

#### Appendix IV: Parental Awareness Scoring Manual

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## A. Procedures for Assigning and Computing Scores

A. Procedures for Assigning and Computing Scores for the Parental Awareness Interview. Adapted from The Development of Interpersonal Awareness manual (Selman and Jaquette, 1977).

Introduction and Overview

The following rules and clarifications should be used to score parents' responses to the Parental Awareness Interview. The scorer should be familiar with the accompanying interview form before scoring. An overview of the scoring instructions is given below:

1. Read interview to evaluate subject's overall level of thinking.
2. Reread interview to assign Issues to scoreable issue-concepts.
3. Assign level scores to scoreable issue-concepts used.
4. Scoring clarifications are discussed here.
5. Transfer issue-concept scores to appropriate issue on scoring sheet.
6. Compute a pure or major/minor level score for each issue.
7. Issue scoring clarifications are discussed here.
8. Compute an Average Issue Score for all issues with pure or major/minor score.
9. Compute a global level score (a pure or major/minor score) from Issue score.
10. Compute performance function score.
11. Record summary data for each subject.

Examples of the scoring procedures and scoring sheets are included following the instructions. These interviews serve as examples of different levels of conceptions and as interviewing and scoring demonstrations.

Instructions

1. Read through the entire protocol to gain an overall impression of the subject's level of awareness. The level guidelines should be used to evaluate the subject's overall level of parental awareness. These guidelines are meant to illustrate the general organization of thinking at each level about the child as a person, the parent-child relationship, and the parental role, and to illustrate to the scorer the kinds of thinking (s)he should be looking for in the responses (issue-concepts). As the awareness of lower level concepts does not mean that higher level concepts are not available, the interviewer must probe for the highest level available in an issue-concept, and similarly, the scorer must search each issue-concept for its highest level of reasoning in order to gain an impression of each interview's best reasoning.

2. Assign to each scoreable response one of the following Parental Issue Roman numerals.

Domains and Issues of Parental Awareness

Issues Related to Conceptions of the Child

- I. Developmental influences
- II. Subjectivity
- III. Personality



## Issues Related to Conceptions of the Parent-Child Relationship

- IV. Communication and Trust
- V. Resolving Conflict

## Issues Related to the Parental Role

- VI. Discipline and Authority
- VII. Meeting Needs
- VIII. Learning and Evaluation

To do this the scorer must distinguish between two levels of analysis, parental awareness issues and issue-concepts which are the responses scored for each of the issues.

### A. Definitions

(1) Issue--An issue is a crucial component or process which characterizes an important quality in parental awareness of the child as a person, of the parent-child relationship, and of the parental role. But issues, while the most important category system are too abstract for the subject, and must be translated into more manageable bits. These bits are issue-concepts.

(2) Issue-Concepts--To evaluate the subject's level of thinking about these interpersonal issues, we ask him or her a series of structured-questions and follow-up probes aimed at uncovering his reasoning about concepts related to those more general issues. We call each structured question, its follow-up probes and the subject's responses an issue-concept. Issue concepts are the smallest bits of interpersonal awareness distinguished in the interview. They represent ideas, which when put together, give the scorer the quantitative information needed for grasping the subject's thinking about a particular issue. For example, the questions concerning "mixed feelings," and why Jimmy told the truth in the dilemmas, all elicit issue-concepts concerning the child's subjective experience. Sometimes one question will elicit two or more issue-concepts. If they are both quality concepts, they may be scored. Individual issue-concepts are scored and averaged into an issue score which is in turn averaged with other issue scores to arrive at an overall parental awareness score.

### B. The Issuing Procedure

In the left hand margin of the interview bracket all the issue-concepts with potentially scoreable characteristics, and assign the Roman numeral which corresponds to the issue being discussed. The experienced interviewer who also understands the scoring system based on issue concepts will bracket few issue-concepts which will not lead to level scores, while the newcomer may bracket and assign an issue, but later find the information insufficient to meet the corresponding level description. In those cases, simply place a question mark (?) next to the issue numbers.

3. Read the protocol again, this time assigning a single level score, 1 through 4, to each of the issue-concepts which has been bracketed, placing question marks next to those which are not scoreable. Use the manual as the guide for scoring. The manual is organized by issues, and under each issue responses at Levels 1 through 4 are described for various aspects of each issue. These aspects characterize certain level related properties of thought about a given issue. For example, reasoning at level 1 about the issue of Communication and Trust is characterized by the following aspects:

1. In order to know what to believe.
2. Trust meaning permissiveness and license.
3. Communication to achieve desired benefits.
4. One-way conception of communication and trust.

These aspects are outlined in brief descriptive statements at the beginning of each level analysis for each issue in order to direct the scorer to the appropriate aspect for analysing each issue-concept. Find the characterization which most closely fits the response by the subject, then turn to that aspect or aspects as they are characterized in the manual itself. Each aspect contains a descriptive summary of its properties and where appropriate, how it is distinguished from reasoning at other levels. One or two examples are also provided. Read the summary to see what characteristics of the examples are being scored, then compare your protocol with the examples. If they are similar or if the account of that aspect fits, mark the issue-concept with that particular level of response. For instance, in response to the question, WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?, if the parent responds as in this example, "Society and them at the same time. My mother and father can put me in my room and beat me, they can take away my allowance, but I am an individual and I have my own mind and my own fears and likes and dislikes," the response would be assigned the Issue Influences on development and behavior and scored level 3 under aspect 1: The child contributes to his or her own development and behavior. This procedure is continued until all bracketed issue-concepts are either given a question mark(?) for no score or some form of level score. Some responses will not fall under a particular aspect. If the response clearly fulfills level criteria as outlined in the level guidelines, then a level may be assigned.

#### 4. Scoring Problems and Clarifications

a. Assign only one level to a given issue-concept. Mixed level scores are not given since the manual does not define transitional levels. Normally, transitional cases will be reflected by a nearly equal distribution of issue-concepts between two adjacent levels.

b. Within a given issue-concept, score the subject's highest reliable comments. Often subjects of higher levels will begin with responses characteristic of lower levels. However, the properly probed interview will normally allow the subject to complete his/her thoughts at a higher level. For example, parents frequently respond to the question, HOW DOES ONE KNOW IF THEY ARE A GOOD PARENT? with a comment such as "Because other people tell you how well-behaved they are," which is characteristic of Level 1 reasoning about evaluating parenting. If with probing, the parent adds, ". . . and if they're happy, and enjoy what they do," the response would be scored for the higher utterance, in this case level 2. If, with probing, the parent did not go beyond a concern with observable behavior, the score would remain Level 1.

c. Often, while a response may be scoreable, it is of such an ambiguous quality as to present a scoring reliability question. For example, the scorer may be unsure whether further probing of a given concept may have resulted in what appeared to be a level 2 response becoming more clearly a level 1 conception or a level 3 conception. In cases of ambiguity, but where there is sufficient data to give a score, record that level which best characterizes the level of conception, followed by a question mark (?), then the suspected level in parentheses ( ). For example, if the subject gives what appears to be a vague level 3 response ("I try to talk with them, get to the root of their problem. That's more successful than hitting," that with further probing might have been level 2, the appropriate score should be 3?(2). The number in parentheses is not calculated at all, but those scores which receive such a questionable reliability receive only half credit in the final calculations.

d. If within a given issue there are an equal number of reliably scored issue-concepts at two levels, the scorer should review those responses and find those scores which represent a better "quality response." A "quality response" is well probed, is well articulated by the subject, and comes closest to the description and examples set up in the manual. Place a plus mark (+) next to the level score which corresponds to that issue-concept. Where there are equal numbers of issue-concepts at two levels, the level receiving the most quality rating(s) will be given a major score while the other level will be the minor score (see Computations).

e. Occasionally a subject will respond to questions aimed at one issue-concept with ideas related to another. In these cases the scorer should assign that issue Roman numeral which best fits the response not the question. Because parents frequently provide long and detailed responses which explore several issues, each interview should be searched for issue-concepts, and scores assigned even though an issue-concept is spontaneously brought up in the context of a different issue.

f. Certain issues sometimes overlap. For example, a parent's discussion of a child's need for rules and structure might be concerned with discipline and authority as well as with meeting needs. In these cases assign the Roman numeral which best provides a level characterization of that response. Look to both issues in the manual to find the description which discusses the subject's response most directly and assign that issue.

5. At this time each scoreable issue-concept should be bracketed, given a Roman numeral referring to the issue to which it applies, and one of the following evaluations: (1) insufficient data denoted by a question mark (?) and no score, (2) a questionable score, shown by a question mark followed by the possible alternative level (e.g., 2?(1), (3) a reliable score (e.g., 2), or (4) a quality response (e.g., 2+) in case of equal number of two levels within a given issue. Transfer all level scores (evaluations 2,3 & 4) to the scoring data sheet under their appropriate issue (see example). For example, all Meeting Needs scores should be recorded in the space provided for that Issue. Continue this procedure until all scores have been recorded on the data sheet.

6. Compute a pure or major/minor level score for each issue in which there are reliable level scores. Issues for which there is no level score receive no issue score and are not considered in further calculations. Issues in which there is only one questionable score receive no issue score and are not considered in further calculations. Questionable scores receive only one-half the value of reliable scores so that two questionable scores at a given level in the same issue would receive one full credit. For the remaining issues a pure stage or a major and a minor stage are computed on the following basis:

Pure Issue Scores: When 75% or more of an issue's issue-concept scores are at a particular level. For example, an issue with 2, 2, 2, 1 would have 75% at level 2 and would be scored as a pure level 2 issue.

Major/minor Scores: A major level is given to the level with the greatest frequency, but less than 75%. The minor level is given to the level with fewer scores than the major level, but greater than or equal to 25%. For example, an issue with 2, 2, 2, 1, 1, would be 60% level 2, 40% level 1 and would be scored a major level 2 and a minor level 1. The major/minor issue level is shown in the following manner, 2(1).

## 7. Issue Scoring Clarifications

A. Questionable scores receive one-half value when there are more than one or when there are other reliable scores. For example, an issue with two issue concepts, 3?(2), 3?(2) would be scored pure level 3 (one full level 3 concept). An issue with 3?(2), 2 would be scored 2(3) (67% level 3, 33% level 2). An issue with 2, 2, 3?(2) would be scored pure level 2 (80% level 2, 20% level 3). To make arithmetic easier for issue computation involving questionable scores, it is often helpful to simply double the value of reliable scores and count questionable scores as equal to one.

B. Equal frequency scoring--When equal number of issue-concepts are scored at two levels within a given issue, the scorer (1) returns to the data and gives a quality rating (+) next to the issue-concept which most clearly represents the subject's best thinking, and (2) doubles the value of that particular concept in computing the issue score. The result is that the level with the quality rating becomes the major level while the other level becomes the minor level. For example, an issue with the following issue-concept scores, 3, 3, 4, 4+, would be scored as 40% level 3 and 60% level 4 (the second 4 being doubled), resulting in an issue score of 4(3).

C. Issue scoring with spread scores--In some cases there may be one major level but two equally represented minor levels. In these cases, a quality rating is given to one of the two possible minor levels with the quality level being given double the value only over the other minor level possibility. For instance, an issue with scores of 2, 2, 1, 3+ would be scored as a 2(3), while a 2, 2, 2, 1, 3+ would be scored a pure level 2 because the 3+ only represents 20% of the total frequency.

D. Subissues--Three of the issues, Personality, Discipline and Authority, and Parental Learning and Evaluation, have subissues. For example, Personality has two subissues: A. Characteristics, and B. Ideal. These subissues are only to make the finding of the corresponding aspect in the manual easier. They are not considered separately in computing the issue score. The scorer simply adds up all the issue-concept scores for subissues A. and B. in order to arrive at the issue score for Personality. For example, if the following scores were obtained: A. 2, 2, 1; B. 1, 1, they would be computed together as two 2's and three 1's. The resulting personality score would be 1(2), major 1 and minor 2.

8. Compute an Average Issue Score for all issues with pure or major/minor levels. Pure level scores have a value of 1, a major level has a value of 2/3rds and a minor level has a value of 1/3. These values are simply multiplied by the actual number of the level (e.g., by 3 if level 3) and divided by the total number of issues scored. To compute this without fractions multiply pure issue levels by 3, major levels by 2 and minor levels by 1, add them together, then divide this total by the number of issues times 3.

$$\frac{(\text{Each Pure Level Issue} \times 3) + (\text{Each Major Level Issue} \times 2) + (\text{Each Minor Level Issue} \times 1)}{(\text{number of Issues scored}) \times 3}$$

For example, with the following issue scores:

<u>3(2)</u> I. Developmental Influences	<u>3</u> V. Resolving Conflict
<u>2(3)</u> II. Subjectivity	<u>2</u> VI. Discipline and Authority
<u>2</u> III. Personality	<u>2(3)</u> VII. Meeting Needs
<u>    </u> IV. Communication and Trust	<u>2</u> VIII. Learning and Evaluating Parenting

the Average Issue Score would be computed as:

$$\frac{(2 \times 3 + 3 \times 3 + 2 \times 3 + 2 \times 3) + (3 \times 2 + 2 \times 2 + 2 \times 2) + (2 \times 1 + 3 \times 1 + 3 \times 1)}{6 \times 3} = \frac{49}{18} = 2.7222$$

Round Average Issue Scores to the nearest hundreths of a level. For example, in this case, 2.388 would be an average Issue score of 2.39. If major/minor Issue scores do not involve level skipping, such as a 3(1), the following numerical equivalents can be used for adding up Issue scores.

4 = 12	2(3) = 7	0(1) = 1
4(3) = 11	2 = 6	0 = 0
3(4) = 10	2(1) = 5	
3 = 9	1 = 3	
3(2) = 8	1(0) = 2	

Continuing with this example, one would simply add up the numerical equivalents of the scored Issues and again divide that total by 6 x 3.

$$\frac{8 + 7 + 6 + 9 + 6 + 7 + 6}{6 \times 3} = \frac{49}{18} = 2.7222 = 2.72$$

9. Compute the Global Level Score which is either a pure or a major/minor Stage based on the subject's Average Issue Score. Basically, a subject receives credit for having a minor global level if the major level (n) is exceeded by .25 to .49 of a level. From .50 to .75 the major level is the higher of the two in question (n + 1) with the minor level (n) being the lower. A pure level is given for scores from (n) .76 to (n + 1) .24. The following table and examples will clarify the ranges of average Issue scores used to compute global scores.

Pure Global Level

Level n.75 to level (n + 1).24 = Global Level (n + 1)-Range: .75 to (1).24

Example: Level 1.75 to Level 2.24 = Global level 2.

Major/Minor Global Level

A. Level n.50 to level n.74 = Major level (n + 1) (Minor level n)  
Range: .50 to .74

Example: Level 2.50 to level 2.74 = level 3(2)

B. Level n.25 to level n.49 = Major level n(Minor level (n = 1))

Example: Level 2.25 to level 2.49 = level 2(3)

10. Record the following summary data: 1) The highest single issue-concept, 2) the Average Issue Score, 3) the Global Level Score, 4) the range of issue-concepts, and 5) the performance function, based on the following equation:

$$\text{Performance function (pf)} = \frac{\text{Average Issue Score}}{\text{Highest Issue Concept Score}}$$

The performance function is used to evaluate how well a subject performed up to his highest "social-conceptual" capacities.

In selecting which level score to use for analysis a few suggestions should be kept in mind. Global level scores may be preferable when using the measure to predict a specific type of social behavior. However, the Global score, because it involves categorization of the Average Issue Score, may result in artificial level differences. For example, Average Issue Scores of 2.75 and 2.74, when translated into a Global score, reflect a level variation (i.e., 3 versus 3(2)) while the same size difference between 2.75 and 2.76 shows no Global level difference (i.e., both level 3). Thus small Average Issue discrepancies can produce relatively significant Global level score differences. Because of this categorization problem an Average Issue score may be more appropriate for most purposes.

# PARENTAL AWARENESS SCORING SHEET

Subject Number: \_\_\_\_\_

SES: \_\_\_\_\_

Race: \_\_\_\_\_

No. of Children: \_\_\_\_\_

Age of Oldest Child: \_\_\_\_\_

<u>Issue</u>	<u>Individual Issue Concept Scores</u>	<u>Issue Score</u>
I. Influences	_____	_____
II. Subjectivity	_____	_____
III. Personality	_____	_____
IV. Communication and Trust	_____	_____
V. Resolving Conflict	_____	_____
VI. Discipline and Authority	_____	_____
VII. Meeting Needs	_____	_____
VIII. Parental Role	_____	_____

## Summary data

Highest Reliable Score \_\_\_\_\_

Average Issue Score \_\_\_\_\_

Range \_\_\_\_\_

Global Score \_\_\_\_\_

## B. Global definitions and Guidelines for Parental Awareness Levels



## Level 1: Egoistic Conceptions

(a) Conceptions of the Child as a Person: The child's development is understood as either a product of the child's passive reaction to environmental forces, or developmental outcome is biologically predetermined, with no coordination between the two. The child is understood to be a separate person from the parent, but feelings and intentions cannot be inferred except as projections of parental experience. The child is "known" by his actions. Acts are not differentiated from intentions, but are considered to directly express parentally attributed intentions ("He's crying so he doesn't love me."). The parent does not have a unified conception of the child's personality. The parent focuses on physical characteristics and concrete actions. How the child effects the parent is who the child is. The ideal child is and does as the parent desires.

(b) The parent-child relationship: The relationship is conceived in terms of what each does for the other in order for each to get what he or she wants. The actions of parent and child in relation to each other define the relationship, and parent and child are understood as operating on each other in uncoordinated, one-way sequences, i.e., "What I do for Johnny" and "What Johnny does for me." Reciprocity is equal exchange--if I do this for you, you owe me that. Communication is instrumental--we communicate in order to get what we want. Conflict in the relationship is resolved in favor of parental comfort, either through the child's conforming to parental demands, or by the parent's "giving up."

(c) The parental role: Parenting is conceived as acts, not feelings or relationships. The parental role is to provide the influences and controls to keep the child from going wrong and to promote parental satisfaction. There may not be a unified conception of the parental role beyond situation-specific responses which are dependent upon how the parent feels at the moment. The tasks of the parental role are in terms of concrete caretaking supplies, and are carried out in order to reduce the demands of the child on the parent. What works to promote desired behavior and to stop undesired behavior is what is considered best. The success of child rearing is measured by what the children do to bring satisfaction to the parent.

## Level 2: Conventional Conceptions

(a) Conceptions of the child as a person: Biology and environment are both understood to influence each individual's development, but they are not coordinated. The child is understood to have internal mental structures which serve as filters to select or reject and to interpret experience, but the effect is one-way. The child is not understood as influencing the environment, the environment is understood to influence the child. Manifest actions are differentiated from intentions, but the conception of intent is global and tied to particular acts ("Bobby didn't mean to drop the dish, so I didn't punish him, even though I loved that dish."). The parent's understanding of the child's intentions and of how to respond to them comes from what the parent's culture or tradition says are the feelings and motives of children, and appropriate responses. These conceptions for understanding and for action are not modified to "fit" an individual child; rather, the individual child "fits" the classifications and prescriptions of the conventional psychology. The parent does have a unified awareness of the child's personality, which is

described in terms of the character type his or her behavior most closely fits. Expressed thoughts and feelings as well as physical characteristics and manifest actions are identified as part of personality. "Bad" or "good" and "normal" are differentiated. Behavior which is considered "normal" by traditional or cultural standards is acceptable, even if it discomforts the parent.

(b) The parent-child relationship: The roles of parent and child are differentiated from the actions of each on the other. The relationship is understood as a two-way exchange of roles and the fulfilling of externally defined role responsibilities ("I do as a parent what my tradition says is right for you as a child, and you do as a child what my tradition expects of children for their parents."). The concept of sharing emerges at level 2, but sharing is concretely, not emotionally defined. Communication, for example, is verbal rather than emotional exchange. Even though thoughts and feelings are exchanged, the content defines communication, rather than the sharing experience. In order to resolve conflict in the relationship, parental comfort becomes secondary to parental responsibility, and conflict is resolved in favor of what the conventional wisdom says "ought to be."

(c) The parental role: The parent has a unified, rather than a situation-specific, conception of the parental role, which is derived from the standards and prescriptions of "correct" parenting offered by the tradition (s)he embraces. The parent has a responsibility to know and to use correct practices in order to shape the child and to interpret correctly the child's behavior. Correct practices are distinguished from "what works." The parent realizes that what is instrumental is not always what is best. The success of child rearing is not just having a child who does what the parent wants, but who has internalized standards of the culture or tradition, and who is happy or satisfied.

A successful parent has children who are "normal," who do and think what is considered right for children their age, and who grow up to be the kind of person the parental culture values.

### Level 3: Subjective- Individualistic Conceptions

(a) Conceptions of the child as a person: The development of the child is understood as the product of a two-way interaction between an active child and his or her environment, in contrast to the more static notions at level 2 of a receptive child filtering experience. Parents at level 3 reason that the child influences as well as is influenced by experience. Although the conception of interaction is mutual, it is tied to each agent's actions. (The behavior of A influences the behavior of B, and the resultant behavior of B influences A, etc.). The child is understood to have a "psychological" layer which underlies action and direct intentions. Each child has his or her own unique subjective experience and perspective, which can be understood adequately only through a mutual emotional relationship where feelings are shared. With introspection, subjective experience is reasoned to be accessible to the child, and when shared, to the parent. How this particular child thinks, feels and relates is differentiated from what is "normal" and universal for children. Personality is less what "type" the child fits, and more the ways in which the child is distinguished from other children, and does not fit the character types conventionally offered. How the child relates to others is

an important aspect of personality, as well as thoughts, feelings, actions and physical characteristics. The ideal child is able to understand and to share his or her underlying feelings, thoughts and intentions, and to have motives and feelings which consider others motives and feelings.

(b) The parent-child relationship: The feelings parent and child have about each other are differentiated from their roles and from their actions. The parent-child relationship is conceptualized as an emotional exchange, and actions and roles are part, but not all, of what defines the relationship. Actions, roles and feelings are integrated into a conception of the relationship whose foundation is the mutual exchange of feelings which underlie action and the expression of roles. Shared experiences are thought to nurture rather than to define the relationship. The emotional quality of the experiences is considered more important than what the experiences are, or how much time the parent gives. Parent and child each has his or her own experiences, perspectives, and feelings, and conflict is negotiated through communication and compromise.

(c) The parental role: Parental practices which are developed in response to a particular child's personhood and the personal relationship between parent and child are distinguished from practices promulgated by the parent's tradition or culture. The parent understands his or her role as coming to understand the motives and feelings which underlie his or her child's actions, so that parental nurturance and socialization can operate on causes (motives and feelings) rather than on symptoms (manifest action) of the child's functioning.

"Responding to this child" is distinguished from "correct practices" and from "what works." The parent realizes that conventional approaches may serve as a guide, but that they can be modified to fit the child, and that different people may have or need different practices or standards for child rearing. Success is evaluated by psychological or emotional criteria, for example by having a child who is able to identify and to act on his or her own and other's feelings, and is able to achieve emotionally satisfying relationships with others, including the parent.

#### Level 4: Analytic Conceptions

(a) Conceptions of the child as a person: Developmental outcome is understood as the product of mutual interaction between the child and his/her environment, but the actions of the agents in relation to each other are understood to be behavioral expressions of interaction systems, each with its own characteristics and developmental processes. The child participates in many interaction systems. The content of development is differentiated from the process of development. The child not only increases his/her repertoire of affective and behavioral possibilities, he/she develops capacities for continued developmental growth and change.

The child is understood as a psychological self-system, where deeper levels of psychological experience are differentiated from more accessible levels, and motivation and behavior are conceptualized as part of a complex system of sometimes conflicting forces and processes. Introspection cannot always reveal deeper processes, and there are parts of a person's experience over which he or she does not have control. Part of the internal experience

of the developing child is the development of the capacity for analysing the internal experiences of oneself and the interrelationship of separate self-systems. Personality is not just an aggregate of different parts of the self, i.e., conscious and unconscious feelings, relating to others, thoughts, actions, and physical characteristics, which can be identified and described at any point in the developmental continuum. It is more importantly how these aspects of personal identity and functioning are coordinated into a functional system with its own developmental process of learning, growth and change. The ideal child is in continual process with others, and with him or herself. He or she learns from experience deeper understanding of self and others, and of the interrelatedness of oneself and others.

(b) The parent-child relationship: The interaction process is differentiated from the content of the parent-child relationship; i.e., their mutual actions, roles and feelings. Actions, roles, and feelings are integrated into a mutual and reciprocal relationship system, with its own characteristics and developmental processes. The quality of the relationship has a stable identity of its own, which transcends transitory ups and downs in how parents and children feel about each other or behave toward each other. The relationship involves not only shared experiences and shared feelings, but also shared awareness of the complex selfhood of self and other. Conflict is not always resolved, as points of view and disagreement can be maintained and respected, while how parent and child act in the relationship to deal with the conflict can be negotiated. In other words, negotiating how one behaves to settle or reduce conflict is differentiated from how one thinks or feels. Feelings can be maintained while action is modified for the best interests of the relationship.

(c) The parental role: The parental role is not seen as being separable from the parent-child relationship, but is expressed by and through the relationship. The process of learning and growing as a parent and as a person is discriminated from parenting practices. The parent as a parent (actions, role obligations, feelings in relation to one's child, and the parent-child relationship process) is not an identity separate from that of the parent as a person. The parent's role is to be a person who, through relationships, continually grows in his or her capacity to reflect on, understand, and accept, his or her and the other's complex personhood, with its fallabilities, conflicts, contradictions, and strengths. Parenting, then, is understood as a process of personal growth, which enables similar growth in the child, which enables growth in the parent. Through mutually working with and accepting the limitations and possibilities of each other, the child develops the tools to continue that process in other relationships. The parent reasons that he or she and the child are two autonomous but interdependent members of a relationship system that requires negotiation, compromise and change in order for the relationship to remain one in which both members can continue to experience satisfaction and personal growth.

### C. Overview of Issues and Aspects

## I. Influences on Development and Behavior\*

### Level 1-- Unilateral and Concrete

1. Either/or: the child either passively repeats or is impervious to external influences.
2. Influences are concrete and observable

### Level 2--Uncoordinated bilateral

1. The child processes experience.
2. Influences effect values.
3. Influences and outcomes can be emotional

### Level 3--Interactional

1. The child contributes to his or her own development and behavior
2. The interaction of the child and the environment influences development and behavior.
3. Individual children are variously sensitive to external influences

### Level 4: Systems

1. Influences are part of systems in continuing process
2. Influences operate at different levels of the self-system

\*Elements in the child, the environment, and in their interaction that effect the child's behavior and development.

## II. Subjectivity: Thinking and feeling\*

### Level 1: Concrete

1. Subjective experience is undifferentiated from observed behavior
2. Subjective experience is a projection of parental experience or parental wishes.
3. Thoughts and feelings are in response to specific events

### Level 2: Conventional

1. Intentions are separated from actions
2. Defined by stage, age, or type of child
3. Parental omniscience
4. Conflicting feelings are sequential
5. Children's perspectives acknowledged

### Level 3: Individualistic

1. Individual psychology
2. Influence of relationships
3. "Mixed" feelings possible
4. The child's perspective is idiosyncratic

### Level 4: Self-system

1. Subjectivity involves a complex system of awareness and emotion
2. Psychological self-analysis is acknowledged

\*The nature of the subjective experience of the child, and how it is identified.

### III. Personality\*

#### Level 1: Concrete and physicalistic

##### A. Characteristics

1. Physical characteristics and concrete actions
2. What effects the parent

##### B. Ideal

1. Is what the parent wants
2. Appreciates what is given
3. Does good things

#### Level 2: Conventional definitions

##### A. Characteristics

1. The child fits a type
2. Normalcy of characteristics
3. Covert as well as observable characteristics

##### B. Ideal

1. Is normal
2. Follows accepted standards or values
3. Tries hard and achieves what parent values

#### Level 3: Personal individuality

##### A. Characteristics

1. Emotional individuality
2. Interpersonal functioning
3. Stable distinguished from surface characteristics

##### B. Ideal

1. Shapes and achieves personal standards
2. The child accepts him or herself as well as others
3. Maintains personal autonomy
4. Maintains good social relationships

\*Qualities or characteristics which define personality, and the ideal child.



#### Level 4: Psychological self-system

##### A. Characteristics

1. Coordinated into a psychological self-system
2. Self-awareness
3. Not always seen or known

##### B. Ideal

1. Capacity for self analysis
2. Understands human vulnerability

#### IV. Communication and Trust\*

##### Level 1: One-way instrumental

1. In order to know what to believe
2. Trust meaning permissiveness and license
3. Communication to achieve desired actions
4. One-way conception of communication and trust

##### Level 2: Two-way mutual

1. Trust and communication as equal exchange
2. Trust as fulfilling familial role obligations
3. Communication mutual verbal sharing

##### Level 3: Reciprocal understanding

1. The reciprocity of trust
2. Communication and trust as embedded in relationships
3. Communication as understanding

##### Level 4: Growth and discovery

1. Communication as discovery of self and other
2. Communicating and trusting as developmental processes
3. Trust and communication as accepting and revealing human fallibility

\* Closeness, reciprocity and sharing.

## V. Resolving conflict\*

### Level 1: Uncertainty and power

1. Lack of mechanisms
2. Single perspective

### Level 2: Fairness and obligation

1. Equal distribution--fairness
2. Fulfilling role responsibilities
3. Deciding right and wrong

### Level 3: Communication and compromise

1. Maintaining individuality through compromise
2. Recognizing effects on relationships of individual feelings
3. Identifying and communicating feelings

### Level 4: Analysis and integration

1. Differentiating external and internal conflict
2. Through understanding of self and other

\*Identifying and addressing conflict between parent and child and between child and child.

## VI. Discipline and Authority\*

### Level 1: Instrumental

#### A. Reasons

1. Reducing parental discomfort
2. Controlling natural anarchy of child
3. Authority as a given

#### B. Methods

1. What works
2. Giving up
3. Discipline for the deed

### Level 2: Conventional value-orientation

#### A. Reasons

1. Preparation for the outside world
2. Teaching standards and instilling values

#### B. Methods

1. Fitting age or type of child
2. Explanation and internalization
3. Considering intentions

### Level 3: Personal value-oriented growth

#### A. Reasons

1. Developing personal awareness and values
2. Developing social awareness

#### B. Methods

1. Addressing causes
2. The relationship as a method
3. Discriminating punishment and correction

\*The reasons and methods for the socialization of children.

#### Level 4: Systems-oriented development

##### A. Reasons

1. Responding to needs for flexible structure to allow for growth

##### B. Methods

1. Considering a hierarchy of factors
2. Negotiation

## VII.Meeting Needs\*

### Level 1: Parental needs of the child

1. To ensure desirable outcome
2. Meeting needs as what the parent does
3. Needing control

### Level 2: Conventional needs

1. Emotional needs for their own sake
2. Different needs for different ages and types of children
3. Needing to have needs met

### Level 3: Individual needs

1. Learned through child
2. Need for personal instrumentality
3. Relationship needs
4. Need to be understood

### Level 4: Psychological need systems

1. Needs as processes
2. Need for awareness and acceptance of oneself and others

\*Defining and addressing needs

## VIII. Learning and Evaluating Parenting\*

### Level 1: Egoistic

#### A. Learning parenting

1. Avoiding repeating negative childhood experiences
2. Taking things as they come

#### B. A good parent

1. Has good children
2. Acts better than other parents
3. Makes an effort

### Level 2: Conventional

#### A. Learning parenting

1. Outside sources teach the right way
2. By evaluating parenting models
3. By observing children

#### B. A good parent

1. Raises children the right way
2. Does the best (s)he can.
3. Has happy children
4. Teaches right from wrong

\*How parenting is learned. Evaluating parental performance.

Level 3: Subjective

A. Learning parenting

1. Through the child
2. By experiencing love

B. A good parent

1. Has a good relationship with the child
2. Facilitates the child's capacity to cope with problems
3. Is defined differently for different people
4. Understands the child

Level 4: Analytic

A. Learning parenting

1. By experiencing the relationship
2. Through self awareness and growth

B. A good parent

1. Shares a reciprocal relationship
2. Maintains autonomy of identities with interdependence.



#### D. Issue-by-Level Analysis

I. Influences on Development and Behavior

Level 1 - Concrete and Unilateral

1. Either/or: The child either passively repeats or is impervious to external influences

2. Influences are concrete and observable

1. Either/or: Passive or impervious child--The parent sees the child's behavior as either a direct reflection recipient of whatever experience he or she is exposed to or that the child will turn out the same regardless of the influences around him or her. The child does not process experience or modify it as it becomes expressed in his or her own behavior. Experience is either absorbed and copied or does not influence behavior.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

The way you conduct yourself around them. If you be drinking all the time and not able to take care of your kids and always sad, then I think your kids will come up that way.

YOU THINK THAT IS THE MOST IMPORTANT INFLUENCE? THE WAY THEY TURN OUT AS ADULTS?

Yah, children want to copy their parents, they end up copying their parents.

WHAT IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

I don't know, they say lower class people have more difficulties. I think a kid, no matter where he comes from, if he is going to get in trouble, he is going to get in trouble.

These responses do not consider any interaction between the child and his or her experiences. What the parent does is what matters. Parent Two suggests volition ("children want to...") but there is no indication that the child has internal structures which process or modify what he or she is exposed to. Influences other than parental may also be suggested and scored at Level One, for example, teachers or friends. The unifying characteristics are the absence of a conception of structures within the child which contribute to the child's development or behavior, and the unilateral conception of influence. It is either all environment or all child.

2. Influences are concrete and observable--What influences the child are visible acts and events rather than the values, thoughts or feelings that at higher levels are reasoned to underlie the concrete events. Parents at Level One are concerned about what the children see them do, and do not consider the values which may be implicitly communicated by being a person who commits that act, whether or not the child witnesses it.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

What they see in the home.

WHY DO YOU THINK THAT IS THE MOST IMPORTANT?

If they hear you swear they are going to repeat it and they reflect on their parents, they are a reflection on you.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON CHILDREN AS THEY GROW AND HOW THEY TURN OUT AS ADULTS?

I think what you do yourself, what they see you are.

If they see you in a store clipping something, why shouldn't they do the same thing.

SO YOU FEEL YOUR EXAMPLE IS THE MOST IMPORTANT THING,  
WHY IS THAT?

What they see, they figure if you can do it, why can't they.

The kinds of influences parents are concerned about at Level One are those that lead to behavior that either makes the parent look bad ("it reflects on you") or that creates trouble for the parent and child. The possibility that children might have standards or values which influence whether or not they behave in given ways is not considered, rather it is thought that they will get away with what they can, given the stimulating influence.

## Level 2:

1. The child processes experience
2. Influences effect values
3. Influences and outcomes can be emotional

1. The child processes experience--The child is not thought to be an uncritical recipient of experience, nor a "fixed" being impervious to experience. Children are acknowledged to have individual differences and to be influenced by different factors. Children are thought to be capable of accepting or rejecting experiences which are presented, and as requiring experience to shape his or her development. The basis for the child's contribution is related to a general conception of children "that age" or of a particular type (a child with a mind of his own).

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

I think their friends, their parents, people in general, the people they come in contact with.

WHY IS THAT?

Some kids I find, if they have a bad influence, a bad gang of children, like they go through this adolescent stage, I am big and tough and all this, and what do they do, they just look for trouble and if a parent does not show interest in a child, the child feels neglected, it feels that it wasn't wanted, it feels that it wasn't loved, so what does this child try to do, he tries to rebel against the parent, and he turns around and he gets himself into trouble and if he finds that his parents do care for him, or his parents do love him, he will be a decent child and respect his parents and he won't give them any trouble.

WHAT IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

I would say their home environment, how well they are treated and taken care of.

WHY IS THAT SO IMPORTANT?

I think it forms memories within their minds. They either decide whether they like a home or don't like a home. I think it probably depends too on their own attitudes, whether they want to do what they are told to do, or whether they have a mind of their own and just want to take off and do what they want to do by themselves.

WHAT DO YOU FEEL IS THE MOST IMPORTANT INFLUENCE ON THE WAY THAT CHILDREN TURN OUT AS ADULTS?

How the parents teach them. I used to be cold to her like my mother was to me because she was always a very cold hearted person and through experiences I had, I finally left home at 16½, and I have been on my own since then; I am a lot different.

WHY DO YOU THINK IT WORKS THAT WAY? THAT CHILDREN TURN OUT AS ADULTS LIKE THEIR PARENTS DID.

Because we don't know any better. We figure I didn't like it, but maybe that is how all parents act, we just don't know how else to act. I suppose if I had not lived with her grandmother, I would not know how to bring her up, I would have probably brought her up the way my mother brought me up, but I didn't really know any better. I knew I didn't like the way my mother brought me up, but I didn't know any better, so I would have brought her up the same way and it would have kept going on and on.

There is a conception of factors which underlie behavior at Level Two. These factors are not psychological, in that they are not explanations of individual internal processes but are parental, universal requirements (experience, parental interest) or developmental inevitabilities (adolescence).

2. Influences effect values--Parents who give Level Two reasoning who feel that parental example is the primary influence on a child, focus less on discreet actions which are directly copied by the child, and more on example as a way of living whose values are transmitted to the child.

WHAT IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT?

The home life and I think that has the most bearing on a child, because this is where they spend most of their time, most of their years, and what is in the home is very important. And I think that is how a child is molded. Through the way that they live at home, that is the most important.

WHAT KINDS OF THINGS IN THE HOME ARE THE MOST IMPORTANT?

Like the parents themselves, if they live decently, then the children, the children know, they know what you are, no matter what anybody on the outside thinks, or may think, your children are right there in your home living with you day by day and they know what you are, and what their home life is, and how they have been brought up and I think that is the answer.

WHAT DO YOU FEEL ARE THE MOST IMPORTANT?

How in the world can I expect him to be a saint if I am a devil? You can't plant corn and get soybeans. And if I do things I hope he won't do, I really hope he'll come to me and say, "Daddy, that's bad." And I'll look at him and say, "You are right" and I'll stop it.

WHY IS THAT IMPORTANT?

Because I want him to know what's right and wrong. So maybe he'll do better than me.

The specific parental acts are considered less significant to the child's development than that patterns of "decency" or right and wrong are communicated by the example of the parents (or other influencing agents) over time. Lapses and transgressions are permitted at Level Two because influences can be cumulative.

3. Influences and outcomes can be emotional--At Level Two, people are conceptualized as having feelings and intentions which underlie action. The good feelings and intentions, which are reasoned to lead to good developmental and behavioral outcomes, are thought to require emotional supplies.

WHAT DO YOU THINK SAM OUGHT TO BE ABLE TO GET FROM HIS MOTHER?

...if you show him enough love it is bound to rub off each way.

WHY IS THIS IMPORTANT?

If you show love to the older one, the older one is going to show love to the younger one. It is going to rub off. It is just a chain reaction I think. That is my belief. If I show love to her and the other ones, hopefully she will show love to the other ones, if I show love to her also, if you know.

MOST IMPORTANT INFLUENCE ON HOW CHILDREN TURN OUT AS ADULTS?

There is so many. One of my feelings that is the most important thing in raising a child, you can't say, you can do things good and everything just right and when he gets out there, he might just turn the other way. You know how some people say she was such a good mother and she did everything for her child, gave her child everything, why did he turn out to be the type of person that he did. Some people give too much love, some not enough love. It is hard for a person to say the most important thing. The most important thing I think is giving a child enough love, enough respect, so he will



## I. Influences on Development and Behavior

learn to love somebody else and to respect somebody else. I think those are important. The love and giving him the respect. If you give a person respect and you give a person love, not too much and just enough, then maybe when that child becomes an adult, he will be so used to that love and respect that he will learn to love and respect other people.

The conception of emotional influences is a quantitative one, how much love and caring rather than the quality of the caring; and one-directional, the parent gives the child love, rather than parent and child participating in an emotional exchange in a mutual relationship. The relationship between receiving and giving emotional supplies is a sequential one. If a child is given love, he or she will at a later time, be able to give it to someone else.

Level 3 - Interactional

1. The child contributes to his or her own development and behavior

2. The interaction of the child and the environment influences development and behavior

3. Individual children are variously sensitive to external influences

1. The child contributes to his or her own development and behavior--At Level Three, the child is understood as participating actively in his or her own development, as an individual who brings his or her own unique qualities to experience.

YOU WERE TALKING ABOUT WAYS THAT CHILDREN TURN OUT IN WAYS THAT ARE NOT COMPLETELY ATTRIBUTABLE TO THE KIND OF PARENTING THEY GET. WHAT DO YOU FEEL ARE THE MOST IMPORTANT INFLUENCES ON THE WAYS THAT CHILDREN TURN OUT AS ADULTS?

Well, I think there certainly are genetic, biological factors that are conceivable in the way that kids turn out. I can see that in my own children, where I have completely different kids. It almost looks like they came out of two different unions, if they didn't look so much alike, but from the moment they were born, they were two different children. Appearance, the way that they behave, just from the moment they were born. So that's really an important factor. I think the job one does as parents is obviously the second/or equally important. I think you can overcome if you will a lot of genetic predispositions a child has or ruin whatever potential or genetic potential the child has. And I really believe those are the two things.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

Society and them at the same time. My mother and father, they can put me in my room, they can beat me, they can take

away my allowance, but I am an individual and I have my own mind and my own fears and likes and dislikes.

The participation of the child may be characterized as predetermined, as in the first example, or as a quality of spirit and determination in response to harsh parenting, as in the second example. The essential characteristic of Level Three reasoning about influences is that the child is understood to be a unique individual with his or her own particular qualities and characteristics which are themselves implicated in the child's developmental and behavioral outcome.

2. The interaction of the child and the environment influences development and behavior--Influences on the child are not only concrete events and emotional supplies. The process of relating to others, of communicating and of understanding effects the development of the child. Influences are bilateral. Characteristics of the child influence how the parent responds (you get to know how your kids operate).

WHAT DO YOU FEEL IS THE MOST IMPORTANT INFLUENCE ON HOW CHILDREN TURN OUT AS ADULTS?

If they are in a happy home and there is love, and people talk to each other. I think communication is very important, and understanding each other.

WHAT ARE THE MOST IMPORTANT INFLUENCES ON HOW CHILDREN TURN OUT AS ADULTS?

To some degree, parenting is a molding process for the child, but I don't see myself as a mold. I think you've got to be a dynamic mold, and be willing to change your own ideas about how things operate as you get to know how your kids operate.

At Level Two, influences are tied to the behavior of an influencer. At Level Three, influences are more qualitative; understanding each other, for example, is the qualitative aspect of talking to each other. The interaction between the child as a person and the parent's responses is recognized, although not as mutually reciprocal. How the child operates influences how the parent operates, and the subsequent parental behavior influences the child. This is a sequential, rather than a reciprocal conception.

3. Individual children are variously sensitive to external influences--Parents at Level Three reason that the individual child may be more or less sensitive to the experience of various events and relationships in his or her life. The receptivity of the child may be a function of the quality of a relationship, the particular needs a child has, or personal qualities of the child.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

I don't know, I think everything would and I don't think you can tell what is the most important thing. This is something that I think about all the time, what effect is this going to have on him, what effect is that going to have on him. Since you have grown up, you try to look back and see what did this to me and what did that to me and try to think about what is this going to do to him, and you can't tell because there are things that happened in your own life and to other people, very small things, insignificant and they had a great response on your life. At that moment you might have been really depressed or sensitive and something that for anybody else would have had a small amount of feedback affected you a lot. I don't think there is any way you can say parents, or the home or the environment or your friends or your school, I don't think you can tell. You have to wait and see and you have to watch everything and you can't control everything, the things that are happening. You just sort of have to watch everything that is being said, and anything that is said that is bad, you try to prevent that and try

to keep it out, but I think that anything can have an effect. It is something I have thought about.

WHAT DO YOU FEEL IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

The family is home base, and it's mostly where children draw from for their strength. And children will draw from wherever they can fill their need, and if the family is not together, they will draw from somebody else.

The child is conceptualized psychologically, as having a unique internal reality into which experience is integrated.

Level 4: Systems

1. Influences are part of systems in continuing process

2. Influences operate at different levels of the self-

system

1. Influences are part of systems in continuing process--

The child is a system of psychological parts integrated into a dynamic whole, and influences are part of a mutually interacting relationship system between the child and the environment.

WHAT DO YOU FEEL IS THE MOST IMPORTANT GOAL OF RAISING A CHILD?

To know and accept himself. To know the center of himself, and to see it in all things.

WHAT DO YOU MEAN?

Well, all of life I think has a center, a flower, a house, a bird, a watch, a dancer, a pianist, a carpenter, potter. There are some special efforts that motivate it, that gives it its energy and I think it's there in all aspects of life, individual activity, group activity, technical activity, emotional activity, there is the seed.

WHAT DO YOU MEAN BY THE CHILD'S RECOGNIZING IT IN OTHERS?

I think any child can have this, it doesn't have anything to do with intelligence, or family background, or the amount of good nutrition, this is something everybody has a basic right to and I think this is what gives him the connection to all of life. This is the common denominator.

WHAT DO YOU MEAN BY THE CONNECTION TO ALL OF LIFE?

The source, the source of everything, each individual has a source and everything else has a source and to feel it, to appreciate it, to be in touch with it. Continually refeeds your own, the individual's own process of life.

WHAT DO YOU FEEL IS THE MOST IMPORTANT INFLUENCE ON HOW CHILDREN TURN OUT AS ADULTS?

How they manage the process of relating, of learning, of living.

YOU TALK ABOUT PART OF A PROCESS, WHAT DO YOU MEAN BY THAT?

I think that people are always, in every stage, in the process of becoming something else, they are never finished and they are never there. It would be very comfortable to feel that we are here and could just stay put for a little while, but we never are and we are always responding to new situations and new stresses and new happinesses and new successes and new worries and whatever we are up to a point, we bring to cope with the next and there is never a time in life when things are steady. You are either up or down. It reminds me somewhat of standing on a balance beam, you are always shifting the weight very slightly, you never are at rest and that is what I think I mean by becoming, you are always going someplace else, not frantically, but it's a kind of inner growth, the way I think a snake keeps shedding its skin time after time as it grows, it gets smaller and you get richer inside and more experienced and then you go on because of what you are, you are not static and you grow.

As a continually growing, responding and developing being, all experience is part of the process of growth (we are always responding to new situations). Growth of self-understanding is part of how one comes to understand the world, and coming to understand the world is part of coming to understand oneself. Both the nature and the outcome of influences are defined as processes, and not as entities, such as the characteristics and qualities of lower level reasoning.

2. Influences operate at different levels of the self-system--Because the individual is understood to be a dynamic

psychological self-system, (they bring a great deal to themselves), responses at Level Four may discriminate influences which operate at one level of the self-system from influences which operate at other levels. Influences are not always known or understood, because of the limitations of consciousness of the child of his or her own processes, and because of the limited accessibility of the child to others.

THE POLICE OFFICER SAID MR. F. WAS TO BLAME FOR J. GETTING INTO TROUBLE. HOW DO YOU FEEL ABOUT THAT?

No, I don't think so. I think when a child reaches adolescence the circle of influence is widened to the point, while other people might not influence his philosophy of life, they can influence behavior in specific situations. How the child comes to understand himself and how he functions with others is more significant to his future than the specific acts along the way.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY THAT CHILDREN TURN OUT AS ADULTS?

I don't know, I would tend to say family because that has been the way that I have done it. They bring a great deal to themselves and I don't think that we or they really know how much they get from the outside world, their fears or their problems or their reactions to teachers or friends, and how much living goes on, because it is the learning that they first of all, cannot express and we cannot see because we are not there.

Parents imply that the identification of specific influences is less important than how influences are integrated into the personality structure of the child.



Level 1: Concrete

1. Subjective experience is undifferentiated from observed behavior
2. Subjective experience is a projection of parental experience or parental wishes
3. Thoughts and feelings are in response to specific events

1. Subjective experience is undifferentiated from observed behavior--If a child behaves in a certain way, he or she is thought to feel in a certain way (If the baby cries, he doesn't love me). The parent uses the concrete behavioral cue as the only piece of data from which to infer thought or feeling. The behavior is all that is understood of the child.

WHAT ARE YOUR CHILDREN'S FEELINGS ABOUT YOU AS A PARENT?

They are little, I can't say.

DO YOU THINK THEY HAVE FEELINGS ABOUT YOU AS A PARENT?

I think so, because when I leave them somewhere, you see, they just cry a lot, especially my other little one.

WHAT DOES THAT TELL YOU?

I think they love me.

SO YOU HAVE A LIMITATION, YOU TELL YOUR CHILD HOW YOU FEEL AND WHY YOU FEEL THAT WAY. WHY DO YOU THINK J. WOULD HAVE TOLD HIS MOTHER? WOULDN'T IT HAVE BEEN EASIER TO CONTINUE TO LIE?

Because he is truthful with his mother, he decided to be truthful. First he lied to his mother and then he figured I might as well go and say yes, ma, I did it.

WHY DO YOU THINK HE DECIDED TO BE TRUTHFUL?

I don't know.

WHY WOULD A KID DECIDE HE WAS GOING TO TELL HIS MOTHER?

Because he wanted to, that is his own feelings, I can't say that, to each his own.

Parents at Level One reason in a circular fashion (He is truthful because he is truthful). Frequently, there is no conception of inner feelings underlying concrete acts, and what subjective experience is inferred is descriptive, rather than explanatory.

2. Subjective experience is a projection of parental experience or parental wishes--At Level One, parents do not take the perspective of the child, but either recall their own experience and reason that this must be the child's experience, too, or attribute to the child thoughts or feelings that satisfy parental needs.

HOW DO YOU THINK JIMMY WOULD FEEL IF HE DID FIND OUT HIS FATHER READ HIS DIARY? DO YOU THINK IT MIGHT CHANGE HIS RELATIONSHIP TO HIS FATHER?

I don't know. If he thinks his father didn't believe him that he had to read his diary. I don't know, if my father read mine and I was 15 and I had one, I would be angry at him for the minute, but I would forgive him.

WHY WOULD YOU FORGIVE HIM?

I don't know. He was just easing his own mind I guess. I would forgive him. I would probably be angry at him for the moment, but after I forgot about it, I would forgive him.

WHY WOULD YOU FORGIVE HIM.

He would be looking out for me.

IF YOU WERE TO THINK ABOUT WHY IT IS IMPORTANT FOR CHILDREN TO FEEL LOVED AND WANTED, WHAT WOULD YOU SAY?

It is good that kids know you love them, it is important to them, because when they grow up they would say gee, I had a wonderful mother, she really loved me a lot and I can talk about my mother, she was the most wonderful mother to me.

The parents giving these responses do not separate their own from the child's subjective reality. A different perspective about the parent's reading the diary is not considered because the parent does not have a differentiated conception of personality or of experience. The second parent does not indicate that there are reasons why children need love beyond the parent's egocentric conception of his or her own importance to the child.

3. Thoughts and feelings are in response to specific events--Parents at Level 1 understand children's thoughts and feelings to concrete consequences of specific acts. Broader issues of privacy, trust, or personal values are not considered at this level.

HOW WOULD J. FEEL IF HE FOUND OUT THAT HIS FATHER READ HIS DIARY?

If he had nothing to hide, then I don't think he should be too upset about it and if he didn't want his father to find it, I don't think he would leave it in such a place. But then again if he had something to hide, then he would be upset, he could call him quite a few names under his breath, nose and what not.

WHY DID HE TELL HIM HE DID IT? WOULDN'T IT HAVE BEEN EASIER TO LIE?

He had a guilty conscience. (EXPLAIN?) Probably he knew he was going to get caught one way or the other.

Both respondents can consider only the most concrete aspects of a child's situation, and therefore attribute to the child thoughts and feelings which are in response to those concrete events.

These responses conceptualize children as being instrumentally motivated. One is only upset, if one has something to hide, i.e., the parents's thinking is organized around the content of the diary

II. Subjectivity: Thinking and Feeling

Level 1

in Dilemma One, not around issues of privacy and trust, and the "guilty conscience" is fear of being caught, not remorse for having done something wrong.

Level 2 - Conventional

1. Intentions are separated from actions
2. Defined by stage, age or type of child
3. Parental omniscience
4. Conflicting feelings are sequential
5. Children's perspectives acknowledged

1. Intentions are separated from actions--Parents understand that different intentions may underlie similar actions, and that different actions may result from similar intentions. The child is aware of his or her intentions, and the actions directly express the child's intent (to get attention, to hurt, etc.).

HOW WOULD YOU EXPLAIN SAM KISSING THE BABY ONE MINUTE AND HITTING HIM THE NEXT?

He is only 3½ years old. Maybe if he was older. I don't think I could explain why he would be doing something like that. I definitely think I would expect it, because I have seen other children like that do that.

WHY DO YOU THINK THEY DO IT?

It goes into intent--is he doing it with the intent to hurt the baby or is he doing it playing around?

WHAT DO YOU THINK?

I would hope he was just doing it playing around. I don't see how he could get the intent--maybe he could get the intent to hurt him if he is jealous --he was used to being the only one for 3½ years. If there was jealousy there, if he was a little bit jealous, I could see it--the kid finds someone else is coming in and trying to hurt him that way so he is jealous.

DO YOU THINK KNOWING WHY PEOPLE DO THINGS MAKES A DIFFERENCE?

I think it does. Everybody does things for a reason, regardless of whether it is the class clown or someone who is stealing. There has to be a reason why anyone does anything.

Intentions are stereotyped. They are global descriptors of motivating feelings which limit the concept of underlying thoughts and feelings to an explanatory adjective.

2. Defined by stage, age or type of child--At Level Two, parents draw from the conventional understanding of thoughts and feelings of children of a given category to infer subjective experience for their child, whom they place in that category. The category can be global, such as "kids," or more specific, such as "shy teenagers."

THE POLICE OFFICER SAID MR. F. IS TO BLAME FOR J. GETTING INTO TROUBLE. HOW DO YOU FEEL ABOUT THAT?

No, it is not the parent's fault. It is not the child's fault. He wanted to probably be in with the crowd and stuff. And being popular and accepted is very important, especially if you are like teenagers. Adults it is not so--you don't have to prove you are in with the crowd when you are an adult. When you are a teenager you have to prove you are in and so it is very important to a teenager. He is a teenager kid. At that age--I know--I went through it--and at that stage, yeah, being accepted is very important.

IF SUSAN IS UNHAPPY, DO YOU FEEL IT IS MORE IMPORTANT THAT THE MOTHER BE HOME WITH HER THAN THAT THE MOTHER BE HAPPY?

Yes, I would say so.

WHY DO YOU FEEL THAT WAY?

Because the child being young, you wouldn't want to cause any mental block against the parent. Children can build up all sorts of things in their minds and maybe not want to speak to the parent very much and build up hostility. Say my mother doesn't really care about me and things like that, so if it is not really necessary and it would make the child happier to come home to you, that's good.

Children are understood to have subjective experience which may be different from past or present parental experience or parental needs. The child's experience, however, is not understood as being unique to him or her, but as conforming to a preconceived notion of what children think or feel.

3. Parental omniscience--The parent reasons that how the child thinks and feels is something the parent can predict if he or she knows the child well enough.

HOW CAN A PARENT KNOW IF A CHILD IS LYING?

Me, myself I can't tell you right now because my son is only 2 years old. But I just think bringing up my son and like I say, the parents play the biggest part in the son or daughter's upbringing--that you are just with them so much, you get to know his every moves and get to know more or less when he is lying and when he is telling the truth--that I just think--I think I would be almost positive I would be able to tell if he was telling the truth. I could be mistaken, but I still think I could tell.

IS IT BECAUSE YOU WOULD KNOW THE CHILD SO WELL BECAUSE YOU LIVED WITH HIM SO MANY YEARS?

Yes.

OR BECAUSE OF SOME QUALITY IN YOU, THAT WOULD MAKE HIM TELL THE TRUTH?

No, I just lived with that child so many years and

brought him up. Fifteen years is a lot of time, that I just think I would know my child very well and be able to tell if he was lying or not.

IF YOU WERE MR. FOX, WHAT WOULD YOU DO?

I think man or woman, you always know their child. I mean you know about what your child would do. No matter what someone tells you about them, you can tell--you know that much about the child--he would do this or no he wouldn't. In the first place, if he don't know that much about the child then the child could be into anything, doing anything, and you have to take another person's word for it. But I don't know what the person would do in this case because I think I would know that much about both my children. I don't think I know everything, but I think that I could say my child did this--I think I could say no, he wouldn't do that, he wouldn't dream about that. I think so. This is the way that I feel about both of mine.

Knowledge of the child is considered cumulative, the more time the parent spends the better he or she knows the child. If you have enough pieces, you can construct a whole.

4. Conflicting feelings are sequential--At Level Two, parents understand that feelings and intentions underlie behavior, but they cannot conceive of simultaneously conflicting feelings. If a child shows erratic behavior, the behavior is thought to be a reflection of alternating feelings or intentions, or loss of behavioral control in spite of good intentions.

HOW WOULD YOU EXPLAIN S'S KISSING THE BABY ONE MINUTE AND HITTING THE NEXT?

I can't explain that. Maybe he really does love the baby, but then it comes to him that he is the cause of his mother not paying any attention to him, whatever, so he just goes to hit him or something.

COULD SAM BE TELLING THE TRUTH, THAT HE LOVES HIS BROTHER?

Sure, he could love that baby to pieces because it is



just something that he has not learned how to control--that love--how do you tunnel it to another person? An older person is easier because that person should have some control over the situation, but a baby has no control over the situation, basically, at 2 months old, so he is the bigger person and he has to learn how to love a smaller thing--a smaller person and understand that smaller person.

BUT THE HITTING IS NOT VERY LOVING.

Love taps can hurt. Sometimes they forget and you think for a minute you are really tickling the baby or something like that, and loving him to pieces, and actually it is not really tickling, it is hurting the baby. They don't realize the strength that they themselves have.

When conflict is conceived, the origins of conflict are understood as being external to the child; in these examples, the baby or the less attentive mother.

5. Children's perspectives acknowledged--Parents at Level two are able to conceptualize the child's thoughts and feelings and perceptions from the child's perspective, but the content of the child's perspective is not drawn from what a particular child is experiencing, but from the parent's preconceived global conception of children's perspectives.

HOW WOULD JIMMY FEEL IF HE FOUND OUT HIS FATHER  
READ HIS DIARY?

In Jimmy's case, some trust is gone. I put myself in Jimmy's shoes and I feel some trust is gone. You didn't trust me, you didn't know what was going on day by day, he should have asked me--putting myself in Jimmy's shoes.

SUPPOSE THAT J. DIDN'T THINK HIS FATHER COULD  
HAVE ANY WAY OF FINDING OUT IF HE DID IT OR NOT,  
WHY WOULD HE HAVE TOLD HIS MOTHER HE DID IT?  
WOULDN'T IT HAVE BEEN EASIER TO CONTINUE TO LIE?

No, because I think as a child it would probably  
start to get scary. Eventually it is going to come  
out. Maybe not by his father finding out from him,  
but by the police. A young child will tend to turn  
scared, and then the best thing for him to do was  
to speak to his mother. His father would tend to be  
a little easier, a fatherly love. He felt secure  
with his father--that is the point--he felt secure  
with his father, telling him.

SO IT IS NOT JUST THAT HE IS AFRAID THAT IT WILL  
COME OUT?

But the feeling of security with his father, knowing  
he was getting scared and knowing that it will be  
found out, the best thing for him, like when a child  
is hurt, first thing, they run to poppa, that is my  
protection, and this is what was Jimmy's protection.

Although parents at Level Two are able to recognize some aspects  
of the child's experience which are different from their own,  
their conception of the child's perspective does not consider the  
child's awareness of the other's awareness of the child.

## Level 3: Individualistic

1. Individual psychology
2. Influence of relationships
3. "Mixed" feelings possible
4. The child's perspective is idiosyncratic

1. Individual psychology--At Level Three, parents reason that individual emotional experience underlies the expressed intentions (maliciousness, guilt, jealousy) which at Level Two "explain" action. At this level, parents are not satisfied with the descriptive emotional level, but seek a reason for the proximal emotion in the experience and qualities of the child.

SUPPOSE MR. . F. READ THE DIARY, FORGET THAT. HE DIDN'T READ IT, BUT SAT HIM DOWN AND SAID DID YOU REALLY DO IT, AND J. SAID YES. HOW WOULD HE FEEL?

That is where I am putting myself--in Mr. . F.'s place. I think I would feel relieved that at last it came out into the open and it is not I did or didn't type of thing--it is open so I think I would probably feel relieved. After that, I would want to know why--was it because of the crowd or did you really know it is was something you shouldn't do, or did you just want to go along with the boys because they were doing it and it was the first time you did it.

WHY WOULD YOU WANT TO KNOW THESE ANSWERS?

Because kids are going to pull pranks and stuff. If he did it because the other kids were doing it then I would know what he really wanted to do. If he only did it because the other kids were doing it maybe they bullied him or so on, and if he did it and said he knew it was wrong, but he did it anyhow, I would have to delve into that a little bit more and if he knew it was wrong, why did you do it, did you really want the stuff you were stealing or I would want to know the reason why.

COULD YOUR SON SEE THE KIDS HE HANGS OUT WITH  
DIFFERENTLY THAN THE WAY YOU WOULD?

He doesn't see them as wild and I do. Sure. He would probably know them better or he would like to fit with that group. A lot of kids like to sit with the tough kids. The ones who are not sports-minded and who don't have parents who spend a lot of time with them find a lot of security in gangs and this becomes sort of a family and they are with a tough, obnoxious type of gang that nobody likes. We have one in our neighborhood and I imagine they have a lot of feeling in that. Could he see them differently? I am sure he could.

Parents at Level Three use conditional concepts to understand subjective experience. Rather than "Kids that age like to be with tough kids so they'll feel tough," a Level Three response would be "Kids who are not sports-minded and who don't have caring parents find security..." The qualifying conditions and the awareness of the emotional meaning of the experience for the child indicate an awareness of an individual psychological process underlying behavior. One understands subjective experience, not by "fitting" the child to an externally given category or formation, but by modifying one's formulation to fit the child.

2. Influences of relationships--How a child feels and acts is reasoned to derive from qualities of important relationships, such as trust, affection and understanding. By understanding the quality of the parent-child relationship, a parent at Level Three infers the thoughts and feelings of a child living within that relationship.

MR. F. DID NOT READ DIARY...SAT J. DOWN AND ASKED HIM...  
J. SAID YES...WHY WOULD J. TELL HIS FATHER? WOULDN'T  
IT BE EASIER TO CONTINUE TO LIE?

No, it wouldn't be easier to continue to lie. It depends on J. Some people can live with a lie and some can't. But I think he feels guilty about it, because evidently he has a great deal of respect for his father and perhaps they have a close relationship and he wanted to continue this relationship by telling the truth.

WHY WOULD J. HAVE TOLD HIS FATHER HE DID IT? WOULDN'T  
IT HAVE BEEN EASIER TO CONTINUE TO LIE?

There again, that goes back to the relationship. If they had a reasonably good relationship he eventually would come out with the lie and he would trust in his parents that they would understand and realize that he knew how wrong it was to do it. These are all assumptions.

The parent realizes that the child's perception of the other's response to and understanding of him or her contributes importantly to the child's assessment of a situation and to the child's behavioral outcome.

3. "Mixed" feelings possible--At Level three, simultaneously conflicting feelings can be part of a person's experience.

IS WHAT SAM IS DOING SOMETHING A GOOD CHILD WOULD DO?

They have to learn, but one minute they love them and the next minute they hate them. I have seen a lot of kids do that. They are just jealous, whether or not it is I don't know.

WHEN SAM'S MOTHER TALKED TO HIM...HE SAID "I LOVE MY  
BABY BROTHER," COULD S. BE TELLING THE TRUTH, HE LOVES  
HIS BROTHER AND YET WANTS TO HURT HIM?

Yes. (EXPLAIN?) He does love him, but then maybe he doesn't, you know. He could have mixed feelings about him.

COULD HE LOVE THE BABY AND STILL WANT TO HURT HIM?

I don't know.

COULD HE LOVE HIM AND HATE HIM AT THE SAME TIME?

You could. You could love someone and like him and hate him, too. Don't you love someone or like someone but not love them? I think you can dislike someone and still love them or like them, I think you can. I know you can hate them and love them. I think you can.

HOW WOULD YOU EXPLAIN SAM'S KISSING THE BABY ONE MINUTE AND HITTING HIM THE NEXT?

Well, he feels very loving towards him, I am sure--all babies are so lovable. And on the other hand, he is taking attention and time away from his mother--time that the boy used to get--and he is not fully trusting of his mother's feelings for the baby yet. He is insecure about how much it is going to take away from him or the quality that it is going to take away from him and he needs time to experience that.

WHEN S'S MOTHER TRIED TO TALK TO SAM ABOUT WHY HE WANTS TO HURT THE BABY, HE SAID "I DON'T WANT TO HURT THE BABY, I LOVE MY BABY BROTHER." COULD HE BE TELLING THE TRUTH, THAT HE LOVES HIS BABY BROTHER?

Yes, it is just that he is so angry because the brother is so new and requires the boy to react to so many new things.

One can both like and dislike a person at the same time, and one can have a period of emotional disequilibrium in which one's feelings have not stabilized.

4. The child's perspective is idiosyncratic--Parents at Level 3 are able to try and understand a child's experience from that child's perspective, and recognize that the child's understanding of other's understanding of him or her is important for understanding the child.

WHY DO YOU THINK JIMMY TOLD HIS FATHER THAT HE DID IT? WOULDN'T IT HAVE BEEN EASIER TO CONTINUE TO LIE?

I don't know. I give Jimmy a lot of respect for telling his father that he did do it. He must obviously love his parents enough to think they would realize why he did it. I respect him a lot for telling them. Putting myself in that situation, I probably wouldn't have. Thinking back then, thinking of the punishment that I would have got. But I hope that my son would have the courage to tell me.

WHY DO YOU FEEL PRIVACY IS IMPORTANT TO A CHILD?

Because for their reasons they don't want to tell you something and that is why you have to try to constantly stay in touch. Usually if a child does withdraw or close in they are going to change and they probably do it because they are unhappy and they don't feel good and you have to try to find out. And if you try to find out and he says no, I am fine, take the kid to a doctor, a psychiatrist, I am not going to talk to you, but I am going to talk to somebody.

In order to be able to understand the perspective of the child, the parent must be in communication with the child, and the child must share with the parents how he or she thinks and feels.

## Level 4: Self-system

1. Subjectivity involves a complex system of awareness and emotion
2. Psychological self-analysis is acknowledged

1. Subjectivity involves a complex system of awareness and emotion--Parents at Level Four understand the child as being a psychological system with different levels and aspects of functioning in continual process. The child does not always have access to all levels of functioning, and subjective experience may be best understood in terms of how the system is operating to maintain stability and to fulfill needs.

COULD SAM BE TELLING THE TRUTH?

Yes. You can love and you can want to hurt and you can not be aware that you want to hurt because it is so frightening a thought--that you had that kind of anger. It means that Sam has not accepted it yet--that his mother will help him understand that it is a legitimate feeling, it is not a legitimate action, where his kissing is a legitimate action, but that the mother's--the parent's role--I'll care.

Sometimes she will get into this frame of mind and into this rhythm in terms of an opinion, and if it happens in the car, and I have just brought her from an event in her life, I tend to ignore the whole thing because I think it is more related to something she has just experienced personally, than the issue being discussed, because at other times the same issue being discussed, and she doesn't have a strong, stubborn approach.

WHAT DO YOU MEAN SOMETHING SHE HAS JUST EXPERIENCED PERSONALLY?

In other words, it has to do with her need to take--to assert herself more than the issue and so it comes from a personal life.



Child's expressed feelings may be related to or in conflict with experiences or deeper feelings of which the child is unaware (it is more related to something she has just experienced personally, than the issue being discussed).

2. Psychological self-analysis is acknowledged--At Level Four the parent recognizes that one dimension of subjective experience is how one knows and understands oneself. The development of psychological self-analysis is part of the process of personal growth. Self-analysis differs from a Level 3 conception of self-reflection in its focus on the process of coming to know and understand oneself, and the understanding of the process as penetrating more surface feelings in order to arrive at an understanding of deeper ones. At level 3, in contrast, the focus is on the content of reflection, without an indication of levels of self-awareness.

WHEN SAM'S MOTHER TRIED TO TALK TO SAM ABOUT WHY HE WANTED TO HURT THE BABY, SAM SAID, "I DON'T WANT TO HURT HIM, I LOVE MY BABY." WOULD SAM BE TELLING THE TRUTH?

Sure, he loves the baby and he perhaps isn't aware again. He would be telling the truth. How can a child at this age know, be in a position to analyze his own feelings? He would be telling the truth, but he wouldn't know the other part.

HOW COULD YOU EXPLAIN THAT, THE FEELINGS HE DIDN'T EVEN KNOW?

We were talking about this in kindergarten--feelings of jealousy and possessiveness--and even at age 5 children were not able to pinpoint their own feelings. In the sense of "that was a jealous feeling or that was a possessive feeling or a resentful feeling," and at 3½ they are just not capable of knowing their own feelings.

SUPPOSE JIMMY TELLS HIS FATHER HE DID IT. WHY DID HE TELL HIM? WOULDN'T IT HAVE BEEN EASIER TO CONTINUE TO LIE?

Sure it would have been easier in the short run to lie, but Jimmy then probably would have then had to deal with an uncomfortable conscience, and he is uncomfortable anyway. I think lying is an easy way out, but it is not a safe way. It just makes the bookkeeping so much harder in spite of you because you can't remember what it is you

have done and what it is that you haven't and whom you told what to, so that it makes you freer to tell the truth because then you know where you stand with yourself and I think it is just something for J's relationship with his father that on a one to one basis, even though J. is uncomfortable, he could trust his father enough to know that he may have to pay the price of having stolen, but he can still count on his father, to listen.

An aspect of self-awareness is self-honesty. People can be dishonest with themselves as well as with other people.

## Level 1: Concrete and Physicalistic

## A. Characteristics

1. Physical characteristics and concrete actions
2. What effects the parent

## B. Ideal

1. Is what the parent wants
2. Appreciates what is given.
3. Does good things

## A. Characteristics

1. Physical characteristics and concrete actions --Level 1 responses do not consider emotional characteristics, but describe the child's physical appearance or concrete actions.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

Tony, I don't know why he likes to fight all the time. He keeps getting into problems at school And William, he just wants to play all the time.

IS THERE ANYTHING SPECIAL ABOUT THEM?

No.

WHAT DO YOU ENJOY MOST ABOUT YOUR CHILDREN?

I don't know.

CAN YOU THINK OF ANYTHING?

Sometimes they are company, but I don't know what I enjoy most about them.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

They are always fighting. You can see what they are like, first of all, they are noisy. I don't think that I could stand to have them around me too much all the time. And they are not very orderly, they have the worst room, I can't get them to clean it up.

THEY HAVE ONE ROOM BETWEEN THEM?

My daughters sleep together, they have two beds and they are well, they are not sickly children, they are generally pretty healthy. Sandra has brown hair. She's pretty stocky. Jane is thinner.

The parent does not attempt to pull together the various characteristics into a "personality." Each action or characteristic is simply added on in a string of discrete descriptions.

2. What effects the parent-- Children are described in terms of characteristics which effect parental needs, comfort or desires.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

You mean if they are boy or girl, what do you mean?

WHAT KIND OF PEOPLE THEY ARE?

I think that they are a little difficult. Once they grow from a baby until about 15, they are one problem, but after they reach 16, growing up, they are different, they start wanting to do things that you don't want them to do and then you start getting into a problem with them. But going through the early years, from baby to 15 years, I had no problem with him.

WHAT ARE YOUR CHILDREN LIKE?

They cry a lot, mostly Pam. I have a lot of problems with them. She always wants to be outside and I have to do my housework and I can't be chasing them outside, I have my mother in the store, so that makes it a little easier for me and I still send them over to my mother's house. So I can do my housework while I have the other two at my house.

In neither example is the child described as a personality. Rather, the parents seem to see the children through the lenses of their own needs, and not to notice aspects of the children which do not directly effect them.

#### B. Ideal

1. Is what the parent wants-- Parents at Level 1 hope for a child who fulfills their own expectations. Characteristics or preferences of the child are not considered.

WHAT DO YOU FEEL IS THE MOST IMPORTANT GOAL OF RAISING A CHILD?

I think to grow up into the image of what you wanted to be, or what you wanted them to be, what you wanted to be yourself.

WHAT IS THAT? THE MOST IMPORTANT GOAL OF RAISING A CHILD?

To see them grow up and finish school and maybe go on to college. Have a good job. Be smart. Do something.

WHAT DO YOU FEEL IS THE MOST IMPORTANT GOAL OF RAISING A CHILD?

When I was single I said when I would have some kids it would make me happy one way, seeing kids running around the house. But now they are all over my house, no, it is hard. I had my first one when I was 19 and I had them all right away.

WHAT IS THE MOST IMPORTANT GOAL OR OUTCOME OF BEING A PARENT, WHAT DO YOU WANT FOR YOUR CHILDREN?

I want them to learn and come up with something big and be that people know them when they grow up.

WHY IS THAT IMPORTANT?

When the kids grow up I would like other people to respect them, for what they are. I try to raise my first one so he learns, but this one is pretty smart, and she says everything the TV says. I put on shows and she learns right away and I wanted her to be a dancer, but I don't think that it will work with her feet. She's wearing braces.

The gratification of the parent is the primary consideration, what the child can do ("I wanted her to be a dancer, but . . . she's wearing braces") is secondary.

2. Appreciates what is given -- Because parents at Level 1 frequently look to their children for personal gratification, they want a return for any effort they make for the child. Appreciation for what they do is one way of being rewarded for parental effort.

WHAT DO YOU ENJOY MOST ABOUT YOUR CHILDREN?

I enjoyed them when they were small.

WHY WAS THAT THE BEST?

Because then you can do things for them, they cling to you more, they appreciate what you do more for them and they are more loving and everything. Now that they are grown, they are looking for their own way of life. So I think when they are smaller, they are the best.

WHY DO THEY APPRECIATE YOU WHEN THEY ARE SMALL?

In certain ways they show you because small kids hug you and Jackie was very affectionate and she would hold you and kiss you and if you went out and came back, she says I am glad you came back, things like that.

WHAT DO YOU FEEL IS THE MOST IMPORTANT GOAL OF RAISING A CHILD?

Have them grow up to be decent human beings.

WHAT DO YOU MEAN?

Not grow up to be - I don't know how to word it. Just to grow up to appreciate things and learn that they have to earn what they get. Not just have it handed to them on a silver platter.

At Level 1, an ideal child is required to give in return for what he or she takes.

3. Does Good Things --The child is evaluated because of what he or she does.

The parent at Level 1 does not conceptualize motives or underlying standards or values, as at Level 2, but judges what he or she can observe, the child's actions.

WHAT DO YOU FEEL IS THE MOST IMPORTANT GOAL OF RAISING A CHILD?

To grow up to be good, not a punk, to go to school and just be good.

WHAT DO YOU MEAN GOOD?

For him to grow up and go to school and be involved in schoolwork. Go to school, meet a nice girl, have his own family.

TELL ME ABOUT YOUR CHILDREN?

They are good children, I can't say that they are not, though sometimes they are fresh. But other than that, they are pretty good kids, I have no right to complain.

WHAT DO YOU THINK MAKES FOR A GOOD CHILD?

When they listen and when they behave themselves. When they do as they are told.

A good child obeys, does what he or she is told. Parents at Level 1 frequently do not see the child as having any internal mechanisms for making autonomous choices.

## Level 2: Conventional Definitions

## A. Characteristics

1. The child fits a type
2. Normalcy of characteristics
3. Covert as well as observable characteristics

## B. Ideal

1. Is normal
2. Follows accepted standards or values
3. Tries hard and achieves what parent values

## A. Characteristics

1. The child fits a type-- At Level 2, parents tend to place their children into general personality categories, and to describe characteristics which "fit" and which justify the category placement.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

Paul is very studious, he is in college. Mary will do work if it pleases her, but other than that, it is a tug of war to try to get her to do something. Robert, I consider him to be kind of lazy. He used to have a paper route, and it was a real tug of war to get him to go. Bobby, go make your collections, or go collect your money, but he just didn't seem to care. Now Christopher who has a paper route now, is a little bit different. He is a little bit more ambitious. You might say he is greedy for money. We don't have half the problems with him trying to go out and collect, though at times, if he has been to one house two or three times, and he says they are never home. If you are missing anything around the house, David, do you know where this is, and he will come up with it.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

Well, my daughter is a little taller than myself and she really likes the baby. She's a pretty good natured girl. My son, 16, takes all kinds of athletics. He's very good in gymnastics etc., so he teaches the baby and they get along really well.

(continue next page)



AND WHAT ABOUT THE BABY?

He's a good baby other than when he's not feeling well - when he'll scream. But he is a good baby, not a cry baby. He'll play, he is learning to say mommy and to wave bye, different little things. He'll try to say he wants something. All in all he is a good baby. He is on the braces now at night, to straighten out his legs and he's good about it. I put them on when he goes to sleep and it doesn't bother him until the next morning. I think that's pretty good. He is about 30 pounds and he loves clothes, if you bring something home in a bag, he will rip it open to see what it is. All in all he is a good baby.

Parents at Level 2 tend to focus on one or another aspect of the child's functioning, which may be a particularly strong characteristic, and to describe the child in terms of that characteristic ("athletic," "studious"). At Level 3, the parent attempts to include many characteristics and to integrate them into a more general description of the child.

2. Normalcy of characteristics--An important characteristic at Level 2 is the extent to which the child conforms to society's expectations for children.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

It is kind of hard to describe them. They are boys and they do normal things that other kids do. They don't usually get in much trouble. They enjoy eating, both of them, a lot. My oldest boy likes playing ball and that one likes eating and sleeping a lot. They have a normal life.

CAN YOU TELL ME WHAT YOUR CHILDREN ARE LIKE?

They are normal children, full of it. She is pretty good in school, normal, and he is picking up little by little now. He is in nursery school. He wasn't picking up at first because she would do all his talking for him and do everything for him, but now that he is in school on his own, he is picking up.

The parent focuses on how the child is like other children, rather than how the child differs as an individual from other children as in Level 3.

3. Covert as well as observable characteristics --At Level 2, responses may include descriptions of emotional qualities in addition to the more concrete actions and characteristics identified at Level 1.

CAN YOU DESCRIBE YOUR SON FOR ME?

Tall, bright-eyed, very inquisitive, talks a lot, mischievous, a little and always will be I think, thin, very very active and very lovable.

WHAT DO YOU ENJOY MOST ABOUT HIM?

His inquisitiveness.

WHY DO YOU ENJOY THAT, WHAT DO YOU ENJOY ABOUT IT?

His interest in everything around him and he is interested and I am interested and so is everyone around him, so that would be the main thing that strikes people.

CAN YOU DESCRIBE YOUR CHILDREN FOR ME?

I can describe my son, Edward. He is very active, he is a very smart boy and at times he is emotional. High strung, I should say. He likes studying at times. He is good at home, he is well mannered, from my observation. How he is outside, I don't know, I know he is active, and I have no complaints yet. He loves animals and he intends to become a veterinarian one day, and I guess he is an ordinary average boy.

The parent is able to observe and appreciate qualities and characteristics of the child which are not of direct concern to the parent, unlike Level 1 descriptions which describe aspects of the child which affect the parent. At Level 2 the child's independent identity is acknowledged and appreciated.



























































































































































































































































## Level 4:

## A. Learning parenting

1. By experiencing the relationship
2. Through self-awareness and growth

## B. A good parent

1. Shares a reciprocal relationship
2. Maintains autonomy of identities with interdependence

## A. Learning parenting

1. By experiencing the relationship -- At Level 4 the parent-child relationship is reasoned to be a reciprocal process which has its own growth and development. Through the relationship process, the parent comes to understand him or herself, the child, and how they interact together. Parenting develops through this process.

HOW HAVE YOU LEARNED TO BE A PARENT? WHAT HAS BEEN THE MOST IMPORTANT INFLUENCE ON YOU AS A PARENT?

I guess I started out with no background at all. You have an idea in your mind from seeing other people's children, when you have a child of your own, my child is going to do this and this, and I want this kind of child. You realize in the first year that all those things sort of fly out the window. Your child is what he is and it is not so important what your child does as what you do about what he does. And if you see a child who destroys everything, you say how did that child learn that? And you find out that all children go through tantrums and destroy things, so what is important is how you handle it. So it turns out how the single person focuses on the child and when you have children you focus back on yourself. Sometimes you find you are not the kind of parent you thought you were going to be. So you look at yourself and you look at your child and the way you are with each other, and you learn from there, and you keep on going. It doesn't stop, you keep on looking and you keep on learning.

HOW DO PEOPLE LEARN TO BE PARENTS?

Trial and error.

WHAT DO YOU MEAN?

No matter what anyone gives as advice, you don't know what a parent is until you become one, and then each stage that a child goes through is another learning process, and the adjustments that come with it and everything that goes with it, and we only learn by being a good parent with each child. But with each child, it is a totally different learning process. And you develop and you become a good parent as you raise the kids.

Parenting is not reasoned to have a fixed end point at which a parent has learned how to parent. It is thought to be a continuing process ("you keep on looking and you keep on learning").

2. Through self-awareness and growth-- The parent sees the process of personal psychological growth and awareness as the foundation for parenting, and for the development of self-awareness and insight in the child.

HOW HAVE YOU LEARNED TO BE A PARENT, WHAT HAS BEEN THE MOST IMPORTANT INFLUENCE ON YOU AS A PARENT?

That's very difficult. It has to do with my own parents. I have learned from them what kind of parent to be and what kind of parent not to be. But I think I have learned more of what kind of a parent to be from just living my own life. Just from learning, from my own growing, I have learned how to nurture her growth, from my own perceiving, how to nurture her perception, from my own doing, the nature of her doing. It comes from within me, probably more than from anything else, or that has come to me. It is a very inner thing for me, I couldn't do it, and I haven't been able to do it well, when I am not really into me. In other words, when I am not in touch with my center.

HOW HAVE YOU LEARNED TO BE A PARENT?

I have learned some from reading, a great deal from my husband, a great deal from internalizing and from writing out the kind of painful experiences that I have had growing up, trying to understand what is going on inside me in terms of my own growth and from watching the children. It is as though I have become finished being a child. I have finished my own childhood by watching the children and reliving in my own way the children's experiences. As a result, I have become a child, a parent, and then I can become an adult, when I am finished the process and the cycle again, of the children. I have a feeling that the adult doesn't come until the children themselves reach adulthood.

The parent at Level 4 does not isolate parenting from other aspects of life. Responses indicate an awareness of the interconnectedness of self and others and of various parts and periods of one's life.

#### B. A good parent

1. Shares a reciprocal relationship-- Responses at Level 4 may focus on how a child's capacity to relate to others reflects the parent's capacity to relate to the child. This deals with reciprocity; the process by which people influence each other, even when the influence of the relationship is revealed in the quality of the child's relationships with other people in his or her life.

## HOW DOES SOMEONE KNOW IF THEY ARE A GOOD PARENT?

The child will let you know by the way he relates to you. They may take a month to prepare a Christmas present or something, but there are also spontaneous things. The way that they look at you, the way they come to you and stay by you. When they come to you and how they touch you. This is probably the most important thing: they will parent you if you are a good parent I think.

## EXPLAIN THAT?

My daughter, if I am feeling down or feeling like I can't do something, or under some stress or pressure, she will encourage me. "Well, mommy, that was good, you are doing fine, you are doing that very well." And she will put her arm around me and she will hug me and kiss me and she will comfort me physically and she will smooth my life out for me. I have had nasty trouble with the car from time to time at the most inappropriate times and she is right there with solutions. Perhaps we should do this, or try that.

## WHAT DOES THAT SHOW ABOUT YOU AS A PARENT?

It shows that she makes me a companion, that she has a regard for me and wants to assist me in life. That I have done that to her, that I show her.

## HOW DOES SOMEONE KNOW IF THEY ARE A GOOD PARENT?

I think you know by your relationship; that you're both aware of each other and give to each other and take from each other. I know kids don't give the same way parents do, but they give in their own ways, even babies, by how they respond to you. And they insist in their own ways that you respond to them. And with older kids, I really feel you know you're a good parent by how they communicate with other people, not just you. You can't really separate these things from each other. My child as a person with others says something about our relationship, too.

The concept that underlies these responses is the unity of people and of the relationships. Whatever aspect of relationships or of the person a level 4 response focuses on, the response implies that this aspect is part of a larger system.

2. Maintains autonomy of identities with interdependence -- Although parents at Level 4 reason that parent and child are united in an interdependent relationship system, parents also recognize the autonomous identities of the members of the system. The child also bears responsibility for his or her personality, and is neither defined by the parent, nor is the parent defined by the child.

## HOW DOES SOMEONE KNOW IF THEY ARE A GOOD PARENT?

I don't think that you ever know if you are a good parent. I think the needle test is am I enjoying what I am doing; if I am enjoying it, then I assume that the results will be satisfactory to me. If I am not enjoying it, parenting, then I don't enjoy the job. But I don't know what a good parent is. You cannot really live through the children. You can do just the best that you can in transmitting what your values are, but then some of it is up to the child. It is his ballgame, too, and if he carries what you have given, fine, and if he doesn't, it doesn't make you less of a parent. You have done your parenting but maybe the child's capacity is not to be a good human being and there is very little that you can do about it. But I do think that you must enjoy what you are doing and that must communicate itself to the child, not at every minute, but that fundamentally this makes you happy.

## HOW DO YOU KNOW IF YOU ARE A GOOD PARENT?

That's a hard question, because there are two people involved. You don't parent all by yourself and then look at the product and say how good I was. You parent with a child. You're in it together. So we are both responsible, and yet neither are entirely responsible. And I have learned over the years, that Rose is not me. That the symptoms of the behavior may be the same, but they come from different backgrounds, because I am different from what she is, and my parents and my mother from her environment, so while the pattern of behavior may be the same, the moodiness stems from a different post and it is neither as severe as mine was, or exactly like mine was, or as light as mine was, it is different. So being a good parent is a difficult question because I am not the only one who has to answer it. The best I can do is tell you that I try to be continually aware that we are different people. I allow her that, and I expect her to allow me that, too.

The autonomy of identities may be expressed as limitations of individual responsibility ("It is his ballgame, too"), and as the difficulty deciding for the child that the parent has been successful in a role that is experienced by the child, who is a separate personality with sensitivities and experiences which can only be guessed at by the parent.

## E. Sample Interviews and Scoring Sheets

I They cry a lot and mostly Pearl I have a lot of problems with them, she always wants to be outside and I have to do my housework and I cant be chasing them outside, I have my mother in the store, so that makes it a little easier for me and I still send them over my mother's house, so I can do my housework while I have the other two at my house and my other son goes to .... so that is a little easier, so when they all get together sometimes, whew. Sometimes I hit her, real hard, when she does something I hit her and I feel sorry for her, she was born with crippled feet and I have a hard time with her and I suffer a lot to bring her to the hospital for a brace.

WHAT DO YOU MEAN YOU SUFFERED A LOT?

Seeing how she walks in the hospital and seeing that she gets her feet better. I havent been here for 2 months because I just had a baby, and I had my tubes tied, too, and I had a section, so I couldnt come down.

YOU HAD YOUR SHARE OF PROBLEMS THESE LAST COUPLE OF YEARS. YOU MUST FEEL BETTER NOW WITH YOUR TUBES TIED.

Yah, my husband said I had enough, I could hardly manage with them 3. So I am glad I had the little girl, I have 2 boys and 2 girls.

II WHAT DO YOU ENJOY MOST ABOUT YOUR CHILDREN?

I cant say too much because they are small, they dont do too much at home.

WHAT DO YOU FIND HARDEST TO PUT UP WITH?

I Feeding them, and giving them a bath is hard.

WHY IS THAT?

I They act mad and every time I put them in the bathtub, they always want to come out and they wet the whole floor and I get mad, you know, and then if I take one to give them a bath, the other one starts crying and I have to wash my other little baby and they took the baby out of the crib and they took her downstairs and put her on the couch, my little one, the baby, and my house is in the project and the rooms are upstairs and the downstairs is the kitchen and parlor, so I have to carry all 4 of them upstairs to watch them.

HOW DO YOU HANDLE IT?

I dont know, I send the 2 big ones over my mother's house and sometimes my sister comes to help me, so I am doing pretty good, but whenever my mother moves, it will be hard on me.

IS SHE PLANNING TO MOVE?

Yes.

HOW DO YOU GET YOUR CHILDREN TO MIND YOU?

I try my best, but it doesnt work.

WHAT DO YOU TRY, HOW DO YOU TRY TO GET TEM TO MIND YOU?



I speak to them, mostly for eating, I say eat and she says no, and I have to shove it down her mouth and she throws it back out and then I have to hit her, but it doesn't work. I say I am going to get the belt, but it doesn't work.

WHY DOESN'T IT WORK?

I don't know, it just doesn't work. In the nighttime I feel like sitting down and relax while the baby is sleeping and the only one up is her, I have my big one at my mother's house mostly all the time, she likes it there, so that is not a problem, but the other kids, they other kids sit down and see TV with you, some like to play a lot, not her. she likes to be in the kitchen in the refrigerator and that gets me mad I have to be up all the time hitting her, and it drives me nuts sometimes sometimes I get nervous. My husband and I are trying to get back. I have no help in the house now, and the baby is a problem.

YOU FEEL IF HE WERE BACK IT MIGHT HELP.

It might, he would have more power with the kids.

THEY DO HAVE MORE AUTHORITY SOMETIMES. WHAT DO YOU FEEL CHILDREN NEED MOST FROM THEIR PARENTS?

Attention. (EXPLAIN?) Because sometimes it helps them if you are listen to them. (HOW?) I don't know. My kids are so small, I don't know how to explain it. I think like sometimes when I sit with her, she sits still and I try to play with her, she stays still. Sometimes when I can't sit down and play with her or talk to her she is all over the house screaming and crying and all she wants to be is outside.

SO WHEN YOU DON'T GIVE HER ATTENTION, SHE ACTS WORSE. WHY IS THAT?

Sometimes I put on the TV and she likes to dance and she sees people dancing and I say look, people dancing and she starts dancing and she stays still around the TV for a while. But when the show is done, she acts up again.

WHAT DO YOU FEEL IS THE MOST IMPORTANT GOAL OF RAISING A CHILD?

When I was single I said when I would have some kids, it would make me happy one way, seeing kids running around the house. But now they are all over my house, no, it is hard. I had my first one when I was 19 and I had them all right away.

WHAT IS THE MOST IMPORTANT GOAL OR OUTCOME OF BEING A PARENT, WHAT DO YOU WANT FOR YOUR CHILDREN?

I want them to learn and come up with something big and be that people know them when they grow up.

WHY IS THAT IMPORTANT?

When the kids grow up, I would like other people to respect them, for what they are. I try to raise my first one so he learns, but this one is pretty smart, she says everything the TV says, I put on shows and she

learns right away and I wanted her to be a dancer, but I dont think that it will work with her feet.

WHAT SHOULD PARENTS BE ABLE TO EXPECT FROM THEIR CHIDDERN DO YOU THINK.

What the parents should give them I cant tell now, but what you want your children to be when they grow up, they dont want to be, they dont want to be what you want them to be. (WHY NOT?) Sometimes they want to do their own thing, and the world is changing.

HOW DO YOU FEEL ABOUT THAT? ABOUT THE CHILDREN WANTING TO DO THEIR OWN THING AND NOT WANTING TO DO WHAT THEIR PARENTS WANT.

I dont like it. Because when they grow up other people say the mother didnt put no respect in teaching them, didnt teach them nothing, they dont respect other people and I dont like it. I like when they grow up they do what I want them to do, so other people would say she was a pretty good mother.

HOW DOES SOMEONE KNOW IF THEY ARE A GOOD PARENT?

By the way the kids act when they grow up, like they have respect for older people, so other people would say the mother taught them good and put respect on them when they were small. A lot of kids I have seen they go and smack their mother and that's not right. ... tries and I try to stop her, she just raises her hand, but she wont put it down, she knows what she will get.

WHAT SHOULD THE PARENT BE ABLE TO EXPECT FROM A CHILD IF THE PARENT FEELS UNHAPPY OR BLUE?

I have no idea.

HOW HAVE YOU LEARNED TO BE A PARENT, WHAT HAS BEEN THE MOST IMPORTANT INFLUENCE FOR YOU?

Going through all I do, with the kids, it is tough on me, especially even my first one, my husband, he was from another father, you know, so I didnt raise my son, my mother did, he was born crippled too, and it is pretty hard with my other ones, because I didnt do my first one, I am trying to do the other ones.

SHE SLEEPS WITH HER NEXT DOOR. WHEN SHE MOVES AWAY IS SHE GOING TO TAKE HIM?

I think, because she is attached to him and she has been with him since he was so small, and I have been the rest of my life with my mother. Till I got married and have the other kids, and so she has been having him. He is 4 years old and I dont think she will give him up. When shedies I will be responsible for him.

WELL HOW DO YOU FEEL ABOUT THAT?

Well not too good, we all love my mother and she has hard task and sometimes I take my son for rides and things and he wont respect me. The only one that he will respect is my mother because she has been with him so much. It will be hard on me when she gives him back to me.

W ABOUT ON HIM? HOW WILL IT BE FOR HIM?

He come and see me and calls him daddy and thinks he is his father and he comes over my house, looks in the refrigerator, goes back out but I think it will be hard on him when my mother go away. (WHY?) She is the only one who raised him you know. And I havent given my love the way I should.

WHAT DO YOU THINK IS THE MOST IMPORTANT INFLUENCE ON THE WAY CHILDREN TURN OUT AS ADULTS?

I cant say nothing, about what they grow up to be.

WHAT IS THE MOST IMPORTANT INFLUENCE FOR YOU?

I hope they turn out to be nice kids, to respect everybody so they will respect them.

WHAT WAS THE MOST IMPORTANT INFLUENCE ON YOUR GROWING UP?

Now that I cant have anymore kids, I will be attached to them mostly. It will be the same for me, growing up, taking care of them, ....

WHAT ARE YOUR CHILDREN'S FEELINGS ABOUT YOU AS A PARENT?

They are little, I cant say.

DO YOU THINK THEY HAVE FEELINGS ABOUT YOU AS A PARENT?

I think so, because when I leave them somewhere, you see, they just cry a lot, especially my other little one.

WHAT DOES THAT TELL YOU?

I think they love me.





































































cause they were fragile that particular day, but fundamentally the line has to be steady. It is almost like a rope, sometimes a strand can break, but the rope has to be strong. It doesn't matter if a strand breaks, or if it is one time that a child does not trust you, if fundamentally they do trust you.

YOU MENTIONED THAT SOMETIMES YOU DO THINGS WRONG AND THE PART OF THE RELATIONSHIP YOU BREACH CAN WITHSTAND THAT.

I would think if the ground is firm, then the ground can tolerate little and deviations from it, but there has to be some very good soil and this soil has to be laid from the very beginning, when this child is extremely young, born, and then it won't matter if there is a small deviation along the way that is not very great, and of course one doesn't know which will be the great and which won't be the great. You have to assume that your child will be generous to you, too, if you stumble and fall, it is not just a case of parents being generous in forgiving the child and you can do that if you have put together a trustworthy foundation.

SUPPOSE HE DIDN'T READ DIARY... CONTINUE.... YES DAD, I DID.... WHY DID J. TELL HIS FATHER HE DID IT, WOULDN'T IT HAVE BEEN EASIER TO CONTINUE TO LIE?

Sure it would have been easier in the short run to lie, but J. then probably would have then had to deal with an uncomfortable conscience, and he is uncomfortable anyway, I think lying is an easy way out but it is not a safe way, it just makes the bookkeeping so much harder in spite of you because you can't remember what it is you have done and what it is that you haven't and whom you have told what to, so that it makes you freer to tell the truth because then you know where you stand with yourself and I think it is just something for J's relationship with his father that on a one to one basis, even though J. is uncomfortable, he could trust his father enough to know that he may have to pay the price of having stolen, but he can still count on his father, to listen. Unless he did it in great terror, I don't know, sometimes the child can be so afraid of the father that he would say yes, but I would tend to think not, I would tend to think that in that case, he would have just lied.

WHICH IS MORE IMPORTANT, THAT J. DID THE STEALING OR THAT HE TOLD THE TRUTH LATER?

That he told the truth about it. I think that all through our lives we fall and we stumble and we deviate from our pattern of expectations, how we deal with that is what is important, not the fact that we do it.

POLICE OFFICER SAID MR. F. WAS TO BLAME. . . . HOW DO YOU FEEL?

He may have been, I don't know. The responsibility is ultimately J's, but maybe the father in some way contributed to it and it depends on the family circumstance and the relationship.

KIDS J. RUNS WITH ARE TAUGHT... MR. F. INTERFERE, DOES J. HAVE RIGHT TO CHOOSE OWN FRIENDS?

I think J. has a right to choose his own friends and the father has a right to protect his son's interests as he sees them, but the question is the balance between them. He might discourage them, he might let J. know that he disapproves but nevertheless let J. go around with them, and I think it is very important for children to know where their parents stand, even as a kind of wall, even if they choose to ram against the wall, it is something definite and they know a limit or they know where the firmness is and their rebellion takes a specific form, it is not just amorphous, so they are rebelling against the father's choice of a friend, okay, but at least the father cares enough to say, this is how I feel.

WILEAMMA- WORKING MOTHER

WHAT DO YOU THINK A GOOD MOTHER WOULD DO?

There isn't an easy answer. First of all, I would discount the argument that Susan makes about all the other children come home to a mother, I wouldn't discount it, but I would minimize it, that doesn't hold much water here about what all the other parents are doing, I don't use it and I don't want it to be used. I wouldn't do that, Obviously S. is unhappy and I would assume that her school day ends at 2, so don't tell me that the mother can't adjust her schedule. I think that S. needs to hear why the mother needs to work, just to see it, not in terms of a rejection, because what seems to be going on is S. is saying, I want only you there. Now why does she want only the mother, she has the mother the other two days and she's got the mother the weekend, why is it that so important that at that particular time the mother has to be there between 2 and 5 on those 3 days a week. Is it that S. is asking for a proof that the mother will give up everything for S. Even the job, she only has the mother and S. goes off to play with her friends I imagine for at least 3 hours at a time, so that it isn't really that the mother wants the child there every day when she comes home from school, but she is asking for something else. How the something else gets resolved depends again on how much the mother understands of her own feelings and her own needs for working, how guilty she is feeling. If it were me, I would not give up working. But I would try to understand what it was, I might have S. come to my office between 2 and 5 if that were possible. I might arrange to spend specifically on the other two days, full time with S. and do no housework and no errands, but it is very rare that any mother of any 10 year old is spending 3 unqualified hours with her children at any one time playing or doing what the child wants to do. It is really a question of touching base and the child goes off and the child knows where the mother ought to be, or the child thinks the mother ought to be. The child doesn't have the only right to determine where the mother ought to be. The mother has to decide her own life. It needs to be very clear as to the message she is getting across and she must see very clearly what S's needs are.

WHAT DO YOU THINK S. MIGHT BE ASKING?

For proof of love, she might be saying tell me I am more important than your job, she might be saying let me feel that I can control you, she might be saying I love you more than you love me and I want to be loved as much, she might be saying on a scale, she might be saying, from you working 3 days does it suddenly mean you are going to be working 5 days next year, just a little and then more later. She might be saying I want to control my environment. If they don't need the money, that I think is more threatening to a child than if they do, because then the child can see that the money goes for tangible reasons, tangible purchases, then it is manageable, they like to be concrete about things. Mother is working to satisfy some inner needs of hers, it is much more difficult for the child to understand.

SO YOU FEEL THAT THE MOTHER SHOULD TALK TO HER?

Yes, and it is obviously not anything that can be settled with one talk, it has to be a continuum. I think she should go on with the job until the resolution has been reached, whatever the resolution is. I don't think that she should give it up in the meantime.

THE PROCESS AND THE TALKS, WHAT WOULD YOU HOPE TO ACCOMPLISH BY THE TALKS?

Communication, I would want my child to understand more of why it was important for me to work. I think before you go to work you say to your family, I need to work, then when you actually get the job and it makes specific demands on you and you change

because of it, then you have to again discuss with them what is going on, because they see one thing and you from your vantage see another and you must tell them what it is that you see.

#### DILEMMA- NEW BABY

WHAT DO YOU THINK SAM'S MOTHER SHOULD DO?

Well, she's obviously got some talking to do and she's got some hugging to do. Loving, physical loving, I think it is very important, but especially for the little ones, to have a lot of physical contact with the mother and the father, with the parents. And she has to discuss the ambivalent feelings that the child is having. And that they are perfectly reasonable feelings and the thing that I stress over and over again is that any feeling is legitimate, not any actions, the more horrible is necessary, the more legitimate, because it is more scary and yet it is part of what makes you a human being, they are not all that bad, unless they are translated into actions where they can hurt either you or someone else, but you have to make a differentiation between what you think and what you do.

HOW WOULD YOU EXPLAIN SAM KISSING BABY ONE MINUTE AND HITTING THE NEXT?

I think they are both valid and I don't think that one is a pretense, I think at times he feels love and at times he feels anger and he cannot feel just one emotion to any human being and because he is obviously only 3 years old, he can't talk about it, he would have to express it directly, so he is expressing what a 7 year old might express in words.

CONTINUE STORY.... COULD SAM BE TELLING THE TRUTH?

Yes. You can love and you can want to hurt and you can not be aware that you want to hurt because it is so frightening a thought, that you had that kind of anger. It means that S. has not accepted it yet, that his mother will help him understand that it is a legitimate feeling, it is not a legitimate action, where his kissing is a legitimate action, but that's the mother's the parent's role, I'll care.

WHAT SHOULD SAM'S MOTHER BE ABLE TO EXPECT OF SAM DO YOU THINK?

Some self control, not great self control, but some self control and some awareness of what is going on, but only after he helped him. If he can deal with his anger with words or with substitute actions, she can help him do that and depending on how mature he is, then she has a right to expect certain kinds of behavior from him afterwards.

WHAT CAN SAM EXPECT OF HIS MOTHER?

Being there, supporting him even when he is angry and not saying you should love your baby brother, and telling him how he should feel, but helping him understand what it is in fact, that he does feel, whenever you feel you should feel something, then you have to be suspicious and check it out. But if you can say this is how I do feel, then you can go from there. Legislate - you cannot legislate how you feel.

# PARENTAL AWARENESS SCORING SHEET

Subject Number:

SES:

Race:

No. of Children:

Age of Oldest Child:

Issue	Individual Issue Concept Scores	Issue Score
I. Influences	<u>4, 4, 4</u>	<u>4</u>
II. Subjectivity	<u>4, 4, 3?(4), 3, 4</u>	<u>4(3)</u>
III. Personality	<u>4, 4, 4, 4, 4, 4, 3?(4), 4</u>	<u>4</u>
IV. Communication and Trust	<u>4, 4, 4, 4, 4?(3), 4, 4</u>	<u>4</u>
V. Resolving Conflict	<u>4, 4</u>	<u>4</u>
VI. Discipline and Authority	<u>4, 4, 4, 4, 4</u>	<u>4</u>
VII. Meeting Needs	<u>4, 4</u>	<u>4</u>
VIII. Parental Role	<u>4, 4, 4, 4, 4</u>	<u>4</u>

## Summary data

Highest Reliable Score

4

Average Issue Score

3.96

Range

3-4

Global Score

4

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