

MATERNAL BEHAVIOR AND CHILD PERSONALITY:

A RORSCHACH STUDY

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INTRODUCTION

The influence exerted by early parental handling on the child's developing personality has been regarded as substantial by psychological investigators. Specialists in a variety of disciplines have carried on research yielding insights into the parent-child relationship. Symond's recent book (33) contributes materially to an understanding of this relationship, and it contains an extensive, annotated bibliography which summarizes research studies in this field of human experience.

1. Historical Review.

A survey of research efforts having both a direct and an indirect bearing on the parental role as a factor in personality development would, in itself, be moderately lengthy. For the purposes of this investigation, a brief resume will suffice to indicate the studies which have added materially to an understanding of human development. Some of these studies represent individual initiative; others represent the collaboration of a number of investigators.

Gestalt theory took cognizance of the interaction existing between the individual and environmental forces. The Gestaltists developed methods to evaluate the direction of social pressures and their effects on the individual in quantitative terms. Lewin (20,21)

carried on the work in experimental group situations and expanded his concepts in "field theory". Subsequently, the well-known Iowa Studies in Child Welfare were conducted under the initial impetus of his stimulating guidance. Of importance in this series, is the study of Meyers, in which he reported on the relationship between the child's conduct in an experimental situation and parental attitudes, as part of the larger problem: the effects of conflicting authority on the child (21).

Psychoanalysis focused considerable attention on the individual, stressing the importance of familial influences, particularly maternal, on the development of the child's personality. The insights afforded by psychoanalytic theory received early recognition from those interested in human personality, particularly in child development. Admittedly, the techniques employed have varied dependent in part, on whether the study was one conducted by psychiatrist, psychologist or a member of any other discipline. The accomplishments have been noteworthy. The work of David Levy (19) on maternal overprotection and sibling rivalry stands on its own merits. Anna Freud, (15), Susan Isaacs (17), and Melanie Klein have made contributions bearing on child development, as revealed in the analytic situation and as observed under conditions of normal play and under major stressful conditions.

The application of analytic theory can enrich research efforts which have as their aim a broader framework of reference.

Granted that the parental influence is of signal importance in the evolution of a healthy, mature adult, there are also other influences which should be included in an all-round research program. Lois B. Murphy (27) who has made a critical analysis of research in child development presents the objectives in this way:¹

"The basic point of view which emerges from a consideration of contemporary work on the development of the child is as follows: personality development during the childhood period can be understood completely only when we consider the basic experiences of the child in relation not only to his particular parents, and to universal discoveries of sex differences, but to his individual pattern of physical and mental growth, the specific range of constitutional tendencies (abilities and affective responses), and to the total field (family and neighborhood in a given subculture) in which he is growing up."

The interest in coordinated research effort which involves inter-disciplinary combinations and permits the application of a variety of techniques, and thereby, enriches the interpretation of experimental results, should be mentioned as one of the major developments in all areas of research in personality. One such combination, which embraces the psychology of learning, social anthropology and psychoanalysis, is discussed by Mowrer and Kluckhohn (24).

1. Pp.654

They state their position and its basic assumptions clearly, as¹
follows:

"Each of these disciplines has evolved its own specialized terminology and methods of research, and each has achieved distinctive results."

But psychoanalysis, anthropology, and learning theory do not merely complement each other in respect to their contributions to present scientific knowledge and outlook: they also possess certain inherent affinities and a potential unity. The possibility of converging these three disciplines into a single comprehensive system of personality - which currently holds the attention of a number of workers in each of these fields - arises chiefly from the circumstance that they all embrace the following basic assumption:

- (a) The behavior of all living organisms is functional.
- (b) Behavior always involves conflict, or ambivalence.
- (c) Behavior can be understood only in relation to the field, or context, in which it occurs.
- (d) All living organisms tend to preserve a state of maximal integration, or internal consistency."²

A vital approach in the study of the development of human beings is that designated as longitudinal. Macfarlane (23), has utilized this inclusive method in the extensive studies being carried on at Berkeley.³ Another such study, more closely connected with the writer's investigation, is that in operation at the Fels Research Institute for the Study of Human Development.⁴

- 1. Pp. 69.
- 2. It might be pertinent to point out that the Center for Research in Child Health and Development at Harvard is, in effect, applying this approach in its research program.
- 3. Institute of Child Welfare at Berkeley, University of California.
- 4. Maintained at Antioch College, Yellow Springs, Ohio

The principles underlying longitudinal evaluation have been clearly formulated by Sontag (32):

"Longitudinal study involves observation and testing of the same individuals at repeated intervals, year after year, so that the various processes of growth, maturation, personality elaboration and social adjustment from infancy to adult life may be measured and integrated. It is only by such life-cycle study, by the measurement of the progressive changes in structure, function and environment of an individual, that valid conclusions may be reached as to the reasons for many of his unique characteristics as an adult".

The multi-discipline approach and the longitudinal principle are combined in the operation of the Fels research organization. One research objective in the psychological program has been the study of parental personality and behavior and its effect upon the developing personality of the child.

2. The Evaluation of Parental Behavior.

The task of evaluating parental behavior in objective terms was undertaken by Champney in cooperation with the staff of the Fels Research Institute (6,7,8,). He devised the Fels Parent-Behavior Rating Scales consisting of thirty variables, each of which is descriptive of some aspect of observable parent behavior towards an individual child in the home setting. The rater, therefore, expresses his judgments on thirty individual scales. The total number¹ of ratings is entered on a parent behavior profile chart.

1. A sample of this chart is shown in Appendix A.

Provision was made for a rating program which would make it possible to secure highly discriminative, refined judgments. The graphic design was chosen so as to permit the rater to express his judgment at a point on parallel-vertical lines. The variables were defined in precise terms. Care was exercised in the writing and scaling of cues so as to guide the rater in expressing his judgment as decisively as possible. It was recognized too that the raters should be highly skilled persons who were thoroughly familiar with the scales before they attempted to use them.

The battery of scales has been used routinely in the Fels Institute's home visit program since 1942. The visitor observes each child and his parent, usually the mother, twice a year at six month intervals. Each visit, which is scheduled in advance, lasts for two hours. Following her visit, the rater expresses her judgment by placing a point along the ninety millimeter line provided on each scale. The cues serve as guideposts in determining the placement of the point, which is ultimately transformed into a standard score suitable for statistical handling.

Subsequent research on the scales has demonstrated that they yield reliable measures of parental behavior. Inter-rater and intra-rater reliabilities for the individual scales were found to be consistently high (3). Baldwin, Kalhorn and Breese were able to show that the resultant ratings give quantitative scores which differ-

entiate parents into distinctive categories (2,3).

The validity of the scales is empirically established.

3. The Rorschach Test.

The Rorschach test purports to give a personality evaluation of the individual in terms of the underlying personality structure. It is a projective test, as distinguished from objective tests, in that it presents unstructured visual stimuli to the subject, in this case ink-blot, to which the subject gives spontaneous associations. When the person is given the first of the ten plates, which constitute the standardized set, he is asked: "What does it look like? What could it be?"

Rorschach (31) assumed that an individual expresses his whole personality in any performance, the more so if that performance is of an unusual nature. In telling what he sees on ink-blot, a person reveals large outlines of his personality, mainly those inter-related intellectual and emotional components which give direction and purpose to his behavior. The Rorschach situation provides him with an opportunity to express some of his personality characteristics. The atmosphere is generally relaxed. He is not limited as to the amount of time he takes nor as to the number of responses he gives.

There is considerable controversy as to what aspect of personality the test measures, and whether what it measures represents a true sample of what constitutes an individual's personality. Ques-

tions pertaining to the test's reliability and validity have been raised. The number of studies investigating this aspect of the test are few, but there are reports that current studies are under way. This is an encouraging sign for those who believe from the empirical standpoint that the test gives substantially valid information about the individual personality. A good deal of work remains to be done, for as one reviewer states: "It is not unduly difficult to make up a personality test, but it is a gigantic undertaking to find out what it is worth."¹

The test has been widely used in Europe, the United States and Canada since Rorschach published the results of his experimental work of ten years duration in 1922. Its usefulness in clinical situations, in which it provides a descriptive evaluation of the personality and often furnishes diagnostic information about the individual is established beyond question. The number of published studies which use the Rorschach test alone or in conjunction with other tests² has increased markedly in the last twenty years. The trend in the direction of using the test as a research tool is notable.

There are objective features in the test which yield quantitative scores and allow for statistical handling in research projects. It is recognized, however, that there are shortcomings in applying conventional statistical methods of analysis to data obtained from

1. Robert W. White in Hunt (34), pp. 227.

2. A recent publication lists almost eight hundred references on the Rorschach test. (5).

projective tests. Nevertheless, the totality of scores obtained by analyzing each of the responses to the plates furnishes useful material for research purposes.

Each response is scored with reference to: (a) the location of the response, (b) the determinants of the response, and (c) the content of the response. The conventional scoring symbols vary slightly from one school of thought to another, but the following symbols as given by Klopfer (18) were used in this study.

The responses with reference to location are as follows:

- W reaction to the blot as a whole
- D reaction to a large detail which is frequently selected
- d reaction to a tiny, infrequently selected detail
- s reaction to the white space

The responses with reference to determinants are as follows:

- M reaction involving a sense of kinaesthesia or movement in the human-like portions of the plates
- FM reaction involving animal action in animal responses
- m reaction expressing inanimate activity in objects (non-human and non-animal)
- F reaction to the form or shape alone of the blots or portions thereof
- Fc reaction to both the form and shading, involving the shape of the blot and the texture or coloring as well

- c reaction to the shading alone, with no regard for form
- Fc' reaction to the form and black quality of the blots together
- c' reaction to the black or dark gray coloring with no regard for form
- FC reaction to the form and bright color, in those blots where distinct hues appear
- CF reaction to the color and form with color predominating in the response given
- C reaction to the color alone

In responses with reference to content, Beck's (4) system¹ was used. A few of the categories will be mentioned since the list as a whole is lengthy.

- H a whole human figure is seen
- Hd part of a human figure is seen, as a person's head
- A a whole animal is seen
- Ad part of an animal is seen, as a dog's head

Miscellaneous scores of value may be mentioned here.

- F+ The accuracy with which a form response is delineated
- F- The failure to perceive form accurately
- F+% The ratio of accurately perceived forms to the total number of forms
- ²
P Popular responses

1. Appendix B contains the complete list of content categories.
2. Beck's (4) twenty popular responses were used in this study.

R Total number of responses

Sum C The value of the color scores, as: $FC=1/2$,
plus $CF=1$, plus $C=1\ 1/2$

M:C The ratio of total M responses to the Sum C.

A response may be assigned two or even three scores with reference to determinants, if during the inquiry following the administration proper, the person indicates that more than one factor influenced his response. For example, the response, "this looks like a red butterfly", would be scored FC (form and color). The response, "this just looks like a blob of green paint" would be scored CF (color and form). After all the responses in a protocol have been scored, the scores are recorded on a summary sheet or psychogram.¹ The quantitative features, together with the qualitative aspects, are then ready for assessment.

Each of the Rorschach scores has interpretative significance in itself. For example, form (F) responses indicate intellectuality-the capacity of the individual to direct his thinking. When the individual consciously directs his attention and seeks to exercise discriminative judgment, the extent to which his thinking reflects these characteristics is ascertained by the form level of his Rorschach responses, as F+ or "good" form. High mental endowment and emotional stability are characteristic of those whose F+ percentage is high. According to the norms which Beck has established,

1. A sample psychogram, developed for use in this study and in the Fels program, is shown in Appendix C.

healthy adults should have an F+ percent above the critical minimum of 60%. A consideration of the human movement (M) responses, indicates the extent to which the individual exercises imagination and ingenuity in dealing with his world. M is an index of inner creativity. Two or three M characteristically appear in the records of healthy adults possessed of average intelligence. When the number of M exceeds three in the records of healthy adults, superior mental capacity is indicated.

These illustrations afford some idea of the Rorschach factors upon which interpretation of the personality is established in individual instances. However, it should be pointed out that the interpretation of individual scores is modified by the frequency and characteristics of all the other scores in the psychogram.

II THE PROBLEM

1. Purpose of the Study

This study was undertaken as a preliminary investigation in determining what the Rorschach test can contribute to our understanding of the impact of maternal behavior on a child's developing personality. It is based on the individual Rorschach records of fifty-seven children who form part of the population of the children under study at the Fels Research Institute.

The following questions are considered in this study:

1. To what extent do the Rorschach records of the children reflect different patterns of maternal behavior?

2. Which Rorschach scores or combinations of scores differentiate between the groups?

2. Definition of Terms

Maternal behavior, as used here, conveys the concept that in the mother-child contact, the mother is motivated by unconscious as well as conscious attitudes and feelings in her relationship with the child. It is assumed that these attitudes influence the mother's behavior towards the child and that they impinge on the child as psychological pressures, which have a distinct bearing on the child's developing personality. It is further assumed that certain character-

istics of the interaction between mother and child can be evaluated in quantitative terms by the rating method.

Patterns of maternal behavior have reference to characteristic profiles on those psychological variables by which maternal attitudes are rated in the Fels Parent Behavior Rating Scales.

3. The Experimental Population

For the problem under investigation, it appeared desirable to select children aged six and seven years. Two considerations dictated this choice. First, this age group might reflect more clearly the impact of maternal handling before too much socializing had modified the child's personality. Secondly, the first of a series of Rorschachs is administered in the Fels program at this time.

The sample comprises fifty-seven children, aged six or seven years, who form part of the population of the children under study at the Fels Research Institute. Included in the sample are eleven sets of siblings. The mean age of the children is 6 years 11 months. The children were divided into four groups, designated I, II, III, IV on the basis of differing patterns of maternal behavior as determined by "cluster analysis" of the battery of parent rating scales, described below.

Thirty-eight individual mothers were rated for the total child population. Six of them are "overlaps" in the sense they provide a distinctly different pattern of ratings with respect to different children. The total number of maternal ratings, therefore, is forty-four. The mean age of the mothers is 34.6 years. The data are summarized in Table I.

Table I
DISTRIBUTION OF THE MOTHER-CHILD GROUPS

	I	II	III	IV	Total
Children	15	13	16	13	57
Mothers*	12	12	15	11	44
Mothers x	11	7	13	7	38

*Includes six "overlap" mothers.
xMothers with a single rating.

The Rorschach tests were individually administered by members of the Fels Staff. For the most part, the dates of the ratings on the mother and of the administration of the child's Rorschach were within six months of each other. The writer, who has had no direct contact with the children, scored the children's Rorschachs and wrote individual interpretations for each.

III THE MEASUREMENT OF PARENTAL BEHAVIOR

1. The Fels Parent Behavior Rating Scales

A detailed description of the Fels Parent Behavior Rating Scales can be found in Baldwin, Kalhorn and Breese (3). They showed that the ratings on certain scales were closely related as determined by "cluster analysis". This is a statistical method whereby related variables can be determined from a table of intercorrelations. ¹ In the analysis of the thirty variables which comprise the Fels battery of scales, Baldwin (2) selected all variables whose intercorrelation was .60 or higher. In the sets or "clusters" which emerged, those variables which did not seem to be related were studied. If they correlated between .40 and .60, they were combined into "clusters". Ultimately, three major dimensions of parental behavior emerged.

These central areas of parental behavior concern: (1) the emotional tone pervading the parent-child relationship; (2) the intellectual objectivity of parental attitudes; and (3) the measures of control utilized by the parent.

The dimension of parental behavior which embraces the emotional tone pervading the parent-child contact is designated as warmth. Baldwin, et al., (3), defines the concept in these terms:

1. The method is similar to that devised by Sanford et al., in the Harvard growth study. Physique, personality and scholarship. Monograph of the Society for Research in Child Development, 1943, 8, No. 1.

"A warm home is one in which the parent genuinely likes and enjoys the child, finds contact with him rewarding and pleasant, is appreciative and approving of the child's personality - in short, is "acceptant" in the conventional sense of the term. The position of a home on the warmth continuum varying from excessive devotion through casual enjoyment and cool detachment to vigorous hostility, sets the emotional climate. Warmth is the central characteristic coloring all other aspects of the parent's behavior."

There are five rating scales which tend to show consistently high, moderate or low ratings on the warmth factor. Consequently, these five scales form a "cluster" of variables which will be listed and defined in brief terms. The numbers preceding each scale are those used in the Fels program. The scales are listed in the order of their importance in the "cluster".

7.2 Acceptance of the Child (Devotion - Rejection): This first scale defines the degree to which the parent's emotional life includes or excludes the child. The rater has these major questions to guide him: Does the parent act in such a way as to indicate that the child is considered an intimate and inseparable partner? Or does the parent act as though he resents the child's intrusion and rejects the child's bid for a place in his primary area of devotion?

Earlier in the study, the writer mentioned the cues which guide the rater in expressing her judgment as carefully as possible. The value of the cues will be apparent on inspection of the six cues¹ which appear on the scale of acceptance. For illustrative purposes,

1. The interested reader may consult Appendix D, if he wishes to read the cues on the other scales. The entire battery of scales in the Fels Parent Behavior rating program appears here.

they are listed as they appear on the scales:

- Parent's behavior toward the child connotes utter devotion and acceptance into his innermost self, without stint or suggestion of holding back in any phase of his life.
- Parent clearly accepts child. Includes child in family councils, trips, affection, even when it is difficult or represents considerable sacrifice.
- A "Charter member" of the family, but "kept in his place". Parent accepts child in general, but excludes him from certain phases of parent's life.
- Tacit acceptance. Excludes child so frequently that to the child the rejection attitude may seem to predominate even though parent takes acceptance for granted.
- Parent's predominant tendency is to avoid, repulse, and exclude the child, but without open rejection.
- Child openly resented and rejected by parent. Never admitted to inner circle. Made to feel unwanted, ostracized.

The second of the five scales in the warmth area is:

5.2 Direction of Criticism (Approval --Disapproval):

This scale rates the direction of the parent's critical reactions to the child's behavior. The rater is guided by these questions: When the parent reacts does it tend to take the form of praise, approval, acclaim? Or does blame, disapproval predominate?

The third of the warmth scales is:

8.3 Affectionateness (Affectionate - Hostile): In this scale the parent's expression of affection to the child is rated. These questions are pertinent for the rater: Does the parent manifest a warm, personal affection to the child? Or a matter-of-fact, unemotional atti-

tude? Or definite antagonism?

The next scale is defined as:

8.1 Rapport between Parent and Child (Close rapport -Isolation): Here an attempt is made to determine the closeness of the psychological relationship between parent and child. It includes such factors as mutual understanding, confidence, the sharing of aspirations, intimate thoughts and feelings. The rater seeks to answer the questions: Do they show a high degree of rapport? Or are they distant and out of touch with each other "spiritually", tending to be inhibited in each other's presence?

The fifth and last scale is:

1.91 Child-centeredness of the Home (Child-centered --Child-subordinating): This scale tries to rate the organization of the household according to the degree to which it centers around the child's welfare. The concept of self-sacrifice on the part of the parent is introduced. The appropriate questions for the rater are: Does the child get more than his proportionate share of consideration; or is his welfare subordinated to that of other members of the household?

These scales comprise the first dimension of behavior, and they estimate the nature of the emotional contacts between parent and child. The second dimension of parental behavior has to do with the intellectual objectivity of parental attitudes. Two sub-groupings of the scales convey this concept. The one is termed democracy and the other intellectuality.

The first of the two democratic scales is appropriately termed:

3.15 Democracy of Policy (Democratic --Dictatorial): This scale rates the parent's tendency to share with the child the formulation of policies regulating the child's conduct. The rater includes in her decision evidence based on both overt consultation with the child and consideration of the child's expressed wishes. Does the parent give the child a voice in determining what the policy shall be? Or does the parent hand down the established policy from above?

The second democratic scale is:

3.14 Justification of Disciplinary Policy as Presented to the Child: (Rational --Arbitrary): Here, the way in which requirements or penalties are conveyed to the child is of importance. It measures the parent's disposition to explain the reasons for disciplinary measures. The guiding questions are: Does the parent attempt to put all discipline on a logical basis? Or are his policies presented in purely arbitrary fashion to the child?

The intellectuality cluster consists of three scales, of which the first is:

3.3 Accelerational Attempt (Acceleratory --Retardatory): In this case, the parent's striving to increase the rate at which the child's behavior is maturing is evaluated. Does the parent deliberately train the child in various mental and motor skills which are not yet essential? Is the child left to "grow naturally"? Is the child shielded from accelerational influences?

A closely allied scale is:

6.1 Readiness of Explanation (Satisfied curiosity - Thwarts curiosity): This scale rates the parent's tendency to satisfy the child's intellectual curiosity irrespective of whether the answers are accurate or honest. Does the parent readily respond to the child's "Why"? and "How"? questions? Or is the child thwarted in attempts to get information and explanation from the parent?

In the light of these two scales, the measure yielded by the third scale in the intellectuality cluster is important. This is called:

8.1 Understanding (Keen --Obtuse): The scale involves the parent's ability to meet the child on his own level, to show insight and empathy in regard to his needs, capacities and limitations. Admittedly, the process includes an emotional component as well as the primary intellectual one. These questions are helpful to the rater. Does the parent's behavior indicate a thorough and intelligent understanding of the child? Does it indicate a failure to appreciate the child's capacities and limitations?

The measures of control used by the parent, which constitute the third dimension of parental behavior, comprise two scales, of which the first is termed:

3.11 Restrictiveness of Regulations (Restrictiveness - Freedom): In this case, the rater considers the restrictiveness of the regulations set up by the parent as standards to which the child

is expected to conform. The parental expectations can be implied as well as overtly expressed. The guiding questions are: Are the requirements numerous and severe; or few and mild? In meeting these standards would the child be highly limited in his behavior, or would he still have a large measure of freedom?

It can be readily seen how closely the following scale is related to the one just described.

3.22 Coerciveness of Suggestion (Mandatory --Optional):

This evaluates the quality of the parent's suggestions in dealing with the child's immediate behavior. These are the pertinent questions: Does the parent attempt to control a situation by issuing orders or commands, to be obeyed? Or does the parent make her suggestions optional, or discretionary, with the child?

In summary: the preceding individual scales define the major dimensions of parental behavior as revealed by cluster analysis of related variables. The scales which form clusters have been referred to in terms of: warmth, democracy and intellectuality, and restrictiveness. It has been found in further study of the scales, however, that another cluster of scales applies in a selective manner to some parents. This cluster, which includes three scales, has been called indulgence.

The first of the scales in this category is:

4.1 General Babying (Over-helps --Refuses to help): On

this scale, the effort is made to rate the parent's tendency to help

the child through the ordinary difficulties of every-day life. It applies only to tasks the child is attempting on his own. These questions are useful: Does the parent insist on helping in situations where the child is quite capable? Or does the parent withhold aid even in major difficulties?

The second of the related scales is referred to as:

4.2 General Protectiveness (Sheltering --Exposing): In this case, the parent's reaction to threats to the child's well-being is noted. Hazards arising from physical, social, mental or other sources are properly considered in the rater's judgment. Does the parent tend to keep the child unnecessarily sheltered? Does she prevent difficulties from reaching the child? Or does the parent tend to expose the child to dangers and difficulties?

The last of the indulgence scales is understandably linked with the other two. The title of this scale is:

7.1 Solicitousness for Child's Welfare (Anxious - Nonchalant):

The parent's tendency to display over-concern for the child's well-being is rated in this instance. It includes any and all factors related to the child's comfort. The following questions help to determine the parental rating. Is the parent readily excited to overt anxiety out of all proportion to the importance of the situation? Or is the parent markedly calm, cool and nonchalant, even in the face of critical danger to the child?

All of these scales provide a frame of reference for an understanding of the patterns of maternal behavior to be discussed. The remaining scales have an important bearing in any evaluation of parental behavior, particularly so, when an individual home is under study from the clinical standpoint. However, the purposes of this study do not warrant a description of all the scales in the battery.

Summary of the Scales.

The clusters of scales, which define the three major dimensions of parental behavior have been individually presented and described. The warmth factor includes these five scales:

- 7.2 Acceptance of the Child
- 5.2 Direction of Criticism
- 8.3 Affectionateness
- 8.4 Rapport between Parent and Child
- 1.91 Child-centeredness of the Home

Another dimension of parental behavior involves the concept of democracy, as measured by two scales:

- 3.15 Democracy of Policy
- 3.14 Justification of Policy

and that of intellectuality, as determined by three scales:

- 3.3 Accelerational Attempt
- 6.1 Readiness of Explanation .
- 8.1 Understanding

The third dimension of parental behavior pertains to restrictiveness, as estimated by two scales:

- 3.11 Restrictiveness of Regulations
- 3.22 Coerciveness of Suggestions

In addition, a behavioral cluster, called indulgence, contains the following three scales:

- 4.1 General Babying
- 4.2 General Protectiveness
- 7.1 Solicitousness for Child's Welfare

2. Description of the Patterns of Maternal Behavior

The selection of four groups of mothers was made on the basis of the mothers' ratings on the clusters of variables. That is, the mothers who showed similarities of ratings on specific clusters were placed in similar groups. It was stated earlier in the study that the ratings are standard scores. The mean is established at 50. High scores are those above the mean; low scores those below it. Consequently, the scores on related variables were examined to determine the patternings of high and low scores. A mother would be rated as being high on a cluster if all, or all but one of the variables in that cluster were high.

Group I: "Ideologically Democratic"

The pattern of maternal ratings characteristic of the mothers in group I is graphically represented in Figure I.

SAMPLE PROFILE OF A MOTHER IN THE "IDEOLOGICALLY DEMOCRATIC" GROUP.

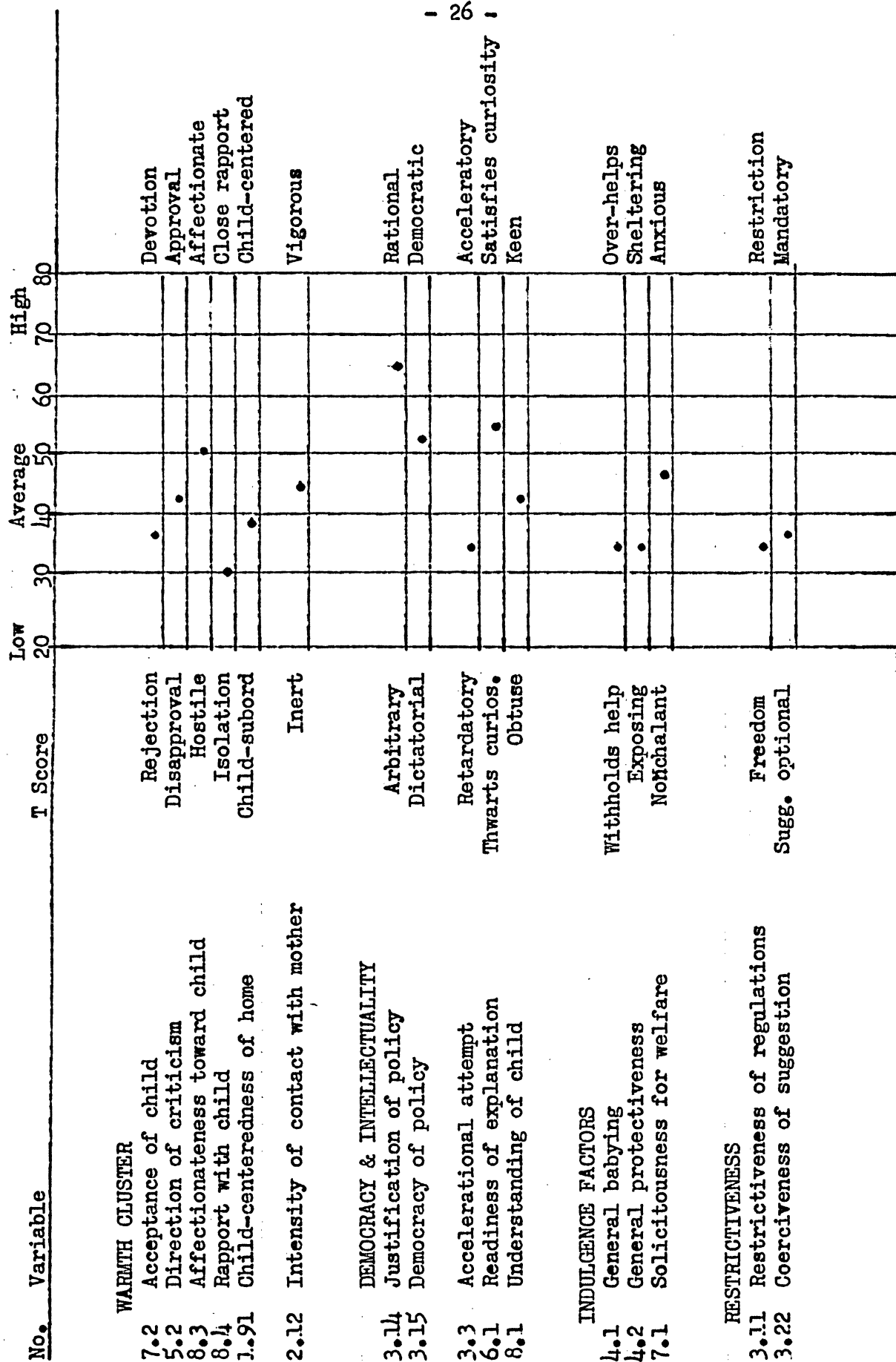


Fig. 1

The highest ratings are those on democracy, indicating that adherence to democratic policy is valued. Low ratings on restrictiveness suggest that the child is given considerable freedom of movement. The ratings on warmth tend to be low, showing that the mother is casual in her emotional attachment to the child. The low ratings on indulgence suggest that the child is encouraged to be self-reliant.

"Ideological Democracy" is a convenient caption to use in referring to this pattern of maternal behavior. To facilitate clarity of presentation, this term will be used in future discussion to identify the mothers showing this constellation of ratings.

The mother-child relationship characterized as "ideologically democratic" presents these features. The mother adheres to a consciously planned method of handling the child; in this instance, control policies derive from democratic interchange with the child. Such parental behavior demands a degree of intellectuality and emotional distance which markedly reduces the amount of warmth and affection shown towards the child, whatever the parent's true sentiments may be.

Group II: "Restrictively Cold"

The mothers in group II show an entirely different pattern of ratings. A study of the ratings as shown in Figure 2 reveals the differences.

SAMPLE PROFILE OF A MOTHER IN THE "RESTRICTIVELY COLD" GROUP.

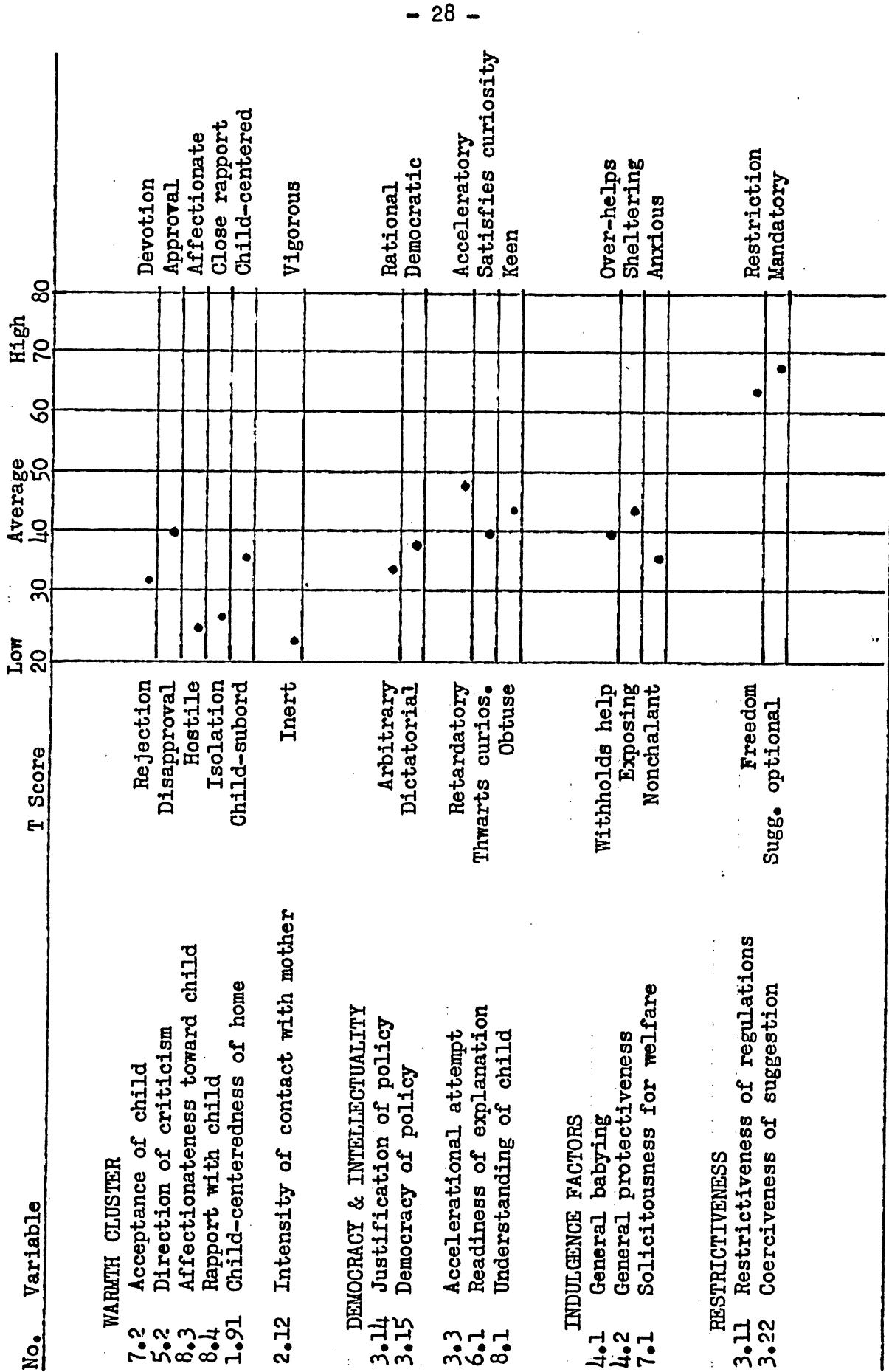


Fig. 2

It is immediately apparent that all the ratings are low except those on restrictiveness. The underlying emotional attitude is one of rejectance. The mother who rates low on all the warmth variables usually does not find satisfaction in dealing with her children as individuals. She tends to limit the number of occasions when she is in direct contact with the child or to be oblivious of him when he is present. When she is in contact with him, she controls his behavior in a highly authoritative manner. The low ratings on indulgence indicate that the child is obliged to deal with difficulties on his own.

It is convenient to refer to these mothers as "restrictively cold" in terms of the pattern of ratings just described. The mother-child relationship is summed up as follows: her behavior is overtly rejecting towards the child, whether consciously or unconsciously motivated. Hostility and resentment are usually accompanying factors. Control measures are highly restrictive and arbitrary, often running counter to the child's realistic needs.

Group III: "Spontaneously Democratic"

The mothers in group III reveal a pattern of ratings highly contrasting with that of the mothers in group II. A glance at Figure 3 shows that the ratings are above the mean, except for restrictiveness.

SAMPLE PROFILE OF A MOTHER IN THE "SPONTANEOUSLY DEMOCRATIC" GROUP.

- 30 -

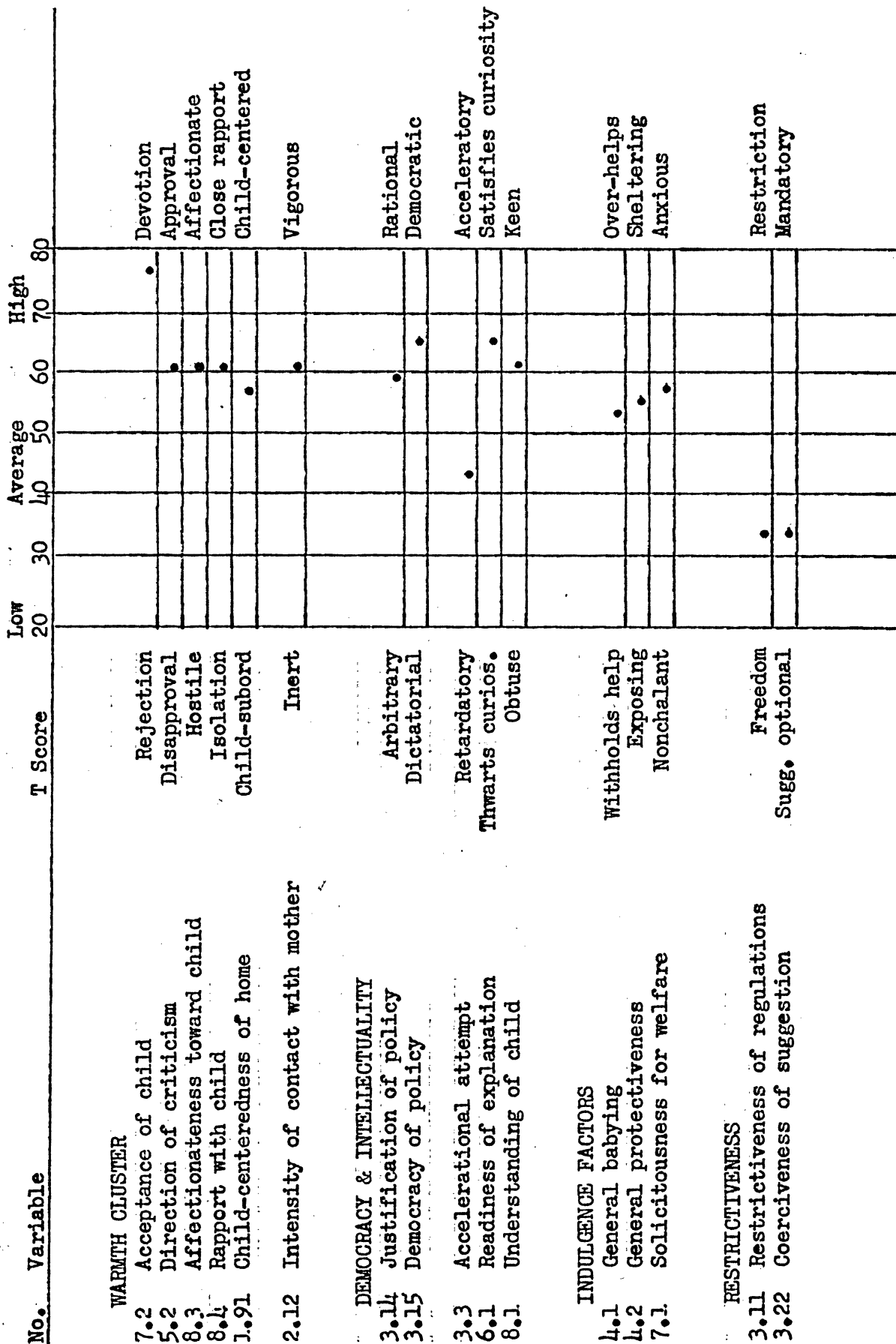


Fig. 3

The restrictive cluster is negatively correlated with the other clusters, as is true of the maternal pattern in group II. The high ratings on warmth characterize the mother as accepting of the child and devoted to his interests. The low ratings on restrictiveness indicate that she is casually permissive and makes little effort to restrict his freedom unless it threatens his welfare. The latter implication follows from the mother's ratings on the indulgence variables. She has a realistic evaluation of the child's needs as a developing individual and she provides adequate intellectual stimulation for him, as is indicated by the ratings on intellectuality.

The democratic ratings are high and help to distinguish this group of mothers who adhere to democratic methods because of a conviction that the child will benefit from such handling. It is convenient to identify this pattern of maternal behavior as "spontaneously democratic". This type of democratic mother is fundamentally accepting of the child. She is motivated to treat him as a unique individual because of her warmth and sense of enjoyment in being with him. Her democratic techniques stem from appreciation of the child rather than from intellectual approval of the methods as is true of the mother in group I.

Group IV: "Restrictively Warm"

The pattern of maternal behavior found in the mothers in group IV can be seen by referring to the ratings in Figure 4.

- 32 -

- 32 -

These mothers have high ratings on indulgence, warmth and restrictiveness, "mixed" ratings on intellectuality and low ones on democracy. The relatively low ratings on democracy and high ones on restrictiveness are in contrast to the ratings shown by the "spontaneously democratic" mothers. Here, the mother tends to lavish her attention on the child, as indicated by the indulgence ratings, thus hampering his efforts to be as resourceful as he can be. On the other hand, she may well "push him" in some areas of development beyond his capacity, as is suggested by ratings on the intellectuality cluster, since she tends to show a limited understanding of his needs (the scale on understanding of the child has the lowest rating in this cluster). In the area of restriction, she tends to limit the scope of his operations in accordance with maternal convictions. In the high ratings on warmth, the mother reflects her identification with her child and a sense of self-satisfaction.

The mother in this group will be arbitrarily alluded to as "restrictively warm". Her concept of the mother-child relationship derives from traditional values. Her behavior is designed to "guide and mold" the child, therefore resulting in restrictive policies. Warmth accompanies the mother-child contact when the child is dependent and immature, but it tends to decline as the child matures, and by his developing independence, comes into conflict with maternal goals.

Summary

Four patterns of maternal behavior have been described in

terms of the varying ratings of the mothers on the following clusters of variables: warmth, democracy, intellectuality, restrictiveness and indulgence. The four groups of mothers hitherto labelled I, II, III and IV will in future discussion be referred to respectively as:

The "Ideologically Democratic" group
The "Restrictively Cold" group
The "Spontaneously Democratic" group
The "Restrictively Warm" group

Although this study is limited to these four patterns of maternal behavior, it should be pointed out that an undetermined number of patterns can exist, and that there are individual variations in the patterns that have been described.

IV PROCEDURES IN THE ANALYSIS OF THE DATA

1. The Rorschach Scoring Method Used

The research demands of the study determined the scoring system which was used. The following test factors were scored according to Beck's (4) system: Location areas, popular responses, z scores and the form quality. In the determinant area, these scores were used: M, FC, CF and C. The FM and m scores, as advocated by Klopfer and Kelley (18) were included since the use of these scores is desirable in children's Rorschach records. The shading scores, Fc, c, Fc' and c', are used here as they are defined by Piotrowski (28).

2. Statistical Considerations

The futility of making indiscriminate statistical tests on Rorschach data with little regard for their applicability in terms of the assumptions basic to those procedures has been pointed out in a recent publication by Cronbach (10). Widespread interest in the development of techniques which can be appropriately utilized in analyzing projective tests is currently manifest in the literature. However, these procedures are still in a developmental stage. In this investigation, the statistical test chosen was one which makes no assumptions about normality of distribution, equality of measuring units, or sample size.

Two major approaches were used. First, tests were made to determine the significance of the inter-group differences for various

quantitative Rorschach scores. The scores of the groups on specific Rorschach factors were ranked, dichotomized at the median of the two groups being compared, and the data cast into a two by two table. Probabilities were then computed using the exact treatment as outlined by Fisher (13). The following Rorschach scores were tested by this method: total number of responses, number of color responses, F+%, F%, A%, % R VIII - X and z scores.

Secondly, the individual protocols were evaluated by the Munroe checklist, otherwise referred to as the Inspection Technique. This method, to be described, gives quantitative weight to deviations on various Rorschach scores from clinically and empirically derived norms. The significance of the differences between groups on checklist items was likewise tested by the exact method.

The difficulties which arise in attempts to handle ratio scores by the use of conventional statistics are mentioned by Cronbach (10). Although he has devised a "pattern tabulation" procedure which is highly promising, it could not be used in this study because the method requires larger samples(9). The experience type is the only ratio considered in this study.

3. Description of the Munroe Checklist

The Inspection Technique method, otherwise referred to as the checklist was devised by Munroe, who has carried on extensive research using the Rorschach test in connection with the testing program at Sarah Lawrence College. Since 1940, she has applied the Inspection Technique

routinely in the analysis of the Rorschach records of the students as a measure of their adjustment level. The revised checklist was published in 1945 as a monograph (25).

The objectives of the checklist can best be presented in
1
the author's own words, as follows:

"The checklist was designed to cover in a balanced manner, all of the major possibilities of variation in perceptual response as summarized in the scoring, and important qualitative notations. As a corollary of the basic assumption of the Rorschach method, therefore, the checklist affords a very comprehensive survey of personality function as expressed in the perceptual patterns observed. Entries on the checklist are derived from inter-individual comparison in respect to each item, and register the important points at which the functioning of the subject deviates from the normal range in a manner found to be clinically unfavorable. The practice of making multiple entries for each item in cases of extreme deviation in quantity or quality of a particular type of response provides for a weighting according to degree of malfunction."

2
The checklist contains twenty-seven items, each of which is accorded one or more of the following marks: plus, minus, letter or check. The numerical sum of all the entries is the adjustment score of the individual. The entries apply to six areas of Rorschach analysis, as follows: location, content, form, shading, movement and color. The plus sign indicates excessive emphasis of the item in question. The minus sign indicates insufficient emphasis. The check is

1. Op. Cit., pp. 72
2. Twenty-four items were used in this study. Two of them (Time and K,k), were not applicable to our data. The item, Color + Movement, was eliminated because of Munroe's comments as to its dubious value (26). A sample of the checklist appears in Appendix E.

used where features other than degree of emphasis prevail. The letter indicates qualitative variations. Extreme deviations on any item can be noted by double or even triple entries, and the letters can be used in combination with the plus or minus entries.

An explanation of the checklist items follows. The items or signs are listed in the order in which they appear on the blank.¹

1. Refusal (✓). Failure to find any response to one or more of the cards. One to three checks can be entered as specified.

2. Time per response. A plus entry if mean time per response exceeds 60"; a minus entry if it is less than 30".

3. W (+,-,V,B). Percentage of responses using the blot as a whole. A plus entry is made if the % is over 60; a minus entry if the % is under 15. A vague or a bad whole response is marked V or B.

4. Dd (+). Applies to responses using small or rare details. One to three plus entries are indicated according to specified norms.

5. S (+). Excessive use of white space, i.e., reversal of figure and ground, as evaluated by qualitative criteria.

6. Suc (r,l). Succession of responses according to their location, noting whether the order in which responses are given (wholes, details, rare details and / or spaces) is rigid (r) or loose (l) or disorganized (ll).

¹. See Appendix E.

7. P, Com (-). One to three minus entries are made if there is a failure to see a specified number of popular or common responses.

8. O (+,B). One to three plus entries are made if there is an excess of original responses, i.e., over 50%.

9. At, Sex (+). Numerical excess of anatomy and sex responses as well as consideration of qualitative features dictate assigning one to three plus entries.

10. Range (+,-). Range of content categories. A plus entry is given if the content is excessively wide and scattered. One to three minus entries are given for limited content (restriction).

11. F% (+,-). Percentage of responses using the form of the blots. One to three plus entries are given for percentages in excess of 50; a minus entry for a very low percentage.

12. F (V,B,E). Vague, bad or overexact forms are indicated by the appropriate letters, alone or in combination. This applies to the form quality of all responses and is expressed by a percentage.

13 - 17. These items apply to responses in the shading area. Shading shock, which is a phenomenon shown by an interruption or interference in the flow of responses on the darkly shaded cards, qualitatively determined, receives one to three checks. The other types of shading responses are accorded minus or plus signs as indicated by Munroe.¹

1. Plus or minus checks can be assigned to shading shock, but the check alone was used in this study. No entries were made in connection with FK, K or k items.

18 - 21. These signs appear in the movement area. An excessive percent or number of human movement responses (M) is given one to three plus entries; their absence or under-emphasis is given one or two minus entries.

Excessive animal movement (FM) and inanimate movement (m) are similarly accorded plus entries; underemphasis by minus entries.

The sum of all types of movement responses is scored plus¹ or minus when it is excessively large or small.

22 - 26. Responses in the color area are checked here. One to three minus entries are given when form color (FC) responses are low or absent. Excessive use of color form (CF) responses is accorded one to three plus entries. More than one pure color response (C) is given a plus entry. Total color is accorded plus or minus entries for excessive use (over 30% of total responses) and for little use (less than 10%).

These checklist items, as indicators of maladjustment, or conversely, as indicators of the degree of healthy adjustment, furnish a quantitative estimate of "the amount of psychological trouble the individual is experiencing".²

1. The specific percentages which apply to plus and minus entries will be found recorded in tables which accompany the presentation of results.
2. Gardner Murphy in Personality, pp. 678.

The research usefulness of the Inspection Technique, which is essentially an adaptation of the "neurotic signs" approach well-known to Rorschach analysts, has been pointed out by Cronbach (10). The reports of research using the method are those of: Roe (29,30), Anderson and Munroe (1), and Munroe (26).

4. Use of the Munroe Checklist with Children

To the writer's knowledge, the Munroe checklist has not been used in the analysis of children's Rorschach records. At the time she published her monograph, Munroe mentioned that preliminary studies were under way to apply the inspection technique to girls, aged twelve to seventeen years. No published report has appeared.

The signs approach has been used by several investigators in the analysis of children's Rorschach records. Davidson (11) used a list of seventeen signs in her study of 102 superior children, aged nine to thirteen years. Gair (16) used the same list of signs with a group of superior seven year olds. In a current report, Davidson (12) reviews the studies in which the signs of adjustment have been used in research on children's Rorschach tests. Several of these reports have not been published. Davidson indicates that the ages of the children are from nine to twelve years.

Although the Inspection Technique was designed primarily for young adults, the variability on individual items appears sufficiently wide to be inclusive of children's norms. The experience of

the investigators quoted above suggests that the sign approach can be applied to children's Rorschach records. The checklist was chosen for use in this study because Munroe's presentation of the items, the underlying concepts and the experimental results are fundamentally sound in the writer's judgment.

V. RESULTS OBTAINED IN THE ANALYSIS OF THE CHILDREN'S RECORDS

1. The Rorschach Factors

The probability levels secured by analyzing group differences in the children's records on specific Rorschach factors fall short of the five percent confidence level with one exception. These results are reported in Table 2.

Table 2.

INTERGROUP PROBABILITY LEVELS ON RORSCHACH SCORES

Scores	I & II	I & III	I & IV	II & III	II & IV	III & IV
Total R	.264	x	x	x	x	x
F+%	x	x	.264	x	x	.208
No. of C.R.	x	x	.400	.154	.115	x
A%	x	x	.110	.182	x	.078
F%	x	.104	x	x	x	.036*
%R VIII-X	x	.372	x	.182	.237	x
Z scores	x	x	x	.095	x	.095

R means Responses; CR means color responses.

x means P level was not calculated since by inspection, the result fell far short of the 5% level.

* Significant beyond the 5% level.

Intergroup comparisons were made on the following Rorschach factors:

total number of responses, number of color responses, F+%, F%, A%,

%R VIII-X and z scores. The probability level for F% for groups III and IV is beyond the five percent level. In the light of the number

of significance tests which were made, this single result cannot be regarded as significant.

The experience type, defined as the ratio of movement scores to weighted color scores, is an indication of the affective stability of the individual. Rorschach stated that since color responses represent lability of affect, the more that color responses predominate over kinaesthetic responses, the more unstable is the affectivity of the individual; the more predominant the kinaesthetic responses, the more stable the affectivity. He called the experience types lacking both movement and color responses coartated, and he indicated that depression or fixity of attention narrowed the experience potential of the individual. Rorschach's comment that education and the development of disciplined thinking coartate the experience type of children is of interest in the light of the age groups under study. He states, "Learning to read plays an important role in this coartation due to the fact that it¹ teaches clear form perception."

In an effort to evaluate the relative degree of affective stability found in the children in this study, using Rorschach's formulation as a guiding principle, the ratio of movement to weighted color scores was analyzed. We define as affectively stable those children in whose records there is a balance of movement and weighted color scores or in which there is a predominance of movement over color. The affectively unstable children include those in whose records the predominance

1. Psychodiagnostics, p. 118.

of color responses in the M to sum C ratio is one or more. The coartated records, implying emotionally dull or flat affect, are accordingly eliminated from this aspect of the study. Table 3 shows the distribution of the experience types in the children's records.

Table 3.

DISTRIBUTION OF CHILDREN'S EXPERIENCE TYPE PATTERNS

Experience type	GROUPS			
	I	II	III	IV
Coartated	2	1	4	1
Affectively stable	6	4	10	7
Affectively unstable	7	8	2	5
Totals	15	13	16	13

The result obtained on affective stability by the application of the exact method indicates that a significant difference between groups II and III is present, ($P=.036$) with group III showing the emotionally stable pattern. In an exploratory study such as this, a result beyond the 5% confidence level is acceptable as indicating variability possibly due to other than chance factors. However, again in view of the number of significant results, this single result cannot be regarded as established.

We must conclude, therefore, that as a result of the application of statistical tests to the analysis of the Rorschach scores, no differences have been conclusively demonstrated.

2. The Munroe Checklist Scores

1

The adjustment scores on the Munroe checklist range from 3 to 23 with the group mean being 12.84, standard deviation 4.38. The data for the individual groups are summarized in Table 4.

Table 4

MEAN CHECKLIST SCORES ON THE CHILDREN'S RECORDS

	I	II	III	IV
Means	12.8	13.46	13.5	11.46
Standard Deviation	4.08	5.77	3.14	4.06

The standard deviations for groups II and III were subjected to further analysis. The "F" test, as described by Lindquist (22), makes it possible to test the difference between standard deviations of two small samples. By applying the F test to groups II and III, the obtained value of F is 3.31. An F value of 3.67 would be expected at the 1% level: an F value of 2.48 at the 5% level. It may be concluded, therefore, that groups II and III are not drawn from equally variable populations. The variability of the checklist scores is wider for group II than it is for group III. Although the mean ad-

1. The adjustment score is the numerical total of all the entries made on the individual checklist sheets.

justment level of these two groups, as evaluated by the ITS¹ is comparable, there is a wider fluctuation from that level among the children of "restrictively cold" mothers than is true of the fluctuation among the children of "spontaneously democratic" mothers.

The remaining five inter-group differences were tested and found to be non-significant.

3. Checklist Scores in the Rorschach Categories

The results obtained by analysis of specific checklist² items will be presented as they refer systematically to items in the following Rorschach categories: location, content, form, shading, movement and color.

A. Location.

The pertinent data relevant to the location items are presented in Table 5.

1. The abbreviation, ITS, is a convenient designation for Inspection Technique Scores.
2. The individual checklist entries for each child in the study appear in Chart I.

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Table 5

INCIDENCE OF CHECKLIST ITEMS ON LOCATION IN CHILDREN'S RORSCHACHS

Items	I		II		III		IV		P
	N	%	N	%	N	%	N	%	
W (Rwnl)	14	93	9	70	9	56	11	85	
(-)	1	7	2	15	5	31	1	8	
(- -)	0		1	8	2	13	1	7	
(+)	0		1	7	0		0		
W Form (Rwnl)	5	33	9	70	13	81	6	46	
(B,BV,V)	10	67*	4	30	3	19*	7	54	P=.018

N refers to frequency of children in each group.

Rwnl means that the response occurs within normal limits.

*Probability is calculated on these two groups.

W (-) W % is less than 15%. (- -) W entirely absent, or not more than Popular or vague W. (+) W % over 60%.

W Form. (B) Over 25% of all W are definitely poor form (F-). (BV) if sum of vague responses plus twice the number of B responses is over 50% of all W. (V) Over 50% of the W are vague.

The frequency with which the children give whole (W) responses is consistent for groups I, II and IV. In group III, there is a trend in the direction of producing fewer W responses. When consideration is given to form accuracy of whole responses, (W, B, BV, V), there is a difference, significant beyond the 2% level, between groups I and III on this item. The children influenced by "ideologically democratic" mothers are less accurate in perceiving whole responses on the Rorschach than are the children influenced by "spontaneously democratic" mothers.

b. Content.

The data concerning checklist entries in the content area are shown in Table 6. The results on the range item are consistent

Table 6

INCIDENCE OF CHECKLIST ITEMS ON CONTENT IN CHILDREN'S RORSCHACHS

Items	I		II		III		IV	
	N	%	N	%	N	%	N	%
<u>Popular</u> (Rwnl)	7	47	5	38	11	69	7	54
(-)	7	47	5	38	5	31	3	23
(- -)	1	6	1	8	0		2	15
(- - -)	0		2	15	0		1	8
<u>Range</u> (Rwnl)	7	47	5	38	7	44	5	38
(-)	7	47	8	62	8	50	6	46
(- -)	1	6	0		1	6	1	8
(- - -)	0		0		0		1	8

N refers to frequency of children in each group.

Rwnl means that the response occurs within normal limits.

Popular (-) 3 populars or less. (- -) Only one P. (- - -) No P.

Range (-) A% is 60 to 80% of R; A+H % is 75 to 90% of R; Ad and Hd % is 25 to 50% of R. (- -) A% is 80 to 90% of R; and H% are 90 to 95% of R; Ad and Hd% is 50 to 75% of R. (- - -) A% over 90%; A and H responses exclusively; Ad and Hd over 75%.

for all groups. The obtained result appears to be higher than the criterion on A% for children's records, implying that these groups are more stereotyped in their thinking and have a narrower range of interests than is expected. There is less inter-group consistency in the findings regarding the popular item, but the discrepancy between groups II and III is not significant.

c. Form

The results which apply to form entries can be seen in Table 7.

Table 7

INCIDENCE OF CHECKLIST ITEMS ON FORM IN CHILDREN'S RORSCHACHS

Items	I		II		III		IV	
	N	%	N	%	N	%	N	%
F% (Rwnl)	5	33	2	15	3	19	2	15
(+)	7	47	7	54	4	25	9	70
(++)	2	13	3	23	6	37	2	15
(+++)	1	7	1	8	3	19	0	
F (Rwnl)	0		2	15	1	6	2	15
(B)(VB) (V)	9	60	7	54	14	88	8	62
(BB)	6	40	4	31	1	6	3	23

N refers to frequency of children in each group.

Rwnl means that the response occurs within normal limits.

F % (+) 50 to 75% of total responses use form. (++) 75 to 90% use form. (+++) over 90% use form.

F (B) Form quality of all responses where form is primary is between 60 and 80%, or 3 very poor forms, (BB) Form quality is below 60%, or more than 4 very poor forms. (VB) Sum of V plus twice that of B responses is between 60 and 70%. (V) 3 explosive or evasive responses in significant places.

The incidence of form responses is unusually high for all groups if the F% above 50 is accepted as the normative criterion for children. Groups I, II and IV show consistent results regarding the accuracy of all percepts in which form is a primary determinant (Rwnl + B,VB, V). For

Group III, accuracy of percepts is marked, but the discrepancy between Group III and each of the other groups is not significant. There is a consistency, then, in the tendency seen here and in the findings already reported for group III, accuracy of form level in whole responses.

d. Shading

The checklist items which involve the shading component are reported in Table 8. The occurrence of shading shock is comparably high

Table 8

INCIDENCE OF CHECKLIST ITEMS ON SHADING IN CHILDREN'S RORSCHACHS

Items	I		II		III		IV		P
	N	%	N	%	N	%	N	%	
Absence of Shock	4	27	3	23	4	25	8	62	
<u>Shading Shock</u>	11	73	10	77	12	75	5	38	
Fc (Rwnl)	5	33	6	46	1	6	5	38	
<u>(-)</u>	10	67	7	54*	15	94*	8	62	P=.037

N refers to frequency of children in each group.

Rwnl means that the response occurs within normal limits.

*Probability is calculated on these two groups.

Shading Shock Overt reaction to the dark nuances of the cards evaluated by customary Rorschach standards.

Fc (-) Not more than 1 Fc is present (exception: 1 good Fc if R is less than 15).

in groups I, II and III indicating that there is overt reaction to the anxiety-provoking nuances of the dark cards. The difference shown on this item by group IV is not significant, but it may represent a tendency implying that this group is less sensitive to the threatening

aspects of the dark shading.

The difference between groups II and III regarding the occurrence of the Fc response is significant beyond the 5% level. Where the maternal attitudes, characterized as "restrictively cold" prevail, the children reflect a type of emotional sensitivity to the environment, which demands peripheral adaptation on the part of the individual. For the children influenced by maternal attitudes characterized as "spontaneously democratic", this type of response occurs so infrequently as to be almost non-existent.

e. Movement

The analysis of checklist items in the movement area is presented in Table 9. The frequencies reported in the production of human movement (M) responses are comparable for groups I, II and III. Similar results are noted in the occurrence of animal movement (FM) responses. Both of these findings are below the criteria expected in children's records and imply a limited development of the capacity to be imaginative and creative in intellectual pursuits. Group IV shows a different trend. Here, the incidence of M and FM responses corresponds more closely to expected criteria. The difference between this group and group II is significant beyond the 5% level. (M, - -). The children dominated by "restrictively warm" mothers produce more human movement responses than do the children dominated by "restrictively cold" mothers. A similar trend between these groups is noted on the total movement item.

Table 9

INCIDENCE OF CHECKLIST ITEMS ON MOVEMENT IN CHILDREN'S RORSCHACHS

Items	I		II		III		IV		P
	N	%	N	%	N	%	N	%	
M (Rwnl)	5	33	3	23	7	44	8	61	
(+)	0		0		1	6	1	8	
(-)	4	27	2	15	2	13	0		
(- -)	6	40	8	62*	6	37	4	31*	P=.047
FM (Rwnl)	7	47	4	31	4	25	9	69	
(+)	1	6	1	8	1	6	0		
(-)	7	47	8	61	11	69	4	31	
Total Movement (Rwnl)	9	60	6	46	8	50	9	70	
(+)	1	7	0		0		1	8	
(-)	2	13	2	15	5	31	1	8	
(- -)	1	7	1	8	1	6	2	14	
(- - -)	2	13	4	31	2	13	0		

N refers to frequency of children in each group.

Rwnl means that the response occurs within normal limits.

*Probability is calculated on these two groups.

M (+) 30 to 40% M responses. (5 or 6 M if R is less than 15; 8 to 10 M if R is more than 50).

M (-) 2 M responses (1 M if R is less than 15; 2 or 3 M if R is more than 50).

M (- -) 1 M or no M (no M if R is less than 15).

FM (+) FM 3 or 4 with M (- -), FM:M equal to 2:1.

FM (-) Not more than one common FM or 2 additional FM responses.

Total Movement (+) M, FM and m responses between 40 to 60%.

Total Movement (-) M, FM and m responses between 5 to 10%. (2 responses if R is less than 15).

Total Movement (- -) M, FM and m responses between 1 to 5%. (1 response if R is less than 15).

Total Movement (- - -) Total Absence of movement.

f. Color

The data relevant to checklist items on color are summarized in Table 10. Color shock occurs at a comparably high level in groups I, II and IV. The appearance of color in the Rorschach cards can be a disturbing factor which alters the individual's intellectual performance in some observable manner. The Rorschach analyst, recognizing that emotional attitudes have been stimulated in the individual, refers to this phenomenon as color shock, and he estimates its effects as a constructive or destructive force in the individual's functioning.

A study of the results on color items reveals consistent trends. Group III displays the lowest percentages on all color items. Groups I, II and IV show a similarity in the reactive pattern on all color items except total color.

The discrepancy between groups II and III on color form responses (CF,-) is significant beyond the 5% level. Children whose maternal influence is "restrictively cold" produce more responses of the impulsive, immature type than do the children of mothers characterized as "spontaneously democratic".

The inter-group differences in color reactivity are more striking when the item total color is under scrutiny. The difference between groups II and III is significant beyond the 1% level. The respective differences between groups II and I, and between II and IV, are significant beyond the 5% level. The children in group II may be said to be color conscious by contrast with the children in any of the other groups. These children, raised in a maternal climate designated as "restrictively cold",

Table 10

INCIDENCE OF CHECKLIST ITEMS ON COLOR IN CHILDREN'S RORSCHACHS

Items	I		II		III		IV		P
	N	%	N	%	N	%	N	%	
<u>Color Shock</u>	12	80	12	92	11	62	11	85	
<u>FC (Rwnl)</u>	8	53	8	62	6	37	7	54	
(-)	4	27	3	23	4	25	1	8	
(- -)	3	20	2	15	6	37	5	38	
<u>CF,CF:FC (Rwnl)</u>	6	40	7	54	4	25	7	54	
(+)	1	7	2	15	0		0		
(-)	8	53	4	31*	12	75*	6	46	P=.043
<u>C more than 1</u>	6	40	4	31	1	6	4	31	
<u>Total Color (Rwnl)</u>	6	40	11	84	6	37	6	46	
(+)	2	13	1	8	0		0		
(-, - -)	7	47	1	8*	10	63*	7	54	P=.009
		*		*					P=.040
				*				*	P=.040

N refers to frequency of children in each group.

Rwnl means that the response occurs within normal limits.

*Probability is calculated on these two groups.

FC (-) One main FC response. (FC (- -) Definitely no main FC response.

CF:FC (+) 2 or 3 strong CF or whole CF responses with FC (-), or CF:FC as 2:1 but less than 3:1 if Fc is more than 1.

CF:FC (-) No main CF whether FC is present or not.

C more than 1 One pure color, or two differentiated color responses.

Total Color (+) 30 to 40% of total responses. (-) 2 responses using color, or not more than 10% of total responses except in a very short protocol. (- -) Not more than 1 response using color.

produce more color responses than do the children of either "ideologically democratic" mothers or "restrictively warm" mothers, and far more than do children of "spontaneously democratic" mothers.

Summary of the Results

The results obtained by statistical analysis of the children's Rorschach records may be summarized as follows:

Inter-group comparisons were made on the following Rorschach factors: total number of responses, number of color responses, F+%, F%, A%, %R VIII-X, z scores and the experience type. The majority of inter-group comparisons were not significant. The inter-group difference on F% was significant beyond the 5% level, indicating that the incidence of form percepts was higher for group III than for group IV. When the patterns of affective stability, as determined by the ratio of movement to weighted color scores were compared, group II showed the emotionally unstable pattern, group III, the more stable one.

The adjustment scores, derived from the Munroe checklist, were found to be comparable for all groups. The "F" test was applied to the adjustment means of groups II and III; it was found that the variability between the means was significant beyond the 2% level, with group II demonstrating the wider variability.

The analysis of inter-group differences on specific checklist items revealed that there were seven differences, six of them significant

beyond the 5% level, one beyond the 1% level. The significant differences, found in the location, shading, movement and color categories are as follows:

Whole responses were perceived more accurately by group III than by group I.

The shading score, Fc, showed a higher frequency for group II than for group III.

Human movement responses occurred more frequently in group IV than in group II.

The color form responses of group II exceeded those of group III.

The analysis on total color indicated that group II produced more color responses than did each of the other groups. The inter-group difference between groups II and III is beyond the 1% level.

It should be noted, however, that although two differences were noted on Rorschach factors and seven differences were noted on the checklist items out of the total number of inter-group comparisons made, none of the differences discussed above can be accepted with confidence. At best, they serve as suggested hypotheses for independent study on a completely new sample.

VI DISCUSSION OF THE RESULTS

The results obtained by the application of statistical tests to the group differences are largely negative as regards the quantitative Rorschach scores and the Munroe checklist items. There are positive features in the data to be discussed in a subsequent section.

1. Interpretation of Statistical Results.

The 5% confidence level is acceptable in determining the significance of intergroup differences in an exploratory study of this type. At this level of confidence, two significant differences were found in the analysis of the Rorschach scores. Cronbach (10) has pointed out the necessity of interpreting the differences obtained by the application of statistical tests in the light of the total number of significance tests which are made. In consideration of the total number of tests which were made on the Rorschach scores, these two results can not be regarded as established.

The number of differences, significant beyond the 5% level, which were detected by an analysis of the checklist items was six. One difference was reported beyond the 1% level. These differences, and in addition, those differences which failed to reach the established level of confidence are summarized in Table 11. The number of significant differences found on checklist items can also not be regarded as demonstrated.

Table 11

INTERGROUP PROBABILITY LEVELS ON CHECKLIST ITEMS

Checklist Items	Groups	Probability
<u>Location</u>		
W (B,BV,V)	III & I	.018*
<u>Form</u>		
F% (++,+++)	III & IV	.057
F% (++,+++)	III & I	.086
F (BB)	III & I	.065
<u>Shading</u>		
Fc (-)	II & III	.037*
Shading Shock	III & IV	.107
<u>Movement</u>		
M (- -)	II & IV	.047*
FM (-)	III & IV	.095
<u>Color</u>		
CF (-)	II & III	.043*
C more than 1	III & I	.065
Total color (-,- -)	II & III	.009**
Total color (-,- -)	II & I	.040*
Total color (-,- -)	II & IV	.040*

*Significant beyond the 5% level.

**Significant beyond the 1% level.

The data do not show whether the particular differences found also represent chance phenomena. Assumptions can be made in either direction. It is entirely possible that there are positive features in these reported differences, the implications of which will be considered subsequently.

1

The results obtained on the adjustment scores indicate that the groups are essentially comparable in their adjustment levels. The group mean for this sample of children is 12.84, standard deviation 4.38. The individual group means correspond rather closely, as can be seen in Table 4. The difference in the deviations of mean adjustment level for groups II and III was tested and found significant beyond the 2% level. The mean adjustment level of children who have "spontaneously democratic" mothers is more truly representative of them as individuals than it is of children who have "restrictively cold" mothers, although their adjustment levels as groups may be similar.

In the absence of reports on the use of adjustment scores with children, the evaluative significance of the obtained results is not clear. In her experience using the adjustment scores with a young college population, Munroe states that "a tally of entries above 10 suggests rather serious maladjustment; above 15, possible psychopathology."² The trend in the direction of evaluating the adjustment of children by means of a sign approach is apparent from Davidson's recent review (12). She uses a set of seventeen adjustment signs devised by herself in an earlier investigation (11). The Davidson set of signs and the Munroe checklist seem to be comparable. Davidson reported the mean adjustment score of 102 bright children, aged nine to twelve years, to be 10.31, standard deviation 2.99. Unfortunately,

1. Munroe refers to these scores as Inspection Rorschach adjustment ratings.
2. Munroe (25), pp.80.

Gair's (16) study on a group of bright seven year olds does not furnish comparative data.

The results of the findings with the group under study may be interpreted rather tentatively as indicating a moderately healthy degree of adjustment, as evaluated by the Munroe adjustment scores.

2. A Consideration of Group Trends

If it is assumed that the particular differences, found significant on analysis of the checklist items, are due to factors other than chance, an inspection of these differences is of interest. Of the seven inter-group differences, six of them refer to group II (Table 11). If the characteristics of the Rorschach factors involved in these differences are studied, it is seen that five of them relate to scores which have an emotional connotation in Rorschach interpretation (color and shading). The sixth (movement) combines both emotional and intellectual characteristics. This "clustering" of the differences, since it singles out group II and emphasizes a specific type of Rorschach score, suggests that a positive trend exists in the data.

The implications of this trend for the children of mothers described as "restrictively cold" may now be interpreted. These children are likely to be acutely sensitive to emotional pressures. In social interaction, they are inclined to be emotionally immature and impulsive, perhaps selfish and demanding. Restlessness and physical

exertion may characterize them as individuals. They are insistent on exploiting and examining the environment upon which they depend for inspiration and direction. They develop techniques for making superficial adaptations in situations where a measure of cooperative effort is demanded. This kind of behavior may reflect the effects of maternal influence in which rejectance is a salient feature.

It might be asked: since the children in the study may be considered fairly well adjusted, what are the adjustive techniques they utilize? The data furnish clues. For the children already described the adaptation is primarily through emotional channels of expression. A different trend is suggested for the children in group IV. Here the mother is "restrictively warm". She pampers the child, loves him warmly, but she is highly restrictive like the mother already discussed. The child of such a mother is likely to turn to fantasy and to find in imaginative pursuits an outlet for rebellion against maternal dictates. He does not appear to be unduly anxious, possibly because anxieties are absorbed in fantasy life. A qualitative analysis of the movement responses of the children in this group implies that assertive characteristics are prominent.

The adjustive pattern of the child whose mother is "spontaneously democratic" implies that he utilizes intellectual channels. This mother provides for her child intellectual stimulation accompanied by warmth. At the same time, she does not hamper him in his

learning efforts. The data furnish clues that this child tends to exercise intellect and reason in his interaction with the environment. He may become anxious at times, but he is not likely to become emotionally upset or seriously threatened.

The trends in the Rorschach data on checklist items, which suggest positive aspects in the data, have been discussed for three groups of children. For the group of children whose mothers were termed "ideologically democratic", no clear-cut implications are drawn.

3. Implications

What are the implications of the negative findings in this study? There are several aspects of the question which may be considered. The major-vantage points from which to discuss it are those relevant to the experimental population, the research tools employed and an evaluation of the importance of the maternal influence itself.

What can be said of the Fels group studied as an experimental sample? The children are representative of a population ranging from average to superior mental ability, and of a mid-western culture drawn from urban as well as rural centers. The group was not randomly selected. It constitutes a moderately homogeneous sample, consequently, extreme variations of the phenomenon studied are not likely to be represented. Under these conditions, it is more difficult to demonstrate inter-group differences. In addition, there is the question

of the numbers in each group. It is possible that if a larger sample had been available, the results might have been less negatively directed.

Another question in connection with the sample concerns the age of the children studied. Two thirds of this group are seven year olds. At this age, the child has had the benefit of stimulation from other social areas. To what extent the maternal influence has been rendered less effective in competition with the other social pressures which impinge on the child, would certainly be difficult to predict. The diminishing effects of the maternal influence at this stage in the child's development were probably not fully appreciated. The degree to which maternal behavior is a force in shaping the child's personality might be studied more favorably in children, aged four to five years, who may be regarded as having reached the maximal limits of maternal control before other influences set in as compensatory factors.

The research tools which were used in this study can be analyzed in critical terms to see if they might have had any bearing on the negative findings. The Rorschach test, as has been indicated, is clinically useful in the assessment of individual personalities. Difficulties present themselves in using the test in research mainly because the interrelationship of scores, assumed to have significance in individual interpretation, cannot be adequately handled by existing statistical techniques. The problem is one that has been recognized

and is the subject of current collaborative study between statisticians and clinicians.

In addition, there are specific problems which apply to the use of the Rorschach test with children. Normative studies are needed at practically all age levels below adolescence to satisfy scientific requirements. From the research point of view, investigators will be able to interpret their results with greater assurance when additional studies are reported regarding the test's reliability with children. The Rorschach test may not yield information as subtle as the phenomenon under study would have required. On the other hand, with the development of procedures adapted for the analysis of the Rorschach test, it may be possible to test out this premise. Whether the Rorschach technique, as a research tool, contributed to the negative findings is a question that cannot be answered with assurance at this time.

The writer is essentially in agreement with the point of view expressed by Bell regarding the usefulness of the Rorschach test.

1

He makes the following statements:

"While the criticism has been leveled at Rorschach workers that they disregard scientific method and use a sort of magic to gain the results they report, the quality of the literature is evidence that the approaches of science have not been disregarded even though traditional methods have been modified and new methods have been applied. The distinct impression is gained that the best critics of the Rorschach technique are found among its exponents. It is regarded generally, by those who use it, as a method which still needs much development and must, even in its present state, be used with caution as well as with enthusiasm Its current usefulness is the product of the quantity and quality of research which has been carried on over the 26 years since the publication of Psychodiagnostiks."

1. Op. cit. pp. 151.

A consideration of the other research tool used in this study, namely, the Munroe checklist, is desirable. The method is still in the experimental stage as is recognized by its author whose results are reported with scientific caution. Cronbach recommends the method as suitably adapted to the analysis of Rorschach protocols. It is hoped that the data herein presented may help to answer the question of its applicability to children's Rorschach records. The influence which the checklist method may have had on the negative findings, cannot be evaluated by the data. Judgment must be reserved until further reports are published. The Fels longitudinal program offers an excellent opportunity for applying the method in future studies on children.

The emphasis in this study has been focused on maternal behavior as the significant factor in the child's developing personality. However, influences such as paternal attitudes, sibling rivalry, social and cultural experiences, may be considered as possibly contributing to the negative findings.

The paternal role has been studied less than has the maternal. The psychoanalysts have pointed out that in the process of identification, the child assimilates values derived from both parents. The process has positive as well as negative implications as the child matures into adulthood. Perhaps, the paternal influence has been under-emphasized and the maternal over-exaggerated in our culture. One has the impression that fathers have assumed an increasingly active role

in the rearing of their young children, at least in some of our American sub-cultures. There are individual instances in which the paternal attitudes may be regarded as equal to those of the mother. It is certainly within the experience of clinical workers that fathers have often had the "mothering" role because circumstance, often economically dictated, has been a guiding factor in those situations. In this study, paternal attitudes were not included in the evaluation of parental behavior because there were few ratings on the fathers of the children in this sample. It is entirely admissible, nonetheless, that the influence of paternal patterns of behavior may be a factor contributing to the negative findings.

Parental influences constitute the beginnings of social influences in the child's ultimate development as a social being. The family as a unit is a complex totality providing the child with value systems which help to determine his adult pattern of behavior. The interplay of sibling relationships is a factor of paramount importance in the child's social development as has been pointed out in David Levy's work. The effects parents have on different children have also been noted by various investigators. It would be scientific negligence to overlook these influences bearing on the development of the child's personality. The children in our group include siblings for whom these intra-familial pressures exist and are probably interwoven in the patterns of perceptual behavior appearing in their Rorschach responses. These pressures too may have added weight to the negative findings.

In the light of the number of factors which may have contributed to the negative results, it is encouraging that some trends having positive implications, emerged.

VII CONCLUSIONS

The results obtained by the statistical analysis of the Rorschach records of four groups of children do not discriminate personality differences which might be related to differing patterns of maternal behavior as evaluated by the Fels Parent Behavior rating scales. This interpretation of the results does not mean that personality differences may not exist in the four groups of children.

The implications of the negative findings were discussed in terms of the characteristics of the sample, the tools of research and an evaluation of the maternal influence itself.

Although the results are reportedly negative, those Rorschach factors which discriminated between groups were regarded as having positive implications. The trends for three groups of children were discussed in connection with the patterns of maternal behavior. It was implied that:

(1) The children of "restrictively cold" mothers use emotional avenues of expression as adjustive techniques.

(2) The children of "restrictively warm" mothers resort to fantasy as a means of adjustment.

(3) The children of "spontaneously democratic" mothers utilize intellectual channels of expression as their adjustive pattern.

The result obtained on the Munroe adjustment scores was tentatively interpreted as indicating a moderately healthy adjustment level for this sample of children. The evaluative significance of the Munroe adjustment scores for children constitutes a subject for further research.

VIII SUMMARY

1. The individual Rorschach records of a sample of 57 children from the Fels population, aged 6 and 7 years, were evaluated to determine what personality factors might be related to varying methods of parental handling.

2. The patterns of maternal behavior as evaluated by the Fels Parent Behavior rating scales on 38 mothers differentiated the four groups of children.

3. The Rorschach scores and the Munroe checklist items were independently analyzed by the exact method to determine the inter-group differences.

4. The results obtained by statistical analysis do not discriminate personality differences which might be related to differing patterns of maternal behavior.

5. It was recognized that influences other than maternal might have a bearing on the negative findings.

6. The implications of positive trends in the data were discussed.

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X APPENDIX

first

Form PBR 2.1; 10-38. Fels Research Institute

Appendix B

A LISTING OF BECK'S CONTENT CATEGORY

<u>Abbreviations</u>	<u>Category</u>
A	Animal
Ab	Abstraction
Ad	Animal detail
Al	Alphabet
An	Anatomy
Aq	Antiquity
Ar	Architecture
Art	Art
As.	Astronomy
Bt.	Botany
Cg	Clothing
Cl	Clouds
Dh	Death
Fi	Fire
Fd	Food
Ge	Geography
H	Human
HD	Human detail
Hh	Household
Im	Implement
Ls	Landscape
Mn	Mineral
Mu	Music
My	Mythology
Na	Nature
Pr	Personal
Rc	Recreation
RI	Religion
Ru	Rural
Sc	Science
Sex	Sex
Tr	Travel
Vo	Vocation

Name John Doe, Jr. Date 10-20-48 Mother Dorothy Total Resp. 29
 Case No. Genet. No. Age 7-6 Father Robert Total Time 7'35"
 Sibs Ann, Joan

Rorschach No. ①		2	3	4	5	6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Cd. T/k	W	D	Dc	d	S	M	FM	m	FV	F+	F	F-	Fo	c	Fc	c'	FC	CF	C	A	Ad	H	Hc	Am	Sc																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								</

Approach: (W) D (d)

W:M 2:2

spaces None

Sequence Orderly

M:ΣC = 2:4
 M-ΣC = -2
 M:CR:F =
 Mext = III Act.
 Mfl
 Mbl VII 9n
 Mfr

CR = 7
 FC-(CF C) = 5
 F+% = 81%
 F prim+% = 81%
 F% = 55%
 %R VIII-X = 48%

Z = 10.0
 P = 6
 A% = 69%

RORSCHACH SUMMARY
 Additional responses in ()
 Poor form indicated by - sign

(Do not write below this line)

Serial Sheet No.

(Well-adjusted--Maladjusted)

[illegible]

Rate the general internal adjustment of the family as a whole in its day-by-day relationships. Is the home atmosphere characterized by satisfaction, stability, achievement, and happy adjustment; or by thwarting, unpleasantness, repression, and insecurity?

This is a broad variable, including conflicts among persons, among motives, or with obstacles. Conflicts may be emotional, social, economic, or physical; and both overt and covert. Rate the total configuration--the quality of the child's home atmosphere.

[illegible]

- Exceedingly well-adjusted. Characterized by pleasant co-operation, security, and full satisfactions throughout.
- Fundamentally sound adjustment, but with minor conflicts here and there.
- Fairly smooth on surface, but suggests undercurrent of repression or insecurity.
- Definite evidence of mild maladjustment throughout.
- Dominated by maladjustment, coloring most family activities
- Extreme maladjustment; torn with conflict, repression, and insecurity.

[illegible]

Rater's Remarks: (continue on back of sheet)

Serial Sheet No.

[illegible]

Rate the general activity level of the home, taking the household as a whole. Is the home atmosphere active, quick, and alert; or is it inactive, slow, and inert?

This is a broad, general variable, including amount and quickness of activity, alertness, decisiveness, and tension, insofar as they are manifest overtly as part of the child's environment.

[illegible]

- Home extremely bustling, busy, excited, tense.

- People in home move quickly, talk rapidly, work with dispatch. Home alert, wide-awake, moving, decisive.

- People move, talk, and work without haste, but with some dispatch. Home alert, but not hypertense.

- People move, talk, and walk with leisurely deliberateness. Home relaxed, but not lackadaisical.

- People move slowly, talk slowly, work slowly. Home passive, relaxed, easy-going, indecisive.

- Home poky, lackadaisical, lazy, slow-moving, procrastinating.

[illegible]

Rater's Remarks: (continue on back of sheet)

[illegible]

Disregard conflict between the object-child and other individuals. Include discord among siblings, domestics, parents, etc. Disregard other types of maladjustment, as worry, insecurity, grief, illness, cynicism. Include discord only insofar as it impinges more or less directly upon the child.

[illegible]

- Household flies into vindictive recriminations, bitter disputes, on slightest provocation.

- Underlying discords often break through the general surface harmony as sharp arguments, or ill-natured sarcasm. Frequent unpleasant wrangling, complaining, squabbling.

- Harmonious basic relationships, overlaid with a good deal of surface contention, bickering, and teasing.

- Tolerant, friendly. Arguments tend to be good-natured. Teasing occasional. Quarrels rare.

- Peaceful, harmonious, agreeable atmosphere reigns. Household harmony disturbed only under rare and extreme circumstances.

											Score	Rater:	Date of Rating:
											Tolerance		Scored by:
											Range	Checked by:	
1	2	3	4	5	6	7	8	9	10	Number	Tabulated by:	Date:	

Form PBR-1.5; 7-47; Fels Research Institute

[illegible]

Include all social contacts outside the immediate household, excepting necessary business routine. Include both breadth and depth of sociability. Include interest, activity, initiative, hospitality.

[illegible]

- Family constantly active socially; always seeking new contacts; eager and uninhibited mixers.
- Actively interested in what is going on outside the household; mix readily, without being over-aggressive.
- Accept contacts with enthusiasm, but hesitate to intrude into the lives of others.
- Neither avoid nor initiate social activities; accept contacts passively.
- Tend to avoid direct social intercourse; seldom go out; rarely entertain.
- Family resents social advances from outside the household; never mixes socially.

												<u>Consistency:</u> How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>					
												<u>Saliency:</u> How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>					
												<u>Certainty:</u> Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>					
												Score	Rater	Date of Rating			
												Tolerance					
												Range	Scored by	Date			
													Checked by	Date			
1	2	3	4	5	6	7	8	9	10			Number	Tabulated by	Date			

Form PBR-1.1;12-37;2M Fels Research Institute

FELS PARENT BEHAVIOR RATING SCALE NO. 1.7 Co-ordination of Household
(Co-ordinated--Chaotic)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the routine functioning of the household as to its smoothness of organization. Is it effectively planned and executed? Or is it unco-ordinated and chaotic?

Rate on basis of effectiveness in operation rather than tendency to systematize every detail. Include care of belongings, co-ordination of schedule, planning, meeting of responsibilities, and general efficiency of organization as it works in practice. Disregard variations in aesthetic standards, style, form, socio-economic status, etc.

- Extremely effective management. Model of efficiency. Long-range planning, flexibly executed. Confusion unknown.
- Smooth-running and efficient on the whole. House kept in order and on schedule most of time. Meals, finances, education planned ahead. Some superficial disorder.
- Fair co-ordination. Considerable disorder, but can usually find things. Buying inefficient, but meals fairly adequately planned. Sometimes off schedule, but never miss trains.
- Poor co-ordination; essential rudiments of organization are there, but inefficiency and confusion are common. Often late; off schedule half the time. House disorderly.
- Chaotic, disorganized. Nothing happens on schedule. No planning. Equipment in tangled scramble. Confusion reigns even in essentials.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the rates? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
											Checked by
											Tabulated by
1	2	3	4	5	6	7	8	9	10	Number	Date

Rater's Remarks: (continue on back of sheet)

Rate the organization of the household according to the degree to which it is built around the child's needs and welfare. Does the child get more than his proportionate share of consideration; or is his welfare subordinated to that of other members of the household?

Rate for the specific child, as against the entire remaining household including siblings. Behavior is "child-centered" to the extent that it involves sacrifice of pleasure, convenience, opportunity, etc., in attempting to benefit the child.

- Whole household revolves around child; many major sacrifices for child's trivial comforts.
- Consideration for child clearly predominates, but not to the exclusion of other interests.
- Child's welfare gets slightly more attention than the welfare of others.
- Child gets proportional consideration; is as often disregarded as sacrificed for.
- Although given attention in critical matters, on the whole, child gets neglected in favor of other interests.
- Household organized around interests of other members.
- Child definitely neglected even in essential matters.

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 2.11 Duration of Contact (Extensive--Brief)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent in terms of the number of hours (for an average day) of actual contact with the child.

"Contact" is here defined as a situation in which parent and child are sufficiently alert and close together to make social intercourse possible--amount of opportunity for parent-child stimulation.

Base rating on total impression, from observation and conversation. Avoid direct quizzing as basis for rating. Judge in terms of average for a typical week. (To correct week-day figure, add 1/7 of week-end excess contact.)

- Entire waking day together.
- Eight hours per day together.
- Four hours per day together.
- Two hours per day together.
- One hour per day together.
- Half hour per day together.
- Quarter hour per day together

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular		
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible		
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing		
											Score	Rater	Date of Rating
											Tolerance		
											Range	Scored by	Date
												Checked by	Date
1	2	3	4	5	6	7	8	9	10	Number		Tabulated by	Date

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 2.12 Intensity of contact
(Vigorous--Inert)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the reactivity of the parent during contacts with the child. Does the parent react readily and vigorously; or does the parent tend to disregard the child during contact situations?

"Reactivity" includes both initiating social intercourse with the child and responding to the child's initiative. It includes attention, suggestion, affection, coercion, help, conversation, criticism, information, play, scolding, threatening, feeding, explaining, etc.

Rate only on situations where there is opportunity for stimulation--independent of duration of contact.

- Intensively vigorous, over-stimulating, excited.
- Active, readily attentive, vigorous.
- Fairly active, responsive, alert.
- Accessible, interested, half-hearted, reserved.
- Perfunctory, passive, retiring, taciturn, bored, busy.
- Oblivious, absorbed, inaccessible, preoccupied.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
											Date
1	2	3	4	5	6	7	8	9	10	Number	Checked by
											Date
											Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 3.11 Restrictiveness of Regulations
Serial Sheet No. (Restrictiveness--Freedom)

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the restrictiveness of the regulations set up or implied by the parent as standards to which the child is expected to conform. Are the requirements numerous and severe; or few and mild? In meeting these standards would the child be highly circumscribed in his behavior, or would he still have a large measure of freedom?

Disregard whether requirements are sharply codified rules, or merely implied in the disciplinary policy. Disregard the parent's motives, and methods of enforcement. Include both prohibitions and positive requirements. Consider the standards expected regardless of how well they are enforced. Rate relative to child's age.

Parents standards for child's conduct are minutely restrictive beyond all reasonable interpretation of either child's welfare or family convenience.

Requirements are unnecessarily abundant and exacting, but usually aimed at practical ends rather than "pure discipline".

Restrictions are moderate and practical, but parent shows little concern for child's freedom as an end, slapping on requirements whenever they seem expedient.

Standards and regulations are somewhat liberal. Freedom is allowed in a few matters commonly subject to regimentation.

Child is expected to conform to a few basic standards, but parent will endure considerable annoyance rather than unduly restrict child's freedom.

Standards are both scarce and mild, limiting child's freedom barely enough to avoid the police and the hospital.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
											Date
1	2	3	4	5	6	7	8	9	10	Number	Checked by
											Date
											Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

[illegible]

This variable applies only to situations where there is an opportunity for the parent to enforce an accepted standard which has been, or is being, or is about to be violated by the child. Disregard the methods of enforcement and the severity of penalties. Disregard effectiveness of enforcement, and clarity to the child of standards involved. Do not confuse with the non-regulatory type of parental domination covered by the "suggestion" scales.

[illegible]

- Eternally vigilant. Goes out of way to discover and discipline misconduct. Often pounces before lapse occurs.
- Seldom lets child "get away with anything." Enforces rules strictly whenever violations come to attention, but seldom deliberately hunts for misbehavior.
- Moderately firm. Strict about important requirements and prohibitions; but rather lax with minor violations, especially when they are not an issue at the moment.
- Reluctant to enforce standards. Tends to overlook violations unless they are flagrant, cumulative, or threaten serious consequences.
- Extremely lax. Disregards obvious misbehavior. Enforces regulations only when pressed by the strongest motives or the severest circumstances.

											Score	Rater:	Date of Rating:
											Tolerance	Scored by:	Date:
											Range	Checked by:	Date:
1	2	3	4	5	6	7	8	9	10		Number	Tabulated by:	Date:

Form PBR-3.12; 7-47; Fels Research Institute

FELS PARENT BEHAVIOR RATING SCALE NO. 3.13 Severity of Actual Penalties

Serial Sheet No.

(Potent--Weak)

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the severity of penalties imposed when parent takes official note of misconduct. Are penalties acutely severe, or light and inconsequential?

Do not consider situations where parent entirely disregards misconduct, invoking no penalties. Include all censorial reactions from mild verbal reproof to severe corporal punishment and removal of privileges. Consider only such situations as come under express or implied regulations and standards. Try to judge the penalties in terms of their negative motivating power for the particular child.

- Severe penalties, frequently stimulating child to dread, terror, or deep personal resentment.
- Rather severe on the whole, but inclined to be lenient in extenuating circumstances.
- Moderate penalties. Severe enough to have definite motivating power for the child; but not so severe that the child is over-inhibited, severely frightened, or deeply resentful.
- Mild penalties predominate. May be severe in critical situations; but penalties often seem too mild to have much motivating power.
- Most flagrant misbehavior provokes no penalty more severe than weak verbal remonstrance. Penalties are so light that their potency for the child is negligible.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the rates? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Date of Rating
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										Range	
1	2	3	4	5	6	7	8	9	10	Number	Rated by Date
											Checked by Date
											Tabulated by Date

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 3.14 Justification of Disciplinary Policy as Presented to the Child (Rational--Arbitrary)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent's tendency to explain to the child the reasons for requirements and penalties. Does the parent attempt to put all discipline on a logical basis? Or are his policies presented in purely arbitrary fashion to the child?

Disregard restrictiveness of regulations, and readiness and severity of enforcement. Disregard the clarity with which regulations are codified, and the extent to which they are democratically set up. Include all control measures, whether pertaining to established policies or merely involving immediate suggestion.

Goes out of way to show child practical reasons behind requirements and suggestions, even in emergencies or where explaining is difficult.

Attempts to explain policies to child, as a general rule, but frequently arbitrary where the issue is very critical or complex.

No apparent tendency favoring either the peremptory or the rational approach to child control.

Arbitrary in most matters. Does not justify policies unless pressed. Often avoids the issue, or invokes moral precepts as reasons.

Never explains policies to child. Handles discipline in very arbitrary fashion, expecting child never to question "why."

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
											Date
1	2	3	4	5	6	7	8	9	10	Number	Checked by
											Date
											Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

Rate the parent's tendency to share with the child the formulation of regulations for the child's conduct. Does the parent give the child a voice in determining what the policy shall be? Or does the parent hand down the established policy from above?

Disregard immediate issues not covered by policy (See Coerciveness of Suggestion). Rate independent of justification of policy to child, and independent of restrictiveness of regulations. Include both overt consulting with child and considering child's expressed wishes. Dictatorial policies may be wise or foolish, benevolent or selfish.

- Endures much inconvenience and some risk to child's welfare in giving child large share in policy forming. Consults with child in formulating policies whenever possible.
- Attempts to adjust policies to child's wishes wherever practicable. Often consults child.
- Deliberately democratic in certain safe or trivial matters, but dictates when there is a sharp conflict between child's wishes and other essential requirements.
- Neither democratic nor dictatorial, deliberately. Follows most practical or easiest course in most cases.
- Tends to be rather dictatorial, but usually gives benevolent consideration to child's desires. Seldom consults child.
- Dictatorial in most matters, but accedes to child's wishes occasionally when they do not conflict with own convenience or standards.
- Dictates policies without regard to child's wishes. Never consults child when setting up regulations.

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 3.16

Clarity of Policy of Regulations and Enforcement (Clear--Vague)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the clearness with which the parent's standards of child conduct are manifested to the child. Are regulations and requirements clearly formulated and consistently executed, so that the child should be able to know what is expected of him and what will happen if he fails to conform? Or are the parent's standards and policies so vague or fluctuating that the child has little chance of adjusting?

- Schedule and other standards are precisely formulated and adhered to meticulously. Parent goes out of way to maintain clear, consistent policy regardless of special circumstances.
- Policies are sometimes adjusted to meet unusual circumstances, but on the whole they are clear-cut and consistent. There is a core of reasonable consistency about parent's policy, which serves as a stable basis for adjustment despite numerous minor fluctuations and vagueness about details.
- Standards are usually formulated, but exceptions and modifications are frequent enough to keep child readjusting. Schedule often upset.
- Regulations vaguely formulated. Enforcement uncertain and inconsistent. Child's basis for adjustment is slight, even in some major matters.
- Policies of parent in dealing with child are so erratic, unformulated, and inconsistent that child can never know what to expect. Schedule chaotic.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>
										Score	Rater
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										Range	Scored by
											Date
1	2	3	4	5	6	7	8	9	10	Number	Checked by
											Date
											Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

[illegible]

Rate in terms of the child's net overt behavior, disregarding the amount of coercion, threats, penalties, etc., employed in producing the behavior. Disregard child's inner conflicts in conforming.

This image shows a blank sheet of cream-colored paper with ten vertical blue lines, resembling notebook paper. The lines are evenly spaced and run from the top to the bottom of the page. There are no margins or other markings on the paper.

- Child conducts himself in accord with the parent's standards in every respect. Parent's policy achieves its goal.

- Parent attains goal in all major respects and most minor ones.

- Policy predominantly successful, although it fails in many instances and respects.

Successfulness very questionable. Parent's regulations and enforcement fail to produce the desired results about as often as they succeed.

- Parent's policy fails to elicit the desired behavior in most of the important aspects of control.

Child's overt behavior is entirely at odds with
- standards implied in policies of parent. Policy
completely unsuccessful.

											<u>Consistency:</u> How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>					
											<u>Saliency:</u> How important is this trait in the total pattern of the rates? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>					
											<u>Certainty:</u> Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>					
											<u>Score</u>	<u>Rater</u>	<u>Date of Rating</u>			
											<u>Tolerance</u>					
											<u>Range</u>	<u>Scored by</u>	<u>Date</u>			
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												<u>Tabulated by</u>	<u>Date</u>			
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Rater's Remarks: (continue on back of sheet)

Disregard whether child's conduct meets parental standard. The question is, how much disharmony occurs as part of the parent's attempt to control the child's conduct, both in enforcing routine standards and in making immediate suggestions.

Disciplinary conflicts are exceedingly rare. Either the child conforms docilely, or the parent tranquilly permits lapses. Friction extremely mild or absent.

Rater's Remarks: (continue on back of sheet)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent's tendency to make suggestions to the child. Is the parent constantly offering requests, commands, hints, or other attempts to direct the child's immediate behavior? Or does the parent withhold suggestions, giving the child's initiative full sway?

This does not apply to routine regulations and their enforcement. Rate only where there is opportunity for suggestion. Note that "suggestion" is defined broadly, including direct and indirect, positive and negative, verbal and non-verbal, mandatory and optional.

- Parent continually attempting to direct the minute details of the child's routine functioning, and "free" play as well.
- Occasionally withholds suggestions, but more often indicates what to do next or how to do it.
- Parent's tendency to allow child's initiative full scope is about equal to tendency to interfere by making suggestions.
- Makes general suggestions now and then, but allows child large measure of freedom to do things own way.
- Parent not only consistently avoids volunteering suggestions, but tends to withhold them when they are requested, or when they are the obvious reaction to the immediate situation.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Rater Date of Rating
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										Range	Scored by Date
											Checked by Date
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Rater's Remarks: (continue on back of sheet)

Apply only where parent is trying to influence child. Try to see through the verbal form to the significant content for the child--does the suggestion demand obedience, or is it a "mere suggestion?"

- Commands resorted to only in life-and-death emergencies.
- Parent goes out of way to avoid coercion in his suggestions to child.

Rater's Remarks: (continue on back of sheet)

(Acceleratory--Retardatory)

Rate the parent's striving to increase the rate at which the child's behavior is maturing. Does the parent deliberately train the child in various mental and motor skills which are not yet essential; or is the child left to "grow naturally"; or even shielded from accelerational influences?

This variable is restricted to purposeful teaching and training. It includes mental, motor, social, language, and personal skills. Disregard the effectiveness of the training. Consider the energy the parent exerts in striving to accelerate the child's behavior development.

- Subjects child to regular and vigorous training to develop both essential and special skills.
- Continually uses deliberate teaching to accelerate child in various skills, but with less than maximal vigor or regularity.
- Frequently teaches and trains, but with restraint, and in limited number of skills.
- Accelerational attempt is restrained and occasional only.
- Almost entirely lacking in any deliberate training. Child left to grow "like Topsy."
- Protects child from accelerating influences. Attempts to hold back rate of growing up.

Rater's Remarks: (continue on back of sheet)

[illegible]

Rate relative to the child's ability.
Disregard deliberate drill and training.
This is a general variable including motor,
mental, emotional, and social behavior.
It applies only to tasks the child is at-
tempting, not to parent-imposed requirements
resisted by the child.

[illegible]

Continually helping child, even when child is fully
- capable and willing

Usually helps more than needed. Seldom lets child struggle unsuccessfully.

Helps when needed, but not when child can get by
- alone.

Tends to withhold aid, letting child solve own minor problems. Offers help after prolonged failure or in emergency.

Leaves child alone to solve even major problems, often refusing aid when requested.

[illegible]

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 4.2 General Protectiveness

Serial Sheet No.

(Sheltering--Exposing)

[illegible]

Rate the parent's reaction to threats and hazards to the child's well-being. Does the parent tend to keep the child unnecessarily sheltered, and prevent difficulties from reaching the child? Or does the parent tend to expose the child to dangers, perplexities, and difficulties?

This is a broad variable, including protection from physical, bacterial, emotional, mental, and social hazards. Rate relative to the child's maturity. Disregard whether child is aware of protection. How much does the protective attitude of the parent tend to protect the child from experiencing difficulties?

[illegible]

- Tends to shelter child from every imaginable slight discomfort or difficulty.
- Not given to inventing imaginary hazards, but does protect from many trivial difficulties which child could handle.
- Allows child to be exposed to many minor difficulties, but shelters from serious upsets even if purely temporary.
- Lets child face own obstacles when there is no danger of lasting harm.
- Exposes child to rather tough situations, unless danger is quite serious or situation acute.
- Allows child to be exposed to major hazards, dangers, problems, suffering. Oblivious to hazards, or deliberately refrains from protecting child.

											<u>Consistency:</u> How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>		
											<u>Saliency:</u> How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>		
											<u>Certainty:</u> Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>		
											Score	Rater	Date of Rating
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Rater's Remarks: (continue on back of sheet)

(Critical--Uncritical)

Rate the parent's tendency to express an approval--disapproval attitude toward the child's behavior. Does the parent readily and vigorously express a reaction to things the child does; or is the parent non-committal, repressed, uninterested or stoical toward the child's actions?

Rate the tendency to express criticism regardless of whether it is approval or disapproval. Criticism may be verbal, gestural, or by facial expression or tone of voice--any signal to the child indicating approval or rejection of his behavior in a specific situation.

- Alert to react to child's every move, regardless of how trivial.

Quick and free in expressing approval--disapproval. Criticism may be mild, or withheld, if the matter is obviously trivial.

Reacts freely when attention is called, but not alert for chance to criticize.

Tends to refrain from reacting critically in unimportant matters. Usually responds when pressed.

- Withholds criticism unless greatly aroused. Tends to be poker-faced, noncommittal.

- Gives no indication of either approval or rejection of child's acts, regardless of importance.

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 5-2 Direction of Criticism
(Approval--Disapproval)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the direction of the parent's critical reaction to the child's behavior. When the parent reacts does it tend to take the form of praise, approval, acclaim? Or does blame, disapproval predominate?

Rate only situations where a critical reaction occurs--a reaction to behavior, rather than general affectionateness or hostility. Criticism may be verbal, gestural, or by facial expression or tone of voice. It may be expressed either directly to the child or with the child as a witness. Rate relative to the merits of the behavior criticised.

Warm, unambiguous praise and commendation toward even rather ordinary behavior. Shortcomings overlooked or excused.

Emphasis on approval. Most disapproval is sugar-coated with simultaneous acclaim.

Balanced criticism. Praise, or disapprobation, predominates only as merited by child's behavior.

Tends to disapprove more readily than to approve. most praise is tempered with faultfinding. Unduly critical of details.

Parent always finding fault. Ignores or belittles praiseworthy behavior, picking out minor details to criticise disproportionately.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>		
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>		
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>		
											Score	Rater	Date of Rating
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Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO.

6.1

Readiness of Explanation

(Satisfies curiosity--Thwarts curiosity)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent's tendency to satisfy the child's intellectual curiosity. Does the parent readily respond to the child's "Why?" and "How?" questions; or is the child thwarted in attempts to get information and explanation from the parent?

Disregard accuracy, depth, and honesty of answers. Note that explanations which are too ambitious, or too forced, may rate low; and the furnishing of specific references may rate high. Do not confuse with mental babying--a parent may refuse to do the child's simple thinking, and yet go out of his way to help with difficult explanations.

- Never too busy to answer child as adequately as possible. Anticipates questions. Encourages curiosity with willing explanation.
- Goes out of way to answer fairly involved questions, but sometimes postpones till child is older. May evade when very busy, or very tired.
- Usually tries to satisfy child's curiosity. Sometimes loses patience with persistent "Why?"s.
- Answers simple questions when in good humor and not preoccupied, but seldom goes beyond minimum needed to shut child up.
- Explanations are grudging and reluctant where any mental effort is required. Parent often evades the issue.
- Thwarts child's curiosity. Actively discourages questions with "Too busy", "You're too young to know". "Just because". etc.

											Consistency: How variable is the rates from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>	
											Saliency: How important is this trait in the total pattern of the rates? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>	
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>	
											Score	Rater
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1	2	3	4	5	6	7	8	9	10	Number		Date

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 7.1 Solicitousness for Child's Welfare

(Anxious--Nonchalant)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent's tendency to display over-concern for the child's well-being. Is the parent readily excited to overt anxiety all out of proportion to the importance of the situation? Or is the parent markedly calm, cool, and nonchalant, even in the face of critical danger to the child?

Consider the parent's net behavior, regardless of the motives behind it. Include only behavior which is a potential stimulus to the child, impinging more or less directly upon his awareness. Include concern for both physical and mental health and comfort.

Given to severe, irrational anxiety on largely imaginary grounds. Readily panicked.

Chronic anxious tension over child, but more "jittery" than panicky. Given to "hunting for trouble."

Shows considerable anxiety when child is in any danger, but seldom loses rational control.

Somewhat solicitous, but minimizes hazards. Frequently shows concern, but without losing perspective.

Rarely worried or solicitous beyond needs of situation and responsibility as parent. Attitude more like that of teacher or nurse.

Nonchalant and seemingly unconcerned even in major matters. So unsolicitous as to appear neglectful or irresponsible.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>	
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>	
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>	
											Score	Date of Rating
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1	2	3	4	5	6	7	8	9	10	Number	Scored by	Date
											Checked by	Date
											Tabulated by	Date

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 7.2 Acceptance of Child (Devotion--Rejection)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent's acceptance of the child into his own inner circle of loyalty and devotion. Does the parent act in such a way as to indicate that the child is considered an intimate and inseparable partner? Or does the parent act as though he resents the child's intrusion and rejects the child's bid for a place in his primary area of devotion?

Consider all evidence which in any way may impinge upon the child as acceptance-rejection, however subtle, vague, or indirect. It is not the parent's true feeling, but his attitude, as a functioning unit in the child's environment, which we are rating.

- Parent's behavior toward child connotes utter devotion and acceptance into his innermost self, without stint or suggestion of holding back in any phase of his life.
- Parent clearly accepts child. Includes child in family councils, trips, affection, even when it is difficult or represents considerable sacrifice.
- A "Charter member" of the family, but "kept in his place". Parent accepts child in general, but excludes him from certain phases of parent's life.
- Tacit acceptance. Excludes child so frequently that to the child the rejection attitude may seem to predominate even though parent takes acceptance for granted.
- Parent's predominant tendency is to avoid, repulse, and exclude the child, but without open rejection.
- Child openly resented and rejected by parent. Never admitted to inner circle. Made to feel unwanted, ostracized.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
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1	2	3	4	5	6	7	8	9	10	Number	Checked by
											Date
											Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO. 8.1 Understanding (Keen--Obtuse)

Serial Sheet No.

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the parent's understanding of the child's abilities, needs, point of view, etc. Does the parent's behavior indicate a thorough and intelligent understanding of the child; or does it indicate a failure to appreciate the child's capacities and limitations, and an inability to meet the child on the child's own level?

This might be called "functional parental intelligence". It includes insight, foresight, child-empathy. Always rate in terms of the specific child.

- Parent always sees subtleties of child's motivation; shows accurate appreciation of child's interests and degree of maturity.
- Usually shows thorough understanding of child. Occasionally fails to see the point.
- Has good grasp of every-day situations, but often misses the subtle angles.
- Usually shows common sense where the point is obvious, but incapable of keen analysis.
- Entirely lacking in subtlety; often misses the obvious.
- Completely fails to see child's viewpoint, capacities, limitations. Expects entirely too much or too little. Fails to meet child on child's own ground.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
											Date
1	2	3	4	5	6	7	8	9	10	Number	Checked by
											Date
											Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

[illegible]

Rate only in situation where there is sufficient cause for emotion to bring it out if it is there. Combine frequency and intensity of emotion. Combine direct expression of emotion and irrational distortion of policy due to emotion. "Emotion" as used includes manifestations of rage, panic, grief, disgust, love, mirth, or sympathy, where feeling predominates over reason.

This image shows a single sheet of cream-colored paper with ten vertical black lines spaced evenly across its width. Each line starts from a horizontal top margin and extends nearly to the bottom edge. The lines are thin and slightly irregular, characteristic of hand-drawn or aged printed lines. There is no handwriting or other markings on the page.

- Parent constantly giving vent to unbridled emotion in reaction to child's behavior.
- Controlled largely by emotion rather than by reason in dealing with child.
- Expression of emotion largely inhibited, but policy readily disorganized.
- Emotion freely expressed, but actual policy seldom much disorganized.
- Usually maintains calm, objective behavior toward child, even in face of strong stimuli.
- Never shows any sign of emotional disorganization toward child, either directly or in policy.

											<u>Consistency:</u> How variable is the ratee from one situation to another? Enter rating at left: <u>Very predictable</u> 5 4 3 2 1 <u>Very irregular</u>					
											<u>Saliency:</u> How important is this trait in the total pattern of the ratee? Enter rating at left: <u>Highly characteristic</u> 5 4 3 2 1 <u>Negligible</u>					
											<u>Certainty:</u> Do you feel that your rating is based on adequate evidence? Enter rating at left: <u>Very adequate</u> 5 4 3 2 1 <u>Pure guessing</u>					
											Score		Rater	Date of Rating		
											Tolerance		Scored by Checked by Tabulated by	Date Date Date		
											Range					
1	2	3	4	5	6	7	8	9	10	Number						

Rater's Remarks: (continue on back of sheet)

[illegible]

Rate the attitude shown to the child, rather than the deeper one which affects the child only indirectly as through care, solicitude, or degree of devotion to the child's welfare.

[illegible]

- Passionate, consuming, intense, ardent, uncontrolled.
- Affectionate, warm, fondling, loving, expressive.
- Temperate, fond attached, forgiving, kind.
- Objective, inhibited, neutral, matter-of-fact.
- Cool, aloof, distant, forbidding.
- Avoiding, annoyed, irritated, bothered.
- Hostile, rejecting, disliking, blaming, icy.

											Score	Rater:	Date of
											Tolerance	Rated by:	Rating:
											Range	Scored by:	Date:
												Checked by:	Date:
												Tabulated by:	Date:
1	2	3	4	5	6	7	8	9	10		Number		

Rater's Remarks: (continue on back of sheet)

FELS PARENT BEHAVIOR RATING SCALE NO.

Serial Sheet No.

8.4 Rapport between parent and child
(Close rapport--Isolation)

1	2	3	4	5	6	7	8	9	10	Number
										Period of Observation
										Ratee
										Age in Months at End of Period
										Child

Rate the closeness of the psychological relationship between parent and child. Do they show a high degree of rapport; or are they distant and out of touch with each other "spiritually", tending to be inhibited in each other's presence?

This variable includes mutual understanding, sympathy, confidence, and sharing of aspirations, intimate thoughts, and feelings. Rate it independently of the dominance-submission relationship. Do not confuse with antagonism-harmony.

Complete sharing of intimate thoughts and feelings.
- Implicit trust and confidence in each other.

Close mutual understanding and sympathy, but with
- occasional, temporary lapses.

Moderate degree of rapport in most situations;
- achieve close confidence in a good many respects, but fail in others.

Do not get along together any too well, but
- occasionally a close relationship is temporarily established.

Perfunctory relationship, superficial understanding,
- interest slight or forced. Tend to be inhibited in each other's presence.

- Spiritually isolated. No sharing of confidence and aspirations. No active interest in each other.

											Consistency: How variable is the ratee from one situation to another? Enter rating at left: Very predictable 5 4 3 2 1 Very irregular
											Saliency: How important is this trait in the total pattern of the ratee? Enter rating at left: Highly characteristic 5 4 3 2 1 Negligible
											Certainty: Do you feel that your rating is based on adequate evidence? Enter rating at left: Very adequate 5 4 3 2 1 Pure guessing
										Score	Rater
										Tolerance	Date of Rating
										Range	Scored by
											Date
											Checked by
											Date
1	2	3	4	5	6	7	8	9	10	Number	Tabulated by
											Date

Rater's Remarks: (continue on back of sheet)

RORSCHACH INSPECTION RECORD

Name Jane Doe Date of Test 4-18-45 Adjustment Rating.....
Sex F Age 6-9 Occupation

Check List		Personality Description
Number of R..... <u>25</u>		
Refusal (✓) T R > 60" < 30" (✓, -).....		
Location	W (✓, -, V, B).....	
	Dd (✓)	
	S (✓)	<u>+</u>
	Suc (r, l)	
Content	P, Com (-)	
	O (✓, B)	
	At, Sex (✓)	
	Range (✓, -)	
Form	F% (✓, -)	
	F (V, B, E)	<u>B</u>
Shading	Shading Shock (✓) (✓)	<u>✓</u> → Moderate Shading Shock.
	FK, Fc (✓, -)	<u>-</u>
	c (✓)	
	C' (✓)	
	K, k (✓)	
Movement	M (✓, -, B, r, d)	
	FM, FM:M (✓, -)	<u>+</u>
	m (✓)	
	Total Movement (✓, -)	
Color	Color Shock (✓) (✓)	<u>✓</u>
	FC (-, B)	<u>-</u>
	CF, CF:FC (✓, -)	<u>-</u>
	C > 1, Cn (✓)	<u>(?)</u>
	Total Color (✓, -)	<u>-</u>
Color: Movement (✓, -)		
Total Number of Checks		<u>11</u>

Qualitative Observations
on Performance

(-) delayed Reaction Time II
(-) Greater No. of R on I with
no use of Color.
(+) Explosive C.R. II (2nd R.)