRAM LIFE COURSE	CONTRACT	I.D.
184219	001251	000010	000001	241602	000110	003522	000010	100
514239	335113	000004	000001	000006	000014	212428	000007	101
115132	000022	000704	000001	000013	000010	003511	004544	102
000051	000069	000004	000010	000630	001126	000027	000000	103
000025	000712	000005	001306	001812	000000	003507	005047	104
422539	573855	000004	061210	181328	000000	000705	000000	105
003921	000037	000004	001210	300618	000004	001024	054520	106
000025	000055	000004	000016	001218	001716	000027	000000	107
000042	000007	000001	000012	000030	000017	000010	515007	108
162551	156512	000010	060110	000013	440307	003607	201607	109
342518	125765	000010	000001	000013	000044	210723	125207	110
000042	000051	000011	000001	000006	000014	002821	000047	111
000042	183712	000005	001006	061318	000000	352917	000010	112
252332	003743	000004	000000	300618	004301	153810	410553	113
254234	605765	000006	000001	121330	001114	362128	321207	114
004225	000055	000006	000016	161312	000014	002421	003510	115
392351	555768	000004	001606	000006	000701	000007	075320	116
000042	000049	000010	000106	181306	001002	003507	003454	117
000023	000038	000004	000006	000001	000046	000001	000012	118
000042	000038	000001	000010	000011	000000	000007	000016	119
000039	076512	000004	121606	163013	000001	373103	004510	120
003925	000055	000004	000106	000012	000000	000000	000000	121
003951	001255	000004	000412	003006	000000	000027	004520	122
003932	001255	000004	000406	000612	000034	000001	351401	123
000039	001227	000008	000000	061218	000027	000036	003645	124
000012	004013	000006	000006	001228	000803	011307	000000	125
000031	000057	000004	000019	000009	000001	000007	000024	126
003921	271355	000010	000006	001202	000001	000031	004501	127
003951	005755	000010	000106	000012	000005	000001	000043	128
251934	000055	000010	000006	021805	000005	142112	001235	129
000032	000012	000001	000011	000006	000000	002101	000000	130
002951	385512	000004	000106	001206	000010	000730	000000	131
395132	275768	000006	160106	133018	000000	002730	000000	132

PARENTAL INJ.	COUNTER- INJ.	BASIC POSITION	RACKET	GAME	DECISION	PROGRAM LIFE COURSE	CONTRACT	I.D.
003139	003127	000010	000006	000012	000035	002707	005716	133
253405	000051	000004	000006	000613	000124	000036	404504	134
002951	556864	000012	000000	000609	000143	002707	000042	135
000032	001255	000004	000006	000013	000000	360730	000010	136
000039	000051	000010	000006	000613	000000	001536	000058	137
003041	003712	000010	000006	000006	000036	000036	442045	138
004151	571607	000503	001617	000006	000001	000007	000000	139
000025	006838	000004	101606	001011	000012	000000	044531	140
291727	165755	000703	000006	000006	000027	003330	000000	141
003526	001251	000010	000006	001812	000000	173630	000000	142
423251	195547	000040	001012	130530	000001	171407	000000	143
000039	000016	000001	000004	000930	000000	001027	005815	144
000025	000038	000004	021210	301312	000001	271007	101649	145
000039	000768	000004	000006	000018	242243	001210	000000	146
323451	315755	000010	010614	181612	000010	000024	000149	147
003139	001355	000004	000006	000011	000000	000024	003145	148
181942	071245	000010	000001	130212	000105	002114	000727	149
392542	125557	000004	010602	131801	000137	010724	103404	150
305215	000012	000010	000000	001218	000000	000236	431646	151
391125	000049	000006	000018	003013	000007	002707	000011	152
324239	585664	000004	061202	063018	000000	010730	000129	153
000042	000027	000001	000019	000001	000046	000001	000000	154
322042	125557	000004	010619	011118	000001	170701	385655	155
342342	192544	000006	000214	000612	001001	000928	453412	156
393251	385557	000002	060212	130630	000000	012736	000000	157
423932	683855	000004	001902	121813	000000	330830	000011	158
000000	185755	000604	010610	011301	000000	300123	000000	159
002534	003649	000004	001412	001218	000014	000007	544515	160

APPENDIX F

MATRICES FOR PERSONALITY PATTERNS

Column 1 (from left to right) is the number of the group the subject belonged to. Column 2 is the number in the group. Column 3 is the subject's identification number. Column 4 is the raw score. Column 5 is the percentage of that personality pattern to the total personality of the subject. The average is indicated below in the same column. Columns 6 - 13 are the coded responses in the categories indicated. ~~The totals are listed below in the same columns.~~ The coded response is on the left and the frequency on the right. Total number of subjects is indicated at the bottom right corner. If a subject indicated no response in one of the eight categories, it is recorded as a blank.







MATRIX -- PERSONALITY PATTERN A-D-D

6	#	SUB	R. SCORE	%	PAR. INJ.	COUN. INJ.	BASIC POS.	RACKET	GAMES	DECISION	LIFE COURSE	CONTRACTS											
1	20	7	.56746	32	39 35	55	04	07	06	10 08	11 07 35	01 12											
1	20	9	.67393	45	35	06	04	17	06	12 13	21 03 07	57 01											
1	20	11	.59873	36	07	37	04	10	05	12 18	20 19 29	46 40 01											
1	20	12	.58866	35	35	51	04	01 05	06	15 18	03 07	01											
1	20	18	.53656	29	39 03 35	02 64	10	10	06	10	09 03 07												
2	20	28	.69778	49	35	51	10	01 07	11	22 10		07											
2	20	29	.61615	38	35	51	10	01 06	05	13 07		07											
2	20	30	.65092	42	32 35	51	04	01 06	21 06	12 10 08	17 07	01											
2	20	32	.70797	50	32 35	35	05	01 06	21	10	35 17 07												
2	20	39	.50600	26	42 32 25	33 51		01	25 18	13	03 17 30	34 38 22											
3	20	41	.64126	41	32 25	66 62 23		01 06	06 13 12	44 26	14 03 08												
3	20	43	.50107	25	42 49 39	37 57 45	04	01 05	16 18 12	13 07 12	13 03 11	34 31 32											
3	20	51	.51765	27	32	57	10	06	13 18	10	17 13 30	35 31 32											
3	20	55	.56814	32	06 32 48	67 38 51		16 17 05	06 13 30	03 43 01	14 13 08	43 29 25											
4	20	70	.53252	28	27 23 20		04	13 10 17	13 29 11	10		07											
4	20	75	.59915	36	32	38	04	12	13 30	33		23											
4	20	78	.72937	53	23 25	68	04	12 16 17	12 28 30	01		17	45 12 49										
GROUP	# IN GROUP	SUBJECT #	RAW SCORE	AVERAGE 37%	39	3	51	6	04	9	07	2	06	9	10	7	11	2	01	5			
					35	8	37	2	10	4	17	4	11	2	08	2	07	8	12	2			
					32	7	57	2	BLANK	3	10	3	21	2	12	4	35	2	BLANK	7			
					42	2	38	2			01	8	18	3	13	4	08	5	34	2			
					25	3					06	8	13	5	18	2	19	2	31	2			
					23	2					16	2	12	3	07	2	17	2	32	2			
											12	2		30	3	01	2	30	2				
																		15	2				
																		05	2				
																		19	3				
					RESPONSES	# OF TIMES	RESPONSES	# OF TIMES	RESPONSES	# OF TIMES	RESPONSES	# OF TIMES	RESPONSES	# OF TIMES	RESPONSES	# OF TIMES	RESPONSES	# OF TIMES	TOTALS				
																			17	SUBJECTS			





APPENDIX G

EXAMPLES PERSONALITY PATTERNS

The following are examples of the Life Script Questionnaires and resulting Life Script Forms from each of the five personality patterns.

Note that in certain instances answers include therapist's notes as well as subject's response.

Personality Pattern D/A

The following is an example of personality Pattern D/A. This subject had a raw score of .73067. In other words, 53% of his personality was made up of the characteristics in the personality pattern D/A category.





4. What does your mother say when you do something well, or something that pleases her? PI,CI

Didn't spend much time at home. Get up at noon - take off - do what they'd ask - but not much time there. Can't remember what she said - grandmother around more. Mother worked. Everything I did, really, was bad.

Grandmother died in 1964 and I felt lost, like I didn't have a friend in the world. I stopped going to school. Grandma used to take me everywhere. Make me cupcakes and cakes and for all the kids in the neighborhood.

5. What does she say when you do something wrong? PI,CI

"Be careful - you better stop." She couldn't make me stop. "I told you it wasn't going to last" to "I knew she was right. Every good thing comes to an end."

6. What is her main advice to you? PI,CI
- "Don't get so mad, so upset."

7. What does your father say when you do something well? PI,CI

Never see him. He's not around.

8. What does he say when you do something wrong? PI,CI

We got a little understanding. We talk - I

know he loves me.

9. What is his main advice to you? PI, CI  
I haven't heard none.
10. What nicknames have people called you? BP  
What do they mean?  
Red (just a dirty red, when I was born)  
My grandfather said that. Mother and  
father and gradma called me Red. I like it.
11. What do you want to be when you're an adult? D, C  
Don't have the slightest idea. Maybe a  
lawyer - best at? My understanding - I  
want a profession - not no hard labor.
12. What does your mother want you to be? CI, PI  
Never told me. Way down deep? She expects  
me to be a somebody. Some think I might be no  
good.
13. What does your father want you to be? CI, PI  
Same
14. What do you like most about yourself? BP  
My understanding.  
I already answered that - (sort of sullen)
15. What do you like least about yourself? BP  
Being in jail - my own doing - I set myself  
up.
16. Do you ever feel that something might be BP  
wrong with you? (If yes, ask what)  
No.

17. How did the police usually catch you? G  
Seven - 3 in '66, 3 in '69, 1 in '70 -  
not caught in the act - I was just there  
- disturbing peace, pt. g.t., joyriding,  
poss. of marijuana but no so - insuff.  
evidence. Burglary. I been lied to &  
tricked, when incarcerated - at Sr. Boys  
Canys, Perkins, etc. ~~That wasn't necessary.~~  
Boy admist burglarizing, boosting, selling  
narcotics.
18. Describe the bad feeling that you have had R  
most often in your life.  
Being lied to - anger & sadness.
19. What was your favorite child story? P  
Peter Pan - I saw it on TV.
20. How did the story go? P  
Adventure - girl flying around, fighting a  
pirate & things.
21. If everything goes wrong, what might you D  
be doing five years from today?  
I'll be home watching TV & listening to  
records.
22. If everything goes well, what might you C  
be doing five years from today?  
Don't know. I'm thinking about that old  
lawyer thing. Go back to Berkeley Hi - go  
to college - play baseball - but school is

boring to me - what could stop me? Somebody might offer me some easy money & I might accept it - the Police don't want me out there ... I was a little too slick for them. If they can't get you for what they think you've been doing, they'll get you for whatever they can.

23. How do you think you might die? At what age? D

Don't know. I know I'll never OD because I don't put nothing in my arm. Can't say about getting shot for fooling with somebody's girl. Might rot in jail - or die a natural death. That's the only four.

24. What will it say on your tombstone? P

Born 1953

Died maybe 2000 - I hope so. The father of so many kids. May he rest in peace.

25. What would "heaven on earth" be for you? D

I don't know. There might not be no heaven.

26. What do you wish your mother had done differently? C

Stayed with my father. I might of had better supervision. But I was going to do what I was going to do.

27. What do you wish your father had done differently? C

Stayed with my mother.

28. If by magic you could change anything about D,C  
yourself, what would you change?

I'd like to have gone to school and not got  
in trouble. I'd like to have my grandma back.  
But I have a father and a stepfather.

29. What do you want most out of life? C

Enjoyment - happiness - a little traveling -  
see the world.

30. What is your biggest problem? C

My mouth. It leaves me in trouble.  
Distrust and hatred is the only thing.

31. What about yourself will you change while C  
you're here?

I'll check out the anger & hatred - to  
avoid jail or getting killed.

32. What will you do while you're here to make C  
those changes?

Check it out with Carter.

33. How will you and I both know you have C  
reached those goals before you leave  
here?

When I stop hating and start trusting.

## LIFE-SCRIPT FORM

Parental Injunction (with message from parent's Child):

"Don't .....

succeed, even as a criminal."

Counterinjunction (from parent's to Parent):

"Do .....

stay cool (Don't get upset)

Basic Position (of Child):

Not-OK (Lost and without a friend)

Racket:

Anger/Depression

Favorite Game:

Cops and Robbers

Decision: (e.g. "I'll probably never make it")

"They'll [the police] get you for whatever they can."

Program for Life Course (how to obey witch message):

Be slick enough to get a reputation with police so  
that they'll go out of their way to get him.

Contract: (Agree only to goals that you and ward can see  
him reach while he is at O.H. Close)

To avoid imprisonment or death. I'll check out the  
anger & hatred. I'll know I reached the goal when I  
stop hating, and start trusting.

Personality Pattern A/D

The following is an example of personality pattern A/D. This subject had a raw score of .60501 or 37% of his personality was made up of the characteristics in the personality pattern A/D category.

---

## PERSONALITY PATTERN A/D

## REVISED LIFE-SCRIPT QUESTIONNAIRE

JANUARY, 1971

\_\_\_\_\_  
(FULL NAME)\_\_\_\_\_  
(Date)\_\_\_\_\_  
(Birthdate)\_\_\_\_\_  
(Name of Caseworker)

1. Briefly describe your mother. PI,CI

Folks divorced at 2-1/2. Lived with aunts,  
Jenny & Lucy, dad's sisters. Dad did not  
live with him. Jenny: nice, cares for me &  
for what I do. Does laundry & chores.  
Stricter than Lucy. Lucy: Cooked & did  
chores. Like my mother.

2. Briefly describe your father. PI,CI

Nice. Understands me. Only 35 or 36.  
Respect each other. A happy man (Ralph  
was attached to aunts so chose not to live  
with him.)

KEY: PI = Parental Injunction      G = Favorite Game  
      CI = Counterinjunction        P = Program for Life Course  
      BP = Basic Position            C = Contract  
      R = Racket                      D = Decision



3. Describe yourself. BP,D

Like sports. Playing baseball, football, basketball. Did not like school on the outs but I do here. I'm learning more about myself & people here.

4. What does your mother say when you do something well, or something that pleases her? PI,CI

Jenny: When he won MVP award. "Keep on trying hard." Happy.

Lucy: "Good work" - cook him up a big meal or give him money to go to a show.

5. What does she say when you do something wrong? PI,CI

Jenny: "You oughta know better." "You never learn."

Lucy: "Why do you keep coming home late?"

6. What is her main advice to you? PI,CI

Jenny: "Grow up strong & healthy, physically & mentally. Raise your kids right."

Lucy: "You gotta do something for yourself. You can't be an orange picker all your life. Go to school."

7. What does your father say when you do something well? PI,CI

Nice going, Ralph.

8. What does he say when you do something wrong? PI,CI

"I told you you shouldn't drink." Once he raised his hand to hit me but he didn't. He said it was up to me.

9. What is his main advice to you? PI,CI

I don't want you to drop out like I did.

(school) I'd like to see you have a good

education. Keep up the good work. My aunts knew I could become what I want if I try & get down to business.

10. What nicknames have people called you? BP

What do they mean?

"Father" - altar boy - served Mass

Sarra - (don't know what it means)

Ralphie

11. What do you want to be when you're an adult? D,C

I'm still hoping to become a professional baseball player. I have to try hard to work up. Or if that doesn't work out, be a coach. Or a counselor in Y.A.

12. What does your mother want you to be? CI,PI

Jenny: baseball player. She wants me to be what I want to be.

Same with Lucy.

13. What does your father want you to be? CI,PI  
It's up to you. Be what you want. He feels I still can make it if I want to.
14. What do you like most about yourself? BP  
"That I'm interested with sports & I like to get along with people."
15. What do you like least about yourself? BP  
(Laugh) - "About being in jail."
- 
16. Do you ever feel that something might be wrong with you. (If yes, ask what.) BP  
No.
17. How did the police usually catch you? G  
First time is this time. Voluntary manslaughter. Drunk and at a party. I asked my friend for his knife because he had stabbed a guy & I didn't trust him. I got hit & went down & didn't remember stabbing the guy (not the friend). I had the knife but I don't remember stabbing him. My lawyer was a good lawyer.
18. Describe the bad feeling that you have had most often in your life. R  
Hurtin' feelings. Why am I in jail? Why didn't I listen to my parents & not drink? They were right.
19. What was your favorite child story? P  
Jack & Jill went up the hill.

20. How did the story go? P  
Jack got up there on top of the hill &  
then fell down. Mr. Green said it fits  
for me.
21. If everything goes wrong, what might you D  
be doing five years from today?  
I guess pick oranges is the worst thing  
that could happen.
- 
22. If everything goes well, what might you C  
be doing five years from today?  
Be playing baseball. Pitcher with the  
Los Angeles Dodgers (good feelings when  
I say that).
23. How do you think you might die? At what D  
age?  
Die in battle for my country. I guess, 26  
or 28. I want to serve my country.
24. What will it say on your tombstone? P  
Died in Battle
25. What would "heaven on earth" be for you? D  
God put me here to do good in life. I'll  
be at some club for boys as a retired base-  
ball player. Be a coach. Be married  
(not "heaven")

26. What do you wish your mother had done differently? C

Not gotten a divorce. She wanted to see me a year or two ago, but I didn't want to.

Heard she was pretty & ran off with a man.

Never used to think about it. At 12 I used to wonder why I didn't have a mom and I'd say "yea" that my aunt was my mom if another kid asked.

Jenny: (I don't know)

Lucy: (I don't know)

27. What do you wish your father had done differently? C

Not got divorced from my mother. I'd be the same even if they didn't get divorced. I wish he had spent more time with me. I would not have come home as late at night. I used to think my aunts didn't know nothing, but they did.

28. If by magic you could change anything about yourself, what would you change? D,C

I'm glad how I am, but I wish I wasn't in jail. I would change not coming home late, drinking, listening to my friends - but I can change that - I was confused. I can change my confusion.

29. What do you want most out of life? C  
Being happy all the time. Be a good citizen. Not coming to jail.
30. What is your biggest problem? C  
Coming home late at night, drinking with my friends, listening to my friends. The problem: while feeling confused, let others make bad decisions for me.
31. What about yourself will you change while you're here? C  
My confused & sad feelings - I want to succeed. No one else had to decide for me what is chicken and what isn't. (I thought they would call me chicken and my aunts' little boy.") (My feelings of OK-ness are in others' hands.)
32. What will you do while you're here to make those changes? C  
I'm working in small group on those.
33. How will you and I both know you have reached those goals before you leave here? C  
I'll tell Mr. Green. I can make up my own mind for me. Make adult decisions, and I'll know I'm doing it.

## LIFE-SCRIPT FORM

Parental Injunction (witch message from parent's Child):

"Don't .....

don't have fun "working at it"

possibilities:

don't succeed

don't feel good about yourself

Counterinjunction (from parent's Parent):

"Do .....

keep working at it, keep on trying"

Basic Position (of Child):

Same not OKness

Racket:

Confusion (maybe confused depression)

Favorite Game:

Alcoholic?

Decision: (e.g. "I'll probably never make it")

"I though they'd call me chicken and my aunts'  
little boy" (my OKness depends on what they  
think)

Program for Life Course (how to obey witch message):

not having fun "working my way up."

Contract: (Agree only to goals that you and ward can

see him reach while he is at O.H. Close)

Not to have his feelings of OKness depend on what  
others think.

Personality Pattern A-D-D

The following is an example of personality pattern A-D-D. This subject had a raw score of .70797 or 50% of his personality was made up of the characteristics in the personality pattern A-D-D category.



## PERSONALITY PATTERN A-D-D

## REVISED LIFE-SCRIPT QUESTIONNAIRE

JANUARY, 1971

\_\_\_\_\_  
(FULL NAME)\_\_\_\_\_  
(Date)\_\_\_\_\_  
(Birthdate)\_\_\_\_\_  
(Name of Caseworker)

1. Briefly describe your mother. PI, CI

Mean. Loses her temper - picks up things & hits you. Goes out every night to drink beer. Leaves everybody, brother (14) & sisters (13 & 10 & 3). She threw a cleaver at me one time for no reason. Folks separated about 2-1/2 yrs. ago. Billy (17) lives with father.

2. Briefly describe your father. PI, CI

Old. Swears a lot - loses his temper. If you don't do something perfect he'll jump on you. Got to get his permission to leave the house - got to stay around and work all day. He's about 52 or 53. Looks old since they took his teeth out.

3. Describe yourself. BP, D

I'm ok in some ways, bad in others. I lose my

KEY:    PI = Parental Injunction    G = Favorite Game  
          CI = Counterinjunction    P = Program for Life  
          BP = Basic Position            Course  
          R = Racket                    C = Contract  
                                             D = Decision

temper. I been holding back for three months. I like to go out and play pool. I don't go to school. Been missing for about six months. In a fight I pick up something and hit somebody.

4. What does your mother say when you do something well or something that pleases her? PI,CI

Oh, she just says you done a good job and tells me to do another. I feel? OK She doesn't compliment me much, because I been in fights with my brothers and them.

5. What does she say when you do something wrong? PI,CI

She'd yell at me and start hitting me with something. "I wish I'd never seen you, you fuckin' kids around here. I wish I'd never had you". Worst? After fight with my brother, she hit me with a pipe and I slugged her. She picked up a hoe and said I wasn't supposed to hit grownups. "I'll kill you for hitting me." Felt? Like breaking her neck. To my self? I said I'd run away and if she hit me again I'd kill her.

6. What is her main advice to you? PI,CI

Stay out of trouble. That's all. Feel? Like going out and do the opposite. My little brother used to blame me, so I'd blame him. She

says she loves me but she don't mean it. To myself? I'd say "I'll get even." I feel like wrecking the car or something.

7. What does your father say when you do something well? PI,CI

He'll let me go someplace. "Fine job. Now you can go to your friend's house." He doesn't compliment me much. Love me? I don't know.

8. What does he say when you do something wrong? PI,CI

Swears. "Do it over" Or kick me. In the leg. Worst? That he'd beat me. Sent me for a 2x4 and beat me. He told me not to talk back to him. I felt like taking a shotgun and shooting him. To self? I said I'd run away and stay so long they'd not remember me and I'd come back and kill him. How? By shooting him.

9. What is his main advice to you? PI,CI

Do good in school and stay out of trouble. I don't listen and feel like taking off on my own.

10. What nicknames have people called you? BP

What do they mean?

Baldy. Mom always cut my hair off. I'd fight the ones who called me that. Nazi. My first name's German. Mother calls me Stupid, Fuckin' Nut. Stupid cause I don't know math. My mother calls me -----. I'd like my dad to call me -----.

Mother, too. She wanted me to keep her father's name. When called bad names I'd feel like fighting and knocking hell out of the bully or punk.

11. What do you want to be when you're an adult? D,C

Race car driver. Kind of person? A person who doesn't lose his temper, doesn't go around hurting people.

12. What does your mother want you to be? CI,PI

I don't know. She probably expects me to be a prisoner because of my trouble. Armed robbery, fighting, strong arm on a service station manager. My mother said they'd shoot me if I came around the house any more, after being a prisoner.

13. What does your father want you to be? CI,PI

I don't know. Work for the forest service or construction. He probably expects me to end up a prisoner. "You keep up what you're doing and you'll end up in prison". Felt? Bad. "If I go to prison it'll be for something good - like taking brake fluid out of his truck so he'll run into something.

14. What do you like most about yourself? BP

Nothing. I hate what I'm in here for. Good about me? I'm in here trying to learn something. I want to learn race car driving mechanics. I

want to build myself back up so I'm not scared of people. Little kids, too. I been beat up before. My brothers and sisters get me in trouble. I don't think of myself as being human because I stooped so damn low. What I'm in here for. I call myself a dumb person who stooped to hurt someone. I feel sometimes like killing myself.

15. What do you like least about yourself? BP

My being stupid. Not able to keep up in school. Hate about myself? My name - first name, whole name. People tease me about it. I hate Germans. My name sounds stupid.

16. Do you ever feel that something might be wrong with you? (If yes, ask what) BP

No.

17. How did the police usually catch you? G

Arrested? Twice. Robbed about 16 stores, some burglaries, broke into one place. I used a German Lugar and a .22 rifle. I've stolen about \$5,000. Bought marijuana - gave a friend 30 or 40 \$. Paid back friends. Once on suspicion of armed robbery but let go. I got about \$150 from the service station. With some guys who had guns. Ran away twice that they caught me for.

18. Describe the bad feelings that you have had most often in your life. R

I kidnapped a kid. Beat him up. Felt bad because I couldn't feed him. He was about 14. Near Soledad. Most often? For what I'm in here for. For hurting somebody, or not doing what my mother wants. I feel "cheap".

19. ~~What was your favorite child story?~~ P

Don't remember. John Wayne in Rio Lobo.

20. How did the story go? P

A Western - he was sheriff. An old guy blew a robber right out of a barn with a double-barrelled shotgun.

21. If everything goes wrong, what might you be doing five years from today? D

I had thoughts of being a gangster but I've given it up from what I saw on TV. So I'll be a hobo or something like that. Bonnie and Clyde movie made me give up on being a gangster.

22. If everything goes well, what might you be doing five years from today? C

Try to be a top race car driver or singer or something like that. Best chance of being? A race car driver. Drove a go-cart. Folks think? Probably that I'd get killed.

23. How do you think you might die? At what age? D  
Getting shot or in a car wreck. I be walking down the street and somebody who don't like me shoot me. At my funeral? Nobody. I wouldn't let them (You'd be dead I said). My mother, father, all my relatives. My mother? Feeling pretty bad. "She'd get even with the guy that killed me. If killed in races, she'd feel pretty bad and say, "We told him she shouldn't have." Dad? Bad. "Damned fool. Thought he was a big hot shot."
24. What will it say on your tombstone? P  
"Damn the country" I hate it. Big jerks riding motorcycles, fighting. That damn fool we call the president, not doing anything.
25. What would "heaven on earth" be for you? D  
Don't know (long pause) Don't know what's going to go on. Can't answer it.
26. What do you wish your mother had done differently? C  
Shut her mouth. Left me alone. I probably wouldn't feel as mean as I did when I did what I done. After? I just felt bad.
27. What do you wish your father had done differently? C  
Shut up and quit swearing.

28. If by magic you could change anything about yourself, what would you change? D,C

What I look like. What I am. My name, and where I live. Cause I hate where I live, my name, what I look like. I look like a monster or something. Yes - that's what I call myself. No, I can't explain what I did.

29. What do you want most out of life? C

People to leave me alone. And enough money to go to Red China. If everything fails I'd rather be a Communist. At birth? I was OK, then I started growing up and learned how cheap the country is. I'll be a killer for the Communists.

30. What is your biggest problem? C

Taking orders from guys that order me around. Yes, that I feel I'm no good is my biggest problem. Being dead is the only out. Until the day I die, I'll hang on to the conviction that I'm no good. Yes I will. (He complained that the guys - esp. the blacks - on the hall are pressuring him to shine their shoes, give them cigarettes, etc. He wants to kill them.) I can kill them.



31. What about yourself will you change while you're here? C  
here?  
No contract.
32. What will you do while you're here to make those changes? C
33. How will you and I both know that you have reached those goals before you leave here? C

I left him with the thought that he has the possibility while here to redecide not to carry to his grave the conviction that he's no good. He did not agree to consider it. He said he will get even with everyone who's hurt him, "I'll kill them all. No matter how long they keep me I'll get out and kill them all. I might kill someone while I'm here...I can predict the future by my dreams. What I dream happens the next day or a month later....I'll hit a counselor & I'll go to Inyo. I predict that....I have 52 guns hidden all over the hills where I live....I've been with the Hell's Angels and we've killed three Fort Ord soldiers. I've supplied guns for holdups and robberies. I tried to kill my dad by letting the brake fluid out of his truck. I put strychnine in my mother's coffee, but she didn't drink it. I've been scared for myself for a long time. (He said the guys on the hall are pressuring him for cigarettes, shine their shoes, etc. He wants to kill them.) After I'd told him that one of his options was to start seeing himself as an OK human being, he said with

great feeling, "You can say that, but you didn't do what I did."

## LIFE-SCRIPT FORM

Parental Injunction (witch message from parent's Child):

"Don't....

exist

feel good about yourself

Counterinjunction (from Parent's Parent):

"Do....

get out.

Basic Position (of Child):

Grossly not ok/others are better, but not really ok  
either.

Racket:

Anger/depression

Favorite Game:

Slaughter Me

Decision: (e.g., "I'll probably never make it")

Until I die I'll remember what I did and know I'm  
no good.

Program for Life Course (how to obey witch message)

Set self up for putdowns, hurts, mistreatment,  
punishment, execution, by doing what he probably  
considers the worst possible thing.

Contract: (Agree only to goals that you and the ward  
can see him reach while he is at O. H. Close)

None as yet.

Personality Pattern D-D

The following is an example of personality pattern D-D. This subject had a raw score of .67228 or 45% of his personality was made up of characteristics in the personality pattern D-D category.

---



"Very good. Nice job." When I was little she'd buy me something - like ice cream.

5. What does she say when you do something wrong? PI,CI

Why did you do it? Don't you know better?

When really angry, "Get out." I'd leave for weeks and get picked up for runaway.

6. What is her main advice to you? PI,CI

Stay out of trouble. She expected me to

be in trouble.

7. What does your father say when you do some- PI,CI

thing well?

"Good job. I'm proud of you." (But it has to be perfect for him to say that.)

8. What does he say when you do something PI,CI

wrong?

You're nothing but a trouble-maker. He said more often than Mom: Get out, never come back.

Worst thing I did: had a girl stay with me in a trailer overnight. Also: stayed out too

late. He thought I was on dope. Worst thing

he said to me: "Get the fuck out of the house"

with mother there. Had fight with him after I got tired loading a trailer, left for a month.

Tried to come back - mother said I better not

be around when he came in. Got caught for armed

robbery a week later. Felt like shooting myself.

9. What is his main advice to you?  
Straighten up.
10. What nicknames have people called you? What do they mean? BP  
----- - nurses started it in hospital - mother liked it. Didn't like "-----" - now I do. It's more grown up.
11. What do you want to be when you're an adult? D,C  
Own my own motorcycle shop. Dad had one. I'll work with my uncle in shop owned by him and dad.
12. What does your mother want you to be? CI,PI  
Mechanic
13. What does your father want you to be? CI,PI  
Mechanic on motorcycles, I guess. I was better with my hands than I was with my brain. "There's no place in an office for you", said grandmother. (ha ha)
14. What do you like most about yourself? BP  
My ability to work on engines.
15. What do you like least about yourself? BP  
Used to be my temper. Not now. Blew up a lot. Now? Being locked up. Things I've done in the past.

16. Do you ever feel that something might be wrong with you? (If yes, ask what) BP  
No. Used to. Too easily persuaded by friends  
Never had the willpower to say no. Like the armed robbery. Gun was loaded. I had it after partner said "It's your turn" (meaning to hold the gun).
17. How did the police usually catch you? G  
By a friend.
18. Describe the bad feeling that you have had most often in your life. R  
Being left out - to age two. I was kind of pushed aside when my little sister came into the world. Incubator baby. She got all the attention. "I really wasn't wanted."
19. What was your favorite child story? P  
(ha ha) Goldilocks
20. How did the story go? P  
(He told whole story) "She ran out of the house scared."
21. If everything goes wrong, what might you be doing five years from today? D  
Might be in prison - for robbing a bank.
22. If everything goes well, what might you be doing five years from today? C  
Owning my own shop - be riding professionally  
(He later added) -



Have a family - I want to be at least 21 before I get married.

23. How do you think you might die? At what age? D

Ha Ha - old age. If not that, a motorcycle wreck. Between 25 & 35. After 35 I'll quit riding.

24. What will it say on your tombstone? P

Ha Ha -

----- One of the best motorcycle riders in the world.

25. What would "heaven on earth" be for you? D

No wars. People not having to die.

26. What do you wish your mother had done differently? C

Been a little stricter when I was younger. If I tried hard enough, she'd always give in. What would that make me in her eyes? A brat. (ha ha)

27. What do you wish your father had done differently? C

After age 12 he turned me down for practically everything I asked for. Used to buy me bikes, but stopped. Wish he had paid a little more attention to me when I was younger.

28. If by magic you could change anything about yourself, what would you change? D,C

My strength. I always did want to be tall and strong. I'll feel strong enough when I can work out (curl) with 200 lbs. Not having to spend my time at O.H. Close.

29. What do you want most out of life? C

Good family. 2 sons (long pause) Being a respectful citizen. Almost everybody who knew me always knew me as no good (because of the trouble I've been in).

30. What is your biggest problem? C

Meeting new people. I don't feel comfortable - fear they won't like me.

31. What about yourself will you change while you're here? C

School work. My personality - temper. My father said "You're no good" a lot of times. Part of me believed him and part of me didn't. My feeling of being no good.

32. What will you do while you're here to make those changes? C

Feel good about myself.

33. How will you and I both know you have reached these goals before you leave here? C

I'll feel happier; maybe it'll show.

## LIFE-SCRIPT FORM

Parental Injunction (witch message from parent's child):

"Don't ....

feel wanted (Don't come close or Don't be)

Counterinjunction (from parent's Parent):

"Do ....

stay out of trouble.

Basic Position (of Child):

I'm not-OK (wanted)

Racket:

Feeling unwanted, no good.

Favorite Game:

Cops and Robbers

Descision: (e.g. "I'll probably never make it")

"I'm not wanted." (until I'm dead?)

Program for Life Course (how to obey witch message):

"Blow it" and get sent away. Dad showed him how  
by getting drunk & getting in wreck.

Contract: (Agree only to goals that you and ward can see  
him reach while he is at O. H. Close)

Goal: To stop feeling no good & to feel good  
instead.

Personality Pattern A-D-LB

The following is an example of personality pattern A-D-LB. This subject had a raw score of .77085 or 59% of his personality was made up of characteristics in the personality pattern A-D-LB category.

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## PERSONALITY PATTERN A-D-LB

## REVISED LIFE-SCRIPT QUESTIONNAIRE

JANUARY, 1971

\_\_\_\_\_  
(FULL NAME)\_\_\_\_\_  
(Date)\_\_\_\_\_  
(Birthdate)\_\_\_\_\_  
(Name of Caseworker)

1. Briefly describe your mother. PI, CI

She's fair. Treats everybody the same.  
Good personality. Gets along with most  
everybody.

2. Briefly describe your (step) father. PI, CI

Same as mother. But he doesn't get along  
with people in the same way. He takes a  
liking to some - not others. Real father  
died when I was four. He was a drunk -  
spent his check on beer and spent little  
time at home. I still have some resent-  
ment against him. I have had some question  
about my own OK-ness being the son of that  
kind of a man.

KEY: PI = Parental Injunction      G = Favorite Game  
CI = Counterinjunction      P = Program for Life Course  
BP = Basic Position      C = Contract  
R = Racket      D = Decision

3. Describe yourself. BP,D  
I think I get along with most everybody.  
I treat everybody the same, that is, I  
play cards with everybody.
4. What does your mother say when you do some- PI,CI  
thing well, or something that pleases her?  
You did a good job - or half the time she'd  
ignore it. Nicest thing: that she loves me  
(she said that about 4 months ago). I felt  
like I was wanted.
5. What does she say when you do something wrong? PI,CI  
She gets mad and says, "Why do you do things  
like that?" Then I felt stupid.  
Worse: that she'd put me in the hall if I  
kept messing up. I felt mad.
6. What is her main advice to you? PI,CI  
Go to school. Stay out of trouble.  
(burglaries, car thefts)
7. What does your father say when you do PI,CI  
something well?  
He usually ignores it - or once in a while  
say I did a good job and let it pass. I'd  
feel angry and say, "I'll get back at them"  
- my way was to go out and get in trouble  
and get put in hall.

8. What does he say when you do something wrong? PI,CI

If you don't straighten up I'm going to send you off. He'd tell me about the institutions he was going to put me in, but they never did (either parent).

9. What is his main advice to you? PI,CI

Get a H.S. diploma, get a job, & stay out of jail. Made me feel like I had to live up to his standards and do everything he told me to do. I said, "I'm not going to do it. I'll do what I want to do." I then would get the attention I want.

10. What nicknames have people called you? What do they mean? BP

Skinny I used to hit my brothers & sisters  
Elephant for calling me names. "Why don't you  
Clumsy ever stop hitting them?" the parents  
Stupid would ask & I didn't stop.

11. What do you want to be when you're an adult? D,C  
Architect

12. What does your mother want you to be? CI,PI

A doctor - about beginning of ninth grade.  
She would like me to have money. She likes a big social life, knowing everybody. That's what she'd like me to be - I don't want to be a doctor. Her gratification? I'd be doing

what she wants, not what I want. I felt it as a "Don't grow up." The only thing she doesn't want for me is to be a bum on the street. I'd get angry & walk out. I'll show her - I won't be a bum. But sometimes I feel like I would be a bum.

13. What does your father want you to be? CI,PI

Carpenter - he knows I like to work with wood. He doesn't think I'll make it. I felt I would. "You're going to be a bum."

14. What do you like most about yourself? BP

The way I get along with people. The way I work - in school.

15. What do you like least about yourself? BP

My temper - not too many fights - I hate fights. I don't have to prove myself to anybody.

16. Do you ever feel that something might be wrong with you? (If yes, ask what.) BP

Yes - getting' mad at people - had the feeling people didn't like me - didn't want me around. I can now ignore that feeling.

17. How did the police usually catch you? G

Usually in the act. I played Cops & Robbers. Swerved drunkenly in stolen cars. Left fingerprints at burglaries. Left stolen loot around



home. I think I was waiting to hear that my parents want me around.

18. Describe the bad feeling that you have had most often in your life. R

Depression - parents not stroking me enough - angry - then played Revenge on them

19. What was your favorite child story? P

Nobody read any to me. Movie: A story on Christ being put on cross.

20. How did the story go? P

It ended with everybody crying.

21. If everything goes wrong, what might you be doing five years from today? D

Jail - for burglaries, car theft, stealing.

22. If everything goes well, what might you be doing five years from today? C

Architecture - 2-1/2 years of H.S. left. Need 4 years of college.

23. How do you think you might die? At what age? D  
My sleep, I hope.

Not tragically - my fantasy is that my brothers & sisters would be happy - & mom & dad sad.

24. What will it say on your tombstone? P

Can't think of anything.

25. What would "heaven on earth" be for you? D  
Place where I could do anything I wanted.  
Not be bossed around. My stepfather has  
bossed me. I wouldn't go to school - I  
wouldn't do anything. Goof off.
26. What do you wish your mother had done dif- C  
ferently?  
Not ignore me as much. I wouldn't have had  
to set myself up to get attention.
27. What do you wish your father had done dif- C  
ferently?  
Not been a drunk. He got cut in two by a  
dump truck. My mother used to say he needed  
two coffins. "I'm a drunk myself on weekends."  
I stopped everything when I went to a foster  
home. Then they started to boss me and I  
split to get even with them. Stepfather:  
paid more attention to me and not bossed me  
around so much.
28. If by magic you could change anything about D,C  
yourself, what would you change?  
My temper - my thing of getting back at  
people.
29. What do you want most out of life? C  
Get a good job, good house, live normally -  
no hassles.

30. What is your biggest problem? C  
Depression.

31. What about yourself will you change while C  
you're here?

My depression racket - I'd rather be angry  
for a short time and get rid of it quickly,  
rather than stay depressed for a week.

~~32. What will you do while you're here to make C  
those changes?~~

~~I'll feel good and happy.~~

33. How will you and I both know you have reached C  
those goals before you leave here?

I'll be happier - I'll be walking around with  
a smile rather than a sad face. And I won't  
be waiting for my mother to change what she  
can't anymore.

## LIFE-SCRIPT FORM

Parental Injunction (witch message from parent's Child):

"Don't.....

come close

feel OK enough to deserve strokes

Counterinjunction (from parent's Parent):

"Do.....

be quiet - get along with people

Basic Position (of Child):

Not-OK as kids who are stroked (younger sibs)

Racket:

Anger/Depression

Favorite Game:

Cops & Robbers

Decision: (e.g., "I'll probably never make it")

I'm not OK - my parents ignore me.

Program for Life Course (how to obey witch message):

Set people up to tell me what to do -- feel bossed -  
get angry - act out - get punished (attention).

Contract: (Agree to only goals that you and ward can  
see him reach while he is at O.H. Close)

Stop putting my dad's face on others. Feel OK  
instead of not OK. Stop waiting for mother to  
change. Work in group on anger & depression bags  
- walk around feeling happy rather than depressed.