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THE EFFECT OF TWO GROUP COUNSELING METHODS
ON PERCEPTUAL CONGRUENCE IN MARRIED PAIRS

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE
UNIVERSITY OF HAWAII IN PARTIAL FULFILLMENT
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Abstract

Two group counseling methods were developed with the purpose of improving interpersonal perception in married pairs.

Perceptual congruence was defined as accuracy in perceiving another person as that person perceives himself. A number of studies have positively related perceptual congruence in spouses to marital success and satisfaction. Recent cultural upheavals have tended to produce interpersonal "gaps" and to engender a subjective mood, thus negatively affecting perception of others. The marital relationship particularly has suffered as a result of cultural change.

A group approach to marriage counseling was seen as an efficient and economical method of dealing with marital problems. Two basic counseling models were developed. The behavioral model was based on learning theory and utilized the operant conditioning techniques of Skinner. The facilitative model combined various aspects of the group-centered, Adlerian, and functional group methods.

A review of the literature related perceptual congruence to the amount of knowledge possessed in the areas of interpersonal concern. The objective of the group treatment was to increase knowledge concerning the spouse, particularly

with regard to attitudes and preferences.

It was hypothesized that the behavioral group would be significantly more accurate than any other groups in the prediction of spouses' attitudes and preferences, would rate spouse's empathic behavior significantly higher, and would report a significantly higher degree of benefit from the treatment. It was also hypothesized that the facilitative group would surpass the control group in these areas.

A total of 41 couples volunteered to participate in the study. They were randomly assigned by couples to three groups: a behavioral treatment group, a facilitative treatment group, and a control group. The behavioral and facilitative groups met for six sessions, which included an orientation session, four treatment sessions, and an evaluative session. The control group met only for an evaluative session.

The behavioral group was programmed through a treatment procedure consisting of four parts: didactic presentation, attitudinal training, operant interpersonal technique, and group learning.

The facilitative group followed a less structured format. Emphasis was placed upon the gaining of insight

through group interaction. The group guidelines included openness, confrontation, support and focus.

At the evaluative sessions all subjects completed the Interpersonal Behavior Inventory, the Taylor-Johnson Temperament Analysis, and the Self-Report Questionnaire.

Data taken from the evaluative instruments were statistically analyzed by means of a one tailed t test. Results of the analysis confirmed the hypotheses concerning the behavioral group, but did not support the hypotheses pertaining to the facilitative group. None of the groups demonstrated any significant difference with regard to empathic behavior.

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CHAPTER I

INTRODUCTION

Problems of Interpersonal Perception in Marriage

In her novel, Corinne, written in 1807, the famous Franco-Swiss woman of letters, Madame de Stael, penned a line which has been variously translated and often quoted: "To know all is to forgive all."

The implications for human relationships contained in this line have been stated in more sophisticated terms in recent years by others who have a clinical interest in interpersonal perception. Crockett (1965) has pointed out that as one becomes more familiar with an object of perception, one becomes more cognitively complex in relation to it. That is, one has available more modes of comprehending. There are more dimensions to work with and, consequently, one is more flexible in apprehension and response. Additionally, as one becomes more cognitively complex, there is a tendency to become more accurate in impression and more positive in response. Accuracy in perceiving another has been shown to depend primarily upon familiarity and/or similarity between the perceiver and the perceived (Brown, 1965; Taft, 1955). Contrary to the adage, "Familiarity breeds contempt," familiarity, similarity, and liking have been shown to be complexly interrelated and to usually co-occur (Adinolfi,

1971; Newcomb, 1961). In a study conducted by Kirkpatrick and Hobart (1954) it was discovered that increased intimacy brought about declining disagreement.

Unfortunately, cultural changes in recent years have tended to alienate and isolate the perceiver from the perceived. "Gaps" of various kinds (communication, credibility, generation) have gotten wider. Perceptual discrepancy has increased.

Cultural Change and Human Relationships

Following World War II powerful forces began a massive assault upon the cultural framework of the Western world. Although many factors have been involved, the frontal attack has been carried out by three important forces: affluence, civil rights legislation, and television (Glasser, 1972, Rogers, 1968). Cultural walls have come tumbling down.

According to Glasser (1972, p. 28) the cultural changes have brought to thousands a new sense of economic security and freedom known before to only a few. People in general, and the young in particular, have fled the old goal-oriented society to form a new role-oriented society (the identity society). Now the basic motivational thrust is the realization of a role rather than achievement of a goal. Society has taken a definite subjective turn. Many manifestations of this cultural change are evident: women's liberation, black

power, gay liberation, the clothes and hair revolution, liberalized abortion laws, the volunteer army.

This new emphasis upon the subjective (the role, the identity) has brought about tremendous personal and social conflicts. Many are facing what Rollo May (1967) calls a "crisis of significance." Human relationships have suffered as man gropes to find his way out of the confusion and conflict into the light of self-fulfillment. The drug culture, the Jesus movement, the resurgence of interest in the occult--these are ways of attempting to answer through subjective means the question of significance and purpose. This quest for self-actualization is often pursued to the detriment of social interest. As the cultural changes have freed man to become aware of his isolation and alienation, they have also exposed him as a social failure (Rogers, 1968). Too often he does not relate to others. Too often he is not positively involved with others.

In his failure socially, man becomes more self-involved. He gives more intellectual attention to his own ideas and feelings. His symptoms and problems are his constant companions. He becomes less and less aware of what is happening in the lives of others and, consequently, he becomes less interpersonally perceptive. When he does, of necessity involve himself with others, he is as Shostrom (1967)

describes, "Man, the manipulator." His manipulative behavior elicits negative responses from others and he is pushed into deeper involvement with self. Glasser (1972) uses an example from drama to illustrate this point.

In the play Othello, Iago, involved with his hatred of Othello, creates cunning schemes to destroy the Moor. Hamlet, enmeshed in rejection and loneliness, listens only to those who reinforce these feelings. In each case as their self-involvement increases, the motivating pain of loneliness is temporarily reduced; nevertheless, as the plays unfold, both Hamlet and Iago increasingly shut others out. Their final irrational behavior precludes any recognition of the existence of others.... Everything they do reinforces their decision to become involved with themselves...to the exclusion of all other people [p. 76].

Inevitably, in such an interpersonal behavior pattern, the more intimate relationships are dealt the hardest blows. Thus the Western world, in the throes of cultural change, is experiencing an unprecedented upheaval in the institutions of marriage and the family. Divorces are increasing and the generation gap seems to be widening.

Marriage, Communication Problems, and Interpersonal Perception

Although marriage, especially in its traditional form, is in trouble, it is far from dead. The fact is that marriage is actually increasing in popularity. In 1970, for the third consecutive year there were over two million marriages in the United States. Furthermore, the rate of marriage has continued to increase with the 1970 rate reaching 10.7 marriages per

1,000 individuals. However, while the number of individuals getting married has increased, so has the number of individuals seeking to terminate their marriage contract. Since 1967 the divorce rate has increased by thirty per cent and the average length of marriage has steadily declined (Vital Statistics, 1970).

The fact that more people are living together in marriage for a shorter length of time indicates that the husband-wife relationship is often less than what is expected or desired (Olson, 1972). The paradox of the matter is that while cultural trends militate against increased intimacy, they also provoke the need for a meaningful identity, and identity must be validated by successful relationships (Bronfenbrenner, 1958; Schwab, 1972; Taylor, 1967). When the married pair does not experience interpersonal satisfaction in the marriage, it is sought for outside the marriage. Thus are formed the multi-faceted, extra marital liaisons. Salzman (1972), in his very recent study on female infidelity, names three major causes for this behavior: lack of commitment to the marital relationship, increasing degree of alienation, and inadequate involvement.

The dissatisfaction with traditional marital patterns has prompted a search for a more meaningful marital arrangement. In the past few years a number of alternate marriage

styles and family forms such as free love, swinging, communes, and group marriage have begun to emerge. Although many view these departures from traditional patterns with moral alarm, several researchers in the field see the phenomenon as a supportive development aimed at reforming monogamous marriage (Beigel, 1969; Olson, 1972; Ramey, 1972; Sussman & Cogswell, 1972; Vincent, 1966).

A primary basis for the rise of these variant and experimental marriage styles is the lack of appropriate communication (Bienvence, 1970; Jourard, 1964; Taylor, 1967).

Communication has been defined as "the process through which a set of meanings is conveyed to a person or persons in such a way that the meanings received are equivalent to those which the initiator of the message intended" (Smith, Bealer, & Sim, 1962).

It has been shown that marital adjustment and a couple's ability to communicate are positively related (Kotlar, 1961; Satir, 1964; Taylor, 1967). Referring to the communication problem in marriage Bardill (1966) states:

Couples with marital problems tend to communicate progressively less as their conflict deepens. When communication does take place, it is often ambiguous or contradictory. Even simple tasks often result in arguments because of the nature of the ambiguous communication, and on other occasions there are contradictions between different levels of communication.

In marriage, as in other interpersonal relationships, consensus, shared perspectives, values, beliefs, and definition are developed through communicative acts. It must be noted that while communication begins with contact between persons, contact does not necessarily indicate that communication has taken place. Transmission of meanings is essential. This situation of "contact without communication" is seen frequently in couples with marital problems. Another important element in communication is the ability of the receiver to put himself in the position of the transmitter. In other words, the ability to accurately perceive the other person. Inaccurate perceptions are one way to measure the lack of communication. As Lumberg (1963) suggests:

...we tend to experience things not as they are but as we are. Previous experience sets up expectancies which determine what and how new impressions will be received. Selective attention and selective perception have vast implications for all acts of communication, ranging from interpersonal to international relations [p. 215-216].

Interpersonal relationships have been found to be closely related to, if not dependent upon, the way individuals perceive themselves and others (Blake & Ramey, 1951; Schneiderman, 1954; Luckey, 1960). Where individuals perceive similarly, and frames of reference are shared, communication is easier and the relationship existing

between the individuals concerned is more satisfactory. This is particularly significant when applied to the marital relationship, one of the most intimate and intense experienced by man.

Interpersonal Perception and Marital Adjustment

Interpersonal perception is defined on a continuum from perceptual discrepancy--inaccuracy in perceiving another person as that perceived himself--to perceptual congruence--accuracy in perceiving another person as that person perceives himself. Perceptual congruence in this context is used synonymously with such terms as empathy, understanding, concordance (Dymond, 1954; Udry, 1967); image congruity (Hurley & Silvert, 1966).

Perceptual congruence in married pairs has been repeatedly linked to marital adjustment and satisfaction. Luckey (1960) showed that in marriages where perceptual congruence was high, there was more appropriate response to the other, expectations of the other were more accurate, and each partner was better able to anticipate the other's feelings. Such a marital relationship was found to reflect a higher degree of satisfaction for both spouses. Using role theory terms, Mangus (1957) stated that "the integrative quality of marriage is reflected in degrees of concordance and discrepancies among the partners' qualitative role

perceptions and expectations as reciprocally reported by them." When comparing perceptions of couples in an "adjusted" marital group with those in an "unadjusted" marital group, Taylor (1967) found that those in the "adjusted" group had a significantly higher degree of congruence in perception. Comparisons were made on the basis of self-perceptions of husbands versus wives perceptions of husbands, self-perceptions of wives versus husbands perceptions of wives, and total perception versus mate's perceptions of that self. Other studies relating perceptual congruence to marital adjustment and satisfaction include Corsini (1956), Dymond (1954), Luckey (1964), and Tharp (1963).

Perceptual Congruence as a Goal of Marriage Counseling

The preceding survey of the literature indicates that interpersonal relationships in marriage depend to a large degree on how marriage partners perceive one another. It has been further shown that marital adjustment and satisfaction are positively related to the ability of the marriage partners to accurately perceive one another. Based on this premise, it would seem logical and expedient to incorporate into the marriage counseling process techniques to enhance perceptual congruence in the relationship of those experiencing marital conflicts.

In his book, Self-Disclosure: An Experimental Analysis of the Transparent Self, Sidney Jourard (1971) provides the framework for a marriage counseling technique when he shows the amount of self-disclosure to be an index of liking or of the "closeness" of a relationship. The act of self-disclosing or the revealing of oneself to another also is shown to elicit a similar response in the other. Self-disclosure then can be employed as a counseling device to promote a flow of information which will in turn increase perceptual congruence in the relationship (O'Connell & O'Banion, 1971).

It was the purpose of this study to develop and evaluate a set of counseling techniques in which a freer flow of information would positively affect perceptual congruence between husband and wife.

The Development, Use, and Evaluation of Group Marriage Counseling Techniques

The last several years have seen a proliferation of "marriage treatments" using multiple client-counselor techniques and having varying underlying theoretical positions. However, the common goal of the therapies is the modification of day-to-day husband-wife behavior (Lieberman, 1970).

With the increase in treatment models group therapy has recently emerged as one of the most frequently used treatments

for marital disharmony. Lebedun (1970) notes that the reason for this is because of both its economy in increasing the availability of professional services and also, because of the possibility of utilizing a number of treatment preferences. These reasons are amplified by Stewart (1961): "More marriage problems can be treated at the incipient stages; couples with problems about which they hesitate to seek individual counseling may subtly come to a group where less focus is on them; the therapist can counsel more couples in a shorter length of time; couples with common problems can face them with others who can offer suggestions and give moral support." It has also been reported by Targow and Zweber (1969) that the effects of a positive group marital experience generalizes beyond the marital dyad to other significant persons in the couple's lives.

Aside from the psycho-analytic model whose proponents, at least initially, condemned group therapy for married couples (Boas, 1962), there are two major divisions in group marital therapy (Gurman, 1971). First, there are those who see themselves primarily as educators, whose function it is to directly treat or change those behaviors occurring in the marital relationship which bring disharmony (Lieberman, 1970). Group marital therapy is, as Gurman (1971) states, "a learning experience in which spouses learn to

modify and shape interlocking and reciprocal behaviors according to behavioral principles." Secondly, there are those who see the efficacy of group marital therapy in terms of its potential for facilitating more adaptive interpersonal behavior between husband and wife as a result of increased insight and understanding, with emphasis on marital interaction (Leslie, 1964; Sagan & Kaplan, 1972). For the purposes of this study the first model was termed the behavioral model and the second, the facilitative model.

With the growing popularity of group marital treatments there arises a need for an assessment of treatment effectiveness. While the literature contains many statements regarding the criteria by which group marital treatment should be assessed, most have been derived from incidental clinical observation and there exists but a handful of researches specifically designed to measure the effectiveness of therapy (Gurman, 1971).

It was a further purpose of this study to develop instruments to objectively assess the effectiveness of the group techniques employed.

Summary

Significant cultural changes in recent years have negatively affected interpersonal relationships causing increased alienation and self-involvement. This subjective

preoccupation has brought about tremendous personal and social conflicts, resulting in many so-called "gaps" and promoting the emergence of various social movements which are primarily introspective in nature. Marital relationships have been particularly influenced by the cultural changes. Although marriage continues to be popular, divorce is increasing. Variant marriage styles and extra-marital behavior are manifestations of dissatisfaction with marital relationships. The lack of communication in marriage seems to be related to an inability to accurately perceive one another. Studies have shown that perceptual congruence is positively related to marital adjustment and satisfaction. A logical goal of marriage counseling then would be to enhance perceptual congruence in the marital relationship.

Although there has been a proliferation of group marriage counseling techniques in the past few years, very little research has been done to evaluate these methods. It was the purpose of this study to develop two group treatment models (known as the behavioral model and the facilitative model), and to evaluate the effect of these treatment models on perceptual congruence in married pairs.

CHAPTER II

DEVELOPMENT OF THE BEHAVIORAL AND
FACILITATIVE GROUP COUNSELING METHODS

Theoretical Background of Method Development

A variety of terms such as group therapy, group guidance, group counseling, and group psychotherapy has been used to define group procedures in a therapeutic setting. Sometimes the terms are used interchangeably. When an attempt is made to assign separate definitions to the terms much confusion arises. Goldman (1962) used a continuum representing depth and intensity of treatment to explain some of the terms. He places group guidance at the least intense end of the continuum, group counseling in the middle, and group psychotherapy at the most intense level. Fullmer (1971) treats group counseling and group psychotherapy "as the same phenomenon except that each has a distinctive setting and a unique relationship to the network of persons in the group" (p. 4). For the purposes of this study the term group counseling was considered the most appropriate.

Although the origin of the term group counseling will probably never be positively determined, there is presently a growing consensus as to the definition of the term. Gazda et al. (1967) generated a composite definition from a survey of 43 prominent contributors to the field.

Group counseling is a dynamic interpersonal process focusing on conscious thought and behavior and involving the therapy functions of permissiveness, orientation to reality, catharsis, and mutual trust, caring, understanding, acceptance, and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with one's peers and the counselor(s). The group counselees are basically normal individuals with various concerns which are not debilitating to the extent requiring extensive personality change. The group counselees may utilize the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behaviors [Gazda, Duncan & Meadows, 1967, p. 305].

Using this definition as a point of departure, it was necessary at the outset of the study to build a framework for the development of the counseling models to be used. A review of the literature revealed several basic steps in the formation of a group treatment program. Although theoretical orientations were different and diverse terminologies were used, four general steps emerged as a guide to model development: 1) definition of problem areas, 2) establishment of counseling goals or objectives, 3) formulation and application of procedures or programs aimed at reaching counseling goals, 4) assessment and evaluation of program effectiveness (Drewery, 1969; Gazda, 1968; Gurman, 1971; Lawrence & Sundel, 1972; Lazarus, 1968; Liberman, 1970; Lifton, 1968; Rose, 1969). These four steps were applied in

the development of the behavioral and facilitative counseling methods used in this study to affect interpersonal perception in husbands and wives.

Definition of Problem

The preceding chapter generally defined the problem area to be studied: the lack of perceptual congruence between spouses. However, it remained the responsibility of the experimenter to more precisely outline the underlying reasons for this perceptual discrepancy.

Interpersonal perception was found to be related to the amount of knowledge one has concerning the other person. Little knowledge correlated with perceptual discrepancy, much knowledge with perceptual congruence (Crockett, 1965, Brown, 1965; Taft, 1955). The broad scope of the term knowledge necessitated a delimitation of the areas of knowledge in order to permit a feasible study. Based on the information supplied by Bercheid and Walster (1969) and on the findings in other studies (Drewery, 1969; Luckey, 1964; Udry, 1967), it was decided to focus on knowledge in the areas of attitude and preference.

Attitude is defined as "an individual's tendency or predisposition to evaluate an object or the symbol of that object in a certain way" (Katz & Stotland, 1959). More

specifically, the study focused on attitudes related to the areas of sex, religion, politics, finance, and family relationships. These five categories were used because of their potential for controversy, their current popularity as discussion topics, and their frequent mention as sources of marital conflict.

Preference refers to "likes and dislikes" as applied to the behavior of others. Marital disharmony is fostered many times because there is a lack of knowledge on the part of a spouse as to the type of behavior the mate prefers. The complaint is often heard by marriage counselors, "I don't know what he/she expects from me or wants me to do." It might be said that there is a lack of alternatives for positive behavior. On the other hand, an ignorance of the behaviors the mate finds displeasing also is a potential source of discord in marriage.

Establishment of Method Objectives

The general objective of the counseling methods based on the purpose of the group was to increase the spouse's knowledge of his mate's attitudes and preferences and thus to enhance perceptual congruence.

Specifically stated objectives were: 1) to become more aware of the spouse's attitudes in certain areas of interpersonal concern (i.e., sex, religion, politics, finance,

family relationships), 2) to become more aware of the kinds of behavior which one's spouse finds pleasing (the kinds of behavior which positively reinforce one's spouse), 3) to become more aware of the kinds of behavior which one's spouse finds displeasing (the kinds of behavior which negatively reinforces one's spouse).

Although it was not an area subject to investigation or evaluation in this study, marital satisfaction was assumed to be a positive outgrowth of an increase in perceptual congruence. This is based on evidence presented in the previous chapter.

Development of the Behavioral Method

The behavioral approach is explicitly concerned with the interactional bases of marital disharmony. The therapist sees himself essentially as an educator and views the therapeutic process as a learning experience (Lieberman, 1970). The basic goal is the modification of marital behavior in terms of concrete, observable, and manipulatable contingencies of interpersonal reinforcement.

Utilizing these theoretical bases a four-fold program was developed to achieve the specific counseling objectives. The four treatment approaches were didactic presentation, operant interpersonal technique, attitudinal congruence training, and group discrimination learning.

Didactic Presentation

In the behavioral approach to group counseling the therapist at times assumes the role of an instructor (Lazarus, 1968; Wolpe, 1966). The learning experience so vital to the therapeutic process can be facilitated by the direct intervention of the therapist in the providing of information. In a group setting the didactic presentation serves the very practical purpose of allowing opportunity for the giving of directions and for the explaining of behavioral techniques while still relating to method objectives.

The didactic presentation of the behavioral model in the present study was programmed to provide for five sessions forty-five minutes in length. Instruction in the sessions covered these areas: Session 1 - Orientation, Sessions 2 and 3 - The principles of positive and negative reinforcement, Sessions 4 and 5 - The assumptions behind the Operant Interpersonal Technique. The presentation of the information given at these sessions was designed to practically relate to day-to-day marital interaction and thus to be useful in reaching the treatment objectives.

Operant Interpersonal Technique

The Operant Interpersonal Technique (OIT) was proposed by Stuart (1972) and was further developed by the experimenter. It was based on a pattern of reciprocity in positive

reinforcement and of increased intimacy and interaction. Considerable research has been done which indicates the positive correlation between reward, intimacy, and attraction (Homans, 1961; James & Lott, 1964; Lott & Lott, 1961; Thibant & Kelley, 1959).

Thibant & Kelley (1959) predicated their theoretical analysis of interpersonal relations on an exchange or reciprocal view of human interaction.

Perhaps it seems overly cynical, placing too much emphasis on the short-term bargaining or trading nature of...[interpersonal] relationships and overlooking some of the longer term satisfactions they often provide and the more subtle aspects of the interaction process necessary for the relationship to be satisfactory to both participants. The point should be made, however, that whatever the gratifications achieved in dyads, however lofty or fine the motives satisfied may be, the relationship may be viewed as a trading or bargaining one. The basic assumption running throughout our analysis is that every individual voluntarily enters and stays in any relationship only as long as it is adequately satisfactory in terms of his rewards and costs [p.37].

In the OIT each partner was asked to list the three behaviors which he would most like to see accelerated in the other (the behaviors he found most positively reinforcing). These three behaviors then served as headings on a Behavior Scoresheet (Appendix A) which was posted at some convenient place in the home. Positive behavior in each of these areas was rewarded daily according to a number of points marked in

the appropriate place on the chart. Points were awarded according to the following scale: total achievement--three points, much change--two points, some change--one point, no change--zero. Participants were encouraged to frequently discuss the behaviors and the awarding of the points. Points earned daily were accumulated into a weekly total. The score-sheets were brought to the group session each week. Husband's and wife's total scores were added together and the three couples with the highest numerical totals were introduced to the group and were publicly commended.

The OIT made use of Skinner's (1953) operant conditioning principles to remove and replace undesirable behavior with behavior that was more positively reinforcing. The new behavior was elicited and then each time was rewarded. Reinforcement came from the points awarded on the scoresheet, from the affirmative reaction of the recipient spouse, and from the recognition given by the group. A further incentive to both the awarder and the receiver of the points was a monetary reward promised at the conclusion of the group experiment to be given to those couples having the highest combined totals.

The potential for increased interaction, the sharing of feelings concerning pleasing and displeasing behaviors, and the interpersonal attraction engendered by the mutual giving of rewards were designed into the technique to enhance perceptual congruence in the couples.

Attitudinal Congruence Training

Attitudinal congruence is closely related to perceptual congruence. However, in this context attitudinal congruence refers primarily to accuracy in predicting the spouse's attitude (see definition p. 16) toward objects, situations, and people. Byrne and Blaylock (1963) have shown that assumed similarity of attitudes may provide an index of marital satisfaction. Levinger and Breedlove (1966) corroborated this finding while noting the assumed similarity of attitudes was more highly correlated with husbands' marital satisfaction than with wives'. Greater similarity in attitudes apparently coincides with increased intimacy and interaction (Byrne & Wong, 1962; Newcomb, 1961). Uhr (1957), in a follow-up study on couples after eighteen years of marriage, found that unhappy couples were more unlike one another than when they married, while happy couples were more alike.

Attitudinal Congruence Training was developed to program couples through a behavior shaping process (Staats & Staats, 1963, p. 84) to approximate total accuracy in predicting the attitudes of the spouse. The procedure consists of the administration of four sets of ten statements (Appendix B) relating to the areas of sex, religion, politics, finance and family relationship. The forty statements were randomly

assigned to each set from a list of sixty such statements. The list of sixty statements was composed by the experimenter and was evaluated (with several statements being eliminated or revised) by several colleagues and non-participating couples. The twenty statements remaining after the composition of the four sets were used as part of the evaluative instrument.

Husbands and wives reacted to agree or disagree with the statements first for themselves and then for their spouses. Each item was then discussed and reactions were compared. Points were scored (as a couple) according to a scale of congruence (Appendix C). These points were added to the operant-interpersonal schedule for a weekly grand total.

Group Discrimination Learning

The value of the group as a therapeutic tool is widely recognized. An important dynamic of the group is its potential for promoting a more positive self-concept and a more accurate interpersonal perception. Fullmer (1971) commented:

Group can help the person create an opportunity for community. The feeling of mutual support, because of the understanding derived from skilled participation in the complex urban community, is an expected product from the process of group methods. The talents for achieving the product need to be developed. We need people to lead groups, but much more urgent is the need to help people learn to use a group to achieve the more complex levels of socialization necessary to achieve the concept of community in an urban environment [p. vii].

The feedback experienced in group serves to validate one's self-identity as well as one's perception of others. In this sense it is a discriminative tool. This is particularly the case in a group composed of married couples (Dakan, 1950). For perhaps the first time a mate has a constant flow of evaluative material (verbal and non-verbal) from others concerning himself and his spouse. His stereotyped reaction to his mate's behavior may be severely challenged by group members. His spouse may find freedom of expression in the group to communicate in new ways concerning their relationship. Overall, group sessions can be extremely informative in the area of interpersonal relationships.

In the behavioral treatment model under discussion, couples were asked prior to the first group session to list anonymously on a slip of paper two areas of discord in their marriage. These problems were used in the sessions to generate discussion with a specific focus. Participants heard their problem discussed (both by the group and by their spouses) and had the opportunity to discuss it themselves.

Development of the Facilitative Method

The term facilitative was used to describe this counseling method because it implied aid, help, assistance. The purpose of this group approach was to facilitate insight, understanding, and accurate perception between husband and wife. It was an eclectically developed model which combined elements from the group-centered (Dakan, 1950; Lifton, 1968), Adlerian (Dreikurs & Sonstegard, 1968) and functional (Gazda, 1968) orientations. In counselor approach the facilitative model of Carkhuff and Berenson (1967) was used.

Facilitative Techniques

In attempting to promote more adaptive interpersonal behavior between husband and wife the facilitative approach made use of five basic techniques: openness, confrontation, support, focus, and dual leadership.

Openness: In order for the group to provide its members with authentic interpersonal information, participants were encouraged to be open and honest. Some writers have used openness and frankness interchangeably (Lifton, 1968). However, in the facilitative approach frankness was too strong a term to be coupled with openness. Frankness implied an imposition of one's "true" feelings upon another, whereas openness implied an unfolding of one's feelings for use by

others as appropriate. The purpose was to use the group as an open forum for communication, encouraging direct and honest statement of feelings. Targow and Zweber (1969) have recorded this personal evaluation of such a group: "The experience of listening to and observing the other couples had a very strong effect upon me and my attitude toward marriage and relationships in general. I found myself really thinking about what marriage was, what I wanted from it and what I had to bring to it in order to accomplish my part.... I had to listen to myself and I found I didn't always sound as right as I wanted to believe I was."

Confrontation. The process of confrontation is a basic part of all therapies, but the use made of it differs widely. It is important for the group to use material or behavior presented by individual members as a "therapeutic prod" to encourage honesty in relationship. Inconsistencies or contradictions in behavior should not be ignored. However, confrontation in the facilitative group was not conceived to be of the type that would "nail a member to the wall." Harsh attacks by the group on individual members can have tragic repercussions socially and psychologically. Rogers (1957) saw the purpose of confrontation this way:

The greater the congruence of experience, awareness, and communication on the part of one individual, the more the ensuing relationship

will involve a tendency toward mutually accurate understanding of the communications, improved psychological adjustment and functioning in both parties, and mutual satisfaction in the relationship [p. 5].

Support. The facilitative group was conceived to be a supportive group. Although openness and confrontation were encouraged, it was expected that group members who were open or who were confronted would receive support from the group in anxiety-producing situations. Lifton (1968) lists several sources of support that are applicable to the facilitative model:

- 1) The security provided by the limits set for and by the group. ("I know what the score is, how to play the game, and what is going to happen.")
- 2) The nonpunitive, accepting, warm understanding offered initially by the leader and later by the group. (Even if I have some faults, he likes me and nothing I can do will make him think I am less worthy." "Even if he doesn't like what I'm doing, he seems still to like me")
- 3) The opportunity to try out new behavior in a setting where possible results of failure are less severe, where feedback will help the person develop a new approach, and where the alternate new behavior does not have to be used consistently until it provides equal rewards to the old behavior [p. 237].

Focus. In order for the group to make progress toward its objective of improved interpersonal perception, it was necessary to focus discussion on topics relevant to the problem. Although discussion was allowed to range over a relatively wide area as dictated by the needs of individual

members, the basic topic of attitudes and preferences in interpersonal relationships was adhered to. Another important aspect of focus in the group was the emphasis on the question of "what's happening now?" (Fullmer, 1971). During the course of the discussion explicit illustrations of interactions happening at that moment were pointed out to the group by the leader or by one of the group members.

Dual Leadership. The use of a male and a female leader (co-therapists) in marriage counseling groups has been found to be effective. Targow and Zweber (1969) in a follow-up study of seventeen couples who had participated in a married couples group found that the respondents listed improved communication between marital partners as the major effect of treatment. Cited as an important factor in the success of the group was the use of male and female co-therapists in providing a model for the group members.

Counselor Orientation. In their relationship to group members the co-therapists used the facilitative counselor model suggested by Carkhuff and Berenson (1967) and amplified by Carkhuff (1971). Relationship variables important to the facilitative counselor are empathy, genuineness, respect, and concreteness.

1. Empathy is the ability to see the world through the eyes of the other person. It is intense sensitivity to the person's feelings and experiences.

2. Genuineness suggests that the counselor be himself in an open and flexible attitude devoid of bias and exploitative motives.

3. Respect is the ability to respond to the other person in such a way as to make him feel that he is a person of value and worth regardless of his need.

4. Concreteness involves the importance of specific, direct and simple speech patterns.

Two other variables, confrontation and immediacy, mentioned by Carkhuff were incorporated in the group procedure as outlined above.

Comparison of Behavioral and Facilitative Models

As was pointed out in Chapter I, aside from the psychoanalytic model, there are basically two divisions in group counseling, the behavioral approach and the insight or relationship approach. The facilitative model would be classified under the second heading.

Because group counseling methods are an extension of counseling theory in general, the same controversies that surround the various theories also affect group methods. Summarized below are the most frequently cited advantages

and criticisms of the behavioral and relationship (facilitative) approaches.

Behavioral Model: Advantages

1. It is effective particularly for some emotionally disturbed behaviors where the results often seem superior to other methods.
2. It is efficient in that it takes less time and fewer sessions to bring about desired changes.
3. It is specific with the end result of therapy being specified at the outset of the treatment.
4. It is applicable to a broader spectrum of maladaptive behaviors.
5. It is useable by all of the mental health and mental health related professions.

Behavioral Model: Criticisms

1. It is manipulative because the therapist decides what is "best" and then uses the group members to accomplish this end.
2. It is impersonal and does not allow for the kind of interaction between therapist and group members that creates a therapeutic relationship.
3. It provides only short-term results with treatment objectives being reached quickly, but regression takes place rapidly.

4. It is geared to a minimal coping with the real world.

Facilitative Model: Advantages

1. It creates the atmosphere for a therapeutic relationship between the therapist and the group members.
2. It gives the group members an opportunity for self-actualization through support and positive response.
3. It provides immediate and concrete feedback to the group members concerning their behavior.
4. It enhances growth in accurate perception of self and others.

Facilitative Model: Criticisms

1. It is unlifelike in that it creates a "hot-house" environment which is inconsistent with the real world.
2. It is unproductive because it puts emphasis on the achieving of abstract variables such as "insight" and "relationship" rather than on the direct treatment of maladaptive behaviors.
3. It is non-specific in its treatment methods and goals.
4. It is unscientific in its approach and thus negates the opportunity for research replication and assessment.

In reviewing the literature with regard to the efficacy of the two group counseling methods, it was anticipated that the behavioral model would bring about a more significant

gain in perceptual congruence in a shorter period of time than would the facilitative model. This prediction was made primarily on the basis of the greater specificity in treatment method and greater intensity in treatment application.

Development and Selection of Evaluative Instruments

One of the major criticisms of the research which has been conducted in the field of group counseling is the inadequate evaluation of treatment methods (Gurman, 1971). This fault is due in part to the lack of applicable evaluative devices. Several months prior to this study the writer conducted an exhaustive search for an instrument which would adequately measure movement in the specific areas of the counseling objectives. Since no appropriate instrument could be found, the decision was made to develop a device which would be tailored to precisely assess the counseling methods employed in the study. It was also decided to supplement the data gathered by this instrument with the results of a well-known standardized test. Finally, a brief self-report questionnaire was to be used to obtain information not contained in the other two instruments.

Interpersonal Behavior Inventory (IBI)

The IBI (Appendix D) as developed by the experimenter consisted of fifty statements relating to the interpersonal behavior of husband and wife. The fifty statements were divided into three parts: Part I consisted of twenty statements relating to attitudes; Part II consisted of twenty statements relating to preferences; and Part III consisted of ten statements relating to empathic behavior.

A numerical rating scale was the measuring device used in all three parts of the IBI. Guilford (1954) has summarized the reasons why rating scales are valuable tools of scientific research: "They require less time than other methods; they are generally interesting and easy for observers to use; they have a very wide range of application; they can be used with a large number of characteristics" (p. 297). It should be noted that rating scales are subject to constant or biased error stemming from sources such as the halo effect, the error of leniency, the error of severity, and the error of central tendency (Kerlinger, 1967, pp. 516-517). These error sources will be discussed in Chapter V.

In Part I the twenty statements relating to attitude were randomly assigned from an original list of sixty such statements. Using a rating scale of one to five, the participant was directed to determine the amount of agreement

or disagreement with each of the statements. Statements were rated first of all by the spouse for himself and then by the spouse as he predicted his mate would rate each one. The degree of attitudinal congruence was calculated by comparing the difference between how the spouse rated each statement for himself and how his mate rated each statement for him.

The twenty statements in Section II were designed to assess the amount of knowledge concerning pleasing and displeasing interpersonal behavior. The final twenty statements were taken from a list compiled by the author. The original list was drawn from the author's experience and from statements submitted by interested acquaintances. Testees were directed to rate each statement on a five-point scale from very displeasing to very pleasing. The degree of preferential congruence was calculated in the same manner as the degree of attitudinal congruence.

Part III contained ten statements designed to measure empathic behavior. These statements were composed by the author using a general overview of similar tests of empathic behavior as a guide. Testees marked a rating scale of four points to measure the degree of empathy from "none of the time" to "all of the time." The empathy score for each couple was determined by adding together the total scores on Part III for each spouse.

Prior to the administration of the IBI to those participating in the study, eight couples not connected with the study took the test to evaluate its contents and structure. After several minor revisions, it was put in its final form.

Taylor-Johnson Temperament Analysis

The Taylor-Johnson Temperament Analysis (T-JTA)¹ is a test designed primarily to provide an evaluation of a person's feelings about himself. The question booklet consists of 180 items which are equally divided among the nine personality categories (nervous/composed, depressive/lighthearted, active-social/quiet, expressive-responsive/inhibited, sympathetic/indifferent, subjective/objective, dominant/submissive, hostile/tolerant, self-disciplined/impulsive) measured by the test.

A feature of the instrument that made it particularly suitable as a supplementary evaluative tool for this study was its use in a criss-cross pattern for husbands and wives. By comparing the score of spouse for himself with that of his mate predicted for him, a degree of congruence was calculated.

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Self-Report Questionnaire

The Self-Report Questionnaire (Appendix E) was composed of ten questions. It was devised by the experimenter to provide subjective answers to questions about the benefit derived from the group, positive and negative aspects of the group, and general comments and suggestions.

Statement of Research Hypotheses

This study proposed to test the effect of two group treatment methods (behavioral and facilitative) on interpersonal perception in married pairs. It was hypothesized that: Husbands and wives who participate in marriage counseling groups will be able to more accurately perceive one another. It was further hypothesized that: Husbands and wives who participate in the behavioral counseling group will be able to more accurately perceive one another than those who participate in the facilitative counseling group.

Specific experimental hypotheses formulated were:

Hypothesis 1. Subjects in the behavioral group will be significantly more accurate in predicting the attitudes of respective spouses than will the subjects in the control group.

Hypothesis 2. Subjects in the facilitative group will be significantly more accurate in predicting the attitudes

of respective spouses than will the subjects in the control group.

Hypothesis 3. Subjects in the behavioral group will be significantly more accurate in predicting the attitudes of respective spouses than will the subjects in the facilitative group.

Hypothesis 4. Subjects in the behavioral group will be significantly more accurate in predicting what behaviors respective spouses find pleasing and displeasing than will subjects in the control group.

Hypothesis 5. Subjects in the facilitative group will be significantly more accurate in predicting what behaviors respective spouses find pleasing and displeasing than will the subjects in the control group.

Hypothesis 6. Subjects in the behavioral group will be significantly more accurate in predicting what behaviors respective spouses find pleasing and displeasing than will the subjects in the facilitative group.

Empathic behavior was used as a measurement of movement in perceptual congruence. A spouse more knowledgeable in areas of interpersonal concern (attitudes and preferences) is perceived as more empathic by the other spouse (Dymond, 1954; Luckey, 1960; Mangus, 1957; Udry, 1967).

Hypothesis 7. Subjects in the behavioral group will rate empathic behavior of respective spouses significantly higher than will the subjects in the control group.

Hypothesis 8. Subjects in the facilitative group will rate empathic behavior of respective spouses significantly higher than will the subjects in the control group.

Hypothesis 9. Subjects in the behavioral group will rate empathic behavior of respective spouses significantly higher than will the subjects in the facilitative group.

Hypothesis 10. Subjects in the behavioral group will report a significantly higher degree of benefit to self and spouse as a result of participation in the treatment program than will subjects in the facilitative group.

Hypothesis 11. Subjects in the behavioral group will report a significantly higher degree of awareness of the attitudes and the behavior preferences of respective spouses as a result of participation in the treatment program than will the subjects in the facilitative group.

Hypothesis 12. Subjects in the behavioral group will report a significantly higher degree of empathic behavior between self and spouse as a result of participation in the treatment program than will the subjects in the facilitative group.

CHAPTER III

METHOD

Subjects

Recruitment and Selection

One of the major problems that had to be solved at the outset of this study was the recruitment and selection of subjects. The problem was made more formidable by the necessity of delimiting the population to married couples with both husband and wife participating. Since a true random sample of the married population was impossible to achieve, it was necessary to depend upon volunteers for the sample. When using volunteers as subjects in a study, it is important to carefully analyze recruitment methods in order to eliminate, as much as possible, potential sources of sampling bias (Kirby, 1972; Wallin, 1949).

A general cross section of the married population was desired in order to make possible a broader generalization of research findings. It was necessary then to avoid the implication in recruitment advertising that the study was only for couples having marital problems. Consequently, the emphasis was put upon "couples who are happy, couples who are having problems and couples from every cultural and economic group." (Article on study, Honolulu Star-Bulletin, January 27, 1973, p. C-4)

Four approaches were used to recruit subjects: 1) the distribution of 500 information sheets (Appendix F), 2) a newspaper article (Appendix G), 3) a classified advertisement (Appendix H), and 4) personal solicitation. Although it was difficult to determine precisely how each volunteer was recruited, according to telephone calls recorded, the classified advertisement was the source of most of the response (sixty-six calls received; thirty-two couples recruited). In all, forty-one couples volunteered to participate in the study.

Assignment to Groups

Couples who volunteered were informed that they would be randomly assigned as a couple to one of three groups: 1) the Thursday evening group (behavioral), 2) the Saturday afternoon group (facilitative), 3) the control group. Random assignment of the couples to the groups was accomplished by the use of a table of random numbers (Sax, 1968, pp. 133-134). When assignment was completed there were fourteen couples in the behavioral group, fourteen couples in the facilitative group and thirteen couples in the control group. Subsequent telephone contact with each couple revised the number in the groups. Three couples were unable to participate in the behavioral group because their schedules

would not permit them to do so. In the facilitative group one couple had a schedule conflict and another couple decided not to participate because of family problems. These deletions left ten couples in the behavioral group, eleven couples in the facilitative group and thirteen couples in the control group.

After the telephone contact, each couple was sent a form letter (Appendix I) containing information about group assignment, meeting dates, and location of sessions.

Description

Table 1 gives a descriptive analysis of the volunteers as a whole. Information was obtained concerning age, years of marriage, number of children, family income, educational background, degree of marital happiness, and length of time in Hawaii. Two other questions relating to experience in group work and to participation in marriage counseling sessions could not be used in the group profile because of distorted or inappropriate answers. Only six of the subjects reported any experience in either category. One couple stated that they had been involved in "hundreds" of group sessions because they considered each day of their living in a commune as a group experience. Another couple reported that they had been seeing a psychiatrist weekly for a period

TABLE 1
Descriptive Information Concerning Subjects

No.	Variable	Range	Mean
1.	Age	21-64	31.50
2.	Years of marriage	.50-38.00	9.50
3.	Number of children	0-6	2
4.	Approximate annual family income	\$4,500- 25,000	\$11,215
5.	Years of education	11-19	13.65
6.	Happiness in marriage	1-4*	2.95*
7.	Years in Hawaii	.25-58.00	7.50

*Based on the following scale: very happy--4, usually happy--3, satisfactory--2, usually unhappy--1, very unhappy--0

of three years because of marital problems. Four of the subjects had been divorced prior to the present marriage, each for one time.

Regarding ethnic background two of the subjects were black, twelve were mixed (Hawaiian, Japanese, Chinese, Filipino, Portuguese, Caucasian) and the balance were Caucasian.

The ranges in each category as shown in Table 1 indicate that the recruitment methods used were apparently successful in obtaining a general cross-section of the married population.

Materials

Materials were kept to a minimum in both groups. The behavioral group made use weekly of the Behavior Scoresheet (Appendix A), the Attitude Inventory (Appendix B) and the Attitude Scoresheet (Appendix C). These materials were described in Chapter II (pp. 20-22). Their use will be discussed in the section of this chapter concerning procedures.

Except for an occasional use of chalk and blackboard, no materials were regularly employed in the facilitative group.

Procedures

Location

Each of the group sessions was held at the Metropolitan Center in downtown Honolulu. Several reasons dictated the choice of this facility. It was centrally situated in an area of major population concentration and its location on the downtown mall was easily found. Its availability at the proper hours on Thursday evenings and Saturday afternoons was an important factor. The accommodations provided by the Center were ideal for the conducting of the sessions. In addition to a large reception area, there was a dining room available where couples could congregate before and after the

sessions. Also two large classrooms of approximately 650 square feet each were located in close proximity. All of the areas were fully carpeted, nicely painted, and well lighted and ventilated. There was very little distraction from outside noises. Although the classrooms were equipped with chair-type desks or padded folding chairs, the carpet made it possible also to sit on the floor. Restrooms were close by. Hot coffee and soft drinks were available in the dining room.

Time of Meetings

The meeting times on Thursday evenings and Saturday afternoons were chosen because they offered apparently less conflict with personal, work, and family schedules. The availability of the facility also had to be taken into consideration. The behavioral group met on Thursday evenings at 7:00-9:00 p.m. and the facilitative group met on Saturday afternoons at 2:00-4:00 p.m. The two-hour length of the sessions allowed adequate time for the treatment procedures.

Therapists and Other Personnel

The experimenter (a male, forty-one years of age) served as a therapist in both groups. In the behavioral group he served as the single therapist. In the facilitative group he was assisted by a female co-therapist forty-six years of age. Both therapists were married.

The decision to use a co-therapist in the facilitative group was made for two reasons: 1) the size of the group (twenty-two persons) made division necessary, 2) the therapeutic effect of exposure to both male and female therapists in the facilitative-type marriage counseling group (Targow & Zweber, 1969). The use of a co-therapist in the behavioral group was not necessary because the treatment schedule allowed the divided groups to meet at different times during the session.

The experimenter was assisted at each session by a secretary who recorded attendance and who, in the behavioral sessions, helped tally points. The secretary was not otherwise involved in the group sessions or with the subjects.

Behavioral Group Sessions

The behavioral group met for six Thursday evening sessions during the period from February 15-April 5, 1973. At each of the sessions the building was open at least thirty minutes early and the therapist was available to answer questions or to talk informally. As the subjects arrived they picked up their name tags at the reception counter. The name tag, which was worn by each person at every session, was a plastic covered card (2"x3") displaying the person's first name only. Those subjects who arrived early usually

went to the dining room where hot coffee and soft drinks were available and where they could talk with others. At 7:00 p.m. everyone was asked to go to the classroom for the beginning of the session.

Orientation Session. At the first session (after a few introductory remarks) the subjects were asked to complete the Individual Information Sheet (Appendix J). Code numbers were used on the sheets instead of names to assure anonymity. When the information sheets were completed, the therapist gave a general explanation of the purpose and operation of the group. Several in the group participated by asking questions. Each subject was then given a set of six Behavior Scoresheets (Appendix A). The therapist explained the use of the scoresheet and asked each spouse to think of three behaviors that he/she would like to see accelerated in the other, even though in some cases these behaviors were not now a part of the individual's behavioral repertoire. The emphasis was put upon "positive" or "pleasing" behaviors. It was explained that the Behavior Scoresheet (one for each spouse) was to be put in some convenient place in the home where it was easily accessible to the couple but was not conspicuous to other members of the family. The bedroom or the master bedroom bath were suggested as appropriate places. Each day (in the evening or on the following morning) the

spouses were to award points to one another in each of the three behavioral areas decided upon. Points were based on the following scale: total achievement--three points, much change--two points, some change--one point, no change--zero. The completed scoresheet was to be brought to the session at the end of the weekly period. Subjects were encouraged to talk with one another about the expectations of behavior and the awarding of points. It was explained that the three couples with the highest point totals each week would be recognized publicly.

The major behavioral principles underlying the Operant Interpersonal Technique were briefly discussed. Subjects were made aware of the schedule which would be followed in each of the four ensuing treatment sessions.

Treatment Schedule - Behavioral Group

7:00-7:45 p.m.	Didactic Presentation
7:45-8:15 p.m.	Group Discrimination Learning (Group A) Attitudinal Congruence Training (Group B)
8:15-8:45 p.m.	Group Discrimination Learning (Group B) Attitudinal Congruence Training (Group A)
8:45-9:00 p.m.	Recognition of Point Leaders and Closing Remarks

In order for the Group Discrimination Learning to focus on areas of personal concern to those present, each subject

was asked to list anonymously on a slip of paper two marital problems that he would like to have discussed in the group session. (The kinds of problems listed can be found in Appendix K.)

The orientation session ended with a brief (fifteen minute) group discussion. This was used as a kind of "ice-breaking" or "get-acquainted" device.

Treatment Sessions. The four treatment sessions followed very closely the above schedule. At the beginning of each session the Behavior Scoresheets were collected. These were given to the secretary for compilation. The Didactic Presentation followed a predetermined outline covering principles of reinforcement as they relate to areas of interpersonal relationship. The material presented seemed to fit very well with questions (particularly about the operation of the Operant Interpersonal Technique) from the subjects. While questions during the Didactic Presentation were encouraged, they were not allowed to divert the focus of the session from the programmed material.

Following the Didactic Presentation the couples were divided into two groups by an odd-even numbering process. Husbands counted off in a "one-two" fashion and the "odds" formed one group and the "evens" another. (This consisted of a form of random assignment since random seating

arrangements were used in each opening session. The experimenter was concerned only about a good balance of exposure of couples to one another.) One group then participated in the Attitudinal Congruence Training while the other met in their group session.

In the Attitudinal Congruence Training each of the spouses (sitting together at a table by themselves) would fill out one set of the Attitude Inventory (Appendix B), first for himself and then for his mate. When each had completed the inventory, together they calculated their differences on the Attitude Scoresheet (Appendix C) and converted their total differences into a numerical score. They were instructed as they completed this task to discuss with one another the discrepancies in their predictions of one another's attitude. When completed, the scoresheets were given to the secretary for a total point tally.

For the Group Discrimination Learning the couples were seated in a circle either in chairs or on the floor. Spouses were instructed to sit across from one another so that they could have better eye contact and so that they could better observe the non-verbal behavior of the mate. The therapist initiated the discussion and kept it in focus using the list of problems submitted by the subjects. The behavioral technique of positive reconditioning was modeled by the

therapist and eventually by group members themselves as the sessions progressed. Subjects were consistently directed to listen to what their mates were saying, to notice the reaction of others to their mates, and thus to become more cognitively complex and positively reinforcing in relation to their mates.

During the next part of the session, the groups interchanged treatment techniques, those in the attitude training moving to group learning and those in group learning moving to attitude training.

The final fifteen minutes of the treatment sessions were devoted to the recognition of point leaders and to necessary closing comments. A final point total combining the weekly Operant Interpersonal Technique total and the Attitude Inventory total was prepared by the secretary. The experimenter announced the couple with the third highest total for the week and asked the group to applaud them as they stood. This was repeated for the couple with the second highest total, and finally for the couple with the highest total. The couples were also reminded each week that at the last meeting of the group, the three couples with the greatest number of accumulated points would be awarded cash prizes of \$25.00, \$15.00 and \$10.00 respectively.

Facilitative Group Sessions

The facilitative group met for six Saturday afternoon sessions during the period February 17 to March 31. As with the behavioral group the building was open at least thirty minutes prior to the beginning of the session. Each subject wore a name tag displaying his first name only. The dining room was used prior to the session for informal conversation. The sessions began at 2:00 p.m. and ended at 4:00 p.m.

Orientation Session. At the initial meeting subjects were briefly greeted by the male therapist and then were instructed to complete the Individual Information form (Appendix J). During the next part of the session the therapist gave information about the purpose of the group and about subjects' responsibilities. He also instructed the subjects concerning the basic elements of the facilitative group model. These included openness, confrontation, support and focus. The use of co-therapists was also explained. (The female therapist was not present for the orientation session. She was introduced at the opening of the first treatment session.)

The final fifteen minutes of the initial meeting was spent in an informal time of getting acquainted.

Treatment Sessions. The four treatment sessions used identical formats. At each meeting the first thirty minutes were used to make announcements, answer questions, and to give an explanation of the focus for that day. The subjects were then divided into two groups using the "odd-even" formula employed in the behavioral group. Although technical random assignment was not necessary, the objective in group assignment was to equalize the exposure of each couple to every other couple and of each couple to both therapists.

The two groups used the classroom areas for their meetings. A circular seating arrangement was used, either in chairs or on the floor, with spouses sitting across from one another.

Since focus was considered an essential part of the facilitative process, general guidelines for discussion were given for each of the four treatment sessions. During the first two sessions the focus was on attitudes, particularly attitudes relating to sex, religion, politics, finance, and family relationships. During the latter two sessions the focus was on preferences (pleasing and displeasing behavior); Each therapist also emphasized the "here-and-now" approach, asking frequently the question, "What's happening now?" (Fullmer, 1971).

Evaluative Session

For the behavioral and facilitative groups the sixth and final session was used for evaluation. Both groups employed the same format. After the session was convened, the therapist gave a brief explanation of the nature and purpose of the evaluative instruments.

The subjects were then handed the Taylor-Johnson Temperament Analysis question booklet. Instructions were given exactly as prescribed in the test manual using criss-cross pattern for husband and wife. When all subjects had completed the T-JTA, the Interpersonal Behavior Inventory was administered. The test is self-explanatory so no verbal instructions were given. At the completion of the IBI subjects were asked to fill out the Self-Report Questionnaire. When subjects completed the third instrument, they were free to leave.

All subjects were made aware of the opportunity to have a post treatment counseling session with the therapist. It was explained that the results of the tests would be discussed at this meeting. A master schedule was provided so couples could choose a specific day and time. Out of all the couples (including controls) who participated in the project, three did not ask for the post treatment counseling.

Control Group Session

Several days prior to the date (April 7) for the control group to meet, every subject was contacted by telephone. It was discovered at that time that three of the thirteen couples in the group could not or would not participate. One couple was in the process of divorce. The husband in another case had been called out to sea. A third couple had decided that they did not wish to participate. On the day of the meeting one couple had a minor accident and could not attend. They were able to come to the Center a few days later and did complete the instruments. Nine couples met together to take the tests.

The procedure for the control group session followed exactly the pattern of the evaluative sessions for the other two groups except that the Self-Report Questionnaire was not given to the controls.

Statistical Design and Analysis

A Posttest Only Control Group Design (Campbell & Stanley, 1967) was the basic experimental design in the study. The design provided for the random assignment of subjects to a behavior treatment group, to a facilitative treatment group, and to a control group.

A one tailed t test was used to compare differences between the means of the three groups in the areas of attitude,

preference, empathic behavior, and treatment benefit. Comparisons were made between the behavioral group and the control group, between the facilitative group and the control group, and between the behavioral group and the facilitative group.

The .05 level of significance was chosen as the basis for accepting or rejecting the hypotheses in the study.

CHAPTER IV

RESULTS

The two-fold purpose of evaluation in the present study was the measurement of movement in subjects' perceptual congruence and the assessment of the effectiveness of the behavioral and facilitative group counseling methods.

Group means were compared by use of a one tailed t test. Campbell and Stanley (1967) state that for the experimental design of the study (posttest only control group), the t test is optimal.

The responses to questions (6-10) on the latter part of the Self-Report Questionnaire (Appendix E) were compiled and informally evaluated. Subject's attendance, group attitudes, community response and follow-up counseling sessions were also considered as part of the assessment process.

Statistical Analysis

A summary of the group means and standard deviations for the Interpersonal Behavior Inventory (IBI) data on attitudes, preferences, and empathic behavior is presented in Table 2. The data on attitudes and preferences were based on a combined discrepancy score for husband and wife. Numerical differences between spouse by self and spouse by spouse ratings were computed. The mean then represented a group discrepancy value.

In the third section of the IBI, a combined score for husband and wife was computed by adding together the points given to each statement by each spouse.

TABLE 2

Summary of Group Means and Standard Deviations
For Data on Attitudes, Preferences and Empathic Behavior

Variable		Behavioral	Facilitative	Control
Attitude	Mean	25.90	40.60	47.80
	SD	14.69	12.47	12.82
Preference	Mean	23.20	31.30	38.10
	SD	4.44	7.78	14.33
Empathic Behavior	Mean	63.10	63.00	57.70
	SD	10.44	10.80	10.64

Prediction of Attitude

Hypothesis 1: Subjects in the behavioral group will be significantly more accurate in predicting the attitudes of respective spouses than will the subjects in the control group.

As indicated in Table 3, the mean for the behavioral group was 25.90, while the mean for the control group was 47.80. It should be kept in mind that these means represent differences in prediction of attitude. The test had a possible range

(for a couple) of zero (perfect accuracy in prediction) to 160 (perfect inaccuracy in prediction). Behavioral group scores ranged from 7 to 43, while the control group scores ranged from 30 to 74. When the t test was applied to these means a ratio of 3.55 was obtained. Since this t was significant at the .01 level, Hypothesis 1 was accepted.

Hypothesis 2: Subjects in the facilitative group will be significantly more accurate in predicting the attitudes of respective spouses than will subjects in the control group.

Scores in the facilitative group ranged from 25 to 68 and in the control group from 30 to 74. The means for the two groups as shown in Table 3 are 40.60 and 47.80 respectively. Although the difference in means was in the direction hypothesized, the t of 1.40 did not reach the critical value of 1.73 necessary for significance at the .05 level. Hypothesis 2 was on this basis rejected.

Hypothesis 3: Subjects in the behavioral group will be significantly more accurate in predicting the attitudes of respective spouses than will the subjects in the facilitative group.

In comparing the behavioral group with the facilitative group in relation to the prediction of attitudes, respective group means of 25.90 and 40.60 were noted. Table 3 shows the t ratio computed for these means to be significant at the .05 level, thus supporting Hypothesis 3.

TABLE 3
Summary of t Tests of Means
for IBI Data on Attitude

Group	N	Mean	t
Behavioral	10	25.90	3.55**
Control	10	47.80	
Facilitative	10	40.60	1.40
Control	10	47.80	
Behavioral	10	25.90	2.54*
Facilitative	10	40.60	

* $p \leq .05$

** $p \leq .01$

Prediction of Preference

Hypothesis 4: Subjects in the behavioral group will be significantly more accurate in predicting what behaviors respective spouses find pleasing and displeasing than will the subjects in the control group.

Discrepancy in the prediction of behavior preferences for spouses in the behavioral and the control groups are indicated by the group means shown in Table 4. As in the prior section on attitudes, combined scores for couples had

a possible range of zero (perfect accuracy) to 160 (perfect inaccuracy). The behavioral group scores ranged from 17 to 28 and the control group scores ranged from 16 to 62. The means for the two groups were 23.20 and 38.10 respectively. The t ratio of 3.14 was significant at the .01 level thus supporting Hypothesis 4.

Hypothesis 5: Subjects in the facilitative group will be significantly more accurate in predicting what behaviors respective spouses find pleasing and displeasing than will the subjects in the control group.

The facilitative group had a mean of 31.30 and a score range of 21 to 41. This compares to a mean of 38.10 and a range of 16 to 62 for the control group. Hypothesis 5 was rejected because the t value of 1.32 was below that needed to be significant at the .05 level.

Hypothesis 6: Subjects in the behavioral group will be significantly more accurate in predicting what behaviors respective spouses find pleasing and displeasing than will the subjects in the facilitative group.

Group mean scores for the behavioral and the facilitative groups are shown in Table 4. The behavioral mean of 23.20 and the facilitative mean of 31.30 were compared using the t test. The t value, computed to be 2.85, is significant at the .05 level. Based on this statistic, Hypothesis 6 was accepted.

TABLE 4
 Summary of t Test of Means
 for IBI Data on Preferences

Group	N	Mean	t
Behavioral	10	23.20	3.14**
Control	10	38.10	
Facilitative	10	31.30	1.32
Control	10	38.10	
Behavioral	10	23.20	2.85*
Facilitative	10	31.30	

* $p. \leq .05$

** $p. \leq .01$

Data on Empathic Behavior

The third part of the IBI asked the subject to rate the empathic behavior of his spouse. A four-point rating scale (numbered from one to four) represented behavior from the negative end of the continuum ("none of the time") to the positive end ("all of the time"). The values given to each of the ten statements were added together for a subject total. This total in turn was added to that of the spouse

for a couple total. There was a possible range of 20 (total non-empathic behavior) to 80 (total empathic behavior).

Hypothesis 7: Subjects in the behavioral group will rate empathic behavior of respective spouses significantly higher than will the subjects in the control group.

The means of the behavioral and the control groups are presented in Table 5. The behavioral mean was 63.10 representing a range of 48 to 76. The control group had a mean of 57.70 with a range of 32 to 65. Hypothesis 7 was rejected because the t value of 1.15 was not significant.

Hypothesis 8: Subjects in the facilitative group will rate empathic behavior of respective spouses significantly higher than will the subjects in the control group.

The facilitative group mean of 63.00 and the control group mean of 57.70 are reported in Table 5. When compared, these means showed no significant difference ($t = 1.11$). Hypothesis 8 was not accepted.

Hypothesis 9: Subjects in the behavioral group will rate empathic behavior of respective spouses significantly higher than will the subjects in the facilitative group.

As noted in Table 5, a difference of only .10 exists between the mean of the behavioral group (63.10) and that of the facilitative group (63.00). When the t test was applied

to the means, a ratio of .02 was computed. This was not significant and Hypothesis 9 was rejected.

TABLE 5

Summary of t Tests of Means
for IBI Data on Empathic Behavior

Group	N	Mean	t
Behavioral	10	63.10	1.15
Control	10	57.70	
Facilitative	10	63.00	1.11
Control	10	57.70	
Behavioral	10	63.10	.02
Facilitative	10	63.00	

Self-Report Data

At the evaluative sessions the behavioral and the facilitative groups completed the Self-Report Questionnaire. The first five questions asked the subject to evaluate the effect of the group treatment on himself and on his spouse. Ratings were based on a multiple choice scale with three alternatives. Letters were assigned numerical values (a = 2, b = 1, c = 0) for computational purposes.

As was done in the previous sections, the spouses' individual scores were combined to form a couple's score.

Hypothesis 10: Subjects in the behavioral group will report a significantly higher degree of benefit to self and spouse as a result of participation in the treatment program than will subjects in the facilitative group.

Questions 1 and 2 on the Self-Report Questionnaire were used together to obtain data pertinent to Hypothesis 10. Table 6 presents the statistical information for the behavioral and the facilitative groups relating to reported treatment benefit. The mean of the behavioral group was 11.10, while the mean of the facilitative group was 7.00. These means were within a possible range of zero to 16. The t test was applied to the two means and a t value of 5.26 was computed. Since this value is significant at the .001 level, Hypothesis 10 was supported.

Hypothesis 11: Subjects in the behavioral group will report a significantly higher degree of awareness of the attitudes and the behavior preferences of respective spouses as a result of participation in the treatment program than will the subjects in the facilitative group.

Questions 3 and 4 on the Self-Report Questionnaire were used together to obtain data pertinent to Hypothesis 11. In the area of attitude and preference awareness the behavioral

group had a mean of 11.90 and the facilitative group had a mean of 6.00. According to Table 6 the t value (7.11) computed for the two means was significant at the .001 level. Hypothesis 11 was accepted.

Hypothesis 12: Subjects in the behavioral group will report a significantly higher degree of empathic behavior between self and spouse as a result of participation in the treatment program than will the subjects in the facilitative group.

Question 5 on the Self-Report Questionnaire was used to obtain data pertinent to Hypothesis 12. Within a possible range of zero to eight the behavioral and the facilitative groups had the means of 4.90 and 3.10 respectively. Table 6 shows the t with a value of 4.50. Hypothesis 12 was accepted on the basis of the value of t being significant at the .001 level.

Supplementary Evaluative Instrument

The Taylor-Johnson Temperament Analysis was administered to each of the groups as an evaluative supplement to the IBI. Table 7 presents the means and the results of the t test for various group combinations. The means represent a combined difference score for each couple. The lower the score the lower the discrepancy between predicted answers.

TABLE 6

Summary of \underline{t} Tests of Mean for Self-Report Information on Treatment Benefit, Attitude and Preference Awareness, and Reciprocal Empathic Behavior

Variable	Group	N	Mean	\underline{t}
Treatment	Behavioral	10	11.10	5.26*
Benefit	Facilitative	10	7.00	
Attitude and Preference Awareness	Behavioral	10	11.90	7.11*
	Facilitative	10	6.00	
Reciprocal Empathic Behavior	Behavioral	10	4.90	4.50*
	Facilitative	10	3.10	

* $\underline{p} \leq .001$

The means for each of the three groups are as follows: behavioral--112.18, facilitative--125.30, control--123.20. When the means were compared by use of the \underline{t} test, there was no significant difference between any group combination. The \underline{t} test for the behavior-control group comparison was .57. For the facilitative-control group comparison the \underline{t} was .10. The comparison of the behavioral and the facilitative group means produced a \underline{t} of .98.

TABLE 7
 Summary of t Tests of Means for
 Taylor-Johnson Temperament Analysis

Group	N	Mean	<u>t</u>
Behavioral	10	112.18	.57
Control	10	123.20	
Facilitative	10	125.30	.10
Control	10	123.20	
Behavioral	10	112.18	.98
Facilitative	10	125.30	

Additional Self-Report Information

Questions 6-10 on the Self-Report Questionnaire probe several areas that are pertinent to the over-all evaluation of the treatment methods. Every husband and wife in both the behavioral group and the facilitative group completed a questionnaire, thus giving a possible 40 responses (20 in each group) to each question. The control group did not complete the form.

Question 6: What activity or aspect of the group did you find to be most helpful?

In the behavioral group seven persons found the attitude inventories the most helpful; six liked the daily score-sheets; five said the group discussions benefitted them most.

Group interaction with freedom to talk about problems was the most helpful aspect of the facilitative group according to 17 out of 20 participants. Three others gave no answer.

Question 7: What activity or aspect of the group did you find to be the least helpful?

Nine persons in the behavioral group found nothing about the sessions unhelpful. Four each disliked the attitude inventories and the daily scoresheets. Two found the group discussions not helpful. One gained nothing from the didactic presentation.

Eight persons in the facilitative group found nothing unhelpful. Three felt irrelevant material was discussed. Two thought the discussions got too personal. Others were displeased with the sensitivity of group members, with group size, and with lack of direction.

Question 8: Was the series of group sessions long enough?

Behavior group subjects in the majority felt that the experiment lasted long enough. Fourteen voted in the affirmative; five voted in the negative; one did not know.

In the facilitative group the response was reversed. Fourteen stated that the series was not long enough; four felt that it was; two did not give their opinions.

Question 9: Were the group sessions themselves long enough?

A majority of 14 in the behavioral group said that the individual group sessions were long enough. Six were of the opposite opinion. Twelve facilitative subjects felt that the sessions were long enough (or too long) while seven felt they were not.

Question 10: Do you have any other comments or suggestions?

A listing of the responses to this question can be found in Appendix M.

Additional Evaluative Information

An experiment such as the one conducted in this study precipitates a number of responses which are not recorded or measured by objective instruments. Although such responses are difficult to objectively evaluate, their discussion does give a more complete picture of the experimental process.

Attendance for both the behavioral group and the facilitative group stayed above 90%. The behavioral subjects

had only three individual absences for an attendance rate of 95%. The facilitative subjects had five individual absences for an attendance rate of 91.67%.²

Group attitude was positive throughout the sessions and enthusiasm was high. This was particularly true in the behavioral group where subjects sometimes saw dramatic changes in spouse's behavior. Many positive, supportive comments were made by the subjects in both groups during and after the project.

Community interest was sparked primarily by newspaper reports (Appendix G) prior to the beginning of the study. Interest continued during the course of the study as evidenced by several invitations to the experimenter to be interviewed on radio and by the press. (Some subjects who were approached for radio interviews were asked not to participate until the sessions were finished.) A newspaper article of considerable length (Appendix N) appeared shortly after the conclusion of the study.

A number of the subjects in the experiment expressed a desire to have individual counseling when the study was

²One couple had to be dropped from the group after the first session because the wife was hospitalized.

completed. Three couples and two individuals actually did begin counseling on a regular basis.

SUMMARY

A three way comparison of the groups was made: behavioral with control, facilitative with control, and behavioral with facilitative. A one tailed t test was used to test the significance of difference in group means.

In the area of attitude prediction, the behavioral subjects scored significantly higher than the subjects in either the facilitative group or the control group. No difference was found between the facilitative group and the control group.

A similar pattern prevailed in the data on preference prediction. The behavioral group scored significantly higher than either of the other groups. Again there was no significant difference between the facilitative group and the control group.

Statistical analysis showed no significant difference between any of the groups with regard to empathic behavior.

Subjects' responses to questions concerning treatment benefit, attitude and preference awareness, and reciprocal empathic behavior indicated that those in the behavioral group benefited most from the treatment method. The degree to which subjects felt they were helped was significantly

greater for those in the behavioral group than for those in the facilitative group.

Other responses taken from the self-report form showed that behavioral subjects found the objective devices (attitude inventories, behavior scoresheets) the most helpful part of the program. Facilitative subjects valued most the various aspects of the group interaction. Behavioral subjects felt that the number of sessions was satisfactory, but the facilitative subjects felt more sessions were needed.

Information was presented on group attendance and attitude, community response, and follow-up counseling sessions.

CHAPTER V

DISCUSSION

Theoretical Framework of the Study

The focal point of the present study was "the effect of two group counseling methods on perceptual congruence in married pairs." The two-fold objective of the research was 1) to develop two group counseling methods aimed at enhancing perceptual congruence in married pairs and 2) to evaluate the effectiveness of the two methods.

Interpersonal Perception Approach

The decision to use perceptual congruence as a dependent variable in the study was based on the perceived need to investigate the secondary sources of marital satisfaction and dissatisfaction. A number of studies (Dymond, 1954; Luckey, 1960; Mangus, 1957; and Taylor, 1967) had positively related perceptual congruence to marital satisfaction, but no studies could be found that researched methods to improve perceptual congruence.

Theoretically, in order for a married couple to become more perceptually congruent, they had to become more "cognitively complex" (Crockett, 1965) in relation to one another. Simply, they had to become more familiar with one another. A survey of the literature determined that knowledge of two

factors, attitude and preference, were of major importance in interpersonal familiarity.

Recent cultural changes have brought with them increased sociological and psychological pressures. (Glasser, 1972; Rogers, 1968). These pressures have caused a sense of alienation and a subjective turn in many persons, particularly in the Western world. These consequences of cultural change have militated against increased interpersonal familiarity.

Group Counseling Methods

Group counseling, especially with married couples, is a relatively recent innovation in the counseling field. In the last few years, however, there has been a proliferation of group marriage counseling techniques. One of the underlying problems with the increase in group techniques is the lack of proper assessment or evaluation of the methods (Gurman, 1971). The present study sought to evaluate the effectiveness of two of the basic group counseling approaches, the behavioral (learning model) and the facilitative (relationship model).

Program Procedures and Study Objectives

At this point it is proper to evaluate the procedures and results of the study in terms of the stated objectives. Basic questions to be asked are: 1) "How did the treatment

procedures affect the results of the study?", 2) "How did the results relate to the objectives of the study?" and 3) "How can the data gathered be interpreted and applied?"

Enhancement of Interpersonal Perception

Attitudes. Of the three hypotheses related to attitudes, two were supported by the test data. Both of the confirmed hypotheses assumed a more accurate prediction of spouses' attitudes in the behavioral group subjects. The rejected hypothesis assumed that the subjects in the facilitative group would be more accurate in the prediction of spouses' attitudes than the subjects in the control group. The success of the behavioral group procedure in improving the prediction of attitudes was apparently tied to specificity and intensity of treatment. While the subjects in the facilitative group discussed attitudes, it was in a random fashion. The subjects in the behavioral group talked to one another about specific attitudes. Discussion of each statement on the four attitude inventories, generated communication in related areas as well.

The efficacy of the behavioral method was evident in this context. In the exchanging of information about attitudes, the most efficient procedure was programmed and specific.

Preference. Essentially the same pattern emerged in the data on preference that was noted concerning attitudes. The two hypotheses relating to the superiority of the behavioral group in the predicting of preferences were confirmed. A third hypothesis relating to the superiority of the facilitative group over the control group was not supported.

The Interpersonal Behavior Technique used as one of the procedures in the behavioral group gave subjects specific information about the preferences of mates. According to comments made by subjects the three preferred behaviors listed on the scoresheets served as an incentive to discuss other preferred behaviors. Thus communication was opened in another area. The facilitative group also discussed preferences in behavior but without the specificity and intensity of the behavioral group.

Again the test data confirmed the efficiency of the behavioral method.

Empathic Behavior. None of the three hypotheses relating to empathic behavior was supported by the results of the study. Although a trend in the predicted direction was noted, none of the differences in means were found to be significant.

In both groups quite a bit of discussion focused on empathic, understanding behavior. From a behavioral standpoint the dispenser of rewards enhances his esteem in the

eyes of others (Staats & Staats, 1967, p. 336). In this context the more perceptive a spouse becomes, the more his image as an empathic person should develop. This apparently did not happen in either of the groups, at least to a significant degree.

There was a major difference in the evaluative process between the testing of accuracy in predicting attitudes and preferences and the assessment of empathic behavior. In the second case the information came from a secondary source (behavior measured indirectly); whereas, in the first case, the source was primary (behavior measured directly). It is possible that new positive behavior takes time to be translated into significant image changes. In any case, there is an apparent need for a more direct measure of empathic behavior.

Self-Report Information. The three hypotheses relating to the self-report information predicted that the subjects in the behavioral group would report a higher degree of benefit from the group treatment, a higher degree of awareness of spouse's attitudes and preferences, and a higher degree of reciprocal empathic behavior. All three hypotheses were confirmed beyond the .001 level of significance.

The intensity of the behavioral treatment seemed to convey to the subjects that something positive was happening. They were being programmed with new behavior and they were receiving new responses in return. The facilitative group appeared to move slower, and this was apparently reflected in the self-report information. This same feeling perhaps was the reason for facilitative subjects stating that the treatment was not long enough.

The data gathered in the present study support the assumption that accuracy in interpersonal perception can be improved. It is also evident that behavioral methods provide an effective and efficient means of accomplishing the task.

Evaluation of Group Counseling Methods

Behavioral Approach. The techniques used in the behavioral group were developed to meet the objectives of the study. The model was composed of four distinct parts, all based on learning theory. On the surface the logistics involved in utilizing the four parts in a group setting appeared somewhat disjunctive, but in practice they proved effective.

Two aspects of the behavioral group procedure that apparently worked particularly well were the Attitude Inventory and the Interpersonal Behavior Technique. It is significant that of the four procedural approaches, these two

were the most highly structured. The other two, Didactic Presentation and Group Discrimination Learning, allowed for more flexibility.

The meeting time on Thursday evenings seemed to be suitable. Attendance was excellent (95%) and not one complaint was reported concerning meeting time. Subjects appeared to be consistently alert and enthusiastic. One notable aspect of this group was their constant supportive remarks. The attitude of the couple featured in the newspaper report (Appendix O) was typical.

Proponents characterize the behavioral approach to therapy as effective, efficient, specific, applicable, and useable. The results of the present study appear to verify this statement.

Opponents of the behavioral approach call it manipulative and impersonal; it provides only short term results and is geared to minimal coping with the real world. There is no doubt that the behavioral technique is manipulative, but not necessarily in the negative sense. It does manipulate behaviors, but in the group under discussion, every subject was well aware of the purpose of the manipulation. In the setting of the study the approach could not be called impersonal. With regard to its short term benefits and its

minimal coping with the real world, only a follow-up study would confirm or deny these criticisms.

Facilitative Approach. The facilitative group method combined elements of the group-centered, Adlerian, and functional counseling orientations. It provided for openness, confrontation, support, focus, and dual leadership.

The group met on Saturday afternoons. There was a noticeable difference in attitude, affect, and enthusiasm when the facilitative group was compared to the Thursday evening group. It is the opinion of the experimenter that Saturday afternoon was not a good time to meet. The subjects were more lethargic, the meeting room was sometimes too warm, and subjects' outside activities seemed to bring more pressure than in the evening. That is not to say that there was a lack of interest or a general indifference. To the contrary, interest was for the most part very high. However, the meeting time could have had an adverse effect on group results.

From a statistical point of view, the facilitative group after treatment was not significantly different from the control group in perceptual congruence. There were, however, trends in each case in the predicted direction. According to the comments made by several subjects, the

project was not long enough. The facilitative group seemed to feel that they were just getting started when the experiment was concluded. The length of time could be another major factor in the failure of the facilitative approach to produce the predicted results.

The co-therapist plan worked without any apparent problem. However, the random assignment of subjects to new group combinations each week militated against a sense of group cohesiveness and accomplishment.

Those who defend the facilitative type of group counseling point to its advantages: it creates a therapeutic relationship; it gives opportunity for self-actualization; and it enhances growth in accurate interpersonal perception. All of these points could be applied to the facilitative group in the present study. The feeling of subjects seemed to be that these advantages were just beginning to be realized when the sessions concluded. Again time was possibly an important factor.

The critics of the facilitative approach state that it is unlikelike, unproductive, non-specific, and unscientific. It could be said that all of these criticisms apply in part to the group in the study. In contrast however, the facilitative model could not be said to be any less lifelike than the behavioral model. The point of non-productivity

is again perhaps a function of time and structure. The lack of specificity has been mentioned as another possible cause for the failure of the method to produce significant results.

Use of the Evaluative Instruments

The Interpersonal Behavior Inventory appeared to serve its purpose well. Subjects had no difficulty with directions or content. The first two parts (testing prediction of attitudes and preferences) seemed to be precise and functional in their measurement. The third part (testing empathic behavior) should perhaps be revised to provide for a more direct measurement of this variable. In its present form it takes on too much the nature of a self-report form. The rating scales in the instrument did not seem to be subject to the weaknesses mentioned by Kerlinger (1967). The exception could be in Part III where the halo effect or the errors of severity and leniency could have been sources of constant error.

The Taylor-Johnson Temperament Analysis is a well designed instrument. It was, however, somewhat difficult to relate precisely to the objectives of the study. This deficiency along with the difficulty of converting scores perhaps accounted for what appeared to be its insensitivity to movement in interpersonal perception. The length of time (60-90 minutes) required to use the test in a criss-cross

pattern was also a negative factor.

Some kind of self-report device is needed for the proper evaluation of marriage counseling methods. The subjective nature of many marital problems makes such an instrument mandatory. The form used in the present study accomplished its purpose. Some of the questions on the latter half of the form need to be reworded to avoid confusion in meaning.

Experimenter Bias

The question of experimenter bias could be legitimately raised because of the experimenter's involvement as a therapist in both groups after his hypothesis of the superiority of the behavioral approach. There are two major reasons why the experimenter does not feel that any assumed bias could have affected the results of the study. First, in the behavioral group, the two techniques (Attitudinal Congruence Training and Operant Interpersonal Technique) that found most favor with the subjects and that were most precisely structured to meet study objectives were techniques that required the least involvement on the part of the therapist. Secondly, in the facilitative group, the experimenter shared leadership with a co-therapist who, incidentally, was not aware of the experimental hypotheses.

Conclusions and Recommendations

The results of the study indicate that perceptual congruence in married couples can be enhanced. With the amount of research already done correlating perceptual congruence with marital success and satisfaction, it would seem that a technique to improve perceptual congruence would be of practical value to marriage counselors.

Although it will require much additional research, the behavioral approach does appear to be a very effective way to enhance perceptual congruence. Refinements of some of the behavioral techniques used in this study could become useful tools in both individual and group marriage counseling.

Since the present study assessed movement in interpersonal perception only in couples, there remains a need to measure movement in individual spouses. Correlational studies relating a spouse to variables of perception would add valuable information to what is already known about interpersonal perception.

The Interpersonal Behavior Inventory could be easily adapted to measure movement in perceptual congruence produced by the behavioral method in dyads such as parent/child, teacher/student, and employer/employee. Additionally the treatment methods and evaluative instruments could serve well in a cross-cultural study on perceptual congruence.

APPENDICES

APPENDIX A
BEHAVIOR SCORESHEET

Spouse _____

B E H A V I O R								
	P	F	S	S	M	T	W	T
P O I N T S								
B E H A V I O R								
	P	F	S	S	M	T	W	T
P O I N T S								
B E H A V I O R								
	P	F	S	S	M	T	W	T
P O I N T S								
T O T A L	B. 1	B. 2		B. 3		TOTAL		

Signed _____

Date _____

APPENDIX B

ATTITUDE INVENTORY
NUMBER ONE

Directions: Using the scale shown below, place the appropriate number for each statement in the column to the right. Column H indicates the response for the husband; column W the response for the wife.

(Agreement) 5 4 3 2 1 (Disagreement)

Strongly agree - 5, Agree - 4, Neutral - 3, Disagree - 2, Strongly disagree - 1

1. It is a good idea for husband and wife to have separate checking accounts.
2. Frequency of sexual intercourse between husband and wife is an indicator of marital harmony.
3. Church attendance is an important part of a happy marriage.
4. The most highly qualified men never enter politics.
5. The husband should be "the head of the house."
6. Children should be allowed to decide on their own religious beliefs and practices without parental instruction or coercion.
7. The wife should be as much an initiator of husband/wife sexual activities as the husband.
8. What this country needs is a revival of the patriotic spirit.
9. The use of credit in financial matters is a practice that should be avoided if at all possible.
10. Remembering birthdays and anniversaries is not important if a spouse shows his or her affection in other ways.

H	W

COUPLE _____ H W (Circle one)

APPENDIX B (2)
 ATTITUDE INVENTORY
 NUMBER TWO

Directions: Using the scale below, place the appropriate number for each statement in the column to the right. Column H indicates the response for the husband; column W, the response for the wife.

(Agreement) 5 4 3 2 1 (Disagreement)

Strongly agree - 5, Agree - 4, Neutral - 3, Disagree - 2, Strongly disagree - 1

1. A major decision on which there is disagreement should be made by the husband.
2. Nudity should be practiced only in intimate sexual activities.
3. It is important that parents never show their anger toward one another in the presence of their children.
4. One religion is probably as good as another.
5. If a wife works outside the home, she alone should decide how the money she earns is spent.
6. It is all right for a husband to tell his wife how to vote if she asks him.
7. After children become teenagers they should not be forced to participate in family activities.
8. Any kind of sexual activity between husband and wife is permissible as long as both are in favor of it.
9. Most politicians are honest men trying to do a good job.
10. The family that prays together stays together.

H	W

COUPLE _____ H W (Circle one)

APPENDIX B (4)
ATTITUDE INVENTORY
NUMBER FOUR

Directions: Using the scale shown below, place the appropriate number for each statement in the column to the right. Column H indicates the response for the husband; column W the response for the wife.

(Agreement) 5 4 3 2 1 (Disagreement)

Strongly agree - 5, Agree - 4, Neutral - 3, Disagree - 2, Strongly disagree - 1

1. Permanent government control of retail prices is necessary to curb inflation.
2. The reading of pornographic material is morally wrong.
3. Both husband and wife should be allowed a night out alone periodically.
4. There is no such thing as a "frigid" woman sexually.
5. Spanking should never be used as a form of discipline with children.
6. A belief in God is a prerequisite to a happy marriage.
7. Each spouse should have some money to spend in any way he or she desires.
8. Sexual relationships before marriage help to establish more positive sexual relationships after marriage.
9. The Democratic Party is the party of the people.
10. Financial security means more to the wife than it does to the husband.

H	W

COUPLE _____ H W (Circle one)

APPENDIX C

ATTITUDE SCORESHEET

Directions: Transfer numbers from Attitude Inventory for both husband and wife into proper columns. Add differences. Calculate "points scored" from conversion scale.

	H/H	H/W	D	W/H	W/W	D
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
	TOTAL			TOTAL		
GRAND TOTAL DIFFERENCE						<input type="text"/>

CONVERSION SCALE

GTD	PTS.
0	100
1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	91
10	90
11	89
12	88
13	87
14	86
15	85
16	84
17	83
18	82
19	81
20	80
21	79
22	78
23	77
24	76
25	75
26	74
27	73
28	72
29	71
30+	70

COUPLE _____

ATTITUDE INVENTORY NUMBER _____

POINTS SCORED

APPENDIX D

INTERPERSONAL BEHAVIOR INVENTORY

Married Pairs Form By Robert E. Fisher, 1973

INSTRUCTIONS

On the following pages are fifty statements relating to the interpersonal behavior of husband and wife. The fifty statements are divided into three sections. Read the directions for each section carefully. Although there is no time limit for completion of the inventory, it is better to work quickly and not to spend too much time thinking about any one item.

Name _____ Sex _____

Date _____ Counselor _____

APPENDIX D (2)

Directions for Part I: Using the scale shown below, determine the amount of agreement or disagreement with each of the following statements. In the first column indicate how you feel about each of the statements. In the second column indicate how you believe your spouse feels about each one.

(Agreement) 5 4 3 2 1 (Disagreement)

Strongly agree - 5, Agree - 4, Neutral - 3, Disagree - 2, Strongly disagree - 1

	Self	Spouse
1. Movies today are corrupting the morals of our society.		
2. Parents should not be allowed to slap or to whip their children.		
3. The aims of science and religion are too different to ever be reconciled.		
4. Persons who engage in premarital sex make poor marriage partners.		
5. A husband should occasionally help his wife with the housework.		
6. A wife should tell her husband what stimulates her in the sexual relationship.		
7. Natural resources should belong to the government rather than to individuals.		
8. Persons of widely different faiths should not marry.		
9. Children should never see their parents in the nude.		
10. Theories of evolution should not be taught in school.		
11. Rich people are much happier than poor people.		
12. Sexually, women are naturally more "cold" than men.		
13. Parents should not force their children to attend church.		
14. The Republican Party is the party of big business.		
15. Any kind of sexual activity which is acceptable to both husband and wife is morally permissible.		
16. A wife should be submissive to her husband.		
17. A husband should never make any major purchases without first consulting his wife.		
18. "States rights" have little place in a democracy.		
19. A wife should leave the major discipline of the children to her husband.		
20. A marriage can still be happy even without adequate finances.		

APPENDIX D (4)

Directions for Part III: Using the scale shown below, rate the behavior of your spouse for each of the following statements by placing the appropriate number in the column to the right.



All of the time Most of the time Some of the time None of the time

- | | |
|--|--|
| 1. Likes to take care of me when I am sick. | |
| 2. Tries to meet my needs. | |
| 3. Understands the way I feel. | |
| 4. Shares important common interests with me. | |
| 5. Cares for me even when I do things that upset or annoy. | |
| 6. Values me as an individual or unique person. | |
| 7. Feels deeply my most painful feelings. | |
| 8. Appreciates me. | |
| 9. Makes a noticeable effort to please me. | |
| 10. Has a relationship with me characterized by a deep feeling of camaraderie. | |

APPENDIX E
SELF-REPORT QUESTIONNAIRE

I attended the Thursday group _____ the Saturday group _____.

I am a husband _____ a wife _____.

Directions: In the first column give the answer for yourself. In the second column give the answer for your spouse (i.e. "Do you feel your spouse has benefited...").

1. Do you feel you have benefited as an individual from your participation in the group?
(a) Considerably (b) Somewhat (c) Not at all
2. Do you feel you have benefited in your marital relationship from your participation in the group?
(a) Considerably (b) Somewhat (c) Not at all
3. Do you feel you are more aware of the attitudes of your spouse as a result of your participation in the group?
(a) Much more (b) Somewhat more (c) No change
4. Do you feel you are more aware of behaviors which your spouse finds pleasing or displeasing as a result of your participation in the group?
(a) Much more (b) Somewhat more (c) No change
5. Do you feel that your behavior toward your spouse is more empathetic and cooperative as a result of your participation in the group?
(a) Much more (b) Somewhat more (c) No change

Self	Spouse

6. What activity or aspect of the group did you find to be most helpful?
7. What activity or aspect of the group did you find to be least helpful?
8. Was the series of group sessions long enough?
9. Were the group sessions themselves long enough?
10. Do you have any other comments or suggestions?

APPENDIX F

IF YOU ARE MARRIED...

HOW WELL DO YOU KNOW YOUR SPOUSE??

Studies have shown that marital harmony is closely related to "perceptual congruence"--how accurately marriage partners perceive one another.

- - - - -

You are invited to participate in a research program to study the effect of group treatment on perceptual congruence in married couples. The program will be conducted by Robert E. Fisher, under the auspices of the Department of Educational Psychology, University of Hawaii.

Most participants will meet for six group sessions which will convene on either Thursday evenings or Saturday afternoons. Sessions will begin the first week in February and will conclude the third week in March.

Other participants will meet only for an orientation session and for the completing of a personality profile.

There will be no charges for participating in the program.

This is an opportunity to be a part of what could be a highly significant research project and, at the same time, to be challenged and enlightened in your own marital relationship. Because of the nature of the research both husband and wife must participate.

If you are interested, please fill out and mail the form below or contact Mr. Fisher directly by phone at 521-4100 or 488-9666. You will be contacted prior to February 1 concerning specific details.

- - - - -

We are interested in participating in the research project on "Perceptual Congruence in Married Couples."

Mr. and Mrs. _____

Street Address _____

City _____ Zip _____ Telephone _____

Mail to: Robert E. Fisher, P. O. Box 866, Aiea, Hi. 96701

APPENDIX G

Article in Honolulu Star-Bulletin, January 27, 1973.

Couples Wanted

Sixty couples are being sought to volunteer for an educational project researching marital harmony.

The Rev. Robert E. Fisher, who is conducting the six-week project, as part of his thesis for a doctorate degree at the University of Hawaii, is seeking a crosscut of the married population. He wants couples who are happy, couples who are having problems and couples from every cultural and economic group.

"It should be enlightening and I plan to share what I learn besides using the information in my thesis," said Fisher.

Sessions will be held beginning the first week in February through the third week in March with different groups meeting from 7 to 9 p.m. Thursdays and from 2 to 4 p.m. Saturdays, at the Metropolitan Counseling Center, 1178 Fort Street Mall.

Couples interested in participating in the project should telephone Fisher at the Center or at his home.

APPENDIX H

Classified Advertisement
Honolulu Advertiser and Honolulu Star-Bulletin
January 19-26, 1973

Married couples needed for UH research project. Educational group sessions. No cost. Leave name & number for further info. by Jan. 31.
521-4100; 488-9666.

APPENDIX I
RESEARCH PROJECT
The Effect of Group Treatment on Perceptual
Congruence in Married Pairs

Thank you for volunteering to participate in this research effort. It is hoped that every participant will find the sessions meaningful and helpful to the perception of self as well as to the marital relationship. Following is the information concerning group assignment, meeting dates, and center location:

As a couple, you have been assigned to Group _____

<u>Group I</u> (Thursdays 7:00-9:00 P.M.)	<u>Group II</u> (Saturdays 2:00-4:00 P.M.)	<u>Group III</u> (One session only, Friday, March 2, 7:00-9:00 p.m.)
February 15	February 17	
March 1	March 3	
March 8	March 10	
March 15	March 17	
March 29	March 24	
April 5	March 31	

At the concluding meeting all couples will be given the opportunity to sign up for a free individual follow-up counseling session. At this session the results of the personality profile will be discussed. Those not wishing to meet for an individual session will receive the profile by mail.

All sessions will be held at the METROPOLITAN CENTER located at 1178 Fort Street Mall in downtown Honolulu. The Center is at the top of the mall (mauka end) directly across from Our Lady of Peace Cathedral. Parking is available in the public lot at the corner of Fort Street and Beretania.

It is very important that you attend every session and that you are on time. The Center will be open approximately one half hour prior to each session. If you need further information, please call me.

Robert E. Fisher
Office: 521-4100
Residence: 488-9666

INDIVIDUAL INFORMATION
To be Used to Determine Group Characteristics

Code #: _____

Personal

Sex _____ Age _____ Ethnic background _____

Education: (Circle last year completed)

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Approximate annual family income \$ _____

How long have you lived in Hawaii? _____

Have you ever done any group work? _____ About how many
sessions were you involved in? _____

Marriage and Family

How long have you been married? _____

Have you ever been divorced? _____ How many times? _____

How would you characterize your present marriage? (Check one)

Very happy _____ Usually happy _____ Satisfactory _____

Usually unhappy _____ Very unhappy _____

Have you ever had any marriage counseling relative to your present
marriage? _____ How many sessions? _____

How many children do you have? _____

APPENDIX K

Problems Listed by Subjects in Behavioral Subjects
for Discussion in Group Sessions

1. Lack of communication (8)
2. Lack of companion interest, acceptance of habits, differences, moods (6)
3. Lack of understanding and commitment (4)
4. Finances (4)
5. Children: discipline and family togetherness (3)
6. Sharing of responsibilities and interests (2)
7. Outside pressures and influences
8. Being on time
9. Lack of initiative toward working for a good marriage
10. Jealousy
11. Nagging; self-pride
12. Sexual incompatibility

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UNIVERSITY MICROFILMS.

APPENDIX M

Subjects' Responses Taken From Question 10
on the Self Report Questionnaire:

"Do you have any other comments or suggestions?"

Behavioral

"If possible, a six-month or one-year follow-up would be interesting."

"I enjoyed participating in the class."

"Suggest the role of the attitude inventories be expanded and some substitutes developed for the daily scoring of behavioral changes. I felt this type of reward was too childish although the theory was understood."

"More rap sessions."

"Highly recommended to my friends."

"We were very impressed by the sessions, the involvement of the other couples, and how often we shared the same problems and feelings of others."

"Very enjoyable--provoked some communication."

"I would have enjoyed a more intense group relationship and would have enjoyed telling mate what you like in every group."

"I think they were very beneficial to many attending the class."

Facilitative

"Fill out test before and after taking project to determine actual growth of couple."

"Although it didn't hurt much, I think keeping the same groups would develop more openness, awareness, continuity, etc., in other than an experimental group."

"Too bad it has to end--because for the most part it was enjoyable as well as informative."

"After several random sessions I would have liked to meet with the same couples and counselor to see what each couple was accomplishing."

"Disregard instruction and rules and allow group leader to guide group when necessary."

"We really enjoyed participating."

"I would suggest smaller groups--more intimate, perhaps longer. Our sessions allowed for many to be hidden while seeming to pinpoint problems of other."

"Lengthen the series of group discussions."

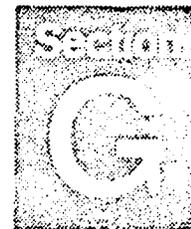
APPENDIX N

Star-Bulletin

FAMILY TODAY

Peggy Bendet
Family Editor

Wednesday, September 26, 1973



Making a Good Marriage Better

By Murry Engle, Star-Bulletin Writer

People often tell Kathie and Tony Hart what a great couple they are. Some have gone so far as to say the Harts' marriage must have been "made in heaven."

The Harts, a noticeably radiant couple, agree theirs is an exceptionally good pairing, but such comments bother them. They know any relationship is vulnerable. They cherish and want to hang onto what they have. They know they're not perfect.

"And our marriage wasn't made in heaven," said Hart. "We made it right here by working hard at it."

BECAUSE THE HARTS treasure what they have and want to grow even closer, they answered the Rev. Robert Fisher's ad for couples to join an experimental group. Fisher, the administrative head of the Church of God in Hawaii had set up a six-session series to test the effectiveness of behavior modification techniques in improving marriages. The purpose was to help people learn more about their mates' attitudes and expectations.

The couples were tested to measure their mutual understanding. The tests, which covered many touchy subjects, were almost impossible to manipulate because "there was no way for a mate to predict the other's answer when there'd been no previous discussion—when there was no understanding," Fisher explained.

The tests indicated that the Harts had a pretty good understanding of each other, but things weren't perfect.

The next thing Fisher had each person do was list three behavior patterns he would like his mate to change. The couples discussed their lists and then each week talked about their progress and awarded each other points for improvement.

The participants were a mixed bag.

"The ad asked for people with good, bad or indifferent marriages," said Kathie Hart. "Naturally we figured we would be one of the 'good couples.'"

Fisher agreed after testing the Harts and observing them that they were, indeed, one of the "good" couples. But he pointed out a few problems they had never been aware of before.

Tony, for instance, has a tendency to be domineering and his wife has a tendency to think she is more outgoing than she really is. Both are working toward major changes in those areas.

"When we first went into the experiment we were feeling pretty cocky about ourselves," Tony said.

"But from the first night's session we began to get some surprising eye openers about ourselves and each other—not about major problems, but some minor ones which needed real work."

KATHIE recalled that night, "which opened up a new world for us."

"In the group discussion at the evening's end, the few subjects people brought up seemed to die in mid-air. I thought, well, we're supposed to talk about things that are bothering us, so I cleared my throat and blurted: 'I don't ever have any money.'"

APPENDIX N (2)

"And immediately, I knew that was true and said so," Tony said. "Kathie never used to go anyplace much without me. I said something once in a while, but mainly let her sit, thinking she'd go when she wanted.

"It never occurred to me she was sitting home because she didn't have any money and I never thought to give her any," he continued. "Just through habit I carried the checkbook. I guess I thought if she wanted money she'd ask for it."

Kathie said, "I didn't want to ask. When someone invited me shopping, I'd think, 'I don't have a dime to my name,' and I'd say I didn't want to go. Silly. It wasn't that Tony didn't want me to have money; it just was something we'd never discussed."

Baring their thoughts opened up a flood of communication within the group and especially between the Harts. They remember the night, with dinner out later and hours of talking, as one of "our really special ones," Kathie said.

"We've always been talkers, pretty frank talkers," Tony said. "We've observed that a lot of couples don't communicate beyond 'Pass the salt,' and 'What's on TV?' They fail to say how they really feel or explain they're in a bad mood because maybe they've stubbed their toe or something."

Problems lie dormant or simmer and little irritations explode into major arguments while the real causes of the friction remain unexplored.

To their amazement the Harts found they had left much unsaid themselves.

Now they talk a lot more together—and with more care.

Tony and Kathie learned to verify for each other just what they are saying in a discussion. They may not agree but at least each knows where the other stands.

Now they talk and try to change their actions to make each other happier. And when they do change for the better, the other makes it known the change is appreciated.

Here are just a few of the areas of aggravation which the Harts have now dared to venture into:

—How Tony comes across to people.

"I am domineering, but now I think a little more before I open my mouth," said Tony. "I'm really not interested in hurting people's feelings and I'm probably speaking with more fact."

Kathie nodded encouragingly

—Disciplining the children.

The Harts' pattern had been for Kathie to be in charge of the children in the morning and for Tony to handle all major disputes in the evening.

Kathie, easily irritated in the morning, would get upset, yell and sometimes even send the youngest child to school with tears in her eyes.

Nobody liked the situation, but nobody talked about it either. Once it was mentioned, the obvious solution was for Tony to take on the morning responsibilities.

He further suggested sharing the mediator role in the evenings. He doesn't mind settling disputes he's involved in, but he feels when a disagreement is between Kathie and the girls the decision should be hers.

"Kathie's 99 per cent improved in that respect," said Tony. "Of all the things we've covered, I think our changed approaches to the children are the most important."

Tony has made changes in this area too. He used to tell the children to do or not to do things "just because I say." Now he explains the reasons behind his decisions.

"Children really are miniature people and I was treating them like they weren't," said Tony. "I don't know just when I thought they were going to turn into people."

"We certainly have more respect for our children now and I think they do for us," said Kathie. "They seem happier too."

—Planning for nights out.

Kathie used to leave to Tony all planning for baby-sitters, restaurant reservations and who evening companion couples would be when the Harts planned a night out. Now she does it.

"Before we took this course, I'd never complained," said Tony. "I like people and like going out, but it really was a little too much to bother with those things after an eight-hour job, plus taking courses at Chaminade College in world civilization, philosophy and religion.

All that time Kathie had thought Tony liked the detail work.

—Messiness.

Tony was a clothes dropper, even when he was only feet away from the hamper.

"And sometimes he'd secure the top of his trousers closing the top dresser door on them," said Kathie. "Naturally then, it was frustrating, trying to get in any of the other four drawers."

Not only that, she noticed the children picking up his habits.

"I've gotten better now, not all cured, but when I don't hang things up it's intentional. I don't feel like walking to the hamper sometimes.

—Admitting mistakes.

The Harts agree that the "Love Story" message that real "love is never having to say you're sorry" is a lot of bunk.

"Kathy and I try not to do things the other doesn't like," Tony said, "but if we do, then we believe it's a good thing to say, 'I'm sorry'."

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