

The PEG - Harry Procter's Perceiver Elements Grid



Heather Moran,
Chartered Educational & Clinical Psychologist

What is it?

The Perceiver Elements Grid (PEG) (Procter, 1996) is a lovely, easy to use grid which invites the client to consider how people construe each other. It can be analysed immediately, within the session. Harry Procter is the designer and you can learn about it from Harry himself by reading his original paper:

https://www.academia.edu/1810615/The_Family_Construct_System_1996

or watching him explaining the technique on You Tube:

<https://youtu.be/z3uS7UA0P9M>

When is it useful?

The PEG is great for asking a young person about how they think individuals in a group construe each other. That might be a family, a group of friends, or any other sort of small group or team. I have also used it to consider a young person's views of a group of their teachers. The young person will be using their own construing so you will learn a lot about how they make sense of other people, and therefore, the constructs they might apply to themselves. When you eyeball the PEG, you will notice repeating constructions - the young person using the same or similar language to construe a number of people. This indicates that these might be more important constructs to that individual.

The PEG can be also completed 'live' in a group, by the group members rather than by one person doing the whole grid. Harry used the PEG in family therapy sessions. It can also be completed in separate parts by the group members each doing their row. The rows can be compiled into the grid and shared in a meeting with the group for an interesting discussion.

How to do it

The young person will be asked something like, "How do think X sees Y?" or "What does X think of Y?" Asking for three descriptors for each person, makes the picture richer. Remember that the descriptor you will be given is the emergent pole of a construct and unless you ask for the contrast pole afterwards you will not know what the construct is.

When you are eliciting the constructs for each person, you work across the rows, rather than down the columns. You will see that *Me* is last on each list, so that the flow of the process is established before you ask more directly for their personal construing.

	Mum	Dad	Sister	Me
Mum	Stressed at times Busy Love my kids	Strict Funny Loves running	Moans a lot A teenager Wants her own way all the time	Funny Lazy Hates school
Dad	Soft Easy going Nice	Likes to win Friendly Very funny	Very irritating at times Kind sometimes Wants her own way too much	Lazy A joker Good at rugby
Sister	Funny Strict Bossy	Too strict Thinks he is funny Always late	Intelligent Arty Not good looking	Annoying A baby Can be funny
Me	Bossy Funny Likes sports	Can have a good laugh Likes sports Too strict about homework	Can be nice when she is in a good mood Too bossy to me Thinks she is the centre of the universe	Likes a joke Lazy at school Good at rugby

Have a look at this grid and consider what is a repeating construct or a similar construct. The repeating ones are likely to be more important constructs. If you take the repeating ones, you could then ask for the contrast poles. Once you have that construct, you can make a rating along the construct, placing all the people in the family along the continuum. If you do that, it is helpful to ask for a rating of *self* and *ideal self* so that you can see whether there is a difference.

You can ladder or pyramid the repeating constructs, once you know the contrast pole. I have highlighted some of the repeating ones (funny, lazy) which I would explore. There are also some which seem to be similar about someone wanting their way, being good at sports/being competitive. There may also be one which is soft vs. strict. These would be my starting points for a discussion and further exploration.