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Validation of the Belief Intolerance Scale

A Thesis

Presented to

the Chancellor's Scholar's Council

of Pembroke State University

In Partial Fulfillment of

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the Chancellor's Scholars Program

by

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Faculty Advisor's Approval

Michael L. Stettil

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Abstract

The major purpose of this study was to validate the Belief Intolerance Scale, a self-report measure of people's general tendency to reject others who have beliefs different than their own. Participants completed a self-report inventory consisting of the Stratil Self-Acceptance Scale, the Substrata Incognizance Scale, and the Belief Intolerance Scale. Each item was ranked on a scale from 1 (not at all true) to 7 (completely true). Participants also completed an adaptation of the Thematic Apperception Test (TAT) consisting of pictures to which the participants were asked to give an imaginative response through a short story. Correlations between responses on the self-report inventory and the adaptation of the TAT (ATAT) were analyzed by the researchers. The results suggested some support for the Belief Intolerance Scale. The repressor theory, which analyzes certain aspects of the belief intolerant person, was used as a conceptual framework for interpreting the study's findings.

Validation of the Belief Intolerance Scale

The Belief Intolerance Scale (BIS) is a self-report measure of people's general tendency to reject others who have beliefs different than their own. It was developed by Dr. Michael Stratil. A major issue with the BIS, as well as other self-report measures, is that the participants are being asked to describe themselves and therefore may not be objective in the answers they give. One way of examining this issue is to validate the scale using some other type of test. I set out to do this by compiling my own adaptation of Henry Murray's Thematic Apperception Test (TAT) (Murray, 1938). The purpose of using this adaptation of the TAT (ATAT) was to provide a projective test in which subjects described an external stimulus, the pictures, rather than themselves.

This study is original research building on the finding of previous unpublished studies done by Stratil (1995). In one study, he compared the BIS with his Occupational Style Inventory (OSI) to determine if there were any correlations in attitudes that could be found from the responses of participants on both tests. In the OSI, participants are asked to rank a series of phrases dealing with occupational characteristics by their preference for the situations described in the phrases. He found that scores on belief intolerance correlated positively with the preference for financial superiority ($r(161) = .23, p < .05$) manipulateness ($r(161) = .16, p < .05$), stylishness ($r(161) = .18, p < .05$), and supervision ($r(161) = .24, p < .05$). They also correlated positively with disparity ($r(161) = .24, p < .05$), which indicates the degree of

inconsistency in rankings between the two phases of the test. Scores on belief intolerance correlated negatively with creativity ($r(161) = -.21, p < .05$), fostering teamwork ($r(161) = -.19, p < .05$), humor ($r(161) = -.17, p < .05$), intellectual growth ($r(161) = -.27, p < .05$), nurturance ($r(161) = -.19, p < .05$), and self-improvement ($r(161) = -.22, p < .05$).

In a second aspect of this study (Stratil, 1996), Stratil compared the BIS with his Primary Thought Inventory (PTI), in which participants rank a series of phrases in terms of their preoccupation with or wish to have a set of traits or life circumstances that is described in the phrases. Scores on belief intolerance correlated positively with the wish for anxiety reduction ($r(222) = .14, p < .05$), competitiveness ($r(222) = .20, p < .05$), derogation of others ($r(222) = .18, p < .05$), desire for popularity ($r(222) = .15, p < .05$), revenge ($r(222) = .16, p < .05$), and disparity ($r(222) = .24, p < .05$). Scores on belief intolerance correlated negatively with creativity ($r(222) = -.25, p < .05$), giving nurturance ($r(222) = -.25, p < .05$), improving humankind ($r(222) = -.18, p < .05$), intellectual growth ($r(222) = -.19, p < .05$), and restitution ($r(222) = -.14, p < .05$).

Originally, the goal of my research was restricted to elaborating on the findings of these studies, concentrating on the variables that were found to have correlations with belief intolerance. However, after continued work in this project, I have expanded my goals to include an analysis of the results within the framework of what Weinberger (1990) describes as the repressor style. Weinberger identifies four components of the repressor style. People with the repressor style are emotionally constricted, especially regarding distress or anxiety, which means they do not display emotions as freely as others. People with the repressor style also have a sense of moral superiority and a callous attitude toward others which allows them to freely look down

on others as being not as good or worthwhile a person as they are. Finally, they have a sense of intellectual superiority that makes them feel as if they are more intelligent and competent than others they come in contact with. Three of these four components support what has been found in the studies involving the OSI and PTI. The restricted emotionality can be compared with the belief intolerant person's low desires to display humor and give restitution and with their strong desire for anxiety reduction because each of these characteristics indicates desires of the person to avoid displaying emotion and avoid anxiety. The combined pattern of moral superiority and callousness can be compared with the high desires for financial superiority, popularity, competitiveness, and derogation and the low levels of desire to provide nurturance, to improve humankind and to experience intellectual growth and self-improvement because each of these characteristics indicate the person's tendency to look down on others and feel that they are in some way better than others they come into contact with. In essence, persons with this pattern show concern primarily for themselves and their own well-being, and not for the well-being of others and believe that they are worldly superior to others.

Method

Participants

Participants included 104 university students who were recruited through the cooperation of professors on the Pembroke State University campus who agreed to allow students to participate in the study in partial fulfillment of course requirements. An alternative library assignment was offered along with this opportunity in accordance with the ethical considerations approved by the Institutional Review Board (see Appendix A) so students would not feel obligated to participate in the study.

Materials

Test packets were distributed to students participating in the study consisting of the Research Questionnaire 28 (RQ28) and the ATAT (see Appendix B and Appendix C). The RQ28 is a self-report inventory composed of the Belief Intolerance Scale, the Stratil Self Acceptance Scale, and the Substrata Incognizance Scale. The ATAT is a projective test which presents pictures to the participants that were chosen because they portrayed characteristics that had been shown of belief intolerant persons in Dr. Stratil's previous studies.

Partial funding for the printing of the test packets was provided by the Office of Academic Affairs, and the researchers are very appreciative of their support for this project.

Design and procedure

The test packets were distributed to students in various departments on campus. Participants were asked to take the packets home and complete both the RQ28 and the ATAT. Upon their return, the test packets were stripped of the participants' names by the faculty advisor to ensure confidentiality when being scored. The faculty advisor recorded the names during this process to allow participants to receive credit for their course requirement. The ATATs were then given to the primary researcher and three assistants to be scored.

Scoring

The ATATs were scored by the primary researcher and three assistants who received course credit under Dr. Stratil's supervision for PSY 399, Directed Study. All four of the scorers were undergraduate psychology majors in their senior year.

The most difficult part of this study was the scoring of the ATATs. Although various methods of scoring the TAT are available, there was none we considered highly appropriate for this study. We were looking for a way of scoring a variety of different motivational tendencies. In order to do this we examined the work of Westen. Westen (1991) proposed five levels of object relations, levels of how people deal with one another. Level One describes persons with profound self-preoccupations and need gratifying orientations. Level Two describes persons who have limited investment in relationships, people, and moral standards. These people recognize their conflicting interests but gratification remains their primary aim. Their moral standards are immature and not integrated into their lives or followed to avoid punishment. People at Level Three have a conventional investment in people and moral standards, they feel guilt at moral transgressions and they display stereotypic mutuality, compassion and helping orientation. Those at Level Four are mature and have committed investments in relationships and values and show mutual empathy and concern. Level Five is the level of autonomous selfhood within committed relationships and carefully considered standards for people and relationships.

Our goal was to identify various component variables along the general contingencies studied by Westen. For example, a set of four broad social relations categories was specified: affiliation, achievement, detachment, and antagonism. Each of these categories, or summary variables, was further analyzed into a set of subordinate variables that the rater would tally according to the participants responses. Ratings on the summary variables represented the sum of all the subordinate variables for that category.

Affiliation has to do with people's tendency to form emotional alliances with others and included such variables as possessing or maintaining a personal relationship, praise, understanding, sincerity, compassion, acceptance, socializing, pragmatic help, defending victims and sexual relations. Achievement included variables such as task success, money, talent, position/social status, and degree of effort to succeed. The variables under detachment included indifference, escape, and avoidance. Antagonism included variables of violence, cruelty, theft, deception, betrayal, competition, disagreement as well as many others. Two other categories were added, emotional tone and story outcome.

A list of categories, the scoring protocol (see Appendix D) was supplied for the researcher and assistants. Each time a theme arose in the story, its presence was indicated by the scorer inserting a one (1) under the appropriate category. For example, in the response to Story 2 written by the subject whose pseudonym was "Barbie Doll" (See Appendix E), I read the sentence "He and Paul work together in a private practice, and their business is being sued." I then indicated the theme of affiliation by placing a mark under that category because the subject stated a relationship between the people in the story. Later in the response, the subject wrote "They will lose the case though.....". I placed a mark in the subcategory of task failure under the achievement variable to indicate what I felt was the subject's response.

As further guidance, a set of general guidelines was developed and used by the scorers (see Appendix F). Finally, informal training of the scorers consisted of scoring a set of sample stories. The scorers then met with Dr. Stratil to discuss the appropriateness of their practice scoring. Given the time limitations, it was not possible to undertake a more rigorous training procedure. During this scoring phase of

the study, the researchers learned how difficult it can be to score subjective material such as that in the seen in the ATAT. The RQ28 did not pose the same difficulties during its scoring because it was based in a strictly numerical form (a rating from 1 to 7).

Results

Reliability

This study was subject to reliability problems because of the nature of the material which was scored by the raters. The ATAT scoring protocol was difficult to use because it involved assessing subjective content, but it was also subject to the personal differences in the way each rater interpreted the variables. For example, all raters scored the response to Story 7 written by the subject "Red Little" (See Appendix G). While there were variables in this response that at least two of the raters found and indicated, including cooperation, strong effort to succeed, task failure, money, and social status, there were others variables which the raters did not agree on. One of these variables was avoidance, which Rater 1 scored present, but none of the other raters did. Because of differences such as these in the raters' scoring of the ATAT, a more refined rating scheme would need to be used in which all the raters initially agree on the how the variables would be interpreted and scored to help solve this reliability problem.

Examples of variables which displayed this reliability problem include: sincerity and honesty, tolerance and acceptance, strong effort to succeed, and impersonal obstacles. Each of these variables had a mean interrater correlation of less than .25. The only variable on which the mean interrater correlation greater than .5 was the outcome variable (See Appendix H).

Construct validity of the ATAT

Ten pictures were given for subjects to respond to in the ATAT. Five of these stories (those numbered one, three, six, eight and nine) were chosen as filler items to provide contrast to the other five stories that portrayed the variables we were interested in studying. The other five stories, numbered two, four, five, seven and ten were chosen because they depict some of the characteristics of the belief intolerant person that were found in Dr. Stratil's previous studies. The underlying theme in these pictures is conflict. More specifically, item two depicts greed, items four and five depict interpersonal conflict and disgust, item seven conveys a notion of violence and item ten a sense of stress and depression. It is these five stories that were scored in this study and from which we base our conclusions.

Ratings of the summary variables, the total of all the subordinate variables in that category, changed with each individual story. By looking at the mean rating of the summary variables in each individual story, we see that the ratings changed due to the situations depicted in the picture the story is being written about (see Tables 1-5). The changes in the summary variables across the stories show that the summary variables have construct validity, that is that they fit with the theoretical expectations of what would be found by the participants across the stories. Therefore, the ratings appear to have some validity, despite problems with reliability. To illustrate this conclusion, I will describe the changes among the summary variables found in each of the five stories in the following paragraphs.

Story 2 (Party) depicts three people who appear to be nicely dressed and drinking at a cocktail party. The individuals in this picture are standing close together, conversing with one another. This picture content is reflected in the high mean rating

of affiliation. The individuals are dressed in formal attire, suggesting that they are wealthy, successful professionals. This content is reflected in the moderately high mean rating for achievement. Many of the participants, when writing on this picture, saw some conflict among the individuals because of the sneering looks on the faces of the individuals pictured. This content is reflected in the moderate mean score for antagonism. There are no elements of detachment seen in this picture, therefore the mean score for that variable was very low.

A man and teenage boy are depicted in Story 4 (Man/boy) who appear to be having a conversation. Because of the unexpressive, apathetic looks on the individuals faces, many participants cited a disagreement or argument between the two individuals which is reflected in the high mean score for antagonism. The individuals are pictured in the living room of a house having a discussion and appear to be father and son. This content is reflected in the moderately high mean rating for affiliation. There are no elements of detachment or achievement presented in this picture, which is reflected by the low mean scores on these two variables.

Story 5 (Couple) depicts a woman carrying suitcases towards a door and a man present in the picture watching her. From the expression on the characters' faces, the body posture of the woman, and the packed bags being carried towards the door, the two individuals appear to be engaged in an argument with the woman leaving and the man pleading with her. This story content is reflected in the high mean score for antagonism. The individuals pictured also appear to be the same age and husband and wife, leading to the moderately high mean score for affiliation. Detachment and achievement had low mean ratings because elements of these variables are not present in this picture.

A man looking at guns in a gun shop being helped by a salesman was depicted in Story 7 (Gunshop). This picture depicts a business where there is an attempt to make a profit. This content led to the high mean score for achievement. The guns pictured in the story, and the look of anger on the face of the customer convey a sense of crime and violence, which is reflected in the moderately high mean score for antagonism. The individuals in the picture are standing together and conversing and many participants cited a relationship between the two men, such as them being old friends. This content is reflected in the moderate mean score for affiliation. No elements of detachment were portrayed in this picture so its mean score was lower than that of the other variables.

Two women standing together in a kitchen are depicted in Story 10 (Kitchen). The two women are conversing, and by looking at their ages one would suspect they are mother and daughter. This content is reflected in the high mean rating for affiliation. The solemn expressions on the faces of the women suggest some type of argument or disagreement which is reflected in the moderately high mean score for antagonism. No elements of achievement or detachment were present in this picture, leading to the lower mean scores on each of these variables.

Construct validity of BIS

In my study, positive correlations were found between belief intolerance and the frequency with which participants expressed themes related to the subordinate variables on the ATAT that dealt with talent ($r(104) = .27, p < .05$), money ($r(104) = .23, p < .05$), amusement ($r(104) = .20, p < .05$), and sexual pleasure ($r(104) = .20, p < .05$) across all the stories (See Appendix I). Negative correlations were found between belief intolerance and the variable of pragmatic help ($r(104) = -.27, p < .05$),

conflict ($r(104) = -.24, p < .05$), discontent ($r(104) = -.23, p < .05$), and remorse ($r(104) = -.21, p < .05$). Of these variables, several agree with the repressor theory. Those who had low ratings of pragmatic help showed callousness. Those who had low ratings of conflict, discontent, and remorse displayed the aspect of constricted emotionality. The component of superiority is shown in those with higher ratings of talent and money.

Discussion

Participants' responses on the ATAT seemed to reflect the basic underlying themes that were expected to be found in these stories. Conflict was the basic theme in all these stories and more specifically involved themes such as greed, interpersonal conflicts, disgust, violence, stress, and depression. These were also characteristics found of the belief intolerant person in Dr. Stratil's studies involving the OSI and the PTI and the Belief Intolerance Scale. The presence of these themes in the participant's responses lead us to believe that the test use has construct validity. Analysis of these results in the framework of repressor theory also fits well with the traits proposed in the Belief Intolerance Scale. The difficulty using the scoring protocol on subjective material and the lack of experience of the ATAT raters contributed to the reliability problem in this study. All four of the raters were undergraduate level psychology majors. Had professional raters or persons with doctoral degrees in psychology scored the same stories, there possibly would not have been as much interrater disagreement on variables and how they should be scored. This would have led to greater reliability, or intercorrelations between the rater's findings than can be seen in this study. Despite these problems with reliability, there does appear to be a link between belief intolerance and the subjective data given on the ATAT. Correlations between the

summary variables on the ATAT, affiliation, achievement, detachment, antagonism, and belief intolerance appear to show that our findings are conceptually correct. People who scored high in belief intolerance scored lower on the variables affiliation, detachment, and antagonism. They only rated higher on the variable of achievement across all stories.

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Through my experience with this Chancellor's Scholars Thesis/Project, I have learned first hand the problems that can be associated with undertaking psychological research. In my study, there were problems with reliability that were found so late into the study that they could not be avoided. It was a great struggle dealing with these problems and finding substantial information to report on. These problems go hand-in-hand with the many hours of work that are necessary to carry out psychological research.

Despite the difficulties I have encountered during this research project, I do view it as a valuable learning experience. The support I have been shown by the faculty and students of the psychology department meant a great deal to me, as well as the support given me by the Chancellor's Scholars Council. From this experience, I have learned that the faculty of Pembroke State University are more than willing to help you achieve your goals. I have also gained much knowledge about psychological research that I know will be of great help to me when I undertake research within a graduate degree program.

Appendix A

Validation of the Belief Intolerance Scale

Donna Carpenter with faculty advisement
of Michael L. Stratil, Ph.D.

Abstract

The proposed study is designed as a validation of the Belief Intolerance Scale, which is a self-report measure of people's general tendency to reject others who have beliefs different than their own. Participants will complete a self-report inventory consisting of a self-esteem scale, the Substrata Incognizance Scale as well as the Belief Intolerance Scale. Each item is ranked on a scale from 1 (not at all true) to 7 (completely true). They will also complete an adaptation of the Thematic Apperception Test (TAT) consisting of pictures to which the participants will be asked to give an imaginative response through a short story. The data obtained will be used as the basis for my Chancellor's Scholars Thesis/Project.

Goals

The two major goals of this study are: (a) to validate the belief intolerance scale and (b) to conduct a study meeting the requirements of the Chancellor's Scholars Thesis/Project.

Method

Data collection will be conducted through the requirements of PSY 399. The tests will be distributed in packets to students of various disciplines across the campus of Pembroke State University. The items comprising the self-report scale (Research Questionnaire 28) and the TAT are presented in Appendix A and Appendix B.

The pictures chosen for use in this adaptation of the TAT (ATAT) were chosen based on characteristics that have been shown of belief intolerant persons in a previous study in which Dr. Stratil studied the relationship between the belief intolerance scale and his Occupational Style Inventory. The ATAT items numbered two, four, five, seven, eight and ten were chosen because they depict some of the characteristics of the belief intolerant person which were found in this study. The underlying theme in these six pictures is conflict. More specifically, item two depicts greed, items four, five and eight depict interpersonal conflicts and disgust, item seven conveys a notion of violence and item ten a sense of stress and depression.

Items numbered one, three, six and nine were chosen because of their more positive situations depicted. These four items should provide contrast to the characteristics expressed when describing the other six items. These four items depict situations in which there are expressions of hope, happiness, and an overall positive outlook on life. In addition, all of

the pictures chosen were selected to represent ranges in age, differences in males and females, and differences in the relationships involved in the situations.

Participants in this study will be recruited through the cooperation of professors on campus who agree to allow students to participate in the study in partial fulfillment of course requirements.

Participants will sign the informed consent form prior to taking part in the study (see Appendix C). After the task is completed, their inventory and TAT will be scored by the researchers and the results analyzed. Scorers will be blind to the participants identities, as their names will be removed by the faculty advisor before they are turned over to the student researcher for scoring.

Ethical Considerations

The recruitment of participants will be through courses on campus for which participation will be allowed to fill a course requirement. An alternative library assignment will be offered along with this opportunity so students will not feel obligated or coerced into participating in the study. To protect confidentiality, the names of the participants will only be recorded on the Research Questionnaire 28 so they can receive

credit for participation. Additionally, the tests will be placed in a file with the participants name removed by the faculty advisor before they are turned over to the student researcher for scoring. The TAT will be coded by social security number digits so the faculty advisor may later be able to reference the tests and maintain order of the test materials. All quantitative information will be saved in the faculty advisor's locked office and will be archived on magnetic disks. Also, the answer sheets for the Research Questionnaire 28 and the TAT will be kept by the faculty advisor in locked cabinets. The retention of this data is to permit possible re-verification, error correction or re-analysis that may become necessary. The name and phone number of the researchers will appear on the informed consent form, encouraging participants to contact them at any time if they have questions or comments.

Reporting of Results

The results of this study will be presented as a Chancellor's Scholars Thesis/Project. The primary information reported will be statistical analyses of group data. The researchers may decide to include a limited amount of individual data to illustrate findings. If this is done, the participant's name and identifying features will be withheld.

INFORMED CONSENT FORM

Validation of the Belief Intolerance Scale by Donna Carpenter
with faculty advisement of Dr. Stratil, beginning Spring 1995

I understand that Donna Carpenter is the student investigator responsible for the design and execution of this research under the guidance of Dr. Michael Stratil. I understand that the purposes of this research are a) to validate several measures of personality and b) to compile data that can be used as the basis for the Chancellor's Scholars Thesis/Project.

I understand that the procedures will consist of the following: (a) completion of RQ28 (a self-report personality inventory) and (b) completion of the ATAT (an adaptation of the Thematic Apperception Test in which I will give imaginative responses to a set of pictures in the form of short stories based on my personal beliefs of what is being depicted in each picture). I understand that the investigators, based on previous findings dealing with the Belief Intolerance Scale, believe that this study will provide sufficient scientific benefit to justify the time spent on it by myself and others.

The investigators believe that completion of the procedures in this study will provide me with a valuable educational experience. I understand that I am free to contact the investigators at any time during the study if I have questions or comments about the nature and procedures of the study. However, to insure that all subjects will have similar experiences, the investigators will not be able to explain all aspects of the study until it is completed.

I understand that all information obtained from or about me will be kept confidential and that my data will be reported primarily in the form of group-based statistical analyses. I further understand that a some individual data may be chosen to use to illustrate findings of the study, but that the identity of the subject in such cases will be kept confidential.

I understand that I am free to refuse to participate in any part of the study or to answer any questions at any time without prejudice to me. I understand that my consent to participate in this research does not waive any of my legal rights. I understand that, by completing all parts of the study described above, I will receive partial course credit under the professor who has agreed to allow me to earn such credit by taking part in this study at Pembroke State University. I understand that other opportunities for fulfilling this requirement are available, including experiences that do not require me to serve as a subject.

Having read and comprehended the above statement, I hereby agree to participate as a volunteer in the scientific investigation described in that statement.

Subject's name (print) _____ Date _____
Subject's signature _____

RESEARCH QUESTIONNAIRE 28*Michael L. Stratil, Ph.D.***Instructions**

1. Please begin by completing the information required at the top of the answer sheet. This includes **your pseudonym** (under last name and first name), **age**, and **sex**. First write in each letter or number. Then fill in the appropriate bubbles below those spaces. **Use a #2 pencil, and be sure to make a very dark, round, and full mark in each bubble.** "Group#" and social security number can be left blank.

2. This is a survey of your thoughts and attitudes on a variety of different topics. As you answer, keep in mind that attitudes are hard to measure. Different individuals often interpret the meaning of a question differently. In addition, a fleeting thought or feeling may influence how one responds. For these reasons, a sound questionnaire should contain a number of similar items about every topic covered. **Each item reduces the chances of error. So please try to answer each question as accurately and honestly as you can.**

Some topics in the questionnaire are covered by a large number of items. The purpose of including so many is simply to compare various approaches to item construction. In the next version of the questionnaire, only the best items will be retained.

For all questions, answer by selecting a number from the following scale:

RATING SCALE						
Not at all true						Completely true
	1	2	3	4	5	6
						7

Thus, if you agree completely with a statement, you should answer with a "7." Agreement that is fairly strong but not total is indicated by selecting a "5," while agreement that is fairly weak is indicated by a "3." Total disagreement is indicated by selecting "1." **Use any number between 1 and 7.**

3. Enter your answers by filling in the corresponding bubble on the answer sheet. **Be sure to make a very dark, round, and full mark.**

4. **To protect the answer sheet**, please place all the completed materials in the envelope. Return as soon as you have finished. Be sure to include the **TAT identification form**, which contains your true name and pseudonym.

1. I feel very good about the way my self-esteem has grown over the years.

2. I can feel my tension level increase significantly when someone fails to understand my position in a discussion.

Note: The following question is intended to insure that you are reading carefully and putting your answers in the correct position on the answer sheet. There will be other questions like it throughout the questionnaire, so please work carefully.

3. At one time or another, I have seen a child riding a bicycle.

4. I can easily be close friends with someone whose political and social views differ substantially from my own.

5. I feel very good about my general approach to life and my ability to deal with different situations.

6. I have no curiosity about strange mental phenomena--such as hypnosis, emotional blocks, and the symbolism of dreams.

7. I can feel very close to someone even when their way of thinking differs markedly from my own.

8. I have found that trying to discuss an issue with someone who holds a different view is one of the most stressful situations in life.

9. I have no interest in learning about the various ways in which the unconscious mind supposedly tricks.

10. I am attracted to people whose opinions differ from my own because they make discussions more interesting.

11. I have a well-balanced and healthy set of feelings toward myself.

12. I fully agree with the theory that our minds are strongly influenced by subconscious ideas.

13. I find it easy to like people whose ideas differ sharply from my own.

14. I often feel highly critical of myself and wish that I could do better.

15. I feel I'm a very solid and resourceful person.

16. I don't believe there is such a thing as a "hypnotic trance," in which people do things they normally would not do.

17. I have a lot of trust in my ability to make good decisions.

18. I feel comfortable with people whose basic beliefs are quite different from my own.

19. I have never watched a newscast on television.

20. In a discussion with someone who disagrees with my opinions, I find it easy to remain friendly and open.

21. I tend to develop a negative, alienated feeling toward people whose views are opposed to my own.

22. The content of a person's fantasies says little or nothing about the deep parts of their personality.

23. I have negative feelings about myself almost every day.

24. I tend to like and respect people who openly disagree with my views.

25. I would be very interested in seeing a series of demonstrations of how the deeper, less conscious areas of the mind operate.

26. I tend to dislike people whose ideas differ sharply from my own.

27. My stress level remains low during arguments, and I don't mind discussing an issue with someone who disagrees with me.

28. I tend to think a lot about my weaknesses and to feel dissatisfied with myself.

29. I don't think that any part of normal human behavior is motivated by childhood urges lying outside of conscious awareness.

30. I would have a hard time being close friends with someone whose political and social views differed sharply from my own.

31. I've learned to trust my judgment and to expect my decisions to turn out well.

32. I would definitely take advantage of an opportunity to get into the deep layers of someone else's mind and experience their subconscious.

RATING SCALE

**Not at
all true**

**Completely
true**

1 2 3 4 5 6 7

33. I've taken some type of medicine at least once in my life.

34. When someone's opinions are quite different from mine, I feel uncomfortable and tend to distance myself from the person.

35. I would never allow myself to be hypnotized, as I am wary of the feelings that might come out.

36. I enjoy the company of people who disagree with my opinions, and their views do not bother me.

37. I feel very positive about my ideas, and I'm willing to act on them.

38. I am very curious about the subconscious, especially the influence it has on fantasies, dreams, and everyday motivation.

39. I have a basic feeling of confidence and self-respect that helps me a lot in dealing with people.

40. When I'm speaking with people, I feel very poised and self-assured.

41. I have no interest in learning about any obscure symbolism that may exist in my dreams.

42. I have a deeply rooted feeling of personal failure that I can't seem to overcome.

43. Because they irritate me, I tend to stay away from people whose ideas are quite different from my own.

44. The symbols that appear in our dreams often reveal deep, unconscious patterns of emotion and desire.

45. My attitude toward a person is strongly influenced by the degree to which we share similar opinions.

46. I feel that I have far too many faults.

47. I have no desire to have my deeper thoughts brought out into full consciousness.

48. I have been the winner of a national essay contest.

49. My mood is often dragged down by strong self-doubts and feeling of inadequacy.

50. I would like to experience hypnosis and learn how it works.

51. I feel uneasy and distrustful toward people whose way of thinking is quite dissimilar to my own.

52. When I compare myself to others, I often feel deficient and inferior.

53. As an educational experience, I would be very interested in having an expert analyze the meaning of my dreams and fantasies.

54. Our dreams often have greater meaning than we realize.

The end.

Thank you.

Appendix C

TAT ADAPTATION

Story No. 1

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least ~~three~~ ^{two} sentences.

*** (OVER) ***

3

2. **ACTION:** What are these people **doing**? Write at least ~~three~~ sentences.

3

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~ sentences.

3

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~ sentences.

TAT ADAPTATION

Story No. 2

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~
one sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~
one sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~
one sentences.

TAT ADAPTATION

Story No. 3

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** Who are these people? What past events have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~ ^{one} sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~ ^{one} sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~ ^{one} sentences.

TAT ADAPTATION

Story No. 4

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** ³**Who** are these people? **What past events** have led up to this situation? Write at least ³three sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~ ^{one} sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~ ^{one} sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~ ^{one} sentences.

TAT ADAPTATION

Story No. 5

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~
~~one~~ sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~
~~one~~ sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~
~~one~~ sentences.

TAT ADAPTATION

Story No. 6

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** *Who* are these people? *What past events* have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~
~~one~~ sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~
~~one~~ sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~
~~one~~ sentences.

TAT ADAPTATION

Story No. 7

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~^{one} sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~^{one} sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~^{one} sentences.

TAT ADAPTATION

Story No. 8

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~ ^{one} sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~ ^{one} sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~ ^{one} sentences.

TAT ADAPTATION

Story No. 9

Participant's Identification (Student Number) _____

Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** *Who* are these people? *What past events* have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~
one sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~
one sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~
one sentences.

TAT ADAPTATION

Story No. 10

Participant's Identification (Student Number) _____ Age _____ Sex _____



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** Who are these people? What past events have led up to this situation? Write at least ~~three~~³ sentences.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least ~~three~~
one sentences.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least ~~three~~
one sentences.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least ~~three~~
one sentences.

Appendix D

RATER

{tat1.sam; 9/20/95}

[illegible]

[illegible]

Appendix E

TAT ADAPTATION

Story No. 2

Your fictitious

name:

Bambi Doll

Age

19

Sex

F



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least three sentences.

Jacob is a 40 year old man who works for a law firm in Chicago. Joshua, also 40, is Jacob's twin brother. He and Paul work together in a private practice, and their business is being sued.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least three sentences.

Jacob is discussing the options available to Joshua and Paul. Joshua is trying to convince his brother to be their attorney with this case. Paul on the other hand is downing his vodka tonics, trying to forget it all.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least three sentences.

Jacob is worried that his brother will be spiteful if he takes the case and then cannot win it. Joshua is angry that his brother is not rushing to his side for support. And Paul is now passed out on the front lawn.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least three sentences.

Jacob will fight for them. They will lose the case though and Joshua has no hard feelings. Paul becomes a member of Alcoholics Anonymous!

[illegible]

[illegible]

Appendix F

Rules for Scoring TAT

Michael L. Stratil, Ph.D.

1. **Main principle:** Focus on attempting to infer the *author's state of mind* from the story. Whenever a sentence is hard to score, ask yourself these questions: What are the author's emotional preoccupations? What are the core beliefs that seem to guide the author's interpretations of reality? For example, suppose a story describes a lot of conflict in a marriage. At the end, the author describes a final outcome that seems to be very positive on the surface in that everyone is portrayed as happy. But this ending seems contrived and superficial. The superficiality suggests that the author does not really expect people to take a deeply constructive approach to resolving problems. Therefore, one would probably not score the story a +2. A +1 would seem more appropriate. As this example illustrates, we cannot expect perfection in scoring TAT stories. Instead, we weigh all the major considerations and do the best we can. We hope that an average of several independent scorers' responses will come reasonably close to accurately capturing the psychological meaning of a story.

2. Enter no more than one mark in a given subcategory for a given sentence, but you can enter marks in more than one subcategory for a given sentence. Thus, you cannot enter two marks in the subcategory of "praise" for the same sentence even if that sentence contains two separate words suggesting praise. But you can enter a mark under praise and another mark under empathy if both subcategories are suggested by the sentence.

3. Sometimes two sentences together express a clear thought/emotion whereas neither alone does. In such cases, count them as one sentence.

4. Mark an emotion only when it is explicitly stated. Thus, *John told Billy he liked the picture he had drawn* would not receive any emotional indication because no emotion is explicitly stated. By contrast, *John was happy to see that Billy could draw a nice picture* would receive a mark under elation/satisfaction.

5. Similarly, mark affiliation, achievement, detachment, or antagonism only when the writer describes an act aimed by one character toward another. Thus, *John was happy to see that Billy could draw a nice picture* does not receive a mark under praise because the writer does not state that John actually showed any approval to Billy; John may have kept his feelings to himself.

6. Under **Outcome**, you rate the degree to which the outcome described in the last section of each story is constructive. That is, does the ending suggest a realistic, considerate, helpful resolution to whatever tension existed in the first parts of the story? Use the following scale:

-2 = a very hostile, destructive outcome in which people end up highly alienated, antagonistic, hateful, and disloyal toward each other

-1 = a moderately hostile, destructive outcome in which people end up somewhat alienated, antagonistic, hostile, and disloyal toward each other

0 = a neutral outcome in which people are withdrawn but not hostile toward each other **or** in which not real tension and interpersonal involvement was developed and resolved in the story

+1 = a moderately friendly, constructive outcome in which people end up somewhat closer, more helpful, more loving, and more loyal to each other.

+2 = a very friendly, constructive outcome in which people end up highly close, helpful, loving, and loyal to each other.

7. Do not write comments on the story, as we want as little contamination as possible from one scorer to the next.

Appendix G

TAT ADAPTATION

Story No. 7

Your fictitious
name:

RED LITTLE

Age Sex



Instructions: You are to write an imaginative story about the picture shown above. There is no "good" or "bad" way to write the story. Just study the picture for a while. Try to relate its details to your general knowledge and experience of life. Then create an interesting, original story related to the characters, plots, and other ideas that have occurred to you while looking at the picture. Follow the four-point outline shown below. **Write at least three sentences about each point.** Begin now.

1. **BACKGROUND:** **Who** are these people? **What past events** have led up to this situation? Write at least three sentences.

The man behind the counter is the owner of a store that sells guns. He is in his late 40's and has been in business for 10 years. The man in the cap is an auto repairman who collects antique guns.

*** (OVER) ***

2. **ACTION:** What are these people **doing**? Write at least three sentences.

The salesman is showing the auto repairman an antique gun. The repairman is thinking very hard. The repairman is playing with the loose change in his pocket.

3. **STATE OF MIND:** What are the characters **thinking** and **feeling**? Write at least three sentences.

The salesman is hoping to sell the gun to the repairman and make a profit. The repairman is wondering how much to offer for the gun. The repairman is at ease with himself.

4. **OUTCOME:** How will the story **end**? What will happen to these people? Write at least three sentences.

The repairman will want time to consider the purchase and will not buy today. The salesman will give him a ~~card~~ business card so he can call later. The salesman will be disappointed.

TAT SCORING		STORY # <u>7</u>				RATER _____ {tat1.sam; 9/20/95}					
Participant ID <small>Rater # (2)</small>	1	2	3	4							
Affiliace (3)											
-praise/approval/admiration (4)											
-empathy/understanding/agreemt (5)											
-sincerity/honesty (6)											
-caring/compassion (7)											
-tolerance/acceptance (8)											
-socializing/partying (9)											
-cooperation (10)		1	2								
-possessing/establishing/ maintaining a relationship (11)											
-pragmatic help (12)				1							
-defending victims (13)											
-sexual relations (14)											
-other physical closeness (15)											
-indefinite (vague) (16)											
-other (17)											
Achievement (18)											
-talent/superior ability (19)		1	1								
-strong effort to succeed (20)		2	2	1							
-task success (21)											
-inadequacy/inferior ability (22)											
-weak effort to succeed (23)			1								
-task failure (24)	1		1	1							
-money (25)	2		1	2							
-position/social status (26)	2	2	2								
-indefinite (vague) (27)											
-other (28)											
Detachment (29)											
-indifference (30)											
-escape (31)											
-avoidance (32)	1										
-indefinite (vague) (33)											
-other (34)											
Antagonism (35)											
-violence/physical domination (36)		1									
-theft (37)											
-cruelty/inflicting emot. pain (38)											

-deception/distortion (39)		1										
-unfairness/exploitation selfishness/self-indulgence (40)												
-disloyalty/betrayal (41)												
-competition (42)												
-disagreement/argument (43)												
-active opposition/resistance (44)												
-reluctant submission (45)												
-impersonal obstacles (46)												
-showing conceit/self-preoccu (47)			1									
-criticism/derogation (48)		1										
-verbal pressure/demand/ (49) unwanted advice												
-personal rejection/mention of (50) deviance as a stigma												
-misunderstanding (51)												
-illness/debility (52)												
-indefinite (vague) (53)												
-other (54)												
Emotion (0, 1, or more (55) for each sentence)												
-elation/satisfaction (56)		1										
-feeling secure/safe (57)	1		1									
-amusement (58)												
-oral gratification (59)												
-sexual pleasure (60)												
-relief (61)												
-emotional conflict (62)		1										
-boredom (63)												
-discontent/dissatisf (diffuse) (64)			1									
-embarrassment/shame (65)												
-fatigue (66)												
-fear/anxiety (67)												
-frustration/anger(focused) (68)												
-remorse/regret for act (69)												
-sadness/depression (70)												
-other (71)												
Outcome (72) (-2, -1, 0, +1, +2)		-1	1	0	0							
Participant ID (73)		Red Little										

TAT SCORING

STORY #

Reliability

RATER

{tat1.sam; 9/20/95}

Participant ID (2)	(2)	(4)	(5)	(7)	(10)			
Affiliation (3)								
-praise/approval/admiration (4)	1	0	0	1	0			.4
-empathy/understanding/agreement (5)	1	0	0	0	0			.2
-sincerity/honesty (6)	0	0	0	0	0			0
-caring/compassion (7)	0	0	0	0	0			0
-tolerance/acceptance (8)	0	0	0	0	0			0
-socializing/partying (9)	0	0	0	0	0			0
-cooperation (10)	0	0	1	0	0			.2
-possessing/establishing/ maintaining a relationship (11)	0	0	0	1	0			.2
-pragmatic help (12)	0	0	0	0	0			0
-defending victims (13)	0	0	0	0	0			0
-sexual relations (14)	2	1	1	0	1			1.0
-other physical closeness (15)	0	0	0	0	0			0
-indefinite (vague) (16)	0	0	0	0	0			0
-other (17)	0	0	0	0	0			0
Achievement (18)								
-talent/superior ability (19)	1	0	0	0	0			.2
-strong effort to succeed (20)	0	0	0	0	0			0
-task success (21)	1	0	0	0	0			.2
-inadequacy/inferior ability (22)	0	0	0	0	0			0
-weak effort to succeed (23)	0	0	0	0	0			0
-task failure (24)	0	0	1	1	1			.6
-money (25)	1	2	2	1	2			1.6
-position/social status (26)	1	0	0	0	0			.2
-indefinite (vague) (27)	0	0	0	0	0			0
-other (28)	0	0	0	0	0			0
Detachment (29)								
-indifference (30)	1	0	1	2	1			1.0
-escape (31)	1	0	1	1	0			.6
-avoidance (32)	1	0	2	0	1			.8
-indefinite (vague) (33)	0	0	0	0	0			0
-other (34)	0	0	0	0	0			0
Antagonism (35)								
-violence/physical domination (36)	0	0	2	2	2			1.2
-theft (37)	2	2	0	2	0			1.2
-cruelty/inflicting emot. pain (38)	0	0	1	0	0			.2

	(2)		(4)		(5)		(7)		(10)		
-deception/distortion (39)	2		0		2		2		0		1.2 *
-unfairness/exploitation selfishness/self-indulgence (40)	1		0		1		1		0		0.6
-disloyalty/betrayal (41)	2		1		2		1		0		1.2 *
-competition (42)	0		0		1		0		1		0.4
-disagreement/argument (43)	2		2		2		0		2		1.6 *
-active opposition/resistance (44)	0		1		1		1		1		.8
-reluctant submission (45)	0		0		0		0		1		.2
-impersonal obstacles (46)	0		0		0		0		0		0
-showing conceit/self-preoccu (47)	1		0		1		0		1		.6
-criticism/derogation (48)	2		0		0		0		0		.4
-verbal pressure/demand/ (49) unwanted advice	0		1		0		0		1		.4
-personal rejection/mention of (50) deviance as a stigma	1		0		1		0		0		.4
-misunderstanding (51)	0		1		1		0		0		.4
-illness/debility (52)	2		1		1		1		2		1.4 *
-indefinite (vague) (53)	0		0		0		0		0		0.0
-other (54)	0		0		0		0		0		0
Emotion (0, 1, or more (55) for each sentence)											
-elation/satisfaction (56)	2		1		1		2		2		1.6 *
-feeling secure/safe (57)	1		0		1		2		1		1.0 *
-amusement (58)	2		0		0		0		0		.4
-oral gratification (59)	2		1		0		2		2		1.4 *
-sexual pleasure (60)	0		0		1		0		0		.2
-relief (61)	2		1		0		0		1		.8
-emotional conflict (62)	1		0		1		1		1		.8
-boredom (63)	2		1		0		1		0		.8
-discontent/dissatisf (diffuse) (64)	1		1		2		0		0		.8
-embarrassment/shame (65)	1		2		1		1		1		1.2 *
-fatigue (66)	1		0		0		0		2		.6
-fear/anxiety (67)	2		2		1		2		1		1.6 *
-frustration/anger(focused) (68)	2		2		2		1		2		1.8 *
-remorse/regret for act (69)	1		1		2		2		2		1.6 *
-sadness/depression (70)	1		2		1		0		2		1.2 *
-other (71)	0		0		0		0		0		0
Outcome (72) (-2, -1, 0, +1, +2)											
Participant ID (73)											

2 = $\bar{r}_{reliability} \geq .5$

1 = $\bar{r}_{reliability} \geq .25 \text{ to } .50$

0 = $\bar{r}_{reliability} < .25$

Appendix I

STAT. BASIC STATS	Correlations (tat_allx.sta) Marked correlations are significant at $p < .05000$ N=104 (Casewise deletion of missing data)		
Variable	SELFES	BELINTO	SUBINCO
PRAISE_X	.2155 *	.0444	.0467
EMPATH_X	.0164	-.1216	.0055
SINCER_X	-.1059	-.0624	.0743
CARING_X	.1250	-.1369	-.2825 *
TOLERA_X	-.0911	.0114	-.0570
SOCIAL_X	.0319	-.0641	-.0094
COOPER_X	.0677	-.0284	.0237
RELATI_X	-.0167	.0204	-.0129
PRAGMA_X	.1755	-.2680 *	.0137
DEFEND_X	.0898	.0230	-.0381
SEXUAL_X	.0403	.0587	-.1075
O_PHYS	.0699	.1787	-.0959
INDEF_1X	-.0763	.0562	-.0047
OTHER_1X	.0381	-.1151	.0778
ACHIEV_X	--	--	--
TALENT_X	.1315	.2735 *	.1539
STRONG_X	-.0060	-.1517	-.0571
TASK_S_X	.0377	-.0354	.1044
INADEQ_X	-.1276	.0323	-.0650
WEAK_X	-.0087	.0602	.0671
TASK_F_X	-.0582	.1255	-.0421
MONEY_X	.1020	.2253 *	-.1047
POSIT_X	-.0646	.0378	.0312
INDEF_2X	.0059	-.1388	.0471
OTHER_2X	-.0153	-.0439	-.0182
DETACH_X	.0747	-.0583	-.0965
INDIFF_X	.0654	-.0684	-.0035
ESCAPE_X	.0695	-.0106	-.0330
AVOID_X	-.0698	.0836	.0035
INDEF_3X	.1220	-.0637	.0482
OTHER_3X	.0635	-.0294	.0164
ANTAGO_X	--	--	--
VIOLEN_X	-.0806	-.1570	-.0134
THEFT_X	.0850	.0558	-.0756
CRUEL_X	.0736	-.0165	-.0267
DECEPT_X	-.0798	-.1222	-.0855
UNFAIR_X	-.0199	.0733	-.0774
DISLOY_X	.0034	.0419	.0033
COMPET_X	-.0109	.1034	-.0127
DISAGR_X	-.0611	.1565	.1038
ACT_O_X	-.1068	-.0702	-.0998
RELUCT_X	.0478	-.1195	-.0189
IMPERS_X	.1111	.0250	-.1704
SHOW_X	-.0933	.0571	-.1021
CRITIC_X	-.1514	.0241	.0103
VERBAL_X	-.1335	-.0376	-.0168
REJECT_X	-.0694	-.0686	-.0620
MISUND_X	-.0060	-.0209	-.1431
ILLNES_X	.0629	.0822	.0615
INDEF_4X	.0097	-.0397	-.0685
OTHER_4X	.1018	-.1422	.0765
EMOTIO_X	-.0893	.0125	.1285
ELAT_X	-.0172	.0123	-.0219
SECURE_X	.0225	.0294	.0578
AMUSE_X	-.2375 *	.1969 *	-.0521
ORAL_X	.0262	.0912	.0816
SEX_P_X	-.0197	.1984 *	-.0082
RELIEF_X	.1255	-.0309	-.1580
CONFLI_X	.0819	-.2406 *	-.0692

STAT. BASIC STATS	Correlations (tat_allx.sta) Marked correlations are significant at $p < .05000$ N=104 (Casewise deletion of missing data)		
Variable	SELFES	BELINTO	SUBINCO
BORED_X	-.0437	-.1001	.1339
DISCON_X	.1219	-.2260 *	-.0164
EMBAR_X	.0459	-.1260	-.0185
FATIG_X	-.0514	.0181	-.0740
FEAR_A_X	-.0422	-.0243	.0348
FRUSTR_X	.0420	-.0243	.0615
REMOR_X	.1255	-.2139 *	.1096
SADNES_X	.1027	.0348	-.0050
OTHER_5X	-.0637	.0965	.2308 *
OUTCOM_X	.0793	-.1445	-.1414
AFFILX	.1142	-.0877	-.0768
ACHIEVX	.0316	.1273	-.0320
DETACHX	.0738	-.0374	-.0091
ANTAGX	-.1191	-.0101	-.0793
OUTCO_XS	.0793	-.1445	-.1414
AFFILXS	.1142	-.0877	-.0768
ACHIEVXS	.0316	.1273	-.0320
DETACHXS	.0738	-.0374	-.0091
ANTAGXS	-.1191	-.0101	-.0793
P_EMSUMS	-.0076	.1019	-.0022
N_EMSUMS	.1185	-.2437 *	.0466
SUM_X	-.0028	.0021	-.1040
P_EMOSUM	-.0076	.1019	-.0022
N_EMOSUM	.1185	-.2437 *	.0466
AFFIL_%	.1076	-.0941	-.0071
ACHIEV_%	.0168	.1348	.0220
DETACH_%	.0708	-.0310	.0266
ANTAG_%	-.1542	.0056	-.0238
AFFIL_%S	.1076	-.0941	-.0071
ACHIE_%S	.0168	.1348	.0220
DETAC_%S	.0708	-.0310	.0266
ANTAG_%S	-.1542	.0056	-.0238

Table 1

Story 2 Means of Summary Variables

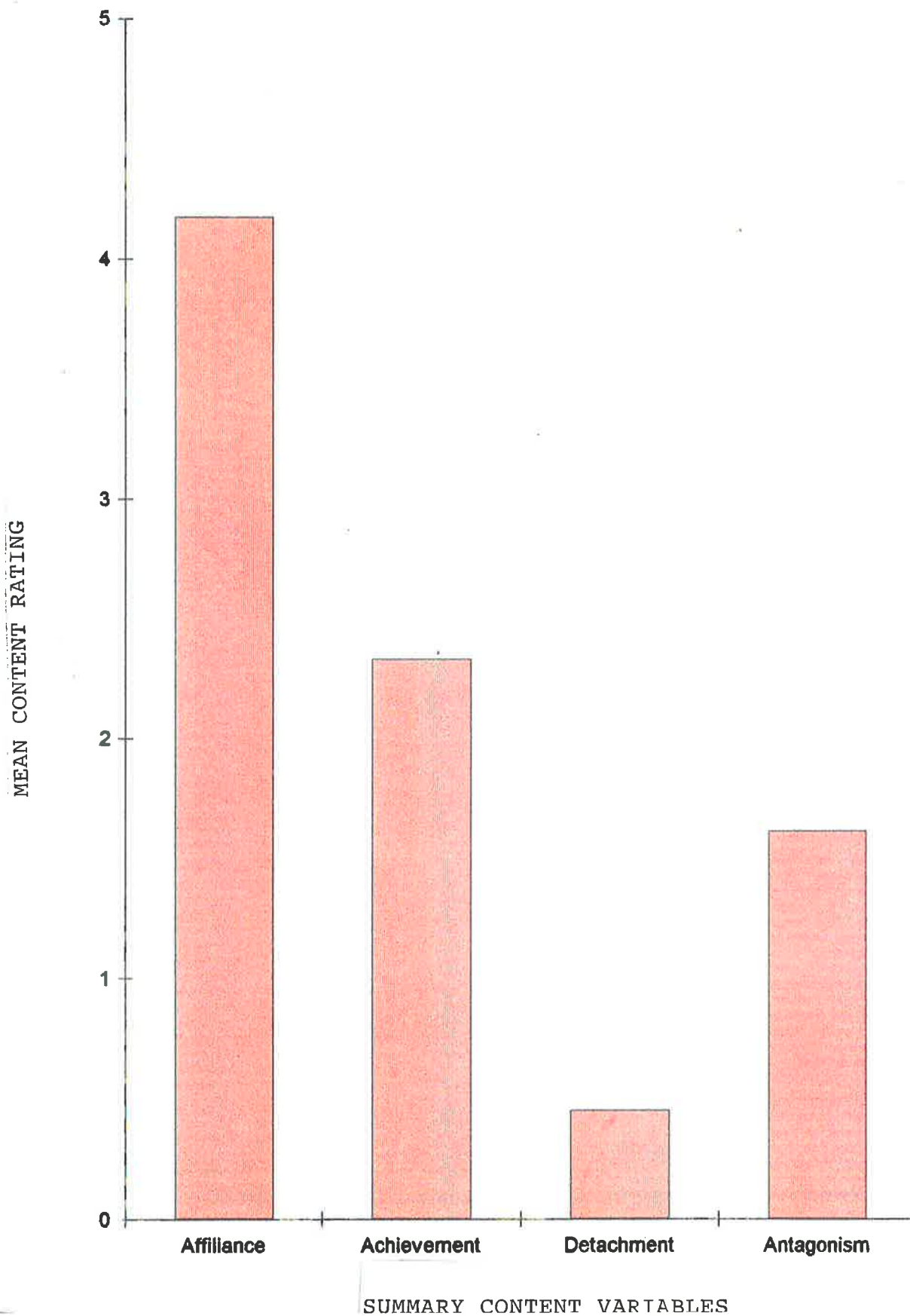


Table 2

Story 4 Means of Summary Variables

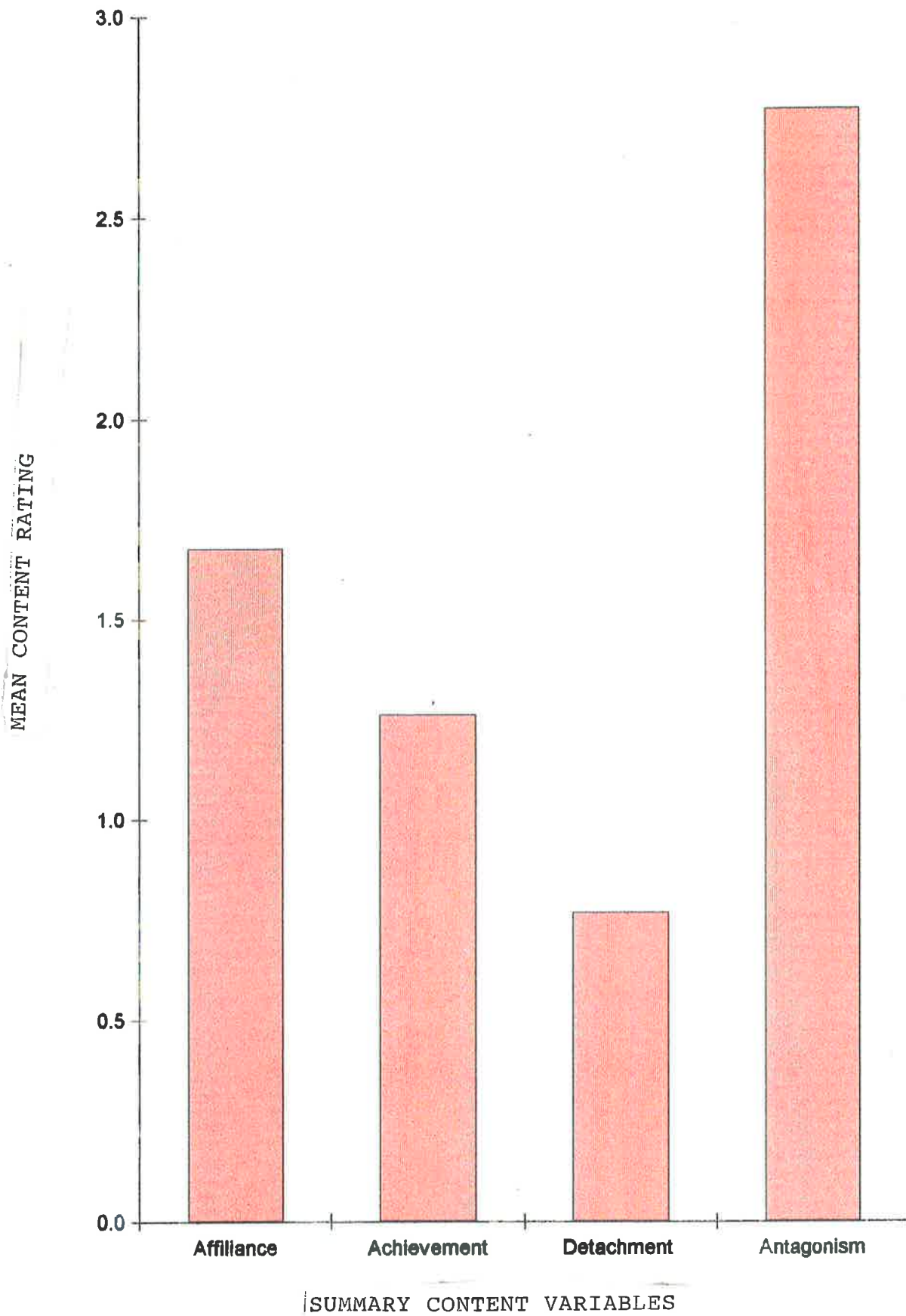


Table 3

Story 5 Means of Summary Variables

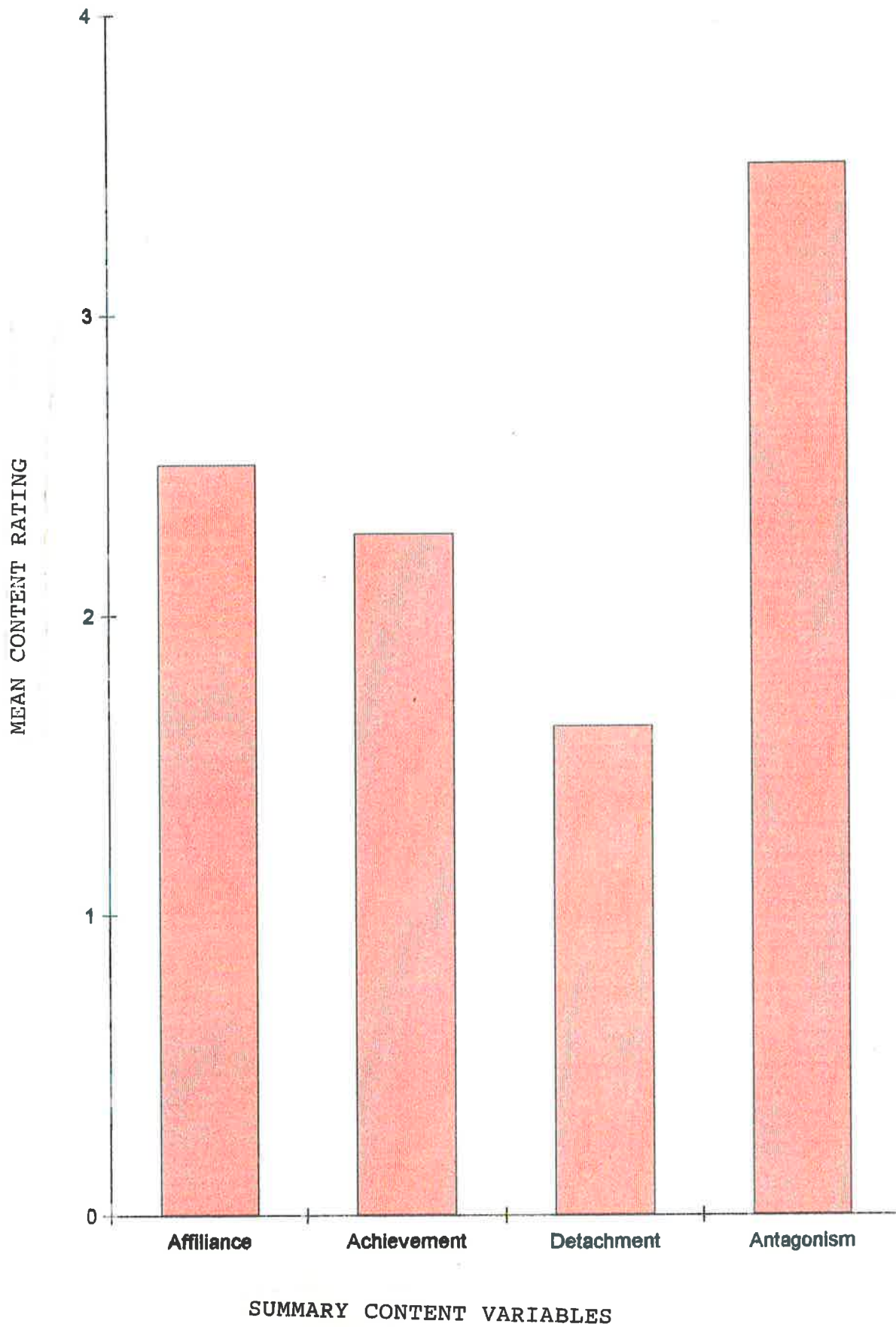


Table 4

Story 7 Means of Summary Variables

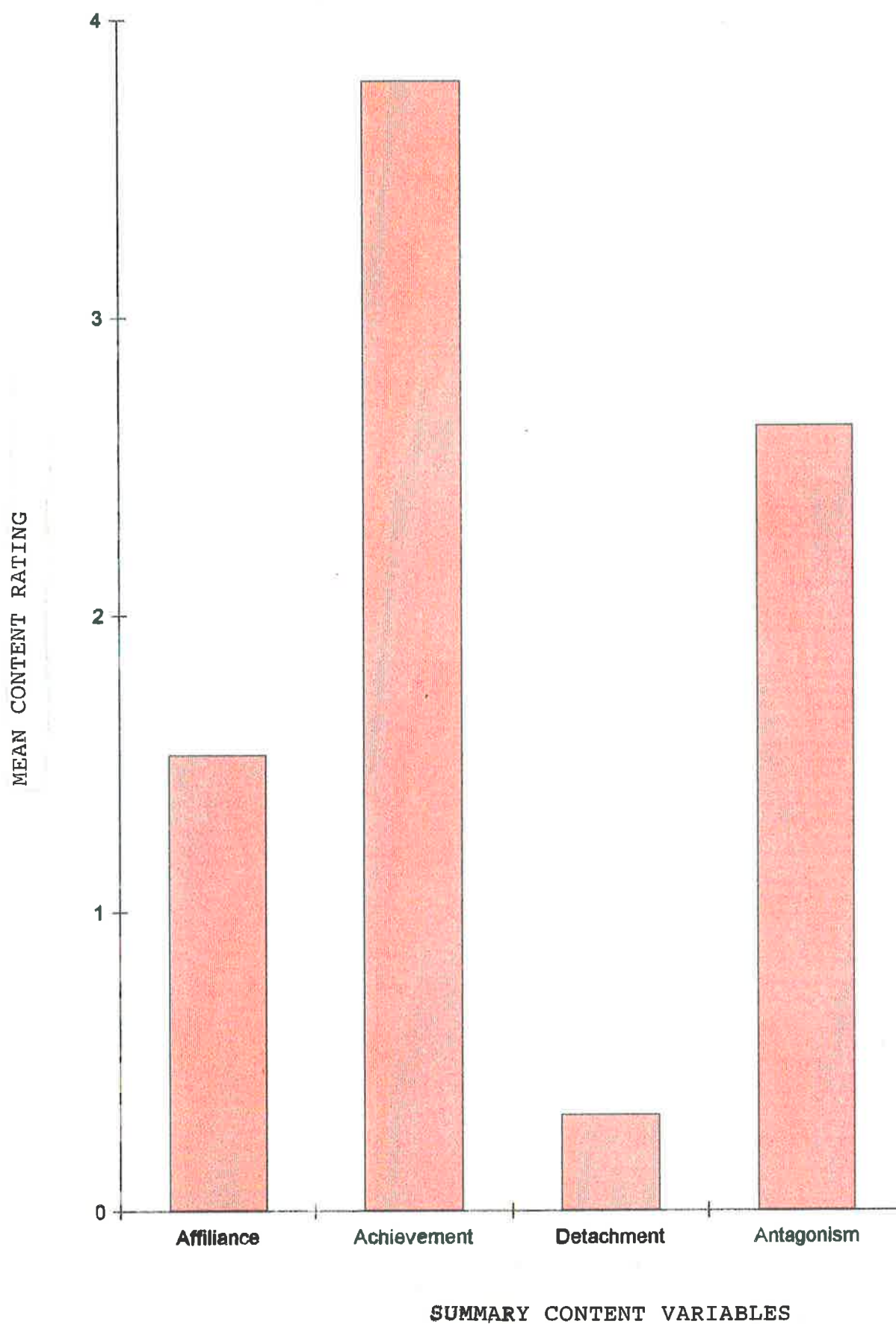


Table 5

Story 10 Means of Summary Variables

