

## APPENDIX C

# Listening to Client Control-Related Speech

### THE SHAPIRO CONTROL CONTENT ANALYSIS SCALE: EXAMPLES OF CODING CLIENT SPEECH

**T**HE SHAPIRO Control Content Analysis Scales (SCCAS) were developed to reflect the increased precision, complexity, and sophistication of our knowledge about human control, and to provide a bridge between theory, research, and practice. Because the scales are both clinically and theoretically derived, and then empirically tested, the information from items in the scales can be directly related to clinical practice.

The SCCAS content analysis scale is based on the terms of our theory (Chapter 2) and allows, through microlinguistic analysis (Gottschalk, 1986; Gottschalk & Gleser, 1969) independent raters to clause and score speech samples (Shapiro & Bates, 1990). From a practicing clinician's standpoint, such rater reliability is unnecessarily detailed. Therefore, the following is a brief summary that the therapist can use to increase sensitivity to client speech related to our theory of control (examined in Chapter 9). Four areas are discussed: species of control, modes of control, dimensions of control, and agency of control.

### SPECIES OF CONTROL

To address and help determine the interrelationship between the items on the sense of control and desire for control scale, the concept of "species" of the "genus" control was developed. These terms were developed by undertaking a microlinguistic analysis of the key words, concepts, and

constructs on the literature relating to control, and are described and defined in Table C.1. The term *species* is used because this group of related terms can be subsumed beneath the umbrella construct of control as a *genus*.

The species describes the nature of the control process linking the agent and object. It includes aspects of the nature of the control process not only of a static nature (e.g., sense of control, lack of control), but also aspects relevant to the nature of the control process itself (e.g., efforts for control, fear of losing control, desire for control).

TABLE C.1  
SPECIES OF CONTROL

- 
- |    |  |
|----|--|
| 1. | <b>HAVING (OR GAINING) CONTROL</b><br>This term refers to feelings or beliefs about being in control, a sense of control, increasing one's control.  |
| 2. | <b>BELIEF IN THE ABILITY TO GAIN CONTROL</b><br>This category reflects belief in one's ability, but without reference to effort being applied (see #3), or without any results (as noted in #1). |
| 3. | <b>EFFORTS TO GAIN CONTROL</b><br>This phrase represents points on a continuum of intensity, from making some effort to enormous striving.   |
| 4. | <b>NEED OR DESIRE FOR CONTROL</b><br>This category also encompasses a continuum of intensity, but does not include either efforts (#3) or belief (#2).   |
| 5. | <b>NOT WANTING (MORE) CONTROL</b><br>This is a category in which a person expresses a desire to have less (or at least not to have more) control; it suggests a desire to let go of control.     |
| 6. | <b>FEAR OF LOSS OF CONTROL</b><br>In this category, the actual event of losing control (see #7 and #8) has not occurred, but there is a fear that it might.                                      |
| 7. | <b>LOSING CONTROL</b><br>This indicates an actual acknowledgement of having lost control, such as of one's abilities, powers, and/or emotions.   |
| 8. | <b>LACK OF CONTROL/OUT OF CONTROL</b><br>In this category there is no sense of control. This contrasts with #7, in which some sense of control, though diminishing, remains.                     |
-

The species can be understood as “vectors” representing potentially dynamic processes having force and direction either toward or away from a state of control.

#### APPROACH GRADIENT

Four of the terms subsumed under species indicate an “approach” gradient, suggesting moving toward greater control. These are having control or a positive sense of control, belief that one can obtain control (Bandura, 1977), effort for control, and desire (need) for control (Burger, 1985; Glass, 1977).

#### DECREASING CONTROL GRADIENT

Four other species involve a movement away from having control, or a vector toward decreasing control. These are desire to let go of control, fear of losing control, losing control (Brehm, 1966), and lack of control or being out of control (Seligman, 1975).

A simplified coding of Table C.1 has also been used, as follows:

- Having control is coded if in a given clause a person refers to a feeling or belief of having control, being in control, and gaining influence or control, whether of the person’s emotions, behavior, ability, or interpersonal/environmental surroundings. Example: I am learning to gain greater control of my emotions.
- *Loss of control* is coded if in a given clause a person makes a statement of loss of control, lack of control, or fear of loss of control, whether that be of the person’s emotions, behavior, ability, or interpersonal/environmental surroundings. Example: My thoughts seem totally out of control and I do not know what to do about them.
- *Desire, Efforts for Control* represent a continuum of intensity, from small desire to substantial efforts. Example of Desire—I would like to control my emotions better. Example of Effort—I am trying to control my emotions better.

#### MODES OF CONTROL

Table C.2 provides examples of client speech for our four modes of control.

TABLE C.2  
MODES OF CONTROL

---

QUADRANT 1—POSITIVE ASSERTIVE: ACTIVE, ALTERING, MODE

1. *Active Assertive Positive.*

This refers to words that show instrumental activity in a positive way toward the accomplishment of something—goal oriented, self-starter, independent. They involve a concept of doing, of activity, of motion.

EXAMPLES: I am going to go on a diet to try to lose weight.  
I'm working hard to influence my senator to vote to ban CFC.

QUADRANT 2—POSITIVE YIELDING: LETTING GO, ACCEPTING MODE

2. *Yielding, Letting Go Positive.*

This refers to the positive aspects of acceptance, yielding, softness, gentleness, and nurturing. There is more a sense of stillness here, of quiet, of softness, of being.

EXAMPLES: I am able to accept that I am never going to lose weight.  
I have learned to accept that I can never change her.

QUADRANT 3—NEGATIVE ASSERTIVE: OVERCONTROL

3. *Active (Overassertive) Negative (Overactive/Overcontrol).*

This refers to too much activity, too high control, a sense of aggressiveness, a certain ruthlessness, a Machiavellian quality, a high agitation, an insensitivity, and a selfishness.

EXAMPLES: I am unable to delegate responsibility and end up trying to control everything.  
She is an overprotective parent.

QUADRANT 4—NEGATIVE YIELDING

4. *Overyielding, Negative (Too Little Control).*

This refers to too low activity, a mushiness, an overpassivity, a diffuseness, undifferentiatedness, helplessness, and hopelessness.

EXAMPLES: I accepted his offer, but then felt like a victim.  
I let everybody boss me around.

---

DIMENSIONS OF CONTROL

Table C.3 describes the six dimensions of control and self-control: choice, goal, awareness, skill, effort, and responsibility.

TABLE C.3  
SIX DIMENSIONS OF CONTROL AND SELF-CONTROL

---

1. CHOICE

This dimension suggests volitional efforts in which external demands (shoulds, oughts) are minimized. Choice implies alternative degrees of freedom and the ability to evaluate as well as posit goals.

REFERENCES: Furlong, 1979; Lefcourt, 1973; Nolan, 1972; Shapiro, 1983a; Thoresen & Mahoney, 1974.

EXAMPLES: I want to make a clear choice about this. (High)  
I don't feel like I have any options in this. (Low)

2. GOAL

One's goal (or vision) is what choices are made toward (i.e., "control and self-control for what?"). Goal is defined as the desired objective toward which effort (discipline) is directed.

REFERENCES: Bandura, 1977; Thoresen & Mahoney, 1974.

EXAMPLES: I definitely want to control my temper. (High)  
I don't know what I really want to do. (Low)

3. AWARENESS

The ability to discriminate cues in the internal and external environment and the ability to note how those variables affect a person. Awareness can be of a particular cause/effect change, a style of striving, a recognition of the goal (#2), and/or an awareness of choice and options.

REFERENCES: Furlong, 1979; Lefcourt, 1973; Nolan, 1972; Shapiro, 1983; Thoresen & Mahoney, 1974.

EXAMPLES: I am learning how my thoughts affect my feelings. (High)  
I don't understand why I act the way I do. (Low)

4. EFFORTS/DISCIPLINE

Efforts/discipline is used here to include effort, delay of gratification, self-sacrifice, and determination. Webster's defines discipline as "training that molds, corrects, or perfects the mental faculties or moral character . . . control gained by enforcing obedience or order." (1981, p. 322)

EXAMPLES: I am willing to do whatever it takes to stick to this program. (High)  
I don't have the energy to make much effort. (Low)

TABLE C.3 (Continued)  
SIX DIMENSIONS OF CONTROL AND SELF-CONTROL

---

5. SKILL

Webster's defines skill as "the ability to use one's knowledge effectively and readily in execution of performance" or "a development of aptitude or ability." (1981, p. 1079).

REFERENCES: Bandura, 1977

EXAMPLES: I know how to act assertively. (High)  
I don't know how to change. (Low)

6. RESPONSIBILITY

Responsibility is defined as a cognition in which one assumes unidirectional, casual attribution about the effect one's own behavior and thoughts have or could have on the environment and/or oneself.

REFERENCES: Globus, 1980; Knowles, 1977; Shapiro & Shapiro, 1979.

EXAMPLES: It's up to me to control my behavior. (High)  
It's my parents' fault that I act like this. (Low)

---

### CODING AGENT AND OBJECT OF CONTROL

Finally, the clinician should be sensitive to the topic of agent and object of control. The following are descriptions of agent, object, agent and object classifications, and agent/object groupings:

- *Agent.* The agent of a control-relevant clause is the person, place, or thing that is the subject of the sentence.
- *Object.* The object of the clause is the person, place, or thing that is acted on.
- *Agent and object classifications.* In the SCCAS, agents and objects are coded under the umbrella term "self" or "other." Self is subdivided as follows: Self (global), mind, body, brain, cognitions, feelings, behavior, body. Brief coding guidelines and examples of each of the "self" categories are provided in Tables C.4 and 5.
- "Other" is subdivided into the following categories: interpersonal, occupational, environmental; social/political, spiritual. (See Table C.5 for coding guidelines and examples.)
- *Agent/Object Groupings.* Since, depending on the clause, the agent may be coded as "self" or "other" and the object may be coded as "self" or "other," seven different possible groupings have been

TABLE C.4

"SELF" CATEGORIES—DESCRIPTION AND EXAMPLES AS AGENT AND AS OBJECT

---

**GLOBAL:** This refers to the entire "self"; the person in his or her totality.

Code words include "I," "me," and so on.

**EXAMPLES:** *I* control him. (Self as agent)

She ordered *me* to stop. (Self as object)

**MIND:** To be coded as a descriptive term when used by the person giving the speech sample.

**EXAMPLES:** My mind controls my body. (Mind as agent)

Voices control my mind. (Mind as object)

**BRAIN:** This term is coded either when the word "brain" is used by the person giving the speech sample or when there is reference to a certain part of the brain.

**EXAMPLES:** My brain waves control him. (Brain as agent)

God controls my brain. (Brain as object)

**COGNITIONS:** Refer to thoughts, statements, beliefs.

**EXAMPLES:** My thoughts control my feelings. (Cognitions as agent)

Meditation has helped me slow down my thoughts.

(Cognitions as object)

**FEELINGS:** Refer to emotions, mood states.

**EXAMPLES:** My anger made me lose control and hit her. (Feelings as agent)

I feel I can control my sadness. (Feelings as object)

**BEHAVIOR:** Refers to actions, bodily movements, deeds.

**EXAMPLES:** My behavior affects others. (Behavior as agent)

The government interferes too much with my private actions. (Behavior as object)

**BODY:** Refers to weight, illness, body parts (e.g., eyes); also coded here are statements about genes, heredity, etc.

**EXAMPLES:** My genes make me aggressive. (Body as agent)

I am having trouble controlling my weight.

(Body as object)

---

formed: (1) self-control: Self as agent and self as object; (2) self controlling other: self as agent, other as object; (3) self as agent with no object; (4-5) other as agent with self as object (this category is divided into two, depending on whether the valence of that control is (4) positive—from a benevolent other or (5) negative—control from external other); (6) other controlling other (other as agent, other as object); and (7) other as agent, with no object. (See Table C.6 for examples.)

TABLE C.5

## OTHER CATEGORIES—DESCRIPTION AND EXAMPLES AS AGENT AND AS OBJECT

---

**INTERPERSONAL:** Refers to a continuum of personal and support relationships, ranging from those that are quite close (e.g., spouse, parents, children, relatives) to those that are less close (e.g., acquaintances), but excluding business and professional relationships.

**EXAMPLES:** My spouse dominates me. (Interpersonal as agent)  
 I make all the decisions in my family. (Interpersonal as object)

**OCCUPATIONAL/FINANCIAL:** This category includes mention of the person's job, profession, and/or any relationship involved (e.g., boss, colleagues), as well as mention of money and financial issues.

**EXAMPLES:** My job enslaves me. (Occupation as agent)  
 Bill controls the hours he works. (Occupation as object)  
 I cannot get my spending habits under control. (Finances as object)

**ENVIRONMENTAL/BOTH ANIMATE (NONHUMAN) AND**

**INANIMATE OBJECTS:** This category includes the entire physical environment, from one's yard and neighborhood to other planets and the weather. Also included here are "chemicals" such as alcohol and both prescription and nonprescription drugs, as well as inanimate objects (e.g., guns).

**EXAMPLES:** The stars determine our future. (Environment as agent)  
 The tranquilizer gave me a sense of control. (Environment as agent)  
 I make my garden look neat and orderly. (Environment as object)

**SOCIAL/POLITICAL/ECONOMIC (SPE).** This category refers to macro-level issues not covered in interpersonal and occupational/financial (e.g., the community, the city, the state, the government, the police, big business, the economy, inflation, the stock market).

**EXAMPLES:** Big government tries to control our lives. (SPE as agent)  
 One person's vote can affect the political process. (SPE as object)

**SPIRITUAL:** This term refers to that which is part of a person's religion and spiritual worldview, including references to God, the religious beliefs, etc.

**EXAMPLES:** God rules my life. (Spiritual as agent)  
 Technology is teaching us to control our primitive religious beliefs. (Spiritual as object)

---



TABLE C.6  
SEVEN GROUPINGS OF AGENT AND OBJECT OF CONTROL

<b>SELF AS AGENT</b>		<b>OTHER AS AGENT</b>	
<b>Self as Object</b>	<b>Group 1: Self Control</b>	<b>Other Controlling Self</b>	<b>(Positive: Group 4) (Negative: Group 5)</b>
<i>Self as Agent</i>	<i>Species</i>	<i>Self as Object</i>	<i>Self as Object</i>
Examples:		Examples:	
I	cannot control	God	gives strength to me. (Group 4)
My thoughts	control	AA	helps me stop drinking. (Group 4)
		My spouse	dominates my behavior. (Group 5)
		The noise	makes my mind crazy. (Group 5)
<b>Other as Object</b>	<b>Group 2: Self Controlling Other</b>	<b>Group 6: Other Controlling Other</b>	
<i>Self as Agent</i>	<i>Species</i>	<i>Other as Agent</i>	<i>Other as Object</i>
Examples:		Examples:	
I	cannot control	She	dominates her spouse.
My	thoughts	The economy	controls all human life.
<b>No Object</b>	<b>Group 3: Self as Agent, No Object</b>	<b>Group Seven: Other as Agent, No Object</b>	
<i>Self as Agent</i>	<i>Species</i>	<i>Self as Agent</i>	<i>No Object</i>
Examples:		Examples:	
My body	is out of control.	God	controls.
My thoughts	are running wild.	She	lacks control.

TABLE C.7  
SUMMARY OF THE SCCAS CATEGORIES

Agent/Object Groupings	"Self" Categories	"Other" Categories	Agent	Species of Control	Object	Mode	Dimension
1. Self-Control (Self as Agent, Self as Object)	Global Mind Brain	Interpersonal/ Occupational/ Financial	Self Other	Having/Gaining Belief Can Gain Efforts	Self Other	1. Positive Assertive 2. Positive Yielding 3. Negative Assertive 4. Negative Yielding	Choice Goal Awareness Discipline Skill Responsibility
2. Self Controlling Other (Self as Agent, Other as Object)	Cognitions Feelings Behavior	Environmental Social/Political/ Economic		Desire for Ambivalence Not Wanting			
3. Self as Agent, No Object	Body	Spiritual		Fear of Loss Losing Lack of			
4. Other Controlling Self: Positive (Other as Agent, Self as Object)							
5. Other Controlling Self: Negative (Other as Agent, Self as Object)							
6. Other Controlling Other (Other as Agent, Other as Object)							
7. Other as Agent, No Object							

Thus, when the object of control (that which was to be controlled) is the self (cognitions, thoughts, behavior), we have coding in the SCCAS as self-control, and when the object is the external environment, we have self controlling other.

## SUMMARY

The SCCAS categories are summarized in Table C.7 on page 307.

In terms of control it is important for the therapist to listen for the following: Is the client feeling a sense of control? *Where* does the client desire control? *How* does the client wish to gain a greater sense of control (assertive/charge or yielding/acceptance)? Refinements include listening to clients' views of themselves as agent or object, and pinpointing the dimensions over which the clients feel they have or lack control.