

SELF-DISCLOSURE AND THE USE OF THE TWO-CHAIR DIALOGUE
EMPLOYING SUPPLIED VERSUS PERSONAL CONSTRUCTS

THESIS

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Beth Marie Peterson

Denton, Texas

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Differences in depth of self-disclosure level were investigated in a psychotherapy analogue study for 45 female undergraduates who received either ambiguous instructions or directed instructions and observational modeling of self-disclosure or directed instructions and modeling in the two-chair situation. Each subject self-disclosed on personal and supplied constructs and on right and left sided constructs. A 3 x 2 x 2 Anova design, with repeated measures on the last factor, was employed to determine how nonverbal measures and depth of self-experiencing measured by Doster's (1971) Self-Disclosure Rating Scale differed. The results supported increased self-experiencing for the treatment conditions versus the ambiguous condition while there were mixed results for topic sources. Implications for therapy and research are discussed.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	vi
Chapter	
I. INTRODUCTION	1
Self-Disclosure and Psychotherapy	
Role Modeling and Instructions	
Effects of the Two-Chair Technique	
II. METHOD	13
Subjects	
Materials	
Role Construct Repertory Test	
Behavioral Measures	
Disclosure Rating Scale	
Non-Verbal Measures	
Response Time	
Total Talk Time	
Silence Quotient	
Speech Duration	
Treatment Credibility Questionnaire	
Procedure	
III. RESULTS	23
IV. DISCUSSION	50
APPENDIX	57
REFERENCES	75

LIST OF TABLES

Table	Page
I. Means and Standard Deviations of Subject Sample for Interviewer x Treatment Conditions on the Demographic Variables	14
II. Summary of 3 x 2 Analyses of Variance for Treatments x Interviewers on the Demographic Variables	16
III. Study Design	24
IV. Means and Standard Deviations of Subject Sample for Interviewers x Treatments x Topics on Response Time and Talk Time	25
V. Means and Standard Deviations of Subject Sample for Interviewers x Treatments x Topics on Speech Duration, Silence Quotient, and Disclosure Level	26
VI. Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Response Time	28
VII. Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Talk Time	29
VIII. Summary of 3 x 2 x 2 Analysis of Covariance for Treatments x Interviewers x Topics on Talk Time with Education as Covariate	30
IX. Adjusted and Observed Means for Treatments x Interviewers x Topics for Talk Time	31
X. Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Speech Duration	33
XI. Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Silence Quotient	34
XII. Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Disclosure Level	36

List of Tables--Continued

Table	Page
XIII. Planned Between-Cell Comparisons for Treatments x Interviewers on Disclosure Level	37
XIV. Summary of 3 x 2 x 2 Analysis of Covariance for Treatments x Interviewers x Topics with Education as Covariate on Disclosure Level	39
XV. Adjusted and Observed Means for Treatments x Interviewers x Topics for Disclosure Level	40
XVI. Planned Between-Cell Comparisons for Treatments x Topics for Response Time	42
XVII. Summary of 3 x 2 Analysis of Variance for Treatments x Interviewers on Credibility Scores	43
XVIII. Means and Standard Deviations of Subject Sample for Interviewers and Treatments on Total Credibility Score, the 'Sense' Item, and the 'Talk' Item	44
XIX. Means and Standard Deviations of Subject Sample for Interviewers and Treatments on the 'Comfort' Item and the 'Learn' Item	45
XX. Chi Square Analysis for the Directed Instructions Observational Modeling Group versus the Two-Chair Group on Right versus Left Sided Topics for Personal Themes	47
XXI. Chi Square Analysis for the Directed Instructions Observational Modeling Group versus the Two-Chair Group on Right versus Left Sided Topics for Supplied Themes	48
XXII. Correlations of Credibility Measure with Education and Behavioral Measures	49

LIST OF ILLUSTRATIONS

Figure	Page
1. Mean disclosure level for three treatment conditions with two different interviewers	38

CHAPTER I

INTRODUCTION

Self-Disclosure and Psychotherapy

In psychotherapy research, self-disclosure has been related to the process and outcome of therapy as well as to client, therapist, and treatment variables. Regarding the importance of self-disclosure in the process and outcome of psychotherapy, therapist behavior, specifically modeling self-disclosure or giving instructions, has been shown to increase experiencing levels of clients (Brody, 1968; Doster & Brooks, 1974; Doster & Strickland, 1969; Powell, 1968) although other studies have shown interventions such as reflective comments (Feigenbaum, 1977; Formica, 1973) to have been just as effective. Overall, the importance of therapist self-disclosure on client's depth of experiencing is mixed. Jourard (1971) regards appropriate revelations of the therapist to be a necessary ingredient in the development of fuller functioning in the life of the client who often experiences being really listened to as "a rarity in everyday life." In psychotherapy the client's self-experiencing is complemented by the "authentic being of the therapist" in order to further the client's growth and fulfillment. While not all schools of psychotherapy regard

self-disclosure by the therapist as desirable in the therapy process, they regard the ability of the clients to freely express themselves as a desirable outcome of therapy (Doster & Nesbitt, 1979).

Role Modeling and Instructions

In general, the literature shows that role modeling and instructions in conjunction with each other have been effective in increasing levels of self-awareness. Doster and Nesbitt (1979) summarize by reporting that brief verbal instructions are best in-session while longer modeling presentations are best pre-session. Additionally, observational modeling of self-disclosure has been effective (Jones, 1972; Myrick, 1969; Spiritas & Holmes, 1971; Stone & Stebbins, 1975). Concerning the influence of modeling alone, various researchers have found vicarious modeling to increase problem admitting behavior in clients (Marlatt, 1970) and that watching encouraging or neutral interviewer responses to problem admitting statements (Marlatt, Jacobson, Johnson, & Morrice, 1970) increases levels of disclosure. Modeling has increased client self-revelations with male alcoholic clients who were not attracted to the interviewer (Lieberman, 1971) and with subjects in general, nondefensive modeling being the only condition leading to high levels in defensive clients (Sarason, Ganzer, & Singer, 1972).

Instructions and modeling have been discussed by Marlatt (1972) who says these two conditions together tell the client what to do and how to do it. McGuire, Thelen and Amolsch (1975) found long modeling presentations to be more effective in eliciting self-disclosure than either equal periods of instructions or of brief instructions or modeling. Modeling was found effective (Truax & Carkhuff, 1964, 1965) and more so than either instructions (Matloff & Doster, 1976) or coaching (Fox, 1975). Brooks (1978) found more subjects reached the highest levels of self-awareness when exposed to instructions and tape-recorded examples compared to those only exposed to instructions or relaxation exercises although this finding was not evident on follow-up. Instructions alone, more than modeling alone, lead to higher verbal production and more favorable impressions (Scheiderer, 1977) and to more problem disclosure (Jacobson, 1969) although this latter study found modeling to produce increased self-references. Green and Marlatt (1972) found modeling more than instructions increased speech duration while Doster (1972) found those receiving no pretraining to speak longer than those who received either instructions or modeling; in the latter study, a combination of directed instructions and observational modeling elicited increased speech duration. Also, subjects receiving directed instructions

self-disclosed more than those receiving ambiguous instructions. Going along with Brooks (1978), Whalen (1969) found that only a combination of instructions and modeling was effective compared to either instructions or modeling alone.

Effects of the Two-Chair Technique

In addition to role modeling and instructions as influences on self-disclosure in psychotherapy, the effect of specific treatment methods is a variable worthy of investigation. Greenberg (1975) states that the effects of different interventions rather than different approaches, the latter of which have been shown to be similarly effective (Bergin & Suinn, 1975; Frank, 1979; Luborsky, Chandler, Auerbach, Cohen, & Bachrach, 1971; Sloan, Staples, Cristol, Yorkstan, & Whipple, 1975; Smith & Glass, 1977), should be the focus of research. One technique that has been explored is the Gestalt two-chair dialogue. According to Perls, Hefferlin, and Goodman (1951) one of the major functions of Gestalt therapy is to heal intrapsychic splits and polarities; this is attempted by use of the two-chair technique. Change occurs when individuals are aware of feelings on both sides of the split within themselves and when these sensations are brought into awareness and into contact with each other. For healthy functioning, one needs to experience oneself fully in "the here and now" (Perls et

al., 1951; Perls, 1969; Polster & Polster, 1973). Perls (1969) speaks of two opposing parts of the self that engage in a dialectical process, the authoritarian Topdog and the manipulative Underdog who often delays taking action. These aspects of the client may emerge in the two-chair technique. By listening to each other and engaging in dialogue, healthy functioning can be obtained in this process of synthesizing the intrapsychic split (Perls, 1965, 1969, 1970). Several researchers (Bohart, 1977; Kipper & Giladi, 1978) reported reduction of test anxiety, anger, hostility, and behavioral aggression using the two-chair technique. Greenberg (1979) identified several types of intrapsychic splits which can be identified by verbal markers. When a marker occurs the client is encouraged to engage in dialogue with these two aspects of the self with the therapist intervening in the dialogue according to the following principles: (a) Maintain separation and contact between the two parts; (b) Ensuring that the client takes responsibility for the experience of each part; (c) Directing the client's attention to what is being experienced; (d) Heightening the client's awareness or level of arousal; (e) Aiding the expression of cognized inner experiences (Greenberg & Rice, 1981). Greenberg (1979) describes three splits: (a) Conflict, (b) Subject/Object, where the client says he or she is doing something to him/herself, and (c) Attribution,

where people say something in their environment is influencing them. Verbal markers characteristic of the Conflict split are indicated by two parts being set against each other ("I want to but I don't want to") and inner struggle ("I should try but I won't"). The Subject/Object split is indicated by markers such as "I disgust myself" or "My feelings make me angry." The third type of split can be an Attribution of Opposition ("She says I should and I wish I could.") or an Attribution of Agency ("He forced me to go there"; "I needed her reassurance").

Other investigations (Brunink & Schroeder, 1979; Jourard, 1976) have considered the interaction between self-disclosure and the Gestalt approach. After engaging in a Gestalt growth group, Adesso (1974) found college students to increase positive self-references while no effect was found on negative self-references. Particularly, the Gestalt two-chair intervention has increased depth of experiencing in several studies. In a counseling analogue, depth of experiencing was higher for those who experienced this intervention versus those who experienced empathic reflection, both methods being utilized to resolve conflicts (Greenberg & Clarke, 1979). In another analogue study, the two-chair dialogue used at a split lead to deeper levels of self-experiencing than another combination of Gestalt techniques also shown to increase self-experiencing

(Greenberg & Higgins, 1980). Use of the two-chair technique by experienced and less experienced counselors, 60 percent of whom did not profess a Gestalt orientation, with actual clients, lead to greater depth of experiencing compared to instances where the intervention consisted primarily of empathic reflection of feeling (Greenberg & Dompierre, 1981). Concerning the relation between process and depth of experiencing, Greenberg (1980) states that initially while in the "experiencing chair" (the experiencing, often Underdog-like part of the self), the client speaks at deeper levels of experiencing on the Experiencing Scale (Klein, Mathieu, Gendlin & Keisler, 1969) than in the "other chair." This "other chair" often corresponds to the critical Topdog-like aspect of the self. The harsh internal critic of the "other chair" reaches a "merging point" where disclosure depth increases to the level of the "experiencing chair." When this critic softens, the levels of experiencing for each chair subsequently increase. The two chairs act as two independent systems much like two people engaged in an argument. In order to achieve resolution in the "experiencing chair" the client must completely accept and experience hidden aspects of the self; then the critic must accept its feelings and fears underlying its criticism to facilitate understanding of the self, to talk to rather than at the experiencing chair, and last, the two chairs can negotiate with each other (Greenberg, 1980).

Greenberg (1979) points out that when the client dramatizes different parts of the self in Gestalt therapy it is important that "the roles are not imposed by the therapist but come from the person's internal frame of reference." When using the two-chair dialogue it is also cautioned that it be only used appropriately, that is, when conflicts are indicated by unprompted client verbal or process markers. In Kelly's (1955) system of personal construct theory and in research based on it (Bonarius, 1975; Cromwell & Caldwell, 1962; Isaacson, 1966; Isaacson & Landfield, 1965; Landfield, 1965, 1968) people find experiences, including psychotherapy themes, more personally meaningful using their own rather than provided systems for experiencing their world. Although assigning labels to one chair or another in the Gestalt two-chair dialogue may be due more to necessity in conducting research than experiences in actual practice, the importance of having the clients use their own descriptions of the various aspects of their selves would seem instrumental in increasing depth of self-experiencing. Gestalt therapy principles parallel personal construct theory in the emphasis on healing the rift between two opposing aspects of the self to resolve a problem rather than staying entrenched at one pole of a construct or another. Instead, further growth is obtained by stepping beyond these two ends of a dimension to encompass the entire duality.

In summary, the efficacy of the two-chair technique in increasing levels of self-experiencing and self-disclosure has undergone initial study in comparison to more common therapist interventions and has been found to be more effective when working with certain client problems. The purpose of the present study was to look at some innovations with regard to the two-chair technique that may aid the interviewer in increasing the utility of this approach. When choosing information in the two-chair technique both the personalness and oppositional nature of the two "chairs" or aspects of the self must be ensured. Traditionally, in the use of the two-chair technique, information used to set up the dialogue has been collected in a social history or psychotherapeutic discourse over a period of time. Of interest to the present study is the utility of the Role Construct Repertory Test (Landfield, 1971) which would provide information about the client while maintaining contrasting aspects of the self in relation to others. By design the REP test would be a more economical way in terms of time. Information can be gained that would usually be collected through extensive interviewing. However, in personal construct theory, the bipolar construct in and of itself is not defining a role; rather, it may be subsumed in a role or it may exist in isolation. Though the empty chair technique mostly has been tested at the role level, an

interest of the present study is to see if the two-chair technique can be successfully employed at the construct level in terms of affecting level of experiencing. Another issue is that the empty chair technique has been employed to resolve conflicts whereas Kelly describes constructs as oppositional ways of seeing the world, which implies contrast but not necessarily conflict. An interest of the present investigation is to determine whether the two-chair technique is of value in elucidating contrast in the way of seeing the world even if conflict may not be involved. From this point of view, the aim is not always conflict reduction but expanding self-awareness of one's choices. It is important to know if the two-chair technique will work as well when examining one's self-awareness and the choices available in the range of one's representational system at moments of decision not requiring change. For example, much change in psychotherapy represents increasing awareness of choices but not necessarily conflict reduction.

A second implication in the literature is that the dialogue must come from personal scripts rather than provided, supplied scripts. The implication here is that the two-chair dialogue would be more effective in bringing about higher levels of experiencing on personal themes rather than supplied themes. This study explored the effect of the adoption of a form of the Gestalt two-chair technique

using supplied versus personal constructs on level of self-disclosure. As has been explained earlier, researchers have found modeling and instructions to increase self-disclosure levels. It was hypothesized that the two-chair dialogue, incorporating both instructions and modeling of the technique would be more effective than instructions and modeling of a single chair dialogue, the more traditional approach. With respect to the latter or more traditional condition, thus far in the research on the two-chair technique the comparison condition of choice has involved having the person talk about whatever aspect of themselves they want to talk about with the interviewer assuming a reflective style. Consequently, it is unknown whether the active ingredient in the two-chair technique is the dialectical process which has the person explore contrasting aspects of their experience concurrently, or the physical aura or spatial dimension that is created by having them shift from chair to chair to represent each pole of this dialectical process. Thus, it is also the purpose of the present study to investigate the efficacy of the two-chair dialogue when used to facilitate a dialectical process relative to simply asking them to engage in a dialectical process. In addition, both techniques are expected to be more effective in eliciting self-disclosure than an ambiguity instruction condition.

Another question is the issue of whether Greenberg's "experiencing" versus "other" chairs are simply representative of left versus right sided ends of a construct. Hickox (1984) found no differences between left versus right sided constructs and levels of disclosure; however right sided, personal themes elicited more self-experiencing than supplied themes. Perhaps the left sided or abstracted pole of the construct compared to the right sided or concrete pole of the construct makes more difficult the experiencing of deeper levels of self-awareness. In this present study it was proposed that right sided personal themes would prompt higher self-disclosure levels.

In summary, the hypotheses of the present study are that a dialectical process based on personal constructs will elicit a higher level of experiencing than a dialectical process based on supplied constructs. Secondly, it is hypothesized that the two-chair technique will be more facilitative to the dialectical process of exploration than a single chair approach having interviewees engage in a dialectical process and that both will be more effective in facilitating self-exploration than an ambiguity condition which simply exhorts the person to share a dimension about themselves.

CHAPTER II

METHOD

Subjects

Forty-five female undergraduates with a mean age of 23.58 years (range = 18 to 42 years), mean educational level of 15.04 years (range = 13 to 17 years), and mean parental educational level of 28.24 (range = 17.00 to 42.00 years) participated in the experiment. Means and standard deviations of age and education may be found in Table 1. Although interviewees were arbitrarily assigned to interviewer and condition, analyses of variance were performed for these variables (group by interviewer) in order to assess possible bias. A statistically significant difference (see Table 2) was reached for the interaction of treatment by interview ($F = 4.809$, $df = 1,39$, $p < .01$) for the variable of education.

Materials

Role Construct Repertory Test. Landfield (1971) modified Kelly's (1955) original test to form the Role Construct Repertory Test used in the present study. Subjects rate fifteen of their significant others on a 13

TABLE 1

Means and Standard Deviations of Subject Sample for
Interviewer x Treatment Conditions on the
Demographic Variables

	<u>Interviewer I</u>		<u>Interviewer II</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>
Age				
Ambiguity Treatment	20.20	2.17	24.20	5.92
Directed Treatment	20.40	2.07	22.60	4.86
Two-Chair Treatment	24.80	8.64	26.60	7.69
Education				
Ambiguity Treatment	14.20	1.64	14.80	0.79
Directed Treatment	13.80	0.45	15.60	0.84
Two-Chair Treatment	15.80	0.45	15.40	0.97
Parental Education				
Ambiguity Treatment	16.20	15.14	26.70	6.43
Directed Treatment	23.80	15.61	23.80	6.96
Two-Chair Treatment	22.40	16.26	28.00	8.07

point scale along each of the subject's 15 derived constructs. The constructs are each obtained by initially having the subject describe how two people are similar and

different from a third person. So all 15 constructs are elicited in turn with one pole of each construct represented by how two people are alike, and the opposite poles of each construct represented by how these two people are different from a third person. The reliability of the Role Construct Repertory Test was measured by Fjeld and Landfield (1961). Test-retest reliability after a two week interval was Pearson $r = .80$.

Behavioral Measures

Disclosure Rating Scale. This measure (Doster, 1971) assesses level of self-disclosure by the subject during an interview. This is a seven point descriptively anchored scale (Appendix F) on which trained raters measure self-disclosure. Various reliability estimates for the Disclosure Rating Scale fall within the range of Ebel $r = .98$, $p < .01$ (Doster, 1972) to Ebel $r = .75$, $p < .01$ (McAllister, 1973). In the present study the measures obtained on this scale by one rater were used; a sample of this individual's ratings with two other independent raters reached an inter-rater reliability correlation of .70 using Ebel's (1951) intraclass correlation method. McGuire (1973) found the Disclosure Rating Scale to correlate (.54) with self-reference statements and affect statements.

TABLE 2

Summary of 3 x 2 Analyses of Variance for Treatments x Interviewers on the Demographic Variables

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
<u>Age</u>			
Treatment	2	69.756	1.950
Interviewer	1	71.111	1.988
Treatment by Interviewer	1	4.578	.128
Between Subjects	39	35.774	
<u>Education</u>			
Treatment	2	4.580	5.443**
Interviewer	1	4.444	5.285*
Treatment by Interviewer	2	4.044	4.809**
Between Subjects	39	.841	
<u>Parental Education</u>			
Treatment	2	58.772	1.680
Interviewer	1	118.831	3.396
Treatment by Interviewer	2	44.313	1.266
Between Subjects	31	34.992	

*p < .05

**p < .01

Non-Verbal Measures. Besides level of disclosure, the variables of verbal productivity, reaction time, and silence quotient were assessed. These measures were used by Doster (1972) and are based on similar non-verbal measures described by other authors (Goldman-Eisler, 1961; Pope & Siegman, 1965; Matarazzo, Wiens, & Saslow, 1965; Siegman & Pope, 1968). A description of each of these non-verbal measures follows.

Response Time. This is defined as the time between the end of the interviewer's last sentence and the junction of the interviewee's first noun and verb combination. This measure is an indication of self-monitoring and guardedness; it assesses how long the subject thinks about the topic before beginning to speak.

Total Talk Time. This measure consists of the time the subject spent talking starting with the junction of the subject's first noun and verb combination and ending when the interviewee had indicated finishing. Total talk time measures the extent to which the subject is involved in the task.

Silence Quotient. Silence quotient is defined as the sum of silent pauses lasting longer than two seconds divided by total talk time. Doster (1972) reported a correlation between silence quotient and other verbal self-disclosure

measures of $-.41$, $p < .01$. Silence quotient helps assess the degree of guardedness, self-monitoring, and silent deliberation the subject engages in relative to the topic under discussion.

Speech Duration. For each topic set, this measure was obtained by subtracting the seconds of silences lasting longer than two seconds from the total talk time. For speech duration, reported correlations with other measures of verbal self-disclosure range between $.35$, $p < .01$ (McAllister & Kiesler, 1972) to $.55$, $p < .01$ (Doster & Brooks, 1974). Speech duration is a measure of verbal productivity and output.

Treatment Credibility Questionnaire. After the interview subjects completed a credibility questionnaire (Young, 1982) consisting of four questions regarding their experiences in the interview situation (Appendix G). They indicated greater believability in the treatment procedure by selecting the higher numbers on each Likert-scaled question.

Procedure

After volunteering by means of signing up for the project when it was advertised in the psychology department as a study for undergraduates to receive extra credit, subjects completed the pre-interview material. A consent

form (Appendix A) and a demographic information form (Appendix B) was included as well as the Role Construct Repertory Test. After the students arrived at the Psychology Clinic waiting room and before beginning the tests, an assistant exchanged introductions on a first name basis and said:

As most of you know, this is a psychotherapy study, and your participation will help us to determine ways that psychologists can help their clients. Today we will ask you to answer some personality questions and to give us some general information. Your answers will be identified only by the last four digits of your social security number. You will then be asked to return for a private interview which will last approximately 45 minutes. Although the interview will be audio-taped, only the interviewer and selected assistants will hear your responses. You will never be identified by name, and the tape will be erased immediately after the required information is gathered. You are free to withdraw your participation at any time. Are there any questions?

At no time was there a situation in which subjects chose to withdraw their participation in the study. Before the

experimenter met the subject in the waiting room, topics were provided for the interviewer, who was unaware of the source of the topics, on index cards. Both poles of two constructs from the subject's REP test and of two constructs from Osgood's Semantic Differential (Snider & Osgood, 1969) were written on the cards which were then shuffled and placed face down in a pile from which the experimenter drew. After completion of the test battery a graduate psychology student met the subject, exchanged introductions, and escorted the subject to an interview room. Each of the subjects had been randomly assigned to one of the three conditions. A brief introduction concerning the nature of the study was given to subjects in all conditions:

I will be asking you to talk about several topics for eight minutes each (for four minutes each for ambiguity group). When you have 15 seconds left, I will signal you by raising my hand. The interview will be audio-taped, but only I and selected assistants will have access to the tape. At no time will the tape identify you by name or be made public. After the data are analyzed, the tape will be erased. After you begin, I will not be able to answer any questions. Do you have any questions before we start?

Pertinent questions were answered by reviewing instructions. All other questions were answered by saying "I will be able to answer that after the interview." If subjects spoke for more than eight minutes they were not interrupted so as to maintain rapport. In the ambiguity condition instructions were received to invite self-disclosure on both ends of each construct (Appendix C) while the dialectical self-disclosure groups listened to a tape modeling self-disclosure with the two-chair group additionally listening to modeling of that technique dealing with bipolar opposites. So in one of these dialectical groups subjects received descriptive instructions and observational modeling (Appendix D) while in the other group role playing of the two-chair method was additionally modeled (Appendix E). In this group only, two additional chairs were arranged opposite each other, each chair approximately two feet from the central point of the chairs. This latter group was instructed to speak about each theme in this style. The group with the dialectical self-disclosure modeling only (i.e., no two-chair role playing was modeled for this group) was invited to self-disclose; both dialectical groups received detailed, directed instructions in contrast to the minimal instructions in the ambiguity group. The interviewer attended to a stopwatch and to taking notes to avoid inadvertant reinforcement of self-disclosures. At the end

of each interview, a credibility scale was completed by the subject, and they were informed as to the nature of the study. Any questions were answered, and the subjects were asked not to discuss the experiment with others.

CHAPTER III

RESULTS

For each of the separate variables of response time, total talk time, speech duration, silence quotient, and disclosure level, a 3 x 2 x 2 analysis of variance, with repeated measures on the last factor (see Table 3), was performed (SPSS Inc, 1983). Table 4 and Table 5 contain the means and standard deviations of these variables.

Since education differed among treatment conditions with various interviewers, correlations between education and behavioral measures were performed. While correlations of this demographic variable with response time, silence quotient, and speech duration were not significant, level of education was significantly correlated with total talk time and with disclosure level ($r = .27$, for talk time, $r = .40$, for disclosure level). Analyses of covariance also were computed in regard to the latter variables.

The first hypothesis stated that the directed instructions with observational modeling group and the directed instructions, observational modeling, and two-chair group would be more facilitating of interview performance than the ambiguity group and that the two-chair group would

TABLE 3

Study Design

	Repeated Measures	
	Interview Themes	
	Personal	Supplied
Treatment I		
Ambiguity Instructions		
Interviewer I	X	X
Interviewer II	X	X
Treatment II		
Directed Instructions & Observational Model		
Interviewer I	X	X
Interviewer II	X	X
Treatment III		
Directed Instructions & Observational Model & Two-Chair Role Playing		
Interviewer I	X	X
Interviewer II	X	X

TABLE 4

Means and Standard Deviations of Subject Sample for
Interviewers x Treatments x Topics on
Response Time and Talk Time

	<u>Response Time</u>		<u>Total Talk Time</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>
Personal Topics				
Interviewer I				
Ambiguity	14.40	4.83	387.80	144.93
Directed	6.40	1.52	312.80	290.25
Two-Chair	7.40	1.14	699.80	164.13
Interviewer II				
Ambiguity	14.10	9.49	357.30	219.27
Directed	6.70	2.58	501.70	226.81
Two-Chair	6.30	3.65	561.50	123.80
Supplied Topics				
Interviewer I				
Ambiguity	19.00	8.00	375.20	143.80
Directed	13.00	12.57	287.40	301.36
Two-Chair	7.60	2.07	601.20	196.22
Interviewer II				
Ambiguity	19.90	9.77	317.70	171.57
Directed	13.30	9.33	429.80	179.65
Two-Chair	5.00	2.36	533.00	177.16

TABLE 5

Means and Standard Deviations of Subject Sample for
Interviewers x Treatments x Topics on Speech
Duration, Silence Quotient, and
Disclosure Level

	<u>Speech Duration</u>		<u>Silence Quotient</u>		<u>Disclosure Level</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
<u>Personal Topics</u>						
Interviewer I						
Ambiguity	364.16	145.00	.0840	.0777	5.36	2.01
Directed	278.59	256.52	.0980	.0626	5.30	.97
Two-Chair	562.11	150.88	.0460	.0230	7.30	2.28
Interviewer II						
Ambiguity	330.03	217.79	.0640	.0502	5.31	2.06
Directed	488.69	223.31	.0300	.0287	8.25	2.07
Two-Chair	557.50	145.38	.0530	.0846	6.05	.36
<u>Supplied Topics</u>						
Interviewer I						
Ambiguity	351.79	148.56	.0660	.1046	5.20	1.44
Directed	251.64	256.45	.0880	.0931	5.60	1.34
Two-Chair	569.00	183.04	.0660	.0865	6.90	1.60
Interviewer II						
Ambiguity	300.64	158.49	.0640	.0633	5.05	1.42
Directed	414.63	178.80	.0370	.0359	7.30	1.57
Two-Chair	516.20	167.24	.0520	.0531	6.70	1.51

add substantially to the instructions and modeling format. Table 6 contains the summary of the analysis of variance for response time. There was a significant main effect for treatments ($F = 11.13$, $df = 1,39$, $p < .01$). As was hypothesized the group receiving directed instructions and modeling were more spontaneous in task initiation than those in the minimal, ambiguous instructions group ($F = 12.25$, $df = 1,39$, $p < .01$). In addition, those in the latter group also took more time to respond than those in the two-chair role playing group ($F = 25.69$, $df = 1,39$, $p < .01$) as was predicted. The dependent variables were also analyzed in terms of the hypothesis that the two-chair role playing, modeling and instructions group would produce greater self-experiencing than the modeling and instructions group. For the variable of response time, the two groups did not differ significantly from each other.

Results of the analysis of variance for total talk time appear in Table 7. A significant effect for treatments was found ($F = 6.56$, $df = 1,39$, $p < .01$) with those in the two-chair group engaging in the task longer than those in the ambiguous instructions group ($F = 11.15$, $df = 1,39$, $p < .01$). This partially supports the hypothesis that treatments would be the most effective compared to the ambiguity condition. Those in the two-chair group spoke longer than those in the directed instructions and modeling group ($F = 6.20$, $df = 1,39$, $p < .05$).

TABLE 6

Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Response Time

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	3.47	.05
Treatment	2	734.67	11.13**
Treatment by Interviewer	2	10.27	.16
Between Subjects	39	65.98	
Topics	1	281.25	9.76**
Interviewer by Topics	1	.05	.00
Treatment by Topics	2	95.72	3.32*
Treatment by Interviewer			
by Topics	2	3.05	.11
Within Subjects	39	28.81	

* $p < .05$

** $p < .01$

Using education as a covariate, an analysis of covariance was performed for total talk time which is displayed in Table 8. Adjusted means can be seen in Table 9. Talk time differed significantly among treatments ($F = 4.97$, $df = 1,38$, $p < .01$) with a significant difference between the role playing group and the ambiguity group ($F = 10.79$, $df = 1,38$, $p < .01$) as predicted but no substantial

TABLE 7

Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Talk Time

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	752.36	.01
Treatment	2	464371.22	6.56**
Treatment by Interviewer	2	133078.77	1.88
Between Subjects	39	70831.07	
Topics	1	42504.20	6.97**
Interviewer by Topics	1	6.42	.00
Treatment by Topics	2	2370.02	.39
Treatment by Interviewer by Topics	2	6501.17	1.07
Within Subjects	39	6098.40	

* $p < .05$

** $p < .01$

difference existed between the minimal instruction condition and the directed instruction observational modeling group. In agreement with the hypothesis, the two-chair group elicited greater task involvement than the instructions and modeling only group ($F = 6.01$, $df = 1,38$, $p < .05$).

Total talk time includes periods of silence which is represented by the silence quotient variable. The measure

TABLE 8

Summary of 3 x 2 x 2 Analysis of Covariance for Treatments x Interviewers x Topics on Talk Time with Education as Covariate

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	542.93	.01
Treatment	2	360930.18	4.97**
Treatment by Interviewer	2	107093.37	1.47
Between Subjects	38	72693.74	
Topics	1	42504.20	6.97**
Interviewer by Topics	1	6.42	.00
Treatment by Topics	2	2370.02	.39
Treatment by Interviewer by Topics	2	6501.17	1.07
Within Subjects	38	6098.40	

* $p < .05$

** $p < .01$

of speech duration consists of the total talk time of each subject minus the silences and is a measure of verbal productivity. Verbal productivity did differ among treatment groups as shown by the summary of the analysis of variance for speech duration in Table 10. ($F = 6.14$, $df = 1,39$, $p < .01$). As predicted, the role playing condition elicited more verbal productivity than the ambiguity

TABLE 9

Adjusted and Observed Means for Treatments x Interviewers x
Topics for Talk Time

	Observed Means	Adjusted Means
Personal Topics		
Interviewer I		
Ambiguity	387.80	393.01
Directed	312.80	320.47
Two-Chair	699.80	695.14
Interviewer II		
Ambiguity	357.30	358.81
Directed	501.70	498.28
Two-Chair	561.50	559.31
Supplied Topics		
Interviewer I		
Ambiguity	375.20	371.47
Directed	287.40	281.90
Two-Chair	601.20	604.54
Interviewer II		
Ambiguity	317.70	316.62
Directed	429.80	432.26
Two-Chair	533.00	534.57

condition ($F = 11.65$, $df = 1,39$, $p < .01$) while the latter condition and the directed instructions group did not differ. With the silences subtracted out of the talk time measure, the resulting variable of speech duration was shown to significantly differ between the role playing and the instructions and modeling conditions ($F = 6.10$, $df = 1,39$, $p < .05$) in the expected direction, where those who experienced the two-chair treatment showed the highest levels of productivity.

Table 11 summarizes the results for the analysis of variance for silence quotient; no overall significant differences were found for treatments. The directed instructions and modeling condition did not differ from the ambiguity group in terms of proportion of lengthy silences ($F = .53$, $df = 1,39$) but the role playing group tended to have proportionately longer periods of silences than the ambiguity group ($F = 4.05$, $df = 1,39$, $p < .10$). The silence quotient was greater for those in the role playing group than for subjects in the modeling and instructions group ($F = 7.50$, $df = 1,39$, $p < .01$) contrary to the prediction.

Disclosure level in various treatments differed ($F = 4.03$, $df = 1,39$, $p < .05$) and a significant interaction among interviewers and treatments emerged ($F = 3.73$, $df = 1,39$, $p < .05$) as can be seen in the analysis of variance summary for this variable in Table 12. The ambiguity

TABLE 10

Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Speech Duration

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	29494.01	.49
Treatment	2	371911.92	6.14**
Treatment by Interviewer	2	110060.01	1.82
Between Subjects	39	60576.06	
Topics	1	17440.20	1.73
Interviewer by Topics	1	7007.16	.70
Treatment by Topics	2	2221.75	.22
Treatment by Interviewer by Topics	2	521.86	.05
Within Subjects	39	10067.50	

* $p < .05$

** $p < .01$

condition elicited significantly lower disclosure levels than either the directed instructions and modeling condition or the role playing group ($F = 10.36$, $df = 1,39$, $p < .01$, for instructions and modeling, $F = 6.43$, $df = 1,39$, $p < .05$, for role playing) in line with the hypothesis of greater self-exploration facilitated by the latter two groups. There were no differences in disclosure level between the

TABLE 11

Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Silence Quotient

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	.01217	2.08784
Treatment	2	.00157	.26889
Treatment by Interviewer	2	.00616	1.05698
Between Subjects	39	.00583	
Topics	1	.00000	.00096
Interviewer by Topics	1	.00011	.04698
Treatment by Topics	2	.00058	.24905
Treatment by Interviewer by Topics	2	.00082	.3555
Within Subjects	39	.00232	

* $p < .05$

** $p < .01$

directed instructions observational modeling treatment and the directed instructions, observational modeling, and two-chair treatment. Between cell comparisons were performed (Winer, 1971) and interactions of groups with interviewers are displayed in Table 13 and Figure 1. As predicted the instructions and modeling group disclosed at higher levels than the ambiguity group for Interviewer II (F

= 14.57, $\underline{df} = 1,39$, $\underline{p} < .01$). In agreement with the predicted hypothesis, the two-chair group also tended to self-disclose at higher levels than the ambiguity group ($\underline{F} = 3.57$, $\underline{df} = 1,39$, $\underline{p} < .10$) for Interviewer I. Finally, in regard to the hypothesis of greater expected self-disclosure levels for the role playing rather than for the instructions and modeling condition, although the two groups did not differ significantly from each other, between cell comparisons between group and interviewers showed that the modeling and instructions group elicited greater disclosure levels than the two-chair group for Interviewer II ($\underline{F} = 4.22$, $\underline{df} = 1,39$, $\underline{p} < .05$) contrary to prediction. For Interviewer I, the role playing group tended to elicit higher disclosure levels than the two-chair group ($\underline{F} = 2.93$, $\underline{df} = 1, 39$, $\underline{p} < .10$) agreeing with the predicted hypothesis. Additionally, for the directed instructions and modeling group subjects for Interviewer II disclosed at higher levels than subjects for Interviewer I ($\underline{F} = 7.80$, $\underline{df} = 1,39$, $\underline{p} < .01$). No other groups differed significantly in disclosure level within treatments and between interviewers.

With education as a covariate, the analysis of covariance for disclosure level may be found in Table 14. Adjusted means are displayed in Table 15. There was a significant difference among treatments ($\underline{F} = 2.91$, $\underline{df} = 1,38$, $\underline{p} < .10$) with both the two-chair role playing group

TABLE 12

Summary of 3 x 2 x 2 Analysis of Variance for Treatments x Interviewers x Topics on Disclosure Level

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	5.00	1.08
Treatment	2	18.66	4.03*
Treatment by Interviewer	2	17.30	3.73*
Between Subjects	39	4.64	
Topics	1	.37	.36
Interviewer by Topics	1	.05	.05
Treatment by Topics	2	.36	.35
Treatment by Interviewer by Topics	2	2.20	2.15
Within Subjects	39	1.03	

* $p < .05$

** $p < .01$

and the directed instructions observational modeling group eliciting higher disclosure levels than the ambiguity group ($F = 3.60$, $df = 1,38$, $p < .10$, for role playing, $F = 9.20$, $df = 1,38$, $p < .01$, for instructions and modeling) as predicted. However there were no significant differences between the two former treatment conditions. Also, unlike the analysis of variance for disclosure level, there were no

TABLE 13

Planned Between-Cell Comparisons for Treatments x Interviewers on Disclosure Level

	1R	2R	1I	2I	1A	2A
1R			2.9337+		3.5693+	
2R				4.2241*		
1I				7.8001**		
2I						14.57**
1A						
2A						

1 = Interviewer I 2 = Interviewer II

R = Role Playing, Instructions, Modeling

I = Instructions, Modeling

A = Ambiguity

+ $p < .10$ * $p < .05$ ** $p < .01$

significant differences between interviewers among treatments on this dependent variable.

The second hypothesis of this study was that personal topics would elicit better performance levels than supplied topics. For the response time variable, a significant difference emerged between topics ($F = 9.76$, $df = 1,39$, $p < .05$) and for the interaction between treatment and topics ($F = 3.32$, $df = 1,39$, $p < .05$). Between cell comparisons are

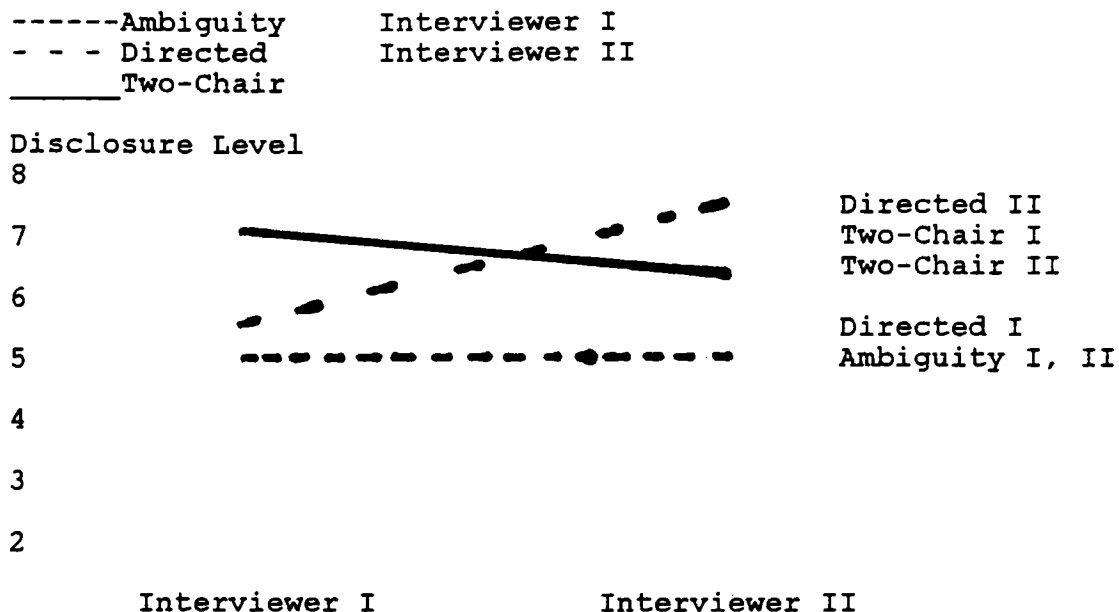


Figure 1: Mean disclosure level for three treatment conditions with two different interviewers

displayed in Table 16. Supplied topics took longer to respond to than personal topics in the ambiguity and in the modeling and instructions groups ($F = 7.59$, $df = 1,39$, $p < .01$, for ambiguity, $F = 11.34$, $df = 1,39$, $p < .01$, for modeling and instructions) as predicted although there was no difference for the other treatment group. Additionally, in line with the hypotheses concerning treatment groups, for personal topics the amount of time it took subjects to begin speaking was less for the role modeling and for the instructions and modeling group compared to the ambiguity group ($F = 8.97$, $df = 1,39$, $p < .01$, for role modeling, $F = 9.14$, $df = 1,39$, $p < .01$, for instructions and modeling)

TABLE 14

Summary of 3 x 2 x 2 Analysis of Covariance for Treatments x Interviewers x Topics with Education as Covariate on Disclosure Level

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewers	1	1.92	.41
Treatment	2	13.54	2.91+
Treatment by Interviewer	2	9.92	2.13
Between Subjects	38	4.65	
Topics	1	.37	.36
Interviewer by Topics	1	.05	.05
Treatment by Topics	2	.36	.35
Treatment by Interviewer by Topics	2	2.20	2.15
Within Subjects	38	1.03	

+p < .01 *p < .05 **p < .01

although there was no difference between the first two treatment conditions mentioned. Also, for supplied topics the two treatment groups elicited longer response times than the ambiguity group (F = 29.83, df = 1,39, p < .01, for role playing, F = 6.48, df = 1,39, p < .05, for modeling and instructions) and the instructions and modeling group elicited longer response times than the two-chair group (F = 8.50, df = 1,39, p < .01).

TABLE 15

Adjusted and Observed Means for Treatments x Interviewers x
Topics for Disclosure Level

	Observed Means	Adjusted Means
Personal Topics		
Interviewer I		
Ambiguity	5.36	5.51
Directed	5.30	5.52
Two-Chair	7.30	7.16
Interviewer II		
Ambiguity	5.31	5.35
Directed	8.25	8.15
Two-Chair	6.05	5.98
Supplied Topics		
Interviewer I		
Ambiguity	5.20	5.48
Directed	5.60	6.01
Two-Chair	6.90	6.65
Interviewer II		
Ambiguity	5.05	5.13
Directed	7.30	7.12
Two-Chair	6.70	6.58

Main effects of topics and interactions with topics for silence quotient, self-disclosure, and speech duration were not significant when source of topic was examined.

On the variable of total talk time there was a significant effect for topics ($F = 6.97$, $df = 1,39$, $p < .01$). Personal topics produced longer involvement on the task than did supplied topics as hypothesized. This also was significant when education was used as a covariate for the talk time measure with the same result ($F = 6.97$, $df = 1,38$, $p < .01$).

Interviewer effects were discovered when the difference in credibility scores among groups and between interviewers were examined as can be seen in Table 17 ($F = 3.17$, $df = 1,39$, $p < .05$). As can be seen from the means in Table 18 and in Table 19 and from an item analysis run on the credibility questionnaire, different interviewers in different groups elicited varying perceptions of the subject's experiences in the interview.

While there were no differences in their reported experiences of how much the interview made sense to them or in how comfortable they felt with the interviewer, the subjects, in different interviewer by group combinations, showed variability concerning how much they perceived the procedure helped them talk about themselves ($F = 3.22$, $df = 1,39$, $p < .05$) and how much they reported learning something

TABLE 16

Planned Between-Cell Comparisons for Treatments x Topics for Response Time

	SR	PR	SI	PI	SA	PA
SR			8.50**		29.83**	
PR						8.97**
SI				11.34**	6.48*	
PI						9.14**
SA						7.59**
PA						

S = Supplied Themes P = Personal Themes

R = Role Playing, Instructions, Modeling

I = Instructions, Modeling

A = Ambiguity

* $p < .05$ ** $p < .01$

about themselves ($F = 3.25$, $df = 1,39$, $p < .05$). For Interviewer I, there was a tendency for subjects in the two-chair condition to feel that they learned more about themselves and that the interview procedure helped them talk more about themselves compared to subjects in the ambiguity condition ($F = 3.495$, $df = 1,39$, $p < .10$, for 'learn' item, $F = 3.657$, $df = 1,39$, $p < .10$, for 'talk' item). There also was a tendency for subjects of Interviewer II in the

TABLE 17

Summary of 3 x 2 Analysis of Variance for Treatments x Interviewers on Credibility Scores

Source of Variation	<u>df</u>	Mean Square	<u>F</u>
Interviewer	1	.18	.02
Treatment	2	9.81	1.07
Treatment by Interviewer	2	29.01	3.17*
Between Subjects	39	9.16	

* $p < .05$

directed instructions observational modeling group to feel that they learned more about themselves than those in the two-chair group ($F = 3.932$, $df = 1, 39$, $p < .10$). Also those in the two-chair group perceived themselves to speak with more ease for Interviewer I rather than for Interviewer II ($F = 8.058$, $df = 1, 39$, $p < .01$) while those in the instructions and modeling group for Interviewer II tended to feel that they learned more about themselves than the subjects of Interviewer I ($F = 3.236$, $df = 1, 39$, $p < .10$).

The final hypothesis of this study concerned disclosure level on right sided versus left sided topics with the former expected to elicit greater levels of self-disclosure on subjects when disclosing on personal but not supplied

TABLE 18

Means and Standard Deviations of Subject Sample for Interviewers and Treatments on Total Credibility Score, the 'Sense' Item, and the 'Talk' Item

	<u>Total Credibility</u>		<u>Sense</u>		<u>Talk</u>	
	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
Interviewer I						
Ambiguity	13.40	3.21	3.80	.84	3.00	1.58
Directed	13.60	4.51	3.40	1.14	3.20	1.64
Two-Chair	17.40	1.95	4.40	.55	4.40	.55
Interviewer II						
Ambiguity	14.50	2.99	3.80	.79	3.30	.95
Directed	15.60	2.17	4.30	.67	3.20	1.23
Two-Chair	13.90	3.28	4.00	1.05	2.60	.97

themes. For the two dialectical treatment groups, subjects were given one set of bipolar topics to discuss at a time. Raters then assigned a disclosure rating to the block of time during which the set of topics was discussed. Since ratings were not given for each individual topic for the two-chair group and the directed instructions observational modeling group, raters made a judgement as to which one of the topics elicited greater self-experiencing rather than

TABLE 19

Means and Standard Deviations of Subject Sample for
Interviewers and Treatments on the 'Comfort'
Item and the 'Learn' Item

	Comfort		Learn	
	Mean	<u>SD</u>	Mean	<u>SD</u>
Interviewer I				
Ambiguity	3.80	.45	2.80	.84
Directed	4.00	.71	3.00	1.41
Two-Chair	4.60	.55	4.00	1.00
Interviewer II				
Ambiguity	4.00	.94	3.40	.97
Directed	4.10	.57	4.00	.67
Two-Chair	4.20	.92	3.10	1.20

giving a rating to each topic. So two chi square analyses were used to examine the data. The first chi square analysis was used to examine type of training condition (modeling versus two-chair) with sidedness of topics (right versus left) on personal themes. The chi square analysis was not significant and examination of Table 20 shows the distribution of saliency of left and right topics to be the same. A similar chi square analysis was performed for supplied themes with comparable outcome, the saliency of

left or right sided themes was about the same as can be seen in Table 21.

Additional Findings

Intercorrelations were computed between items of the credibility measure with education and the interview behavioral measures (see Table 22). As can be seen, as interview discomfort increased, reaction times increased. In addition, interviewees who found the intervention to be more helpful to their learning about themselves remained involved in the task longer, at higher verbal productivity, and achieved deeper levels of self-disclosure. Education level of interviewees was not related to credibility evaluations.

TABLE 20

Chi Square Analysis for the Directed Instructions
Observational Modeling Group versus the
Two-Chair Group on Right versus
Left Sided Topics for
Personal Themes

Side	Group		Observed % (Expected)	Observed % (Expected)	Row Total
	Directed/Modeling Group	Two-Chair Group			
Left					
			27% (27%)	27% (28%)	54% (55%)
Right					
			22% (22%)	24% (23%)	46% (45%)
Column Total			49% (49%)	51% (51%)	100%

Chi Square = 0.00, df = 1, $p > .05$

TABLE 21

Chi Square Analysis for the Directed Instructions
Observational Modeling Group versus the
Two-Chair Group on Right versus
Left Sided Topics for
Supplied Themes

Side	Group		Row Total
	Directed/Modeling Group	Two-Chair Group	
	Observed % (Expected)	Observed % (Expected)	
Left	19% (21%)	23% (21%)	42%
Right	30% (28%)	28% (30%)	58%
Column Total	49% (49%)	51% (51%)	100%

Chi Square = 0.02, df = 1, p > .05

TABLE 22

Correlations of Credibility Measure with
Education and Behavioral Measures

	Total Credibility	'Sense' Item	'Talk' Item	'Comfort' Item	'Learn' Item
Education	.08	.10	.01	.05	.12
Reaction Time	-.11	-.11	.08	-.29*	-.11
Talk Time	.28*	.19	.23	.11	.33**
Silence Quotient	-.09	-.07	-.04	-.08	-.11
Speech Duration	.25*	.20	.20	.06	.30*
Disclosure Level	.21	.14	.09	.18	.28*

* $p < .05$ ** $p < .01$

CHAPTER IV

DISCUSSION

In this study, the effects on self-awareness of two-chair role playing with instructions about psychotherapy and observational modeling of self-disclosure along with the effects of the source and sidedness of topics discussed in a clinical analogue situation were examined. There was support for the effectiveness of the two more directed treatments compared to the ambiguous instruction treatment and mixed support for the effectiveness of the two chair group relative to the instructions and modeling only group. Some support was shown for the importance of personal over supplied topics though there was no difference in disclosure level for themes and the latter result was also found when disclosure level was examined given right versus left sided topics.

Major disagreements exist among the different schools of psychotherapy about the optimal level of involvement with the client by the therapist in order to facilitate the therapeutic process. For example, some would say it is best to maintain ambiguity while others would contend that a more direct approach is best. Also, major differences of

opinions exist concerning how to interpret apparent nonparticipation on the part of the client. The psychoanalytic orientation would explain such behavior as resistance perhaps due to anxiety while other schools might explain nonparticipation on the part of the client due to a lack of the desired behavior in the client's repertoire or due to the uncertainty surrounding the situation since the client does not know which role to take. Perhaps the behavior has never been modeled nor described for the client. The therapist can help by teaching communication skills, by explaining what typically occurs in therapy, by asking the client about the client's thoughts and feelings, and by using various techniques to help the client get in touch with their own feelings. In the research, experiential techniques alone have not been sufficient; rather, verbal elaboration has been necessary and has added to the effects of psychotherapeutic interventions.

In this study, since a combination of interventions have worked in the past, such a combination was used as a base for examining the two-chair technique to see if it added anything to the self-exploration process. Generally, both experimental conditions were more effective than the ambiguity condition, and this replicates much of the research but when the two experimental conditions were compared directly, findings were mixed. Generally speaking,

people in the two-chair condition who engaged in the role playing exercise showed greater on task behavior and were more productive. However, the proportion of lengthy silences was greater which may be indicative of either guardedness or deliberation; so the meaning of the silences is left unclear. If the two-chair condition is more effective in increasing experiencing levels, then there is more material to be censored than at lower levels of experiencing. At higher levels one needs more silent periods to organize experiences in order to fulfill the disclosure task. In the therapy context, such silences can be clarified by asking the client about their feelings and thoughts that occurred during that time; the meaning of such pauses occurring during two-chair role playing can be examined in further research. Another school of thought might interpret such silences as resistance and either present this interpretation to the client or make no comment.

The two interviewers had differential impact in the various treatment conditions. Also, a demographic variable, education, was not randomly distributed, and education correlated significantly with disclosure level and with task involvement. Subsequent analyses of covariance did not change the effects on task involvement but did eliminate interviewer effects on self-disclosure. Thus it would seem

that the effects attributable to interviewer differences may really be an artifact of assignment of subjects to condition rather than a differential influence of interviewers on interviewee behavior.

So both experimental conditions were more effective in eliciting self-disclosure compared to the ambiguity condition but in themselves did not differ significantly. So consequently what results collectively indicate, when examining the directed instruction observational modeling group and the directed instruction, observational modeling, and two-chair group, is that the two-chair group does facilitate the process portion of the interview but essentially does not affect the content portion of the interview. So how people deal with the task, in terms of verbal productivity, task involvement, and silent monitoring, did differ but self-disclosure remained the same.

Greenberg (1980) stipulates that the two-chair technique works well when a conflict needs to be resolved by the client. In this study that was not controlled for but the dialectical nature of the two chairs was present. There is the question of whether this technique only works in the presence of a conflict to raise experiencing levels. An important issue to consider is whether many interventions are only relevant for conflict or whether they are concerned

with increasing the awareness of the client. Furthermore, the issues of self-awareness only being relevant in conflict resolution and of the two-chair technique only working on conflict domains need further exploration. This is a good area for future research, i.e., is the intervention more meaningful for conflict versus nonconflict areas. Perhaps the directed instructions observational modeling only treatment may be good for experiencing in general but the two-chair group may best be brought in when the client is experiencing a conflict. A second recommendation by Greenberg was that the two chairs talk with each other. In this study, the subjects seemed to describe the two parts of themselves rather than talking with the other chair. Facilitation of this latter style of interaction between the two parts of the client may be enhanced by new additions to the role induction process. When examining the important factor in the role induction procedure in this study, this leads back to the original debate. It may have been that increased clarity and decreased ambiguity were not present in the induction process or that this lack of interaction between the two roles was due to resistance. Particularly, resistance to role playing, e.g., this is scary to do, this is a funny thing to do, may have been important. Future research must address these issues of self protection and resisting engaging in an activity which is infrequently socially sanctioned outside of the therapeutic encounter.

Since only some behavioral measures but not the self-disclosure measure differed when source of themes varied, mixed support for the importance of intervention being self-imposed as in the Gestalt school and applied to the individual's personal construction of the world (Kelly, 1955) was exhibited. However there was a measurable behavioral difference in the amount of time needed to enter into the task; this was reflected in many of the client's comments when first given a topic such as "I've never heard of this" (though they did understand the dictionary meaning) when given supplied topics versus "I know where you got this (from the REP test)" when provided personal topics. Task engagement being longer for personal topics, using meaningful concepts from the client's perceived experience would perhaps ease an interviewee in regards to starting and maintaining dialogue in an interview. Perhaps in the present study a ceiling effect was reached for level of experiencing for these treatments; if different treatments had been used then topic differences may have become apparent. When dealing with personal themes it may have entailed more work for the subject compared to dealing with supplied themes; when dealing with the latter it may not have been resistance but rather was just too difficult for the subjects to explore as in Kelly's theory in that the subjects were limited by the extent to which another's

constructs were meaningful to them, in this case, those supplied by the Semantic Differential.

The final hypothesis, that right sided topics would be superior to left sided topics, did not emerge in this study; this did not replicate the finding of Hickox (1984). Since sidedness was not significant there may have been a ceiling effect for the particular interventions explored here. . In future studies the source of topics, the sidedness of topics, and perhaps the positivity or negativity of topics and how all of these factors interact all should be examined further. Greenberg (1980) speaks of the initially less self-disclosing, critical "other" chair identified as the Topdog, who speaks more about the other role in the initially more self-disclosing "experiencing" chair than about the Topdog's own feelings and actions. These two roles can later successfully merge thus increasing overall disclosure level. Perhaps one pole is more evaluative and the other more experiential, the latter of which Greenberg found to be initially more self-disclosing; more time might be needed to elicit a topic difference. So the importance of whether such roles come from another or from within oneself, the source of various roles from within one's own framework or from another's, the value assigned to the roles and the number of self-references versus references to an "other" all merit further investigation.

Appendix A
CONSENT FORM

Participant's Name: _____

Date: _____

1. I hereby authorize Beth Peterson of North Texas State University and any research assistants designated by her, to gather information from me on the topic of interviewing styles. I have freely and voluntarily consented to participate in this study with no coercion, psychological or otherwise, used to elicit my cooperation. I understand that my participation will involve a brief audiotaped interview which may or may not include answering four questionnaires and giving background information through various processes of self-exploration.
2. I understand that there is no physical and minimal psychological risk involved in any of this work.
 - a. I am aware that some people may become offended by some of the questionnaires used in this study. I am aware that I may choose not to answer any questions I find embarrassing or offensive.
 - b. I understand that I may terminate my participation in this study at any time.
3. All information in this study is completely confidential. Only Beth Peterson will be able to identify my individual responses during the study, using a code list of names and matched numbers. When the research is finished, only the numbers will be retained to identify individual responses. The interview tape will not identify you by name, and it will be heard by only Beth Peterson and two other graduate students. The tape will be erased immediately after recording responses.
4. I also understand that if, after my participation, I experience any anxiety or stress that may be connected to the experience, Beth Peterson will be available for debriefing and referral (if appropriate).
5. I am aware that a written summary of the findings is available when this project is completed. I understand that this will be sent to me at my

request, provided I supply a long-term address below.

6. The procedures and investigation have been explained to me.

Participant's Signature

Date

Address (optional if wish to receive summary)

Appendix B
DEMOGRAPHIC DATA

Social Security Number: _____ Age: _____

Sex: _____ Date of Birth: _____

Classification: _____

Father's Educational Level (Number of years in school): _____

Mother's Educational Level (Number of years in school): _____

Appendix C

AMBIGUOUS INSTRUCTIONS INTERVIEW SCRIPT

Please tell me anything you wish that will help me understand you on this topic (Hand the card). I won't be able to ask or answer questions, and I want to know as much as you want me to know. Let me know when you are finished telling me about a time when you found yourself being (Fill in construct) with/by another person.

Appendix D

DETAILED INSTRUCTIONS AND OBSERVATIONAL MODELING GROUP

Read only once: What we'll be doing today will help us to better understand psychotherapy and to help you understand different parts of yourself more completely. In completing this research project part of the requirement consists of looking at the ways we think psychotherapy is of help to a person experiencing psychological problems. Psychotherapy is one of the major ways we have of helping people make changes in their lives. It is an important process that helps individuals have a greater sense of themselves and experience themselves more fully. They are better able to be aware of their thoughts and feelings. Through this process they become more able to share their needs and feelings with others, especially their therapist.

One way that a psychotherapist helps persons is to assist them in more deeply understanding themselves. In a few minutes I will ask you to think about and share with me your personal thoughts and feelings about yourself.

Try to concentrate entirely on yourself, your emotions, the way you believe, and how these things influence what you do or do not do. It is important that you be open and

honest in what you say and that you discuss freely your own feelings, attitudes and opinions, both about yourself and the topic. Think and talk about the impressions you have about yourself and the impressions you make on other people.

Each person usually has quite opposite ways of thinking about themselves. Sometimes life looks bright to us and our spirit is up, other times life may look dull to us and our mood is down. Sometimes we find ourselves in a dilemma because we disagree with ourselves. You may remember a time when you may have been invited to a special party and your fun loving side was ready to go. On the other hand, perhaps your more serious side reminded you to stay home and study for the exam the next day. Here is an example of someone discussing such a set of topics. These people have given me permission to use this example. (Play tape, stopping after two topics discussed and pointing out the two different parts, optimism and pessimism, saying they are "like two sides of the same coin", play rest of tape.) (Get subject's tape ready).

Today I am going to give you two topics at a time for you to talk about. You will notice that each pair of topics are quite opposite, as different as say, happy versus sad. You'll be discussing four sets of topics, you have eight minutes to talk about each set, I'll signal you 15 seconds before eight minutes are up. I won't be looking at you when

you're talking but I'm listening to you.

Read each time: I would like to learn as much as you are willing to share with me the ways you are different when you are (first construct) and when you are (second construct). (Hand subject the card). How are your thoughts and feelings different at times when you are (first construct) and at times when you are (second construct)? I would also like to know how you act and how you think others see you when you are (first construct) and (second construct). Let me know when you are finished.

(8 min. time limit.)

Appendix E

INSTRUCTIONS, MODELING, AND ROLE PLAYING GROUP

(BE SURE TWO EXTRA CHAIRS ARRANGED)

(HAVE SUBJECT SIT IN RECLINER CHAIR WHEN ARRIVE, NOT IN
EITHER OF THE TWO EXTRA CHAIRS)

Read only once: What we'll be doing today will help us to better understand psychotherapy and to help you understand different parts of yourself more completely. In completing this research project part of the requirement consists of looking at the ways we think psychotherapy is of help to a person experiencing psychological problems. Psychotherapy is one of the major ways we have of helping people make changes in their lives. It is an important process that helps individuals have a greater sense of themselves and experience themselves more fully. They are better able to be aware of their thoughts and feelings. Through this process they become more able to share their needs and feelings with others, especially their therapist.

One way that a psychotherapist helps persons is to assist them in more deeply understanding themselves. In a few minutes I will ask you to think about and share with me your personal thoughts and feelings about yourself.

Try to concentrate entirely on yourself, your emotions, the way you believe, and how these things influence what you do or do not do. It is important that you be open and honest in what you say and that you discuss freely your own feelings, attitudes and opinions, both about yourself and the topic. Think and talk about the impressions you have about yourself and the topic. Think and talk about the impressions you have about yourself and the impressions you make on other people.

This study is about one technique that therapists have of helping persons become better aware of themselves. They call this the empty chair technique. In this technique persons talk with themselves rather than the therapist. The notion here is that we can become more understanding of ourselves if we communicate with ourselves. Most folks keep their communications with themselves inside their head. Maybe you can remember spilling a Coke or something and thinking to yourself "Oh, no!". Has something like this ever happened to you? (PAUSE, OBTAIN A RESPONSE). Each person usually has quite opposite ways of thinking about themselves. Maybe you can remember a time when a part of you felt like going out and having some fun, and another part of you thought of all the work you had to do. Sound familiar? (PAUSE, OBTAIN A RESPONSE). Now try to imagine putting the fun loving part of you here in this chair (POINT) and the hard working part of you here in this chair

(POINT). If you moved back and forth between these two chairs, you could have a conversation with yourself. The more communication you have, the better acquainted you would become with each point of view. Your "fun loving" side may even tell the "hardworking" side to "shut-up" or "get lost."

I have a tape recording for you to hear of a person having this sort of conversation with herself. She has given me permission to use this as an example in my study. As you listen to her, you will notice that a part of her is an optimist (imagine this side is sitting here, POINT) and a part of her is a pessimist (sitting here, POINT). When she did the empty chair technique, she moved back and forth between the two chairs. I will ask you to take her part so you can have a sense of what she was doing. You will first hear from the optimistic side of her, so sit here (DIRECT SUBJECT TO APPROPRIATE CHAIR). As you listen, try to get a sense of how she is having this conversation with herself.

(PLAY TAPE. THROUGHOUT STOP THE TAPE EACH TIME TO SAY "Now she has move over here to the optimistic/pessimistic side" & DIRECT SUBJECT TO SIT IN CORRESPONDING CHAIR. AFTER TWO SIDES HAVE SPOKEN, APPROX. TWO MIN. TAPE TIME, POINT OUT THE TWO SIDES AGAIN, AND SAY "They are like two sides of the same coin.", AND "Can you imagine her moving back and forth talking to the imaginary part in the other chair?". WHEN FINISHED WITH THE TAPE (ABOUT 6 MIN.) HAVE THEM SIT IN RECLINER CHAIR. GET SUBJECT'S TAPE READY.)

Now I would like for you to try the empty chair technique. Today I am going to give you two different parts of yourself at a time to talk about. We'll go through this four different times, and each time you'll have a new set of topics. You will notice that each pair are quite opposite, as say, happy versus sad. For each set, you'll spend about a minute as one part of yourself, another minute as the other part, and you'll have six more minutes for each part of yourself to talk to each other. I'll signal you 15 sec. before the time is up. I have the chairs positioned in such a way you won't be looking at me.

Read each time: In this conversation, let's have your (first construct) side talking with your (second construct) side. (HAND CARD) I would like to learn as much as you are willing to share with me the ways you are different when you are (first construct) and when you are (second construct). How are your thoughts and feelings different at times when you are (first construct) and at times when you are (second construct)? I would also like to know how you act and how you think others see you when you are (first construct) and (second construct). We'll put the (first construct) side in this chair (POINT) and the (second construct) side over here. In which chair do you want to begin? (COAX THEM GENTLY INTO A CHOICE IF AT ALL POSSIBLE AND HAVE THEM SIT IN A CHAIR). Okay, I would like your (first choice) side to

start talking to your (opposite side) over here. (POINT TO EACH CHAIR AND START TAPE). Spend about one minute having your (first side) talk about herself. Let me know when you are finished.

(ONE MINUTE TIME LIMIT)

And now I would like your (opposite side), in this chair (DIRECT SUBJECT TO SIT IN THIS CHAIR), talking to your (first choice) side over here (POINT). Spend about a minute having your (opposite side) talk about herself.

(ONE MIN. TIME LIMIT)

(AFTER ONE MINUTE) Continue the dialogue between the two parts of yourselves as you wish, changing chairs and roles when each side wants to talk to the other. I will signal you 15 s. before the six min. are up. Tell me when you're finished.

(TIME LIMIT = 6 MORE MINUTES)

(HAVE S GO BACK TO RECLINER CHAIR BEFORE EACH SET)

Appendix F

TREATMENT CREDIBILITY QUESTIONNAIRE

Please indicate the extent to which you agree or disagree with the statements below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1. The interview procedure made sense to me.

1	2	3	4	5
---	---	---	---	---

2. The interview procedure helped me to talk more easily about myself than I normally would.

1	2	3	4	5
---	---	---	---	---

3. I felt comfortable with the interviewer.

1	2	3	4	5
---	---	---	---	---

4. I learned something about myself during the interview.

1	2	3	4	5
---	---	---	---	---

Appendix G

SELF-DISCLOSURE RATING SCALE

0. Absence of personal involvement. The topic has been explored in an entirely impersonal or superficial manner. Focus is wholly on people, objects, and events (or experiences) not including this person. Self-references are notably lacking or few in number. Information may be an attempt to define, clarify, or discuss the topic without reference to self. Her response may represent an inability or refusal to deal with the topic in terms of her personal frame of reference.

1. This person has dealt with the topic almost entirely on a non-personal or superficial level. An attempt has been made to bring oneself into the picture, but this is mostly incidental to the content presented. Identification of self usually serves to acknowledge where the thoughts originate (e.g., "It seems to me..." "I believe that...") but the central focus is on people, objects, and events surrounding the person. Inclusion of self can also be implied through membership in a larger group (e.g. "Everyone is...", "Our

fraternity sent...", "People in the South are..."), but inclusion or standing in the group requires interpretation. The information does allow for an understanding about what she thinks or how she sees events external to herself in terms of attitudes, opinions, or beliefs about them. However, her interaction with the events or their impact on her are clearly unexplored.

2. There is noticeably more material involving aspects of the speaker, but the tendency to deal with the topic on a superficial level clearly predominates. Involvement of self is not incidental and requires no interpretation, but reflects an attempt to reveal information about self. The person has placed herself within the context of her experiences as opposed to an observer of attitudes. This person is primarily at a cognitive level, clearly owning her attitudes, opinions, and beliefs. However, her elaboration of an experience is shallow or not profound in content. Reference can be made to emotions or behaviors, but their generality, scope, or breadth is such as to not allow for discrimination among her experiences or to distinguish them from other people.

3. Equal attention is given to both superficial and personal aspects regarding this topic. The person clearly places herself within the context of her experiences, but information about self is oriented more to event description or clarification rather than exploration of self. The content of her descriptions clearly place events as aspects of her personal experience. Aspects of the event are described, feelings labeled, or behavior indicated. But her orientation is one of having you understand various aspects of the event rather than exploration and understanding of herself in this event. Labeling of feelings or behavioral description enhances a picture of the event but provides mostly a general overview of her and not an appreciation of integral relationships. Evaluations of self (comparisons, impressions, judgments) are either absent from topical treatment or explored at a general and/or impersonal level.

4. This person has dealt with this topic mostly on a personal level. She clearly places herself within the context of her experience and the information provided allows for a good understanding of her personal frame of reference. Cognitions and emotions are well explored at a specific situational level and tied into aspects of these events. Elaboration of cognitions and emotions go beyond simply labeling, and are explored in terms of an integrated

internal experience of herself. However, the impact of her cognitions and emotions on her responses to (operations on or interactions with) the external remains vague and unclear. Aspects of self including behaviors and evaluations (comparisons, impressions, judgments) are either absent from topical treatment or explored at a general and/or impersonal level.

5. This person has dealt with this topic almost entirely on a personal level. Cognitions and emotions are well explored within the context of her experiences, and the information provided allows for a good understanding of her personal frame of reference. Exploration in terms of her internal experience of herself is more fully understood through her efforts to integrate these aspects with her responses to (operations on or interactions with) the external. Evaluations (comparisons, impressions, judgments) are either absent from topical treatment or explored at a superficial level.

6. This person has focused entirely on herself, providing an intimate picture of various aspects of herself as they relate to the topics. Cognitions and emotions are well explored within the context of her experience, and the

information provides a good understanding of her personal frame of reference. Her internal experience of herself is more fully understood through her efforts to integrate these aspects of herself with her responses to (operations on or interactions with) the external. She reflects on herself in an evaluative manner, offering comparisons of self with others, impressions of self and others, and judgments about self and others. At this level she places her understanding of self in perspective with where she wants to be (or doesn't want to be) and where others are.

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