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Signature Steven Ralph Denney

Date July 27, 1970

A SURVEY OF LITERATURE ON TRANSACTIONAL
ANALYSIS AND OTHER GROUP PSYCHOTHERAPIES
USED WITH JUVENILE DELINQUENTS

by

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A professional paper submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

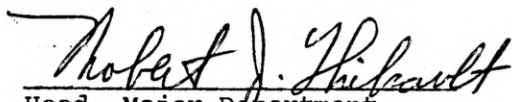
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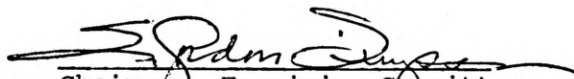
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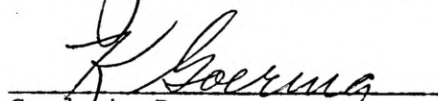
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ABSTRACT

This study was conducted to determine some common factors found in group psychotherapeutic treatment of juvenile delinquents, and to investigate the possibility that Transactional Analysis contained these factors. It was also conducted to determine if Transactional Analysis had been effective in this area. An effort was made to reduce literature to a concise, comprehensive overview.

To conduct this research, a review of literature was made with an attempt to analyze it to get a clear picture of what had been done in the group psychotherapeutic treatment of the juvenile delinquent.

Some of the important conclusions of this study are as follows:

- (1) More effective treatment of juvenile delinquents is needed.
- (2) Group psychotherapy has a positive effect on juvenile delinquents.
- (3) The processes sought in all groups are similar. (4) Transactional Analysis has goals similar to all other group psychotherapies.
- (5) Transactional Analysis has positive therapeutic effects when used with juvenile delinquents.

CHAPTER I

INTRODUCTION

Many different types of therapies have been used in the treatment of juvenile delinquents. Whether the therapy has been on a group or individual basis, the forces dealt with were varied and complex. Any attempt to strengthen social control in individuals and to insure optimum personal growth can only succeed if sufficient self-understanding can be reached by the treated individual. The lack of motivation to change and the pain involved in making behavioral changes are the main factors for failure of treatments used with juvenile delinquents.

Statement of Problem

As an interested educator, this researcher presents a summary of recent literature for the purpose of determining whether or not transactional analysis is a type of therapy which contains common factors found in other treatment strategies and a type of therapy which has had success in the limited applications to this time.

General Questions to be Answered

It is anticipated by this researcher that a selected review of literature will reveal common factors that appear in group treatment of juvenile delinquents. It is further anticipated by this researcher that any common factors found in group treatment strategies used with juvenile delinquents will be found in transactional analysis.

Purpose of the Study

It is anticipated that this study will support the contention of the researcher that transactional analysis is an effective mode of psychotherapy for use with juvenile delinquents.

General Procedure

The subject area for this investigation will make it necessary to obtain literature for review from four major sources: the Montana State University Library, the University of Montana Library, the University of Idaho Library, and personal contact with various groups and authors.

The library material will be selected from professional journals in the fields of probation, crime, delinquency, psychology, counseling and sociology; and from hardbound publications.

Material will be collected through the mail by contacting the affiliate groups of the International Transactional Analysis Association. Authors of articles on the use of transactional analysis with delinquents will also be contacted.

The material will then be used as a basis for the examining and evaluation of the hypothesis that transactional analysis is a promising therapy for use with juvenile delinquents.

Limitations

The review of literature is restricted since few research reports in the field of transactional analysis have been published. Few

research reports on group strategies which have statistically reported results have been published.

Since many reports were based on personal observations they are subjective. Another limitation which will be taken into consideration is the reporting of only investigations which have positive results and non-publication of investigations which did not succeed.

Definition of Terms

1. Group therapy - Any specifically designed activities which take place in a group, usually four to twelve persons, for psychotherapeutic purposes.
2. Juvenile delinquent - The term juvenile delinquent shall refer to any youth who (1) has been adjudicated by the courts to be a juvenile delinquent, or (2) exhibits socially deviant behavior to the extent he is referred to a juvenile institution or officials for aid or therapy.
3. Transactional Analysis - The entire unified system of individual and social psychotherapy based on the study of social actions, structural analysis, game analysis, and script analysis.
4. Transaction - The unit of social action, a stimulus and a response between two individuals.

In order to avoid confusion, the analysis of transactions shall be referred to as transactional analysis and is not to mean the overall or entire system which is referred to as Transactional Analysis.

5. Structural analysis - The separation of the personality into its constituent parts.

The constituent parts of the personality in the Transactional Analytic approach are three ego states, the Parent, the Adult and the Child.

6. Ego state - An ego state is a coherent set of feelings on a given subject, a set of cohesive behavioral patterns, or a set of emotions which motivate certain behaviors.
7. Parent - When capitalized, Parent refers to an ego state containing parental type attitudes and judgments.

8. Adult - When capitalized, Adult refers to an ego state containing data processing and reality testing features.
9. Child - When capitalized, Child refers to an ego state containing childlike behavior patterns.
10. Conditioning - The process in which the young human organism is socialized. The controlling of behavior through the manipulation of reinforcers. This term shall refer to the process as not being mediated by thought.
11. Recording - This term shall be used as a synonym for the term conditioning.
12. Feedback - All signs and clues, verbal and non-verbal, that an individual evokes from those around him shall be termed feedback.
13. Evaluation - A term which shall refer to a subjective analysis of material reviewed.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature relating to group treatment of juvenile delinquents was selected on the basis that it followed a trend seen by the researcher in his overall review. This chapter indicates the present trend and is not intended to be a complete review of related literature.

This literature is organized in such a manner as to answer the following questions: (1) What recommendations have been made for the increasing of group treatment strategies with juvenile delinquents? (2) What types of group treatment have been used with juvenile delinquents? (3) In all strategies, were there any factors in the treatment which predominated?

In order to evaluate professional methods, Harry Gottesfeld (1965) investigated the following factors through the use of a questionnaire: talk, parental concern, judgmental authority, passive listening, personal relationship, practical help, group emphasis, and casework. He obtained 235 responses from expert professionals and 332 responses from "tough, aggressive delinquents."

The result of this investigation showed that the delinquents surveyed had a much lower opinion of casework than did the expert professionals. All other areas showed nearly equal concern.

These results led Gottesfeld to conclude:

The discrepancies between the professional's and the delinquent's expectations suggest that new strategies be adopted by the professional. Instead of the traditional casework approach, establishing a surrogate parental relationship, using group therapy and even direct attempts to socialize the delinquents may turn out to be more feasible. (1965, p. 59)

Group treatment strategies in juvenile correctional programs were reviewed by Rosemary C. Sarri and Robert D. Vinter (1965). Publications, 110 in number, which appeared between 1953 and 1963 were used as reference. The result of this investigation showed group treatment offered advantages when integrated into an agency's plans. However, group treatment was not shown to be an answer to all problems.

Staff members in both Toledo, Lucas County Family Court Center, and Columbus, Ohio became concerned over their decreasing success in one-to-one therapy (Douglas, Fike, Wierzbinski, 1965) (Faust, 1965). In an effort to find a useful alternative both organizations used group therapy.

The major recommendation of the Lucas County staff follows:

Judging from the investigation, we conclude that group counseling is an effective means of meeting the needs of carefully selected delinquents and that it can help a counselor cope with a large caseload (1965, p. 365).

A similar conclusion came out of the work done at Columbus, Ohio. Not only did a substantial number of adolescents benefit from group counseling, but also staff members gained insight.

Eli C. Messinger, a psychiatrist, described his group treatment of adolescent offenders as "encouraging" (1965). He concluded that group work is effective because members in the group are confronted with the meaning of their behavior in a more direct way than could be done in individual treatment.

Psychiatric consultation is stereotyped as an individual, rather than group, treatment. S. Dale Loomis reviewed 240 individual

consultations in a state's only training school (1966). From these consultations it was concluded that individual psychiatric consultations were not adequate to handle the problems which appeared.

Is there anything that can be done that will aid in a rapid development of the ability to understand and communicate with delinquents? The answer to this question was sought by The Youth Study Center in Philadelphia, Pennsylvania (Grayson, Sharp, 1965). Over 12,000 hours of tapes from group counseling sessions were studied. The conclusion reached was that group treatment was effective in increasing understanding and communication.

After reviewing institutional strategies with youthful female offenders, David Fogel recommended the following, which summarizes the investigations which have been reviewed in the chapter:

We should have a two-pronged attack in developing new treatment strategies for institutions: (1) re-examination of our traditional staffing organization, with the necessary adjustments to fit today's institutional life; and (2) intervention, effectively and strongly, in inmate culture with the use of group work (1967, p. 44).

Many differentiable types of group treatment have been put into effect. This was not only because of these and other similar recommendations, but also because of a recognized trend in the treatment strategies for the young offender.

Types of Therapy

The following types of therapy have been differentiated by the researcher on the basis of (1) the function of the therapist or group leader; (2) the content of the material dealt with in the group; and

(3) the general type of group process found in each specific group.

Semi-Structured Groups

The function of the therapist in these groups was that of a warm, caring adult capable of enhancing self-esteem and fulfilling realistic needs. He also provided structure, organization, limits, firmness and authority when needed. No specific techniques were used by the therapist in these groups.

Emotions were the predominant material dealt with in these groups, emotions generated in the group and emotions felt during the time previous to the group meeting.

The process of these groups was one of catharsis, examination and discussion. A comparison of the feelings of those in the group with an individual's own feelings led to self-knowledge and further self-examination.

Working with a group of non-incarcerated, male adolescents between the ages of 13 and 16 who had been referred to him by the Bronx Juvenile Term Court, Arnold W. Rachman, a member of a children's psychiatric clinic in Bronx County, New York, used this technique (1969).

After meeting weekly for eight months, the group successfully resolved an emotional problem which was causing two gangs to mobilize for a gang war.

Increased communication, a rise in morale, and a reduction in recidivism were noted by M. Mark Cites when using this strategy with probationers (1965). He and his staff conducted eleven groups

throughout a school year. His program had one extra feature in that his staff met as a group with himself as the leader. This was reported as having beneficial aspects.

Olive T. Irwin held semi-structured group sessions with probationers weekly for the entire length of their probation. Three separate groups were used: males, ages 13 to 17, males 9 to 12, and females 13 to 17. Both male groups had more productive meetings than the female group. Even so, the author felt the female group had an advantage over individual meetings. This form of group treatment has not only been used in working with juvenile delinquents who were on probation, but also with offenders who were insitutionalized.

Evaluating group psychotherapy in a girls' borstal, A. J. Taylor used three groups: an experimental group, an untreated control group, and a treated control group (1967). The three groups were matched on the following criteria: sex, age, type of offense, previous offenses, sentence, education, occupation, marital status, ethnic grouping, and diagnostic category. The experimental subjects, eleven girls, participated in semi-structured group psychotherapy, the untreated control group had no therapy, and the treated control group had the regular, individual, institutional counseling.

Post-release testing, 26 weeks after release, included the Sixteen Personality Factor Questionnaire, the Minnesota Multiphasic Personality Inventory, the Raven Matrix, and the Eysenck Personality Inventory. Results from these tests showed borstal girls improved with no treatment,

had greater improvement with the regular institutional counseling, and had the most improvement with group psychotherapy. These results were significant to the extent that spontaneous remission and the placebo effect would not account for them.

Following the group strategies trend, the social workers at the Berkshire Farm for Boys in New York took on an expanded role (Resnic, 1967). Before the group treatment program was instituted, each social worker had a case load of 26 boys.

Under the new program, the social workers were removed from their offices and placed in an interacting environment with the boys. To do this, each social worker was placed in a cottage which housed 18 to 26 boys. The social worker was placed in the role of co-ordinator of all treatment for the individuals in his cottage. The major benefit derived from the groups in this situation was that it enabled the staff to use themselves in a more dynamic and effective fashion.

An experimental group of 41 institutionalized delinquents participated in twenty weeks, forty hours, of semi-structured group psychotherapy (Persons, 1966). This group was matched with 41 other youths in the same institution. The control group did not participate in any special psychotherapy program, but took part in the usual, regular institutional program.

One year after release, a follow-up investigation was completed. This consisted of a study of the detailed probation reports, 24 on each boy, and a visit to the home of each boy.

All probationers lived in and were released to the same type of environment, a poor community with a high percentage of broken homes.

The results of the follow-up showed that the boys who had participated in the group treatment had a recedivism rate approximately one-half of that of the entire institutional population.

A comparison of the control group to the experimental group showed the group which had been treated with group psychotherapy had significantly more employment and fewer parole violations.

Group therapy which promoted the expression of emotions and the exploration of aggressive and hostile feelings and offered a chance for a youth to express himself in a direct and open manner before his peers with no fear of judgment had generally positive results.

This type of therapy allowed the participants a chance to explore their own feelings, to learn the ways their peers viewed their behavior, and to try new procedures for social control--all this in a non-judgmental, accepting environment.

The lack of judgment allowed the youth to try many copying behaviors and see for themselves which ones worked. Many of the behaviors which were not accepted in the groups were discarded.

Problem-Centered Groups

The therapist in these groups served as an organizer and provided structure and leadership. He functioned as a problem-solver and helped clarify the forces in the various problems. His main function was to explain alternatives, compare them, and promote logical problem solving.

Material discussed in these groups was directly related to the daily problems faced by individual group members. Both problems in social living and in the structure of the environment--that is, problems with rules and authority--were discussed.

Discussion for educational purposes was one process which was found in these groups. The end product of this was to have the individuals who participated come to sound decisions on the problems which were facing them.

At the Federal Youth Center at Ashland, Kentucky, a high security institution for juvenile delinquents, a new unit was added (Marohn, 1967). This new unit was a motel-like housing unit which could accommodate sixty youths. Some screening was necessary for admittance to this unit. The freedom allowed the inmates made it necessary to allow no practicing homosexuals in the unit.

Weekly meetings which dealt with the living problems faced in this new environment were held. The leaders of these groups were the officers who staffed the unit during the day. This changed the officer's role from that of a watcher or observer to that of an active participant.

Observations of changes which took place in this unit because of the groups led the author to conclude that it seemed likely that a similar technique using group therapy would be efficacious in other correctional settings.

A state girls' institution with a population of 234 made use of

daily group meetings (Fogel, 1967). The content of these meetings was how to deal with daily life problems and how to live healthily. Fogel felt that these meetings were useful and made use of the inmate culture that existed in the institution.

Problem-centered strategy used for the learning of techniques for improved social behavior was reported by Darel F. Sorensen (1970). The subjects in this investigation were 18 males who were on probation. All of the subjects attended the same high school.

The group, all subjects, met weekly for fifty minutes for nine weeks. Discussion in the meetings focused on the actions of the members during the past week. The social behavior in school was noted and kept for a record.

Results of this investigation showed a significant improvement in school attendance. Sorensen felt that the members of the group improved their overall social behavior.

Group therapy which was centered around specific problems, their various aspects, and how to deal with them, seemed to have positive effects.

This type of therapy allowed those who participated to explore methods of solving problems which troubled them. Problem solving was done, with adult leadership, within a member's peer group.

Specific Techniques in Groups

Guided Group Interaction

The therapist's function in these groups was that of a leader.

He supported the members of the group and led the discussion when it was needed.

Content of guided group interaction groups was both emotional and problematic. Motives for and consequences of a youth's behavior were examined. Daily problems were also considered material for group discussions.

Self-understanding and the achievement of insight were the main processes that pervaded these groups.

Describing guided group interaction, Richard M. Stephenson and Franklin R. Scarpitti said:

. . . it is a free discussion in a friendly supportive atmosphere for the re-education of the delinquent to accept restrictions imposed by society by finding greater personal satisfaction in conforming to social rules than following delinquent patterns (1966, p. 46).

In the same article, Stephenson went on to discuss the Essex-fields, New Jersey, program. The subjects who participated in this program were all male. They were between the ages of 16 and 18. The youths were not disturbed, homosexual, or mentally subnormal. Although they were not necessarily first time offenders, none of the subjects had any previous institutional experience. The program accommodated twenty males and employed a staff of four, a director, an assistant director, a work supervisor, and a full-time secretary.

The participants in this program lived at home. During the day they worked as a group on some assigned work project under the direction of the work supervisor. In the evening three hours of guided group

therapy took place. Both the director and his assistant served as leaders for this phase of the program.

For one and a half hours, ten of the boys participated in guided group interaction while the other ten interacted informally. The groups of ten were then switched in their activity. This procedure took place five days a week.

The aims for this program were to (1) undermine defensive attitudes, (2) enhance conventional behavior, (3) change the delinquent's self-concept from a delinquent to a person with problems, and (4) recognize behavioral alternatives from which the youths could choose.

Living at home had two major advantages: the state did not have to bear the cost of incarceration, and the members were allowed to interact in their natural social environment. This allowed members to violate rules and then find acceptable behavioral alternatives either through the group or through themselves.

Results from this program led Stephenson and Scarpitti to the following conclusion:

But it appears that a program based upon the small, intimate, primary situation is better suited to resocialize the delinquent than other programs that have been tried to accomplish the same task (1966, p. 50).

Boys Republic, a 215-acre private school in southern California, used guided group interaction (Scott, 1970). This school accommodated 160 boys between the ages of 14 and 18. Boys in this institution were those who had failed to adjust to their home, school, and community

environment. The majority of the boys at the school were adjudicated delinquents or wards of the court. Acting-out was the major psychological phenomenon exhibited by the population studied.

Because of the specific nature of guided group interaction, the procedure and aims of the program at Boys Republic were very similar to those of the Essexfields program.

Behavioral results of this program were that perpetuation of delinquency through subgroups was halted, insight was promoted, experimenting with different behavioral procedures was increased, and overall social living conditions improved.

Guided group interaction has had positive results. The delinquents who participated in these programs seem to have been able to develop new and effective behavioral patterns.

Psychoanalytic Groups

The therapist functioned as an interpreter in these groups. Detection of unconscious motives which functioned in these groups and the reflection of these were the main duties of the therapist. He did not lead or structure the groups to any appreciable extent other than to explain the rules that the group was to function under.

The content emphasis in these groups was not on unearthing history but on describing active defenses and feared catastrophes of the individuals in the group. Subject matter varied from the problems faced in daily living to dreams.

The general process in these groups was described by John Evans to be the following:

As a result of the interpretation the patient is able to apply reality testing and see that his current behavior is influenced by unconscious archaic fantasies and not entirely by the current situation (1966, p. 183).

In the same article Evans discussed the work he has done in two approved schools for delinquents in England. The Danesbury school contained 54 boys. Their age ranged from twelve to fifteen. These boys were easily disciplined but were in need of therapy. The Herts training school held 122 boys of ages sixteen through nineteen. These boys were classified as being disturbed.

The size of the groups used in both schools was four to eight. Each boy who was to be in a group was seen by the author once or twice before the groups met. Weekly meetings for one and one-quarter hours were used. Occasionally the length of the meetings was extended in order to relieve tension and prevent acting-out behavior. The meetings were held the entire time the studied population was at the two schools.

The author's interpretation of behavioral changes which took place was that most of the population were more able, because of the group therapy, to look at the difficulties which faced them. They were also more able to tolerate anxiety. Problem solving became more logical and objective. Another result of the therapy was that the boys were more relaxed and able to handle their aggressive tendencies.

The staff at both homes reported that the boys were both more happy

and more alert to their surroundings. Scholastic improvement was also noted by both staffs.

In self-reports, the boys indicated they felt less anxious and more secure.

Juvenile delinquents with severe character disorders and long court records were used as subjects in another psychoanalytic group. These individuals had responded to probation in such a manner as to indicate that a commitment to a state reformatory was inevitable (Franklin, Nottage, 1969).

The treatment was very direct and highly intensive. The treatment was aimed at effecting a very substantial change in the personalities of the group members. In most cases, the group treatment was taken rather than being committed to a state penal institution.

Meetings were held five days a week in order to allow the members to handle anxiety, frustration and tension. In the specific population used in this study all members had a very low tolerance for these emotions. In order to prevent acting-out behavior, a chance to release these emotions was available in the group.

The conclusion reached by the authors of this article was that seriously disturbed juvenile delinquents accomplished major personality changes leading to successful adjustment with intensive psychoanalytic group therapy.

Psychoanalytic group therapy allowed individuals to examine themselves and both the motives and drives behind their behavior. The

increase in self-understanding seemed to have positive effects resulting in a more socially acceptable behavior.

Vocationally Oriented Groups

In these groups the therapist functioned as an information source. His main aim was to help the members achieve insight as to the reality of their capacities and goals. He presented alternatives, objective opinions, and clarified forces involved in different occupations.

Vocational information was the major content of the material discussed in these groups. What each member of the group wanted and could achieve in the way of an occupation was explored.

There were two major processes involved in vocational group work. The achievement of an objective viewpoint toward the entire area of work was one process. The other process was the achievement of a realistic viewpoint by the members of the groups toward themselves, their abilities and needs.

The Wechsler Adult Intelligence Scale and fifteen selected pictures for thematic stories were administered to a group of twenty severely anti-social male delinquents (Massimo, Morna, 1967). The same instruments were administered to a control group of fifteen selected high school students. The groups were matched on I.Q., age, and economic level. The high school students had no record of delinquency.

The individual results were randomized and rated into the following categories: (1) positive active: friendly, constructive, initiating;

(2) positive passive: dependent, co-operative; (3) negative active: hostile, competitive, boasting; and (4) negative passive: resistant, distrusting. The rating was done by four judges and found reliable.

Delinquents were found to be negative active and non-delinquents positive passive. This result was significant at the .05 level.

A vocationally oriented psychotherapeutic group program was then instituted. Of the delinquent group, ten participated in this therapy. The remaining portion of the delinquent group was held for control purposes.

This program had the result of lowering the delinquents' aggression and resistance. Their academic performance increased. The number of delinquent acts committed by the treated group was reduced as compared to the number of similar acts committed by the control group.

A similar vocationally oriented program was reported by Fredrick Wiener (1965). His conclusions as to the effects of such a program were the following:

From their group and individual guidance experience, the boys developed a more realistic perception of work and of the value of remaining in high school. Also observed was greater confidence in their ability to meet the problems of school and academic achievement. At the end of the six-month program all the youth were still in school (1965, p. 366).

Common Factors

Semi-structured groups offered a delinquent a chance to explore his feelings. By doing this, the individual was able to learn about himself. He learned what new behaviors he could establish that were

acceptable to both himself and society.

Exploration of new, socially acceptable behaviors was one of the main aims of problem-centered groups. Heavy emphasis was placed on how to handle daily problems and problems that were likely to be faced in the future.

Guided group interaction programs presented a structured strategy for the development of new behavioral patterns. One of the main functions of these groups was to change an individual's self-concept through re-education. The knowledge involved in this re-educative process was knowledge of self.

Self-examination was the main process involved in psychoanalytic groups. This process, facilitated by the therapist, led to more acceptable patterns of behavior.

In vocationally oriented groups, the therapist endeavored to increase the reality contact of the members in the group. The members not only became realistic about the social world of employment but also about themselves.

The function of the therapist in the reviewed types of group strategies was not a common factor. The therapist's functions varied from that of being an information source to being a warm, non-judgmental adult. However, in all groups he was the leader, the symbol of authority.

Material which appeared in the groups was not similar in content. It varied from factual material about occupations to interpretations

of dreams or fantasies. No matter what the content of the material was in the different groups, it had a common function: increased reality contact was a product of it.

Although the function of the therapist and the content of material differed in the various groups, the processes sought were similar. One process was an increasing in contact each member had with his natural world, himself and society, and an increasing in reality contact and self-knowledge.

Juvenile delinquents are termed juvenile delinquents because they have done something which was not acceptable to society. Another process which was sought by all groups was the reforming of non-acceptable behavior patterns into acceptable patterns of behavior.

Summary

Group strategies are the present trend in the treatment of juvenile delinquency. This selected review of literature was presented to support this contention. Through this review, common factors which appeared in group work were sought.

It is the belief of the researcher that the common factors which appeared are all found in a specific therapy termed transactional analysis.

In the following chapter the transactional analytic theory and therapy are presented.

CHAPTER III

TRANSACTIONAL ANALYSIS

A possible conclusion is that the correctional field's ultimate job is to grant offenders permission to: see themselves as essentially worthy; stop accepting under-the-table permission from their parents to break the law; and, forego the unworthy gratifications of playing at life, in favor of the advantages of genuinely living. The key to effecting this kind of cure, perhaps, is for the counselor to see the offender consistently and unyieldingly as a person of dignity, until the offender decides to accept the counselor's encouragement to look at himself that way.

This approach has serious implications for all workers in corrections. It clarifies some of the reasons why conventional methods are not very effective, and why the providing of education and employment opportunities is more often fruitless than productive. One workable system using the approach is the group therapy method called transactional analysis, as developed by the psychiatrist, Eric Berne, M.D. (McCormick, 1965, p. 99).

Transactional Analysis is a system of social psychology which has been used for the modification of behavior since approximately 1954. The first published article on Transactional Analysis appeared in 1957 (Berne). In February of 1958 the first formal training session consisting of six students was held in San Francisco. The first official organization for Transactional Analysis was chartered by the state of California in May of 1960. In 1962 the first official journal was published. Two years later the International Transactional Analysis Association replaced the originally chartered organization. The general public was introduced to the principles of Transactional Analysis in 1964 with the publication of Games People Play, written by Eric Berne. Transactional Analysis was first presented internationally

at the Fourth International Congress on Group Psychotherapy held in Vienna in 1968.

At least fifteen countries and millions of people are now familiar with Transactional Analysis. Since the introduction of this therapy and theory it is likely that over 50,000 people have had personal instruction in it (Berne, 1968).

Personality, under the Transactional Analytic theory, is considered on the following basis as presented by Eric Berne:

1. That every grown-up individual was once a child.
2. That every human being with sufficient functioning brain tissue is potentially capable of adequate reality testing.
3. That every individual who survives into adult life has had either functioning parents or someone in loco parentis.

The corresponding hypotheses are:

1. That relics of childhood survive into later life as complete ego states.
2. That reality testing is a function of discrete ego states, and not an isolated "capacity."
3. That the executive (or phenomenological field) may be taken over by the complete ego state of an outside individual as perceived (1961, pp. 35-36).

Under this theory an individual functions from three ego states: the Parent, the Child, the Adult. An individual may function from a single ego state or a combination of the Adult and Child or Adult and Parent.

The Parent Ego State

Thoughts and behaviors which are included in this ego state are

conditioned in an individual by his own parents or parent substitutes. Admonitions, rules and laws, and external events a child heard from his parents and saw in their living are recorded in this ego state.

Referring to material conditioned into an individual being similar to a tape recording, Thomas A. Harris stated that:

Another characteristic of the Parent is the fidelity of recordings of inconsistency. Parents say one thing and do another. Parents say, "Don't lie," but tell lies. They tell children that smoking is bad for their health but smoke themselves. They proclaim adherence to a religious ethic but do not live it. It is not safe for the little child to question this inconsistency, so he is confused (1967, p. 21).

If a child has parents who, in his young mind, are in conflict, the results in later life may be "ambivalence, discord, and despair," according to Harris (1967, p. 22).

Individuals who are functioning from any of the ego states may be identified from their demeanor, gestures, voice, or vocabulary.

The Parental ego state consists of an upright demeanor with a mothering flexion of the neck, a forbidding or refusing gesture, a judgmental authoritarian voice, and a vocabulary which expresses unsupported value judgments.

The Parent is usually exhibited in one of two ways, as a prejudiced Parent or as a nurturing Parent. The prejudiced Parent is dogmatic and disapproving. Support and sympathy exemplify the nurturing Parent.

The Child Ego State

While external events are being recorded as that body of data we call the Parent, there is another recording being made simultaneously (the Child). This is the recording of internal events, the response of the little person to what he sees and hears (Harris, 1967, p. 24).

While these recordings are being made, the young person is undergoing the socialization process, toilet training, exploration of the environment, the process of "a biological organism becoming fully human under the socializing influences of custom, culture and group life" (Lindesmith, Strauss, 1968, p. 5).

The result of the conflict between self and environment led Harris to conclude:

The predominant by-product of the frustrating, civilizing process is negative feelings. On the basis of these feelings the little person early concludes, "I'm not OK." This conclusion and the continual experiencing of the unhappy feelings which led to it and confirm it are recorded permanently in the brain and cannot be erased. This permanent recording is the residue of having been a child. Any child. Even the child of kind, loving, well-meaning parents. It is the situation of childhood and not the intention of parents which produces the problem (1967, p. 26).

The demeanor of those in the Child ego state is child-like, coy, cute, or sulky. A warding off gesture with the arm is sometimes indicative of this ego state. A voice like that of a frightened or excited child is also an indicator. The vocabulary usually found in this ego state consists of oaths, exclamations and name-calling.

As with the Parent, the Child usually is exhibited in one of two forms, adapted or natural.

The adapted Child acts under Parental influence and has modified its natural way of expression by compliance or avoidance. The natural Child is freer, more impulsive and self-indulgent (Berne, 1963, p. 137).

The Adult Ego State

The beginning of self-actualization is the beginning of the Adult ego state. The Adult's main function is that of data processing and reality testing. Harris said of the Adult ego state:

It is different from the Parent which is judgmental in an imitative way and seeks to enforce sets of borrowed standards, and from the Child which tends to react more abruptly on the basis of prelogical thinking and poorly differentiated or distorted perceptions. Through the Adult the little person can begin to tell the difference between life as it was taught and demonstrated to him (Parent), life as he felt it or wished it or fantasied it (Child), and life as he figures it out by himself (Adult) (1967, p. 30).

A demeanor of concentration, gestures of an informative nature, the voice of an adult who has good reality contact, and an informative, rational vocabulary with defensible value judgments are Adult ego state indicators.

The Adult ego state is an independent set of feelings, attitudes and behavior patterns that are adapted to the current reality and are not affected by Parental prejudices or archaic attitudes left over from childhood (Berne, 1963, p. 137).

Transactions

If two individuals are functioning from the same ego states the transaction is termed complementary. A complementary transaction is "an exchange where the response complements the stimulus or where the reply is in commensurate to the original statement" (Mott, 1970, p. 1).

Complementary transactions can also take place between individuals functioning from different ego states. This happens if the response from one ego state to another is similar to the stimulus. An example of this is if the stimulus is from the Parent to the Child, in order to be complementary, the response must be from the Child to the Parent.

Discussing complementary transactions Berne stated:

The first rule of communication is that communication will proceed smoothly as long as transactions are complementary. As long as the transactions are complementary it is irrelevant to the rule whether two people are engaging in critical gossip (Parent-Parent), solving a problem (Adult-Adult), or playing together (Child-Child or Parent-Child) (1964, pp. 29-30).

Social difficulties are caused when transactions become crossed. Crossed transactions occur when the two ego states in the stimulus, although the stimulus may only involve a single ego state, Adult-Adult, Parent-Parent, Child-Child, are not similar to the two ego states involved in the response. An illustration of a crossed transaction is if the stimulus is Adult-Adult and the response is Child-Parent. Berne stated, "The converse rule is that communication is broken off when a crossed transaction occurs" (1964, p. 30).

Ulterior transactions are more complex than complementary or crossed transactions. They involve more than two ego states simultaneously. On a social or verbal level the transaction, both stimulus and response, may be Adult-Adult, whereas on a psychological level the stimulus may be Adult-Child and the response Child-Adult. An example of this type of transaction follows:

Salesman: "This is a better appliance, but you can't afford it."

Housewife: "That is the one I will take."

Here, both stimulus and response are verbally from the Adult ego state. The statements are, in this instance, both factual and involved in the data processing function of the Adult. The ulterior motivation, in Transactional Analytic language "con" or "gimmick," was used by the salesman. In reference to this specific transaction Berne stated: "As a professional salesman, however, he knew that her Child would be listening to his Adult judgment and would respond on some child-like feeling" (1966, p. 227).

It is this last type of transaction, ulterior, on which Transactional Analytic games are based.

Games

A game is defined in this theory as a series of complementary ulterior transactions with a gimmick leading to a well-hidden but equally as well defined payoff or ending.

In defending and reinforcing an untenable position games are necessary. If other people are essentially not all right, "proving" it will provide evidence that the position is sound. Any good game player can "prove" that police, Negroes, business successes, women or people in general are no good (McCormick, 1964, p. 10).

The Adult ego state seems to be in control during gaming; however, the Child ego state becomes evident at the payoff or ending. Games are exploitive in nature and unconscious to a degree.

The individual who is involved in gaming gains the following advantages: (1) feared situations, anxiety producing situations, can be

avoided; (2) time is structured; (3) the person is removed from isolation; (4) homeostasis is encouraged; and (5) the persons involved in the game become better acquainted.

It is through the study of an individual's games that information needed for insight can be gained.

Transactional Analysis in psychotherapy is a method of treatment in which the give and take occurring between the therapist and the patient and between the patients in a group are examined minutely to discover not primarily the defensive motivations but more positively the inevitable gratifications (payoffs, the final outcome of games) enjoyed. The patient is then in a better position to decide whether to continue pursuing those gratifications or to try something else, possibly less destructive. He does not have to wait until he gets home to try the something else but he can begin immediately, in the group (McCormick, 1964, p. 5).

Games have a definite structure. This becomes evident because of the repetitive nature of games; an individual plays a few specific games over and over. Structure of games can be reduced into rules used in the games. With knowledge of the rules used in different games, a therapist can increase feedback in a group and further an individual's self-knowledge.

In a report to the Rosenberg Foundation from the Probation Department of Alameda County, Paul McCormick, who was the senior deputy probation officer, reported the structure or rules used in a game which was commonly found among juvenile delinquents who were incarcerated (1965). This game, termed "How Do I Get Out of Here," was also reported in other publications (Berne, 1964) (McCormick, 1964).

From their (institutionalized delinquents) comments the following ground rules emerged. . . .

1. Don't look too good too soon. Do some crazy stuff for a couple of months, then lay off. That shows you are really making progress.
2. Admit your "problem" fairly soon. Having a bad temper, not stopping to think, resenting authority, following the wrong crowd or being immature are all good "problems." You only need one.
3. After your change for the better, slip up once in a while. You can be put on restriction for getting no write-ups (minor infraction reports) as well as for getting too many. The "front" is not supposed to be too good.
4. Expect some "attitude tests." Getting switched without knowing why from an honor job to an unpleasant one could be a test of what the staff calls your "frustration tolerance." If you pass, the whole staff hears about it.
5. Be sure that all the probation officers, not just your own, know your "problem" and see you've solved it. All vote on when you're to go home (McCormick, 1965, pp. 84-85).

Individuals who lived by these rules were playing a therapeutically non-helpful game. The rules were set up in such a way as to allow the individuals playing to obtain release from the institution without benefit of any real therapeutic experience. This is not good according to Persons: "For minimum results (referring to the treatment of delinquents) it seems that a boy needs to have a successful therapeutic experience. . . ." (1966, p. 88).

Four Life Positions

Under the theory of Transactional Analysis, there are four basic life positions. These are somewhat similar to life styles.

1. I'M NOT OK-YOU'RE OK
2. I'M NOT OK-YOU'RE NOT OK
3. I'M OK-YOU'RE NOT OK
4. I'M OK-YOU'RE OK

Position number one, as previously stated, is the basic life position of a young child. This position can be changed as the child matures, becomes more self-sufficient, and develops a functioning Adult. It is a position which may be categorized as depressive. Games are used extensively to support this position, or prove it.

Futile and schizoid describe position number two.

A person in this position gives up. There is no hope. He simply gets through life and ultimately may end up in a mental institution in a state of extreme withdrawal, with regressive behavior which reflects a vague, archaic longing to get back to life as it was in the first year. . . ." (Harris, 1967, pp. 47-48).

The third position of life has been described as "essentially paranoid." Discussing the "battered child," Harris stated:

The tragedy, for himself and for society, is that he goes through life refusing to look inward. He is unable to be objective about his own complicity in what happens to him. It is always "their fault." It's "all them." Incurable criminals occupy this position (I'M OK-YOU'RE NOT OK). They are persons "without a conscience" who are convinced that they are OK no matter what they do and that the total fault in every situation lies in others. . . . The ultimate expression of this position is homicide. . . . (1967, p. 49).

Berne described the I'M OK-YOU'RE OK position as being "intrinsically constructive, and therefore existentially possible" (1966, p. 270). The three previously discussed life positions are based on the individual's perception of reality and how he is affected by it. They are

based on the question "why?" Why am I always wrong and you always correct? Why is everyone wrong? (What is the purpose of a life like this?) Why are you always wrong and I always right? The fourth life position is based on the question "why not?" It is not bound to personal experiences, but rather has the power to transcend them into an abstraction of the ultimate purpose for all men, the existential concept of brotherhood.

Harris stated the following about this final position:

We cannot guarantee instant IL feelings by the assuming of the I'M OK-YOU'RE OK position. We have to be sensitive to the presence of old recordings; but we can choose to turn them off when they replay in a way that undermines the faith we have in a new way to live, which, in time, will bring forth new results and new happiness in our living (1967, p. 53).

The achievement of the I'M OK-YOU'RE OK position is the goal of Transactional Analytic therapy. This goal allows the individual to see himself as basically worthy and as a person of dignity, a person with free choice.

Application of Theory to Therapy

If Transactional Analysis is to be used as a therapy, there are definite procedures which must be followed. This allows both the therapist and the client to be able to state what has been accomplished and what the next step will be. The benefit derived from this structuring is that it gives the client a certain amount of support by defining the future.

Structural Analysis

Structural analysis is carried out in a setting involving only the therapist and the client, one-to-one. It involves two major processes. The client is allowed time in which to learn the vocabulary involved in this therapy.

It is the intention of the therapist to communicate with the patient on all aspects of his thinking in regard to treatment. Thus, Transactional Analysis has as one of its basic tenets that for efficient behavior modification it is desirable that the patient and therapist use a language which is capable of being understood by both (Steiner, p. 1).

Strengthening or reinforcement of the Adult ego state is done in this stage of therapy. This allows the client to involve himself in reality-testing and data processing. Two major problems which are dealt with in this process are termed "contamination" and "exclusion."

Contamination

Contamination is found when two ego states overlap. Prejudices are formed when the Parent overlaps the Adult. Prejudices, in this case, are prejudgments which were formed, through the development of the Parent, before the Adult, or data processing, ego state was applied to them. It is impossible to eliminate prejudices through Adult-Adult transactions. The treatment for this, according to Harris, is ". . . to uncover the fact that it is no longer dangerous to disagree with one's parents and to update the Parent with data from today's reality" (1967, p. 99).

Delusions or hallucinations are the products when the Child overlaps

the Adult. These are feelings or archaic experiences which are inappropriate in the present reality as defined by society. Fears of the Child which are influencing the reality-testing function of an individual are termed delusions. Hallucinations are seen when an individual is under extreme stress and externally experiences that which he has previously experienced. As with prejudices, these phenomena can not be eliminated by an Adult-Adult transaction. They can be eliminated only by uncovering the truth that the Child is no longer externally threatened.

Exclusion

Exclusion is when an ego state, either the Parent or Child, is blocked out or shut off at all times. This gives rise to a stereotyped, predictable type of behavior which is maintained as long as possible even in the face of threatening situations. The person who is always all business and judgmental in a parental way, or always childlike, are examples of persons in whom exclusion is to be found.

The duty-dominated person who is always impatient with his family is an illustration of the type of individual who has an excluded Child. He is a person who can not play in a childlike fashion for the sake of enjoyment.

To be dealt with during structural analysis is also the person who has both contamination and exclusion in his personality. An instance of this is the person who has excluded his Parent and his Child contaminates his Adult. This gives rise to the previously mentioned I'M OK-

YOU'RE NOT OK life position. The psychopath is typical of this condition and this life position. Of this particular person, Harris stated:

A criminal psychopath can understand his (P)-A-C (symbolic of the excluded Parent) to the extent that his Adult can direct his future activities in such a way that his pattern of crime, arrest, and conviction can change. He may never have an operational Parent to back up his Adult, but his Adult can become strong enough to carry him through a successful life wherein he gains the approval and even esteem of others. It is on this possibility that rehabilitative efforts in the field of corrections must be based (1967, p. 104).

When the Adult is blocked out or decommissioned, either the individual is functioning from the Parent or Child. He is out of touch with reality and not ready for group therapy. The Stockton State Hospital used Transactional Analysis with persons of this type, psychotic. Gordon Haiberg reported the following about the treatment:

He is frankly told he is OK, he is important because of the uniqueness of his being a human being, and he starts to gain hope. When the Adult can begin processing data, listening, learning, and helping in decisions, the innate regenerative powers begin operating on their own and the healing process begins (Harris, 1967, p. 105 from Haiberg, 1963).

McCormick summarized structural analysis with the following:

The first job in therapy is to determine which ego state is exhibiting which symptom. If a hallucinatory voice turns out to be the patient's father telling her to keep her skirt line below her knees, her Child is that much less mystified and her Adult points out that the father has been dead for years. If a juvenile offender's temper tantrums compare closely with his kindergarten outbursts, he soon realizes he is using an attention-getting stunt that could profitably be abandoned because it did not pay off very well even in childhood. At least his Adult will know that it is his Child causing the trouble and that short-tempered children often need some kind of controlling. With the youth's Adult as an ally, the therapist can be more confident of success (1964, p. 7).

The first phase of Transactional Analytic therapy is termed structural analysis. This is a one-to-one, individual therapy. During this phase, the client is allowed time to learn the vocabulary that will be used throughout his treatment. Many types of personality dysfunctions are treated in this phase. The purpose of this stage is to enable the client to establish the predominance of a functioning Adult, to gain reality contact, and to become able to process data and handle the social environment. Structural analysis is not intended to completely free the individual of disorders. It is intended to help the individual re-establish at least a partial functioning Adult and prepare him for group treatment.

Group Treatment

Group treatment under this theory revolves around the analysis of transactions. Initially, the group analyzes simple transactions, a set of complementary, crossed or ulterior transactions. Later, sets of stereotyped transactions--games--are analyzed. The final stage of group treatment involves the analysis of long, involved and complex sets of transactions.

Social control is the goal of this phase of therapy. The individual is to gain control over his tendency to manipulate other people. He is also to gain control over his tendency to respond to others' manipulation of him without insight or option.

The function of the therapist is that of a data processing adult who is in contact with reality. The Adult ego state is usually

exhibited by the therapist; however, occasionally a shift into the Parent or Child is indicated. Several specific techniques are used by Transactional Analytic therapists when working with groups.

Therapeutic Techniques

Interrogation is direct questioning and probing into a client's past history. For maximum usefulness it is usually limited to information needed in the present situation.

The categorizing of certain information by the therapist is specification. The object of this technique is the clarification of information for both the client and the therapist. It is used in preparation for an explanation.

Previously elicited information which has been recognized as existing by the client is brought up in confrontation. The proper therapeutic use of confrontation is when the therapist brings out some previously discussed fact in order that the client may use his data processing Adult to re-examine it. Transactional Analysts use this method for the direct promotion of insight.

Explanations are used in this therapy to provide the client's Adult with processable data. They are used to strengthen or re-orient the client's Adult. Explanations should be concise and Adult.

Comparisons, anecdotes or similes are used as illustrations. They are ". . . an attempt. . . to interpose something between the patient's Adult and his other ego states in order to stabilize the Adult. . . ." (Berne, 1966, p. 237).

Confirmation is used when the therapist has an idea as to the games and ulterior transactions used by his client; usually, the client is also aware of these in the sense that he knows the vocabulary and his personal games have been discussed, and the client brings up further information to support these hypotheses. The therapist relates his knowledge or processed data to the client in such a way as to provide the client with information and not in a judgmental, or trapping, way. Confirmation can be of maximum therapeutic value in an Adult-Adult transaction.

The technique of interpretation is used only when the individual being treated has a strong, functioning Adult. It involves the therapist providing data which is his idea as to how the client's ego states are functioning. In the theory, interpretation consists of psychodynamic information and is much like the psychoanalytic technique of interpretation. The purpose is to provide information that the client can use to become more self-understanding.

The technical aim of transactional analysis is to bring the patient to a point where crystallizing statements from the therapist will become effective. A crystallization is a statement of the patient's position from the Adult of the therapist to the Adult of the patient. . . . At this juncture transactional analysis has completed its task, with or without interpretation, in the area under consideration. Transactional analysis does not try to "make" the patient better, but to bring him into a position where he can exercise an Adult option to get better. The therapist is, in an existential sense at least, indifferent to which choice the patient makes; all he can do is make it possible for the patient to choose (Berne, 1966, p. 245).

The therapist usually functions from the Adult ego state, but this ego state is not always indicated. Parental type support is used occasionally. This can be either permissive support or protective support--"Go ahead and do it, I'll be here."

Reassurance is another case in which the therapist may use a parent-like posture.

The therapist in a group is not responsible for furnishing material for discussion. He is there to provide information, feedback, to the individuals in the group. The fact that he has insight into his client's behavior and a sufficient knowledge of Transactional Analysis allows him to be in this position. In general, the therapist functions as a permissive, non-judgmental, caring, information-providing adult.

Group Material

After the ground rules, no physical fighting or destroying of property, have been brought out by the therapist, the individual members of the group are free to discuss and bring up any type of material that they desire. Group members are free to think, feel and say anything they choose.

Referring to the use of Transactional Analysis in a high school counseling environment, Melvin Boyce said:

TA (Transactional Analysis) can be used to help the student reason better. . . . The counselor may ask the student to consciously think about and converse with his own internal Parent, Adult, and Child in making career decisions. Basic

Basic positions and decisions have a direct bearing on the students' present conflicts and can be explored with the counselor. . . . The focus may be on race relations, generation gap, family problems, organization structure, politics, religion. . . . (pp. 7, 10).

Fantasies, dreams, and everyday problems of living can be covered in group meetings. Transactional Analysis has been used in schools, prisons, state mental hospitals, alcoholic meetings, and in private practice. The widely distributed types of problems and individuals which may be found in these settings indicate that there is a wide spread of content and type of discussion.

Processes Sought in Groups

The primary benefit of treating people in groups with Transactional Analysis is that they move faster toward getting well, starting to live, beginning to see and feel what is real, or "growing up," however the individual's goal in treatment might be expressed (Harris, 1967, p. 204).

Through the theory of Transactional Analysis and its vocabulary, therapists attempt to educate those in their care. This is education not only in the sense of learning a new vocabulary but also in the sense of learning about the dynamics and forces which cause an individual's behavior.

New terms and concepts are taught to individuals involved in Transactional Analytic groups. These concepts and terms are applied to each individual in a group, first individually and then in a treatment group. Berne stated the result of this to be: "At the end of this program, the individual is in a particularly favorable position, because of the predominance of reality-testing, to attempt the resolution

of archaic conflicts and distortions" (1961, p. 23).

This quotation may be restated as: at the end or termination of therapy an individual is in contact with reality, himself and society, and can be or is in a position to further his knowledge of self.

Summary and Conclusions

In this chapter the theory and assumptions underlying Transactional Analysis have been reviewed. The actual procedure, techniques and goals of this theory have also been reviewed. Transactional Analysis is a theory which involves learning. Learning is undertaken for the purpose of increasing reality contact for a greater understanding of self. This purpose is the same as one of the two common factors found in the review of group treatment strategies in Chapter II.

The other common factor found in the review of group treatment strategies in Chapter II was: the reforming of nonacceptable patterns of behavior. A major goal of the group treatment phase in Transactional Analysis is social control, as previously stated.

The underlying processes which are sought by Transactional Analysis are the same as those sought by therapists practicing other types of psychotherapy: through self-understanding an individual can overcome behavioral difficulties.

The next chapter is a review of group treatments with juvenile delinquents in which Transactional Analysis was used.

CHAPTER IV

REVIEW OF LITERATURE

It is not a matter of blaming juvenile delinquency on the parents, or even on the juveniles. The boy knows who stole the car or who hit the policeman. It probably should be more a matter of looking into the kind of commerce, psychologically speaking, the offender is trafficking in, exposing all the payoffs, and pushing for changes that might yield more constructive gains. Children learn how to get hugged, kissed, fed, recognized, talked to and made comfortable by their experiences with their parents, or whoever serves as their parent. Children learn from their parents how lovable or unlovable they are; how much of themselves it is safe to expose; how much has to be concealed; how to draw people to them, or how to keep them away. They learn what to think of other people, and how to spend time with others, primarily from their parents. In effect, children are given permission it seems at a very early age to succeed, not to succeed, or to get stuck somewhere in between, in the most crucial business in life, getting along with others (McCormick, 1965, p. 76).

The largest and most exacting investigation which has been conducted using Transactional Analysis as a mode of therapy was begun in April of 1968 (Jesness and others, 1969). It is a four-year project funded by a grant from the National Institute of Mental Health to the Institute for the Study of Crime and Delinquency in cooperation with The California Department of Youth Authority. The aim of the project was to be comparing and contrasting the effectiveness of two different approaches to the treatment of juvenile delinquents.

The setting for this investigation was two newer institutions for delinquents located near Stockton, California, the O. H. Close School for Boys and The Karl Horton School for Boys. In the O. H. Close School, the treatment strategy was to be Transactional Analysis. The Karl Horton School based its treatment on the principles of behaviorism.

Both institutions had very similar physical plants and staffing patterns. The staffs of both schools saw their primary treatment goals to be changing delinquents to non-delinquents, improving interpersonal behavior, increasing self-worth, and increasing the youth's capacity to deal with reality problems (Jesness and others, 1968).

The general procedure to be followed in both homes was for each boy to participate in from three to five hours of large group, community-counseling and one hour of small-group counseling weekly.

Referring to the explicitness of the modes of treatment, Jesness said:

Although each living hall's program seemed to include the same components, staffs' theories of the causes and treatment of delinquency were divergent and vaguely stated. Most staff assumed an eclectic position that reflected a legacy of all kinds of treatment concepts. Elements of Freudian psychoanalysis, Rogerian nondirective therapy, the therapeutic community, guided-group interaction, I-level treatment recommendations, remediation of skill deficits, and learning through firm discipline and pressures to conformity could all be detected. Some elements of behaviorism had also been introduced in both institutions, with one living hall in each having incorporated some features of "operant conditioning" into their programs (Jesness and others, 1968, p. 4).

Pre-experimental data on living-unit environments and staff attitudes was gathered through the use of the Moos Social Climate Scale and the California F Scale.

The staff of the O. H. Close School had only a single significant, .01 level, factor differing from the Karl Horton School, on the Moos Scale. This factor, negative halo, suggested that the O. H. Close staff had a tendency to have negative opinions of each other.

The results of the residents on the Moos Scale showed that the boys at the Holton School believed that their program placed significantly more emphasis on practicability, .05 level, and submission, .01 level, than the other program did. They also felt that there was less variety, .05 level, in their program. A significantly (.01 level) higher negative halo score was obtained by the residents of the O. H. Close home.

When results of the Moos Scale of the two staffs and the two sets of residents were compared to a normative sample, 384 residents and ninety-two staff members from sixteen different residences, several factors appeared.

Both staffs rated above average on aggression, indicative of free-flowing communication; variety, indicative of change; and positive halo, generally positive, healthy attitude. They rated below the norm in submission, indicative of a flexible program, and order, indicative of a free type of environment. As a whole, these factors point to a high staff morale.

The residents scored two standard deviations above the normative sample on the positive halo factor. Scores of the residents paralleled closely the staffs' scores. This was indicative of a fairly good agreement between the perceptions of the staff and the residents.

Jesness summarized the results of the Moos Scale with the following statement:

In general, data from the Moos Scale tend to substantiate the impression that both schools had relatively permissive and

supportive programs with no outstanding differences at the time the project was initiated (1968, p. 7).

Results of the California F Scale were all non-significant.

In general, they indicated that both schools' staffs tended toward nonauthoritarian styles.

All subjects were court wards from fifteen to seventeen years of age who arrived at the two institutions after August 10, 1969, and who remained there for more than sixty days. Assignment to either the Close or Horton schools was done randomly by the last two digits in the youth's Youth Authority number. Assignment to program and hall within each school was based on reading level and I-level, Interpersonal Maturity Classification System, subtype classification. However, Jesness stated the following about this procedure:

There is some possibility that the living-hall assignment procedures might be changed. The maximum research output would follow from heterogeneous assignment. However, because homogeneous assignment is believed to be effective in reducing management problems, there is considerable difference of opinion among institution personnel about the desirability of moving away from this procedure (1968, p. 12).

Because of the eclectic nature of the staffs, several procedures were to be used to determine the extent to which they were able to conform to the treatment models. Outside experts were to be called in to observe the institutions and give evaluative reports. Tape recordings of the small-group counseling sessions were to be rated, and immediately after these small-group meetings feedback in regard to their quality was to be obtained through report forms.

Documentation and evaluation were to take various forms. Repeated measures were to be applied at intervals throughout a selected sample of youths' stay. This was to be done in order to document and conceptualize the process of treatment.

Checklists were to be used by both institutions as pre- and post-treatment evaluators. Standardized achievement tests, attitude and personality measures were also to be included in pre- and post-treatment evaluators.

Post-institutional behavior was to be evaluated on several factors. Job and school performance, recidivism and parole reports were to be used in this area. Family adjustment was also to be used as an indicator of adjustment.

Further data was to be obtained by comparing individuals who had varying backgrounds and problems. The statement following was made by Jesness in reference to data collection and usage:

Because there are such a large number of possible combinations of individual and treatment variables, it is unrealistic to establish a neat factorial design. However, because so many subjects will be involved (possibly as many as 1600), we will be able to assess treatment results according to certain gross categories of wards and treatments. . . . An analysis will be made of the interaction effects of as many definable subgroups and conditions as possible (1968, p. 19).

Staff training was important in this investigation. Since the aim of the study was to provide not only effective behavior modification but also data to compare the two modes of treatment, the staff had to be well trained in their specific mode of psychotherapy.

stated the following:

All of the school's administrators, from the superintendent on down, took the course, as did all of the line staff directly responsible for the treatment of boys. These included the treatment team supervisors, the senior youth counselors, the social workers, the youth counselors, the teachers, and most of the security staff and the cooks.

The staff learned that, whether or not they conducted group-treatment sessions, they have a significant influence on all boys with whom they come in contact. They learned that all of their dealings with the boys can help or hinder the reinforcement of the basic message: "You are essentially worthwhile." Mixing the professional with the nonprofessional staff in the basic course served to emphasize that all staff are responsible for treatment, which is in essence, the encouraging of the boys to see themselves as persons of dignity (1968, p. 20).

This involvement of the entire staff tended to give the personnel more than a casual interest in the project. It gave them more of a personal interest.

Both schools faced problems during the second year of this investigation. The Karl Holton School had a low staff-to-boy ratio, one-to-fifty at times. Because of the behavioral mode of therapy involved at this institution, this was a critical problem. Although many mistakes were made in trying to correct for this, significant progress was made (Jesness and others, 1969b).

Staff turnover, and the reluctance of the caseworkers to see themselves as therapists were the major problems faced in the O. H. Close School. However, group meetings were twice as frequent during the second year than the previous year. Also, the results of the 1968-1969 Annual Evaluation Report of the Student Aide Project prepared by The California Youth Authority's Division of Research showed that

thirty-nine per cent of the wards rated small-group meetings either first or second in importance, whereas in 1967 they were rated ninth out of twelve factors (Jesness and others, 1969b, p. 7).

The overall attitude of the staff of the O. H. Close School was indicated by Jesness's following statement:

There is now a common conviction throughout the institution that TA (Transactional Analysis) is a reasonable and effective method, the principles of which are applicable in the treatment of adolescent offenders. There are relatively few case-workers and school staff who do not share this conviction, probably fewer than half a dozen out of the 75 who are employed (1969b, p. 5).

Hard, factual data on the effectiveness of either treatment had not been collected as of May 28, 1970. The staff of the O. H. Close School stated that the program was effecting favorable changes. The behavioral mode of therapy also seemed to have favorable effects.

Paul McCormick, an associate research analyst on this project, stated in a personal letter on May 28, 1970:

Staff turnover has been a chronic problem. Promotions and transfers require us to hire new personnel again and again, so we are always behind in our training. The boys' resistance to treatment (because of the pain involved) is strong in most cases, and the staff's reluctance to develop self-confidence as therapists is a continuing problem. But the evidence, subjective as it is at this point, is that we are changing the institution from a confinement to a treatment center. I am confident that the resulting data will show that TA is a very promising method for corrections.

There have been few published investigations in which Transactional Analysis has been used as a mode of therapy. In order to increase the amount of data in this investigation some studies of the use of Transactional Analysis in adult correctional facilities were

included.

The California Medical Facility at Vacaville, California, a correctional institution primarily for the group psychotherapeutic treatment of those convicted of a felony, has been the setting for work with Transactional Analysis (Ernst, 1962) (Ernst, Keating, 1964) (Ernst, 1969).

Groups used in this institution varied in size from eight to fifteen members. They usually met twice a week for an hour. The size of the groups was fairly stable as members who were paroled were replaced by new members. No one type of offender or problem dominated the groups. Ernst described his experience in previous therapy at this institution with the following:

Attempts to use what is sometimes referred to as psychoanalytic type group psychotherapy were not particularly successful in the hands of this author. Classically the manner of the therapist is as a benign, perhaps benevolent listener who directs comments toward the group, reflects questions asked of him back to the group, promotes what is called group support and group cohesion, tending to be more an observer and less a participant in the group process, the thesis being that the "natural" evolution of the group will have a healing effect on the individual (Ernst, Keating, 1964, pp. 975-976).

Through observation, it was noted that inmates were directing groups in such a manner as to please the therapist and to negate any therapy offered. They had become very manipulative and had permeated the entire therapy with their games.

The following is a statement by Ernst which described his reaction to these exploitive behaviors:

Accordingly having been robbed, embezzled from, conned, watched group members made to buy protection, witnessed rat-packing (putting one member up for ridicule) and having had my mental "till" tapped, I decided that treating a person for an illness had less to do with 1. The rules of group therapy, or 2. Whether treatment was compulsory or voluntary; it had more to do with more efficient use of the patient's conversational exchanges, the psychotherapist's knowledge of behavioral dynamics, and more efficient use of the time spent in the psychiatric operating room (Ernst, Keating, 1964, p. 976).

Meetings were attended on a voluntary basis. However, the fact was that non-attendance at group psychotherapeutic group sessions led to a prison transfer because of overloaded conditions.

After conducting psychotherapeutic groups with the use of Transactional Analysis for two years, Ernst came to the following conclusions:

1. Transactional Analysis has offered a method of studying group therapy conversations in terms of stimulus-response phenomena.
2. The theoretical framework and interpretive terminology are comprehensible to the inmate-patients and usable by them with the same precision of meaning as used by the therapist.
3. Each man's behavior is viewed and handled by the therapist and the group as a response to a stimulus and as giving him psychological and social advantages.
4. Attendance improved after the Transactional Analytic method was introduced.

A follow-up study was done on 177 inmates who had participated in psychotherapeutic groups at the Vacaville facility. Therapists who had experience in group psychotherapy conducted all groups. There were six therapists involved with these inmates, five conducting semi-structured type groups and one conducting Transactional Analytic type groups (Ernst, 1969).

Four categories were used as criteria in the evaluation of the inmates. Category one consisted of those who had not been arrested within twelve months after their release. The groups of the five therapists who did not use Transactional Analysis had 47.7 per cent of their population in this category, while those who had been in a Transactional Analytic group had 65.4 per cent of their population in this category. No arrests within twenty-four months after release was the criterion for Category two. The Transactional Analytic groups had 54.7 per cent of their population in this category, while the other groups had 33.2 per cent of their population in it. Category three consisted of those who had not returned to prison within twelve months after release. This was the only category in which the Transactional Analytic groups did not surpass the other groups. Of the non-Transactional Analytic groups, 77.5 per cent remained out of prison for at least twelve months, while 76.9 per cent of the Transactional Analytic groups did so. The final category was composed of those who did not return to prison within twenty-four months after release. The Transactional Analytic groups had 73.1 per cent of their population in this category, while the other groups had 56.7 per cent of their population in it.

In general, the groups in which Transactional Analysis was used as a technique of therapy had a higher rate of success, success being determined by staying out of prison and out of the court system. One aspect of this investigation seemed to point to the lasting effects of

Transactional Analysis. After one year, 22.5 per cent of the groups not using Transactional Analysis and 23.1 per cent of the Transactional Analytic groups were reincarcerated. At the end of two years, the Transactional Analytic groups had added 3.8 per cent to this category, while the other groups had added 20.6 per cent of their population to it. However, because of the lack of matched populations these statistics are not to be taken at full value.

Ronald Eugene Burton, who was an inmate in the United States Penetentiary at Marion, Illinois, wrote of Transactional Analysis:

This training has helped me immensely in providing me with a workable knowledge of what I am as a human being, and that knowledge has opened up new and exciting avenues for me towards better understanding myself, others and my environment. It is absolutely necessary for one to understand these things for one to even think in terms of success. For example, prior to my coming into this new situation I never faced the fact realistically, that I've been a loser all my life. . . . In no way am I saying that the community had given me some magic or mystical formula to solve all the problems that one encounters in life, rather it has given me a clear concept on positive ways to handle those problems, instead of continuing on with negative ways that have always allowed those problems to handle me (1970, p. 10).

Further on in the article he continued:

It has helped me in gaining a much needed self-confidence, and in becoming more capable of communicating with other people, and in establishing better relationships with them. It has increased my ability to think out, say out, and act out those things that are meaningful to others and myself. . . . Above all the program has inspired me to give great thought to and become able to clearly define what my life position is. The GAME itself has been particularly fruitful for me because of the significant role it plays in getting all the garbage out of one's gut, and helping one to separate reality from his fantasies (1970, p. 11).

These statements from an individual who spent seven years in a juvenile institution and six years in an adult correctional facility indicated some of the positive results which came from Transactional Analytic therapy.

Louis M. Johnson reported that juvenile delinquents who were in detention at the Kalamazoo County Youth Center, Kalamazoo, Michigan, did not make much progress under the theory of Transactional Analysis (1969). They seemed to be interested as they were curious concerning their own behavioral patterns. Anxiety built up because of the limited vocabulary in the group. They seemed to lack referents.

Johnson stated that there was accelerated progress in the group when the following redefinitions took place:

Parent Ego State: "The Man," the person in the boss position, dad, mom, cop, teacher, grade giver.

Adult Ego State: "Cool Head," fact finder, no temper, no love, no hate, makes choices and changes mind.

Child Ego State: "The Kid," the cut-up, fun loving, nosey, the runaway, shoplifter, truant, liar, fighter, car stealer (1969, p. 31).

Not only did those in the group seem to benefit by this more relevant semantic system, but also youth who had been detained and not included in the program began to request membership. The request for membership may have been motivated by a need to be included. However, since therapy is not all pleasant, this seems to indicate positive effects.

Behavior modification of juvenile delinquents on probation in the community through the use of Transactional Analysis was the area of

investigation for Douglas Ridenour (1968).

The subjects in this investigation were nine male delinquents. They were selected because of a need seen for them to participate in a more effective type of parole service. All subjects had numerous violations and school and home adjustment problems. They had been classified as inhibited and rebellious.

The group met for one and a half hours once per week. As a goal, the group aim was to be successful while on probation. Structure was given the group by the therapist during the first session. The question "what is most likely to get you in trouble?" was introduced. This provoked answers which were expanded on and clarified. In the first session Transactional Analysis was introduced and applied to specific problems. From then on, all interpersonal problems at home, school, and in the community were handled in a similar manner.

After twenty-four meetings, six months, reports indicated that the majority of the group continued to have serious adjustment problems. Some significant improvement was noted. An improved rate of parole violation was found. Two boys had been to court and one had two traffic citations. School and home adjustment had also improved significantly.

Several changes seemed to take place in the group. Communication became better, mutual trust was enhanced, emotional expression became easier, interpersonal relationships became better understood, the members became aware of the dynamics they functioned by, and the therapist was given a chance to enhance the boys' self-worth (Ridenour, 1968).

The probation system was the structure for another investigation. This investigation explored how a probation officer could overcome the negative reinforcements that are built into the judicial system (Hart, Twomey, McCormick, 1968). The method used in this study was to see the offender and at least one parent within ten days of the court proceedings. The reason for including the parent was to gain insight into the nature of inter-family dynamics. During this initial meeting the delinquent was given permission to be OK. No results of this investigation were reported. However, the authors offered the following subjective evaluation of another technique using Transactional Analysis:

"Mini-Marathons" of six hours have been used with offenders. They have proved effective because after two straight hours the participants get tired of Gaming and are glad to quit and get down to what is really happening (Hart, Twomey, McCormick, 1968, p. 81).

A camp for boys who were between six and ten years of age was the setting for an investigation carried out by Eugene Aronowitz (1968). These boys were not adjudicated delinquents, psychotic, retarded or brain damaged. They exhibited behavioral pathology.

During activities certain repetitive actions were noted by the staff: games. The behavioral modification technique used by the staff was to let the group know that their games had been found out. Direct intervention in the games played by the youths was also used. The result of this was a rapid behavioral change towards a more settled camp life. Also noted was an increase in awareness of personal behavior by the youths involved.

Analysis

Transactional Analysis has been used in the psychological treatment of juvenile delinquents and also of adult offenders. Limited data, much of which was subjective in nature, was available for analysis.

Factual data, based on recidivism, showed Transactional Analysis to be a mode of group psychotherapy which surpassed other more semi-structured modes. However, the limited amount of this material allowed no conclusions to be made.

Subjective data from sources which involved both institutionalized and non-institutionalized delinquents indicated Transactional Analysis had positive therapeutic effects.

CHAPTER V

SUMMARY

This investigation has been concerned with a survey of literature related to the use of Transactional Analysis as a psychotherapeutic group treatment for juvenile delinquents. It was conducted with the belief that new and more efficient modes of therapy are needed to prevent reoccurrence of the behavior patterns of juvenile delinquency. An attempt was made to assess the nature of the present variety of group psychotherapies, discover any basic factors which appeared in all of them, and to explore the possibility that a specific psychotherapy, Transactional Analysis, contained any common factor or factors found. An attempt was also made to determine if Transactional Analysis had been successful in its limited applications in this area.

CONCLUSIONS

On the basis of the research conducted regarding the use of group psychotherapies in the treatment of juvenile delinquents the following conclusions can be made:

1. More effective treatment of juvenile delinquents is needed.
2. Group psychotherapy has positive effects.
3. The function of the therapist varies in various groups.
4. The content of material discussed varies in various groups.
5. The processes sought in all groups are similar.
6. The processes sought in group psychotherapeutic treatment are an increasing in reality contact with both society and self, and the

reforming of delinquent behavioral patterns into acceptable behavioral patterns.

7. Transactional Analysis, as a group psychotherapy, has goals similar to all other group psychotherapies.

8. Transactional Analysis has had positive therapeutic effects in its limited application.

RECOMMENDATIONS

The following recommendations are made as a result of this study:

1. There should be further controlled investigations to determine the effectiveness of Transactional Analysis and of other differentiated psychotherapeutic treatments used with juvenile delinquents.

2. Follow-up studies should be made to determine the value and effectiveness of group psychotherapies used with juvenile delinquents.

3. Data collection should be delegated to one centralized organization.

4. Emphasis should be placed on changing juvenile institutions from confinement centers to treatment centers.

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