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Differential Relations of Parental Acceptance
and Marital Harmony to Boys' and Girls' Friendships

Joanne Nadeau

A Thesis

in

The Department

of

Psychology

Presented in Partial Fulfilment of the Requirements
for the Degree of Master of Arts at
Concordia University
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Abstract

Differential Relations of Parental Acceptance and Marital Harmony to Boys' and Girls' Friendships

Joanne Nadeau

The identification of factors which influence the nature and quality of children's peer relations is a necessary step in the promotion of healthy friendships among children. The purpose of this study was to explore whether the parent-child relationship and the marital relationship are differentially related for boys and girls to two indices of their friendships, the presence of at least one stable reciprocal dyadic relationship and the quality of the closest peer relation. The 155 boys and girls, aged 8-12 years, which were recruited from grades 3-6 in three elementary schools in the Montreal area, completed a sociometric exercise as well as a questionnaire measuring their friendship quality (Bukowski, Boivin, & Hoza, 1991). Their mothers completed a number of questionnaires and participated in an interview (Rothbaum, 1986, 1988) designed to tap their responsivity to and acceptance of their child. Results indicated that certain aspects of the marital relationship and the

parent-child relationships were related to friendship status and to specific dimensions of friendship quality over and above their relationship with popularity. Specifically, the findings suggest that a) maternal acceptance is positively related to the closeness of children's best friendship and, paradoxically, negatively related to friendship status, b) marital harmony is positively related to the amount of help and support children feel they get from their best friend, and c) paternal involvement, as perceived by mothers, is positively related to children's feelings of security in their best friendships and to friendship status. Contrary to predictions, there were no interactions by sex or age of child. The small effect sizes of these results, partially due to the cross-modal design of this study, suggest that there may be additional factors important to the determination of friendship quality and status.

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The importance of friendships in middle childhood has been emphasized by many developmental researchers. Friendships may be essential for the acquisition of certain social skills (Hartup, 1989), as well as important for high academic achievement (Vosk, Forehand, Parker, & Rickard, 1982) and the development of a differentiated self concept and positive self-esteem (Asher & Parker, 1989; Bukowski & Newcomb, 1987). This thesis examines parental influences on children's friendships and investigates the possibility that these are differentially related to boys' and girls' friendships.

Distinguishing Friendship and Popularity

Bukowski and Hoza (1989) argued that past literature failed to clearly distinguish the constructs of popularity and friendship. Popularity has been defined as "the experience of being liked or accepted by the members of one's peer group", whereas friendship is "a close mutual dyadic relation". Friendship is thus a more complex variable because it involves reciprocated feeling between two children. Conceptually, it is possible both for a popular child to lack a stable friendship, and for an unpopular child to have a close dyadic relationship with a peer. The authors assert that popularity

may be measured either by sociometric ratings or by liking scales, but that friendship requires the measurement of three separate aspects. These are: a) the presence of at least one friendship; b) the number of friendships, and; c) the quality of the friendships a child has.

Popularity only shares two percent of variance with chumship, Sullivan's term for friendship (McGuire & Weisz, 1982), and is somewhat related to the stability of children's friendship choices (Bukowski & Newcomb, 1984). It is also associated with other measures of friendship quality, especially measures of companionship (Patterson, Kupersmidt, & Griesler, 1990), in that higher peer acceptance is associated with higher friendship quality scores (Parker & Asher, 1988). Low acceptance, however, does not preclude friendship (Parker & Asher, 1988).

It is important for two additional reasons to distinguish between friendship and popularity. First, the two constructs are to some extent differentially related to later outcome. Sullivan (1953) distinguished between group acceptance or popularity and chumship or friendship. He believed that gaining acceptance by a peer group can serve to educate a child to function within society, and to

correct childhood ideas and misconceptions. These peer groups, which develop around common interests and activities, emerge during preschool and continue into middle childhood. The development of a healthy self-concept is further enhanced by another type of peer relation during middle childhood and preadolescence, a collaborative chumship characterized by the intimate exchange of ideas. According to Sullivan, the preadolescent chumship provides a unique corrective function. This relationship, in which children are able to see themselves through a friend's eyes, is a renewed opportunity for unpopular children to build self-esteem. In support of this view, Bukowski, Hoza, and Newcomb (1987) report that having at least one friendship is sufficient to promote positive self-concept formation in unpopular children.

Second, it is important to distinguish friendship and popularity as they represent different constructs. Friendship includes the aspect of quality which is absent from popularity.

Friendship Quality

Friendship quality has been conceptualized as a collection of dimensions representing theoretically meaningful aspects of childrens' friendship experiences. Furman and Robbins (1985)

outlined some specific social functions that are served by different relationships based on Weiss's (1974) theory of social provisions. They argued that three functions (intimacy, affection, and reliable alliance) are specific to friendships, four functions (instrumental aid, nurturance, companionship, and enhancement of worth) are common to both friendship and popularity, and one function (sense of inclusion) is specific to popularity. The functions that are attributed to friendships can be seen as comprising the dimensions of friendship quality. Affection is described as a strong mutual bond between two friends that may be important in the avoidance of loneliness. Intimacy, the sharing of personal secrets among friends, may be important for the development of trust, acceptance and a sense of being understood. The reliable alliance, which is characterized by reciprocal loyalty, promotes both a feeling of security that support is available when needed, and may lead to feelings of increased self-worth brought on by the provision of support to a friend. The remaining four functions have to do with providing and receiving instrumental help, having someone to share activities with, and receiving affirmation about oneself as a worthy person.

The amount of conflict in a friendship is another dimension of friendship quality that is suggested by theory and research. Youniss (1980) pointed out that cooperation and equality in friendships cannot be the rule at all times. "Friends are individual persons with interests and separate emotional lives to protect" (Youniss, 1980; p. 208). Thus, conflict will inevitably arise within friendships and it must be resolved. Conflict resolution may, at some level, be as important as cooperation to friendships (Berndt, 1982). Children must be able to conceive of conflict and must know how to handle it. This makes conflict another important dimension of friendship quality.

Gender Differences in Friendship

Although it is unclear whether the gender differences that have been uncovered are principally due to socialization or biology, there seem to be enduring differences in the social behaviour of children that begin to develop at a young age and continue into adulthood (Winstead, 1986). One of the most salient differences in the quality of friendships is that girls' relationships focus on self-disclosure and intimacy to a greater extent than boys' friendships. For example, Buhrmester & Furman (1987) have found that intimacy

increases with age and is more prominent in girls' friendships. Perhaps girls develop close relationships through self-disclosure while boys rely on actions and deeds (Buhrmester & Furman, 1987). This is supported in part by the finding that girls self-disclose more than boys in same-sex groups (Kraft & Vraa, 1975). Berndt (1982) argues, however, that boys acquire intimate knowledge of a friend through activity-oriented interactions. Thus, there are no sex differences in the amount of intimate knowledge gained (Berndt, 1982), but rather in the method by which it is gained.

Girls also tend to be more exclusive in their friendships, being less likely than boys to include a third peer in an existing dyad (Eder & Hallinan, 1978). In effect, boys are more likely to have many activity-related friends, whereas girls are more apt to have fewer, more intimate relationships (Winstead, 1986). Further, girls' friendships are characterized by higher levels of similarity in socially oriented values and expectations, while boys' friendships are characterized by higher levels of similarity in object-related or activity-related attitudes (Erwin, 1985). In general, girls tend to have more enabling interactive styles that are aimed at keeping a relationship going; this may partially explain why they tend to have

more intimate relationships (Maccoby, 1990). Security, which includes the ability to transcend problems that come up in the relationship and the belief that one's friend will be trustworthy and reliable in times of need, is also more prominent in girls' friendships (Bukowski & Hoza, 1990).

Given these gender differences, it is conceivable that sex may interact with factors thought to be related to friendship in that these factors may be related only to specific aspects of friendship (eg., intimacy) that are more prominent in the friendships of one gender. As intimacy is known to increase with age in girls' friendships (Buhrmester & Furman, 1987), it is also possible that the interaction of age with sex may interact with other factors in their relationship to variables measuring intimacy in friendships.

Parental Influences on Friendships

One factor that may contribute to children's friendships in many ways is parental behaviour. Rubin and Sloman (1984) suggest a number of parental influences on children's peer relations: 1) setting the stage on which social interactions will take place; 2) arranging social contacts; 3) coaching, advice and guidance about friends; 4) providing models of social relationships; 5) providing a

secure, high quality parent-child relationship. It is the last two of these with which this study is concerned.

The Mother-Child Relationship. The importance of the mother-child relationship has been suggested by studies on mother-infant attachment and on parental discipline styles. The emotional bond of a child to the mother, known as attachment, has been linked to later sociability and peer group competence (eg., Pastor, 1981; Waters, Wippman & Sroufe, 1979). Parental discipline styles have also been investigated in terms of their relationship to the way children interact in the social world. For example, Baldwin and his colleagues (1945) found that school aged children of democratic parents were judged to be more sociable and popular than children whose parents were indulgent or rejecting. The above aspects of the parent-child relationship may interact with independent factors in the child such as temperament (Grusec & Lytton, 1988) to influence the ways in which the child will interact with the environment, including peers.

The importance of attachment can be attributed to its distinction of being the first social relationship that an infant will experience (Grusec & Lytton, 1988). The quality of attachment is

determined by the child's reaction in the "strange situation" paradigm developed by Ainsworth (Ainsworth, Blehar, Waters, & Wall, 1978). Three categories of attachment are possible, secure, anxious-avoidant, and anxious-ambivalent. Secure attachment, according to Ainsworth's theory, is engendered by mothers who are responsive and sensitive in the handling of their children. As previously noted, secure attachment has been associated with superior peer adjustment in toddlers and pre-schoolers. For example, Pastor (1981) found that securely attached three-year-old boys and girls differed in their peer relations compared to their anxiously attached counterparts, but in different ways. While securely attached girls made more social offers to their playmates, such as talking or initiating a non-object mediated game, securely attached boys tended to make more object offers to their peers, such as giving a toy. Although the infant's attachment category seems to be predictive of later social function, a few researchers have suggested that any relationship of attachment to peer relations may reflect current patterns of parent-child interaction as well as those established during infancy (Lamb, 1987; Pastor, 1981).

Parental child-rearing practices have been studied in an effort

to uncover any relationships they may have to later child adjustment. Grusec and Lytton (1988) discuss two main research undertakings designed to study these relationships. In the 1940's Baldwin and his colleagues at the Fels Research Institute studied parenting along three dimensions: Acceptance or warmth, democracy, and indulgence. They found that democracy--defined by the child's ability to share in decision making, by the noncoerciveness of parental suggestions, and by the nonrestrictiveness of household regulations--was the most predictive of adjustment. Baldwin (1949) found that children from democratic families were leaders and were socially outgoing. Grusec and Lytton (1988) criticize this work on the basis that the members of democratic families had higher IQ's and more education, and that the democratic children also had more daycare experience, both factors that were not taken into account in the analyses.

The second group of studies was conducted by Baumrind in the 1970's. She outlined three different parenting styles: authoritarian, in which the major goal of obedience is achieved through the firm enforcement of rules and the restriction of autonomy; authoritative, in which the parent sets reasonable standards for conduct and

enforces these without jeopardizing the child's autonomy or individuality; and permissive, in which there is a total absence of restraint unless there is a possibility of harm to the child. In general, her findings were in favor of the authoritative approach. Specifically, children from authoritative homes were judged to be friendlier toward peers than other children (Baumrind, 1973). There is some suggestion, however, that authoritative parenting may be perceived as parental restrictiveness by boys as it was associated with low independence in them (Baumrind, 1973).

More recent research in this area, primarily relating to popularity, provides additional support for the contention that a good parent-child relationship is important to peer relations. For example, MacDonald and Parke (1984), found that mothers of popular sons tended to be more directive, engaging, and able to elicit positive affect and used more verbal stimulation. Mothers of popular daughters also tended to be more directive in their interactions. In another study, Putallaz (1987) found that mothers of children with high sociometric status tended to interact with them in a positive and agreeable manner and were more concerned with their feelings. Mothers of low status children, on the other

hand, tended to be more negative and controlling in interactions with their children.

The maternal behaviour of mothers of children with high sociometric status may approximate the responsive mothering central to the development of a secure attachment in infancy (Ainsworth, Blehar, Waters, & Wall, 1978). Warmth or acceptance, traditionally the parent variable that is most consistently related to child variables (Grusec & Lytton, 1988), may best reflect that responsivity past the infancy period. Rothbaum (1986, 1988; Bishop & Rothbaum, 1992), relying in part on Ainsworth's (1976) typology of maternal care-giving variables, has developed an interview and observational format for assessing maternal acceptance of and responsivity to the child's needs appropriate to middle childhood.

Grusec & Lytton (1988) define acceptance in these terms: "A nurturant relationship is one that expresses caring, support and feelings of love and acceptance (both noncontingent and contingent on the child's behavior)" (p. 184). Maternal acceptance, as defined by Rothbaum (1986), is composed of both warmth and reasoning and is associated with perspective-taking. It is also a measurement of the degree of structure and support the child receives from the parent.

Conversely, it is not related to other parenting behaviour dichotomies previously stressed by researchers in this area; for example, restrictiveness versus permissiveness, high versus low maturity demands, directiveness versus nondirectiveness, firmness versus laxness, and involvement versus independence fostering (Rothbaum, 1986; p. 439). These latter factors, according to Rothbaum (1986), have not consistently been related to children's social functioning.

The Father-Child Relationship. Comparatively little research has focussed on the role of the father in children's socialization. In his examination of the role of the father in child development Lamb (1976) outlined several paternal functions. During infancy, he sees the father's role as encouraging the infant to explore the environment, particularly through play. This association of fathers with play is supported by two studies outlined by Lamb (1976). First, 2-year-old boys were more likely to play with their fathers than their mothers. Second, although this pattern was the same for boys through age 4, girls switched from preferring their fathers at age 2 to seeking their mothers at age 4. It seems likely that this interaction style that is typical of fathers may be beneficial to

children's peer relations. In a previously cited study, MacDonald and Parke (1984) found that fathers of popular sons were more engaging, while fathers of popular daughters tended to engage in more physical play with them and elicit more positive affect.

Sex-role socialization is generally seen as one of the father's most important roles (Lamb, 1976). Lamb describes the father as providing a link between the family system and the wider social system, by introducing sex-role prescriptions, fostering the competence necessary for life in the outside world, and by communicating social mores. His review of the literature points to the importance of the quality of the father-child relationship in achieving these ends. Specifically, warm, nurturant fathers who participate in child rearing are more likely to have well-adjusted children, especially in terms of sex-role integration. This finding is consistent with the mother's presumed optimal role, in that positive involvement by both parents has been associated with better social adjustment (eg., MacDonald & Parke, 1984).

The Marital Relationship. Fathers may also have an indirect influence in child development through the emotional support of the mother (Lewis & Weinraub, 1976), who may be in a better position to

provide a warm, supportive context for her children if she feels supported herself. Feelings of support reflect the importance of the marital relationship.

A poor marital relationship, including discord potentially leading to divorce, may be both directly or indirectly related to children's behaviour (Grych & Fincham, 1990). Possible direct mechanisms include modelling a poor relationship or introducing stress into the family environment. Alternately, there may be an indirect relationship between parental marital harmony and children's friendships. Specifically, the relationship of marital harmony to children's friendships may be mediated by its association with the quality of parent-child interaction (Brody, Pellegrini, & Sigel, 1986; Easterbrooks & Emde, 1988; Stoneman, Brody, & Burke, 1989). In fact, marital satisfaction was not found to be directly related to adjustment in children (Emery & O'Leary, 1982).

Previous research on marital discord and divorce has found gender differences in children's reactions to these events (Emery, 1982). The possibility that boys' and girls' friendships may be differentially related to parental influences is somewhat supported

by this literature. Hetherington, Cox, and Cox (1979) found that both the play and social interaction of children from divorced and intact families could be distinguished, with the children from divorced families behaving in maladaptive ways. Notably, at two-year follow up, girls from divorced families were indistinguishable from their intact family counterparts, whereas boys from divorced families still showed problems in their social relations.

In a review of the divorce/marital discord literature, Emery (1982) found that boys and girls reacted differently to their parents' divorce or marital turmoil. While boys often presented with problems of conduct or aggression, girls did not. He speculated that girls respond by becoming anxious, withdrawn, or well-behaved. Cummings and his colleagues (Cummings, Ianotti, & Zahn Waxler, 1985) also found sex differences in the way children respond to adult anger. While boys tend to act out, girls internalize. Finally, Porter and O'Leary (1980) found an association between the amount of overt hostility parents display in front of boys and boys' behaviour problems, while no relationship was found for girls.

In general, the older literature seems to argue that divorce and marital discord have a greater impact on boys than on girls (Emery,

1982). This contention has since been qualified, and it is now generally agreed that both boys and girls respond equally to family conflict but in different ways (Emery & O'Leary, 1984). Girls express more distress and dissatisfaction while boys tend to react behaviourally (Allison & Furstenburg, 1989).

In terms of the impact of divorce on peer relations, the apparent difference in severity can be similarly explained by taking into consideration the negative result elicited by one mode of reacting versus the other; that is, boys act out and girls internalize (Cummings, Ianotti, & Zahn-Waxler, 1985). Aggressiveness tends to be more aversive to peers than anxiety or withdrawal. This may explain why boys from divorced families are more apt to be rejected by their peers even two years after the divorce, at which time their social skills have markedly improved and they are no longer aggressive. It appears that children remember these boys' past behaviour and continue to avoid them. Supporting this view is the finding that boys who move to other schools after two years do better socially than those that remain in the same school (Hetherington et al., 1979).

Reacting to divorce or family turmoil through withdrawal and

anxiety may also result in peer relation difficulties. The closeness or intimacy of friendships may be compromised by this type of reaction. This may be especially true for girls as disclosure and intimacy have been identified as integral to female friendships (Erwin, 1985; Winstead, 1986). Therefore, withdrawn girls may experience difficulty in fulfilling their expected role in a friendship. In contrast, reacting with aggression, as boys tend to do, can be seen to compromise many areas of friendship quality. Thus, the differential impact of parental variables on boys' and girls' peer relationships may merit further study, since certain areas of friendship quality are expected to be associated more with the reactions of one gender versus the other.

Objectives

The purpose of this study was to explore whether a) the parent child relationship, measured in terms of maternal acceptance and paternal involvement, and b) the marital relationship, measured in terms of marital harmony and amount of overt hostility displayed in front of the children, were related to two indices of children's friendships, the presence of at least one stable reciprocal dyadic relationship and the quality of the closest peer relation. It was

expected that both boys and girls who have a good relationship with their parents would be more likely to have a best friend and would have friendships of better quality than children who have a poor relationship with their parents. The quality of the marital relationship and the overt hostility between the couple displayed in front of their child were similarly expected to relate to children's friendships. In addition, an indirect relationship between these marital variables and friendship was expected to emerge. Specifically, marital harmony was expected to be positively related to maternal acceptance and paternal involvement, thereby being indirectly related to children's friendships.

Sex and age differences were also investigated. It was expected that differences across sex and age would emerge, reflecting sex differences both in friendship styles and in behavioural responses to a poor home environment. For example, since for girls intimacy rapidly increases in importance during preadolescence, and because intimacy remains more important for girls than for boys (Buhrmester & Furman, 1987), girls with non-accepting parents, or those whose parents have a poor marital relationship, were expected to have less intimate friendships and to

feel less supported by their friends. Further, girls lacking a capacity for intimacy may be more easily distinguished from their female peers at later ages when intimacy is more important in girls' friendships.

Finally, the exact relationship of popularity to these parental variables was investigated in order to determine whether there were any relationships with parental variables that were unique to friendship, and to understand the role of popularity in these relationships.

Method

Subjects

The 155 participants (76 boys and 79 girls) were recruited from grades 3-6 in three suburban, English language, elementary schools in the Montreal area. The children, aged 101 to 165 months, were primarily from English speaking households. The distribution of languages spoken at home was as follows: 65 percent English only; 16 percent English and French; 16 percent English and another language; 2 percent French only; and 1 percent another language only. The ethnic distribution of the families, defined by the country in which the mother attended high school, was as follows: 140

Jones (1985) and Asher Singleton, Tinsley, and Hymel (1979). After an initial practice exercise, participants were asked to nominate, from the same-sex children in their class, best friends, good friends, OK friends, OK kids but not really friends, and kids they either did not know or did not like very much. Only same-sex nominations were allowed (except for best friend nominations outside of the classroom) since most friendships are same-sex at this age (Smetana, Bridgeman & Bridgeman, 1978). They were also asked to rate each same-sex classmate in terms of how much they liked them. In the first school, a 7 point scale was used. In schools 2 and 3, a 6 point scale [1 (don't like) to 6 (like a whole lot)] was used, which reduced the degree of discrimination necessary for the rating. The scores in school 1 were converted such that both 5 and 6 were scored as 5. The entire sociometric procedure was conducted twice in each school, with a one-month interval between administrations. These data were used to a) determine the existence of friendships which were both reciprocal (two children nominate each other as best or good friends) and stable (occurs both at time one and time two), and b) to derive a popularity score for each child (the mean of the liking ratings received from same sex

classmates).

The above procedure was used to categorize the children into one of three groups representing friendship status. Those in the best friend group (n=71) had at least one stable reciprocal best friend. The criteria were that one child nominated another as a best friend and that child reciprocated with a best or good friend nomination both at time one and time two. Those in the good friend group (n=32) had no best friends but one or more good friends. These were defined as children whose best friend nominations were either unreciprocated or unstable, but whose good friend nominations were reciprocated with a good friend nomination at both time one and time two. Finally, children lacking friends according to the above criteria were classified into the no friend group (n=42). Children who named someone outside of school as their only best friend were eliminated from calculations involving this variable (n=7), as it was not possible to determine their friendship status using the above criteria. Three separate friendship status by sex ANOVA's revealed that these groups were balanced with respect to age, socioeconomic status, and ethnicity.

Friendship Quality. The Friendship Qualities Scale (FQS; Bukowski, Boivin, & Hoza, 1991) was developed to assess children's friendships qualitatively on a number of theoretical dimensions. As the version used in this study (Friendship Activity Questionnaire, version 2.1; Bukowski, Hoza, & Newcomb, 1987) was an older, 29 item version of the questionnaire (see Appendix C), it was adapted to reflect the improvements in the newer scale (version 3.4), according to methods similar to those used in the construction of the new scale (Bukowski & Hoza, 1990). The items from version 2.1 were first grouped into the five subscales of the newer measure. Items that were the same on both versions were placed according to their position on version 3.4. The remaining items were put into subscales using face validity as a guide. Based on a larger sample of children who completed this questionnaire in the present study ($n = 248$), all the items were then left in the scale or taken out in accordance with the following criteria: a) maximizing Cronbach's alpha for each subscale, b) ensuring that the item chosen for a scale correlated only with the remaining items in that scale and not with the other scales (see Bukowski & Hoza, 1990, for the specific numerical criteria). The resulting measure was composed of 23

items split into the following five subscales: companionship (n=5), help/support (n=4), conflict (n=5), closeness (n=4), and security (n=5). Internal consistency reliabilities for the scales in the present sample range from .64 to .83 (see Appendix C for the present distribution of the items). The scales of an earlier version of the questionnaire were able to distinguish between the stated best friendships of children with and without reciprocated friendships (Bukowski & Hoza, 1990).

Maternal Acceptance. An adaptation of the Rothbaum (1986, 1988) maternal interview (see Appendix D) was used to tap maternal acceptance of the child, an estimate of the quality of the mother-child relationship. Each interview was administered by one of five trained researchers who asked the mother about the intervention she would use in two situations of child misbehaviour. The first situation was chosen by the mother, while the second one was a standard tape-recorded situation describing a boy or girl who did not clean up his or her room by an appointed time. The type of intervention was assessed in these two situations as well as the justifications for it and the attributions for the misbehaviour. For each interview, the mother's response to each situation was rated

independently by two of four scorers on a five-point scale that assessed approval, closeness, support, openness, non-arbitrariness, and perspective-taking ability of the mother toward the child.

Rothbaum (1988) reported a split-half reliability of .92 for this interview, and correlations of .62 with an observational measure of maternal acceptance of the child's need for control.

Paternal Involvement. A short questionnaire adapted from Hart (1988) assessing the mothers' perceptions of the fathers' involvement with the target child was used (see Appendix E). In cases where the biological father no longer resided with the family, the mother was instructed to answer the questions about the person, if anyone, engaged in a paternal role at the time referred to in the questions. Hart (1988) reports that scores on this measure correlated .79 with sons' maturity of moral judgement. The standardized alpha coefficient based on a larger sample (n=229) of this study was .63.

Marital relationship. The degree of marital harmony was measured by the Dyadic Adjustment Scale (DAS; Spanier, 1976). This scale consists of 32 questions that form four subscales including the degree of consensus, cohesion, and satisfaction in the

marriage as well as the amount of affection (see Appendix F). It has been shown to have excellent reliability and correlates .86 to .88 with the Locke-Wallace Marital Adjustment Scale (Spanier, 1976).

In addition, the Overt Hostility scale (O'Leary & Porter, 1987) was used to measure the degree to which the target child was exposed to expressions of hostility between her or his parents (see Appendix F). The scale consists of ten items using a five point rating from "never" to "very often", that were designed to assess the impact of this more specific aspect of marital discord. It has good reliability and correlates .43 to .63 with the Locke-Wallace Marital Adjustment Scale (O'Leary & Porter, 1987).

Procedure

Letters asking for parents' consent for their child's participation in the sociometrics portion of the study were handed out in the classrooms (see Appendix G). As an incentive for children to return the forms, whether participating or not, those doing so were eligible for a draw for movie tickets or book certificates (see Table 1 for participation rates). Once most of the consents had been returned, a team of three to four research assistants visited each

Table 1

Participation Rates (%) for Sociometrics and
Interview/Questionnaire Portions of the Study by School

	Not Returned	Refusal	Consent
Sociometrics			
School 1	0.00	4.44	95.56
School 2	0.80	16.00	83.20
School 3	3.97	5.96	90.07
Mean	1.59	8.80	89.61
Interview/Questionnaires			
School 1	8.46	36.92	54.62
School 2	2.88	39.42	57.69
School 3	8.95	45.52	45.52
Mean	6.76	40.62	52.61

class to administer the sociometric tests. The children were guided through the task by a senior researcher (see Appendix H for instructions) and extra help was available from the other research assistants who circulated among the desks to check that none of the children were having trouble. This procedure was repeated in the same way one month later.

A second letter was sent home between the two visits asking for mothers to consent to the second phase of the study (see Appendix G). This included the completion of the Friendship Activity Questionnaire by the children, as well as the mother interview and the completion of a set of questionnaires by the mothers (see Table 1 for participation rates). The friendship activity questionnaire was administered by a team of three research assistants in small groups outside the classroom. Children were asked to rate their best friend, regardless of whether this friend was in the school. Again, practice questions were given and the questionnaire items were read for children in grades 3 and 4 (see Appendix H for instructions). Help, including individual reading of questions, was available from two circulating research assistants.

Mother questionnaire packages were mailed out one month

before the start of interviewing. The packages contained a general information form (see Appendix I), the paternal involvement questionnaire and the two marital discord questionnaires, and a postage paid, preaddressed envelope.

The maternal interviews were conducted at a time and place convenient to the mother. Each interview was tape-recorded and transcribed for coding by a random selection of two of the four coders. Interrater reliability (weighted kappa; Cohen, 1968) calculated over all the questionnaires was .57 ($r = .74$) for both the standard and the open-ended situations. The scores of the two raters were averaged to yield a final score.

Mothers were paid a \$20 honorarium for completing both the questionnaire and interview portions of the study.

Statistical Analyses. The first dependent variable, friendship status, was defined as the presence or absence of at least one stable reciprocal best or good friend. The other criterion variables were the five subscales of the FQS (Bukowski, Boivin, & Hoza, 1991): companionship, help/support, conflict, closeness, and security. A total FQS score was also computed as the sum of the four subscales excluding conflict. The conflict scale was not included since it does

not differentiate among the friendship status groups (Bukowski & Hoza, 1989) and it had the lowest absolute correlations with all the other subscales ($r < -.20$). Item-total correlations are shown in Table 2. The correlations among the four subscales ranged from .42 between security and companionship to .60 between help/support and companionship.

The predictor variables used were maternal acceptance, paternal involvement, marital harmony, and overt hostility of parents in front of child. In addition, a number of control variables were used, including popularity, age, sex, and, for the FQS, the friendship relationship of the rater to the ratee (ratee). This categorical variable was entered in regression analyses in the form of two vectors produced by effect coding which reflected the difference between rating a best friend and other children and between rating a child who was not a friend and other children. Separate analyses were also conducted without ratee or popularity. In order to facilitate the calculation of the interaction vectors, age was entered as a dichotomous variable indicating younger (grades 3 and 4) and older (grades 5 and 6) children. Popularity, which was defined as the mean of all the liking scores given by classmates,

Table 2

Item-Total Correlations Between Child Friendship Quality Subscales
Used to Develop the Total FQS Score

	Corrected	Alpha if
	Item-Total	Item
Subscales	Correlation	Deleted
Closeness	.65	.76
Companionship	.64	.77
Help/Support	.69	.75
Security	.59	.79

Note. Standardized Alpha = .82

was entered in the first step of all hierarchical analyses to assess whether friendship variables are predicted from family factors over and above popularity.

Since popularity and friendship status, as well as some aspects of friendship quality are correlated (see Table 3), any relationship of the family variables to friendship may reflect their relationship to popularity. Therefore, the ability of family factors to predict popularity was assessed in a similar fashion to that described above for the friendship measures.

Univariate outlier analyses were conducted for each variable. There were three outlying cases on the help/support subscale, two cases on the companionship subscale, and three outliers on the closeness subscale of the FQS. Additional outliers were found on situation A of the maternal acceptance interview ($n = 1$), The Overt Hostility Scale ($n = 1$), and on the consensus ($n = 2$), satisfaction ($n = 4$) and affection ($n = 1$) subscales of the DAS. The scores of all these cases were brought to within three standard deviations of the group means before entering them into analyses. Multivariate outlier analyses were also conducted for each regression analysis. There were no multivariate outliers in the present sample.

Table 3

Pearson Correlations of Popularity with the FQS Subscales and
Friendship Status

Friendship Variable	r
<hr/>	
Friendship Status	.62 *
Friendship Quality:	
Closeness	-.00
Companionship	.26 *
Conflict	-.08
Help/Support	.12
Security	.11
Total	.15

Note. n =152, except for Friendship Status where n =145

* $p < .001$

Results

A standard multiple regression was computed to determine whether popularity was related to maternal acceptance, paternal involvement, quality of the marital relationship, and amount of overt hostility expressed in front of child. The overall regression was not significant, $R^2 = .08$; $p > .10$.

A hierarchical discriminant function analysis was conducted to determine the extent to which maternal acceptance, paternal involvement, marital quality, and overt hostility toward partner in front of child predicted friendship status. The predictor variables were entered in five blocks: 1) popularity, age and sex and their interaction; 2) the above familial predictors; 3) all interactions of these with sex; 4) interactions with age; 5) three-way interactions with age and sex. The resulting discriminant functions were not able to discriminate the good friend group. While 88 percent of children with best friends and 77 percent of children with no friends were correctly classified, only 35 percent of children with good friends were correctly classified. Therefore, a hierarchical regression analysis was conducted with the dichotomous dependent variable indicating the presence of a best friend or the absence of a

best or good friend. Children who had good friends but not best friends were eliminated from this analysis ($n = 32$).

In the first block, $R^2 = .52$, $F(4, 83) = 22.29$, $p < .000$, popularity accounted for 43.0% of the variance. Sex ($\beta^2 = .06$) and the interaction of age and sex ($\beta^2 = .03$) were also significant predictors. Follow-up analyses for each age group indicated that this interaction reflected that a greater proportion of boys in grades 3 and 4 had best friends, whereas a greater proportion of girls in grades 5 and 6 had best friends. In general, a larger proportion of girls had best friends. The rest of the predictors were entered using a forward entry procedure since there was no specific prediction as to which of these variables would be important to friendship status. Maternal acceptance and paternal involvement both met the entrance criteria in the second block. This step resulted in a significant increment in R^2 [$R^2 = .57$, $F_{inc}(6,81) = 5.12$, $p < .03$]. Paternal involvement and maternal acceptance accounted for an equal proportion of the variance in friendship status ($\beta^2 = .03$). Whereas paternal involvement was positively related to friendship status, reflecting higher father involvement for children

with best friends, maternal acceptance was negatively related. Thus, maternal acceptance was higher for children who did not have any friends. Table 4 provides a detailed summary of the results.

Six separate hierarchical multiple regressions were conducted for each subscale of the Friendship Qualities Scale and the total to determine if addition of information regarding maternal acceptance, paternal involvement, quality of the marital relationship, and amount of overt hostility displayed in front of child improved prediction of friendship quality beyond that afforded by differences in child's popularity, age, sex and the age by sex interaction. This last term was only predictive of the companionship subscale and was eliminated from the other regressions. In addition, interaction terms of the parental and marital predictors with sex, and then with age and sex (only for the security and closeness subscales and the total FQS, as per the hypotheses) were added in the last step(s) to determine whether the interactions predicted friendship status significantly over the control variables. The predictors were entered using a forward entry procedure since there was no specific prediction as to which of these variables would be important to friendship quality. See Tab' 5 for a detailed summary of the

Table 4

Results of Hierarchical Regression Analysis on Friendship Status

Predictor	r	B	β	sr^2
Popularity	.68	.36***	.68	.46
Sex	-.22	-.11**	-.24	.06
Age	-.03	.01	.01	.00
Age x Sex	.17	.08*	.18	.03
Paternal Involvement	.08	.08*	.18	.03
Maternal Acceptance	-.04	-.19*	-.17	.03

Note. $R^2 = .57$; Adjusted $R^2 = .53$; $R = .75$ ***

*** $p < .001$; ** $p < .01$; * $p < .05$

Table 5

Results of Hierarchical Regression Analyses on the FQS at Last
Significant Step

Subscale	r	B	β	sr^2
Help/Supporta				
Popularity	.16	.20*	.20	.04
Sex	-.16	-.14*	-.17	.03
Marital Harmony	.15	.29*	.18	.03
Companionshipb				
Popularity	.33	.24***	.33	.11
Sex	-.06	-.07	-.11	.01
Age	.13	.10	.16	.02
Age by Sex	.18	.12*	.20	.04

Table 5 (cont'd)

Subscale	<u>r</u>	<u>B</u>	<u>β</u>	<u>sr²</u>
Security ^c				
Popularity	.20	.18*	.21	.05
Sex	-.28	-.20***	-.29	.08
Age	-.11	-.06	-.08	.01
Total Scaled ^d				
Popularity	.24	.71**	.28	.08
Sex	-.18	-.44*	-.21	.04
Marital Harmony	.13	.75*	.18	.03

a $R^2 = .09$; Adjusted $R^2 = .06$; $R = .30^*$

b $R^2 = .17$; Adjusted $R^2 = .14$; $R = .42^{***}$

c $R^2 = .13$; Adjusted $R^2 = .11$; $R = .36^{***}$

d $R^2 = .13$; Adjusted $R^2 = .11$; $R = .36^{***}$

* $p < .05$; ** $p < .01$; *** $p < .001$

results.

For the help/support subscale of the FQS, sex and popularity which were entered in step 1, predicted R^2 significantly; $R^2 = .05$, $F(2,117) = 3.38$, $p < .04$. Age was eliminated from this regression since it accounted for less than one percent of the variance in this subscale. Marital harmony (DAS) met the entrance criteria, in the second step, resulting in a significant increment in R^2 ; $R^2 = .09$, $F_{inc}(3, 116) = 4.17$, $p < .05$. Sex ($sr^2 = .03$) and popularity ($sr^2 = .04$) were also significant predictors at step two. The significance of sex reflects a higher mean for girls on the help/support subscale of the FQS. Addition of any of the interaction terms with sex in step 3 did not improve the prediction of help/support. An additional regression, in which the four subscales of the DAS were included by forward entry, was conducted to determine the aspect of marital harmony that was chiefly responsible for this effect. In the first step, popularity and sex were entered as before. Only the cohesion subscale entered the equation at step 2, indicating that the above effect was mainly due to a positive relationship between the cohesion subscale ($sr^2 = .03$) and the help/support subscale.

For the companionship subscale, with popularity, sex, age, and their interaction in the equation, the R^2 equalled .17; $F(4, 115) = 6.00$, $p < .001$. Popularity and the age by sex interaction were the only significant predictors and accounted for 11% and 4 % of the variance in the first block, respectively.

The conflict subscale was neither predicted by any of the control variables, nor any of the parental predictor variables even after popularity and sex, which accounted for less than one percent of the variance, were eliminated from the analyses.

For the closeness subscale, step 1 was not significant, $R^2 = .01$, $F(3,116) = 0.53$, $p > .60$, as none of the control variables were able to reliably predict R^2 . In particular, popularity and sex accounted for less than one percent of the variance in closeness and were omitted from further analyses with this variable. Without popularity and sex in the equation, age was the only variable entered at step 1; $R^2 = .01$, $F(1,118) = 1.13$, $p > .20$. In the second step, the addition of maternal acceptance resulted in a nonsignificant increase in R^2 ; $R^2 = .04$, $F_{inc}(2,117) = 3.38$, $p < .07$. In steps 3 and 4, representing interactions with sex and with sex and age, there

were no significant predictors of closeness.

For the security subscale, sex, which accounted for 8.0% of the variance, and popularity which accounted for 4.4% of the variance in block one, were significant predictors; $R^2 = .13$, $F(3,116) = 5.76$, $p = .001$. The significance of sex is explained by a higher mean for girls on the security subscale.

The total composite score on the FQS was also used in a separate regression. In step 1 the control variables reliably predicted R^2 : $R^2 = .10$, $F(2, 117) = 6.31$, $p < .003$. Age was removed from the equation because it accounted for less than 1 percent of the variance. The significant predictors were popularity ($sr^2 = .06$), and sex ($sr^2 = .04$). Again, the mean for girls' total friendship quality was higher than the boys' mean. Marital harmony entered the equation after step 1; $R^2 = .13$, $F_{inc}(3,116) = 4.16$, $p < .05$, at step 2.

Another control variable was included in the above regressions on the FQS subscales. This variable measured the status of the relationship between the target child and the child that he or she rated on the FQS. The rates could fall into one of three groups corresponding with the friendship status groups and determined by

similar criteria: 1) the target child and ratee are reciprocated best friends at least once, 2) the target child and ratee are reciprocated good friends, 3) the ratee never nominated the target child in sociometrics as either a good or best friend. Since there were a substantial number of children who chose to rate someone who did not participate in the study, they were included in this variable as children who rated a good friend. This variable was included in the analyses in order to determine the parental influences on friendship quality that are not necessarily affected by the friendship status of the target child. For example, a child who did not have any friends would be rating the quality of a relationship that is different from the one a child with a friend has. It can be argued that this may represent the variability in friendship quality, yet this confounds the two concepts of presence of a friendship and quality of that friendship. It is possible that stable reciprocated friendships may also vary in quality and that quality, independent of status, may be related to poor parent-child relationships and marital harmony. With this in mind the above regressions were recomputed controlling for the status of the rated friendship. Only the results that were different from above will be presented below.

In step 1 the control variables, including ratee, predicted the security subscale significantly; $R^2 = .15$, $F(5,115) = 4.04$, $p = .002$. As before, sex, which accounted for 7.0% of the variance, and popularity which accounted for 2.9% of the variance in this block, were significant predictors. This time the inclusion of paternal involvement in the equation increased R^2 significantly; $R^2 = .18$, $F_{inc}(6,114) = 4.00$, $p < .05$ (see Table 6), reflecting its positive relationship with security.

The first step for the closeness subscale, in which age and ratee were entered, was not significant; $R^2 = .05$, $F(3, 116) = 1.99$, $p > .10$. The inclusion of Maternal acceptance in the second step resulted in a significant increase in R^2 ; $R^2 = .09$, $F_{inc}(4,115) = 5.32$, $p < .03$. This reflects a positive relationship between maternal acceptance and the closeness subscale. The overall R^2 was also significant ($p < .05$; see Table 7).

When the regressions for the security and help/support subscales, and for the total FQS scale were repeated without controlling for popularity, no significant predictors entered the equations after step 1. Thus, the parental variables were related to

Table 6

Results of Hierarchical Regression Analyses on the Security
Subscale of the FQS with Ratee as a Control.

Subscale	r	B	β	sr^2
Security ^a				
Popularity	.20	.16*	.19	.03
Sex	-.28	-.19**	-.27	.07
Age	-.12	-.05	-.07	.01
Ratee is Friend	.11	.14	.17	.02
Ratee is Not Friend	-.10	-.10	-.11	.01
Father Involvement	.14	.11*	.17	.03

^a $R^2 = .18$; Adjusted $R^2 = .13$; $R = .42^{***}$

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 7

Results of Hierarchical Regression Analyses on the Closeness
Subscale of the FQS with Ratee as a Control.

Subscale	r	B	β	sr^2
Closeness ^a				
Age	.10	.08	.13	.02
Ratee is Friend	.19	.17*	.27	.04
Ratee is Not Friend	.11	-.05	-.06	.00
Maternal Acceptance	.16	.30*	.21	.04

a $R^2 = .09$; Adjusted $R^2 = .06$; $R = .30^*$

* $p < .05$

that portion of the variance in friendship quality that was not related to popularity.

To summarize the friendship quality findings, 1) marital harmony, in particular cohesion, the tendency of partners to share activities and interests, was positively related to the help/support subscale and to the total FQS. 2) Father involvement was positively related to the security subscale when the relationship to the ratee was controlled; and 3) maternal acceptance was positively related to the closeness subscale when the relationship to the ratee was controlled. Except for on the closeness subscale, these results were present only when the variance in friendship quality was reduced by controlling for the popularity of the rater. Also, there were sex differences on the help/support and security subscales as well as on the total scale, all reflecting a larger mean for girls than boys. Finally, although popularity was a significant predictor for the help/support, companionship, and security subscales (and for the total scale), it did not predict the closeness or conflict subscales.

Finally, in order to determine whether the marital relationship may be related to children's friendships through its relationship with the parent-child variables, two standard multiple regressions

were conducted to determine whether marital quality and the amount of overt hostility child is exposed to are related to 1) maternal acceptance, and 2) paternal involvement. Scores on the subscales of the DAS (Spanier, 1976) and the Overt Hostility Scale were entered as a block for each regression. Paternal involvement was significantly predicted by the marital variables [$R^2 = .29$, $F(5, 81) = 6.52$, $p < .000$], with the amount of perceived affection in the marriage contributing significantly ($\beta^2 = .05$). Maternal acceptance was also predicted by the marital variables as a block [$R^2 = .13$, $F(5, 81) = 2.42$, $p < .05$], though no independent predictor was significant.

Discussion

The findings lend partial support to the hypothesis that parent-child and marital variables are related to children's friendships in middle childhood. Certain aspects of friendship were predicted by specific familial variables, but only when the relationship of popularity to friendship was controlled. Specifically, a high degree of marital harmony, in particular the degree of cohesion between the parents, lead to better friendship quality in children and, in particular, to children's perception that

help and support were readily available in their friendships.

Friendship status, defined as the presence of a best friend versus the absence of a best or good friend, was related to maternal acceptance and paternal involvement. Children whose mothers felt their partners were involved with their children tended to have best friends. In contrast, paradoxically, children with more accepting mothers were less likely to have friends.

In addition, when the variance in friendship quality was controlled further by taking account of the relation status between the child and the ratee on the FQS, some additional parental variables that may be important to the quality of children's best friendships were found. The mother's perception of paternal involvement was positively related to the amount of security children felt in their friendships. Also, children who were accepted by their mothers tended to feel that they were closer to their friends. Of course, the direction of causation cannot be determined by these data. Children who do well socially with their friends may also facilitate positive relationships with their parents. The relationship may well be reciprocal whereby good parent-child relationships lead to better peer relations and better peer relations

teach or motivate children to relate better to their parents. These findings also support the contention that good parent-child relationships may provide a solid base from which children gain the confidence and skills they need in their friendships (Ruban & Sloman, 1984).

Most of the above results were consistent with the predictions that better parent-child relations and greater marital harmony among parents would lead to higher friendship quality and an increased likelihood of having a best friend. One exception is the negative relationship between maternal acceptance and friendship status. Several possible explanations exist for this phenomenon.

It is notable that the distribution of maternal acceptance was more variable for mothers of children who lack friends, than for mothers of children with best friends (see Appendix E). In other words, the mothers of children lacking friends were more likely to be extremely unaccepting or extremely accepting of their children than the other mothers. In contrast, mothers of children with friends tended to be more moderate in their acceptance of their children.

One reasonable explanation for this pattern is that the

maternal acceptance interview reflects parental discipline styles to some degree. Given this assumption, the two extremes can be seen to represent Baumrind's (1971) authoritarian and permissive styles, while the middle categories represent authoritative parenting. The negative relationship, reflecting higher maternal acceptance for children with no friends can be explained by the sample characteristics. Namely, given few authoritarian parents in the total sample, these distributions would result in higher means for acceptance from a combination of authoritarian and permissive parents for children with no friends. Seen in this way, these results are consistent with research showing that adolescents from authoritative families are better adjusted, more competent, and less likely to get into trouble than their peers. Adolescents from indulgent families, on the other hand, are self-confident and believe they are socially competent, but are also more likely to get into trouble at school (Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

Another explanation for the negative relationship between maternal acceptance and friendship status is that children at this age who already have a very close relationship with their mothers may feel they are fulfilling their social needs in this way and may

not seek to make friends at school. In other words, extreme maternal acceptance may reflect enmeshment with the child, and give him or her the impression that other relationships are secondary. Alternately, some mothers who perceive that their children are in trouble socially may attempt to compensate for this by being especially attentive to their children's needs. This last explanation underlines the possibility that the relationship between these two variables is bidirectional.

Although there were gender differences favouring higher means for girls in the amount of perceived security, help and support, and overall friendship quality, there were no gender differences in friendship status or quality as a function of parent-child relations or the parents' marital relations. This is contrary to predictions, and in contrast to studies showing that boys and girls react differently to marital discord (eg., Emery & O' Leary, 1984). Perhaps, if there are differences in the way boys and girls react to marital discord or to a poor parent-child relationship, these are not reflected in friendship quality. That is, although the two sexes may react differently, their friendships nevertheless suffer in the same ways. Another possibility for the failure to find

differences between boys and girls is that parental variables only account for a small percentage of the variance in children's friendships. Thus, it is even more difficult to find consistent results for an interaction of these variables with sex.

The small effect sizes evident in these data can be explained by expanding on the model of family relationships and environmental and biological factors that may interact to influence children's peer relations. Clearly, all possible variables were not measured in this study. The social behaviour of a child is presumably a product of many factors including the child's temperament, his or her attachment relationships to significant others, parental discipline styles, interactions with siblings, the parents' marital status, many aspects of the marital relationship, the availability and involvement of the father, the stability of the child's environment and perhaps other factors. Given that all these factors may be involved, and that positive outcomes in some areas may buffer the negative consequences of others, it is not surprising that each factor by itself would account for a very small proportion of the variance in friendships.

The small effect sizes in results involving the maternal

acceptance interview can also be explained in another way. Namely, the variability of scores on this interview was very small. Most mothers were neither very rejecting nor extremely accepting of their children. One possibility for this may be that this interview and scoring technique is not sufficiently sensitive to differentiate among acceptance categories. The observational technique, with which the interview correlates .62 (Rothbaum, 1988), may prove superior given that mother-child interactions are observed directly and not inferred from maternal report. Also, differences among mothers on the various dimensions that are tapped by this interview are diluted by combining them into a single score. Perhaps a scoring technique that measures such factors as warmth, and type of intervention separately would increase the variability among mothers and enable researchers to pinpoint the exact behaviours that contribute to differences in child outcomes.

One further explanation for the small effect sizes involves the design of this study. In many studies on the relationships between parental behaviours and child behaviours, information on these variables is derived from a single source, either the child or the parent (eg., Lamborn et al., 1991). This tends to artificially inflate

regression coefficients by introducing method variance into the equation. The present study avoided this by collecting data across modalities, which also resulted in smaller effect sizes.

The hypothesis that factors in the parents' marriage would be related to parent-child relations was also supported. Mothers who reported a generally harmonious marriage were more accepting of their children. Marital harmony was also positively related to the mother's perception of father-child relations. Specifically, in families in which the mother indicated a high degree of affection in their marriage, the mother also felt that her partner found more time to play with her child, and was more affectionate toward her or him. Perhaps this reflects a general degree of positiveness in the mother toward her partner, but to the extent that her perceptions of the father-child relationship are accurate, this finding lends support to the contentions of numerous researchers who argue that marital quality may affect the parent-child relationship (Brody, Pellegrini & Sigal, 1984; Easterbrooks & Edme, 1988). Conversely, it is conceivable that a poor parent-child relationship may be responsible for marital problems.

Interestingly, although popularity was found to be highly

correlated with friendship status, that is the presence or absence of a good or best friend, it was not uniformly correlated with all aspects of friendship quality. Thus, these two constructs are nonredundant since there are at least some aspects of friendship that cannot be explained by a child's popularity. This parallels the findings of McGuire and Weisz (1982) who found that popularity was only marginally related ($r = .14$) to scores on the Chumship Checklist (Mannarino, 1976). In fact, the correlation between popularity and total friendship quality in the present study was similar ($r = .15$). Also, it is important to note that it is the variance in friendship that was left over after accounting for its relationship with popularity that was explained by the parental variables. Moreover, these same variables did not predict popularity. Clearly, this is a demonstration that more attention needs to be paid to the unique aspects of friendship when researching factors that may affect it. As noted by Bukowski and Hoza (1989), it is no longer feasible to lump the results from divergent studies together in order to explain the phenomenon of peer relations.

More research is clearly needed to further elucidate the relationship between parental and family factors and children's

friendships. In particular more work needs to be done to develop and test a model that can more fully account for why children fail to make or maintain high quality friendships. It is important to determine what the factors are and their relative importance so that this information may be used to ward off some of the ill effects associated with lacking friends in childhood.

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Appendix A

Status Structure Groupings on the Hollingshead

Four Factor Index of Social Position

Status Structure Groupings

<u>Range of Computed Social Strata</u>	<u>Scores</u>
Major business and professional	66 - 55
Medium business, minor professional, technical	54 - 40
Skilled craftsmen, clerical, sales workers	39 - 30
Machine operators, semiskilled workers	29 - 20
Unskilled laborers, menial service workers	19 - 8

Appendix B

Sociometric Questionnaire (Practice Sheet)

PRACTICE

This is a list of boys in your class. We want to know about children's friends. Who are your friends?

Friends: Using the line to the **LEFT** of each name:

Put a 1 beside your best friend. If your best friend's name is not on this list, put it at the bottom.

Put a 2 beside your good friend(s).

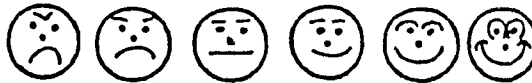
Put a 3 beside OK friends.

Put a 4 beside OK lads but not really friends.

Put a 5 beside the names of kids that you don't know or don't like.

Friends

Liking



_____	Alpha	1	2	3	4	5	6
_____	Bravo	1	2	3	4	5	6
_____	Delta	1	2	3	4	5	6
_____	Echo	1	2	3	4	5	6
_____	Foxtrot	1	2	3	4	5	6
_____	Golf	1	2	3	4	5	6
_____	Hctel	1	2	3	4	5	6
_____	Kilo	1	2	3	4	5	6
_____	Lima	1	2	3	4	5	6

Liking

Using the **numbers** to the **RIGHT** of each name, circle the number that says how much you like each person.

1 means "don't like", 6 means "like a lot", and 2, 3, 4, 5, indicate degrees of liking in between.

Appendix C

Friendship Qualities Scale

and

Distribution of Items Within Each Subscale

Your Name.....

APRIL 1990
BOYS

Teacher..... Grade.

FRIENDSHIP ACTIVITY QUESTIONNAIRE

These questions are about you and your very best friend.
Write your very best friend's name here

.....

We want to understand what your friendship with your best friend is like. Read the sentences below and tell us whether the sentence describes your friendship or not. Some of the sentences might be really true for your friendship while other sentences might not be. Read each sentence and tell us how true it is for your friendship. Remember, there are no right or wrong answers.

Under each sentence there is a scale that goes from 0 to 4. A "0" means the sentence is not true for your friendship. A 4 means that it is really true for your friendship. Circle the number on the scale that is best for you. Be sure to read carefully and answer as honestly as possible.

Remember, these questions are about you and your very best friend

.....
(name of your best friend)

1. My friend and I spend all our free time together.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

2. If we were picking partners at school my friend and I would try to pick each other.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

3. If my friend got something new he would share it with me.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

4. If other kids were bothering me my friend would help me.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

5. My friend thinks of fun things for us to do together.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

6. My friend helps me when I am having trouble with something.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

7. My friend knows how I feel and what I like.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3 .. . 4
8. When my friend and I have a fight, he can really hurt my feelings.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3.. .. . 4
9. My friend and I play together at recess
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3. 4
10. If I needed help with something I would ask my friend to help me and he would be willing to help.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3. 4
11. I can get into fights with my friend.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3 .. . 4
12. My friend would stick up for me if another kid was causing me trouble
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3 4
13. I would feel ok telling my friend things I would not tell other kids.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3. 4
14. When I have something fun to do I want my friend with me.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3..... .. 4
15. My friend can bug or annoy me even though I ask him not to.
- Not true A little true Somewhat true Mostly true Really true
- 0.....1.....2..... .. 3 .. . 4

16. I like my friend more than I like the other kids in my grade.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

17. If I said I was sorry after I had a fight with my friend he would still stay mad at me.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

18. If I got a bad grade at school I could tell my friend about it and he would not hold it against me.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

19. My friend and I go to each other's houses after school and on weekends.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

20. Sometimes my friend and I just sit around and talk about things like school, sports, and other things we like

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

21. It is just sort of natural for me and my friend to do things together.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

22. If there is something bothering me I can tell my friend even if it is something I can not tell to other people.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

23. Even if my friend and I have an argument we are still able to be friends with each other.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

24. If my friend or I do something that bothers the other one, we can make up easily.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

25. My friend and I can argue a lot.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

26. My friend and I can disagree about many things

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

27. If my friend and I have a fight or argument, we can say we're sorry and everything will be alright.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

28. My friend makes me feel really good.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

29. I think about my friend even if my friend is not around.

Not true A little true Somewhat true Mostly true Really true
0.....1.....2.....3.....4

FRIENDSHIP QUALITIES SCALE - SUBSCALES

(Numbers in parentheses following items are corrected item-total correlations.)

COMPANIONSHIP (Standardized Alpha = .66)

1. My friend and I spend all our free time together. (.38)
5. My friend thinks of fun things for us to do together. (.53)
9. My friend and I play together at recess. (.36)
14. When I have something fun to do I want my friend with me. (.48)
20. Sometimes my friend and I just sit around and talk about things like school, sports, and other things we like. (.28)

HELP/SUPPORT (Standardized Alpha = .83)

4. If other kids were bothering me my friend would help me. (.68)
6. My friend helps me when I am having trouble with something. (.63)
10. If I needed help with something I would ask my friend to help me and he would be willing to help. (.69)
12. My friend would stick up for me if another kid was causing me trouble. (.65)

CLOSENESS (Standardized Alpha = .63)

7. My friend knows how I feel and what I like. (.32)
16. I like my friend more than I like the other kids in my grade. (.30)
28. My friend makes me feel really good. (.52)
29. I think about my friend even if my friend is not around. (.42)

SECURITY (Standardized Alpha = .68)

13. I would feel ok telling my friend things I would not tell other kids. (.47)
17. If I said I was sorry after I had a fight with my friend he would still stay mad at me. (.32)
18. If I got a bad grade at school I could tell my friend about it and he would not hold it against me. (.41)
24. If my friend or I do something that bothers the other one, we can make up easily. (.43)
27. If my friend and I have a fight or argument, we can say we're sorry and everything will be alright. (.52)

CONFLICT (Standardized Alpha = .78)

8. When my friend and I have a fight, he can't really hurt my feelings. (47)
11. I can get into fights with my friend. (.64)
15. My friend can bug or annoy me even though I ask him not to. (.56)
25. My friend and I can argue a lot. (.60)
26. My friend and I can disagree about many things. (.50)

UNUSED ITEMS

2. If we were picking partners at school my friend and I would try to pick each other.
3. If my friend got something new he would share it with me.
19. My friend and I go to each other's houses after school and on weekends.
21. It is just sort of natural for me and my friend to do things together.
22. If there is something bothering me I can tell my friend even if it is something I can not tell to other people.

23. Even if my friend and I have an argument we are still able to be friends with each other.

Appendix D

Maternal Acceptance Interview

and

Scoring Protocol

Revised Rothbaum Parental Interview

I. Introduction.

Exchange names (? how parent wishes to be addressed)

Explain your role in research project.

Thank parent (Being a parent is time consuming. I appreciate your letting me come to your house.)

Engage in informal talk for a few minutes.

II. Purpose and Consent.

Does the parent have any questions concerning the purpose of the study?

Yes - We are interested in parents' beliefs about effective ways of handling different situations involving their child. We would like to find out whether there is a relation between the beliefs that parents hold about how best to deal with common parent-child issues that come up in the course of family life, and the way in which children perceive and deal with issues that come up in their own relationships with their friends. In this interview, we would like to focus on what parents think are the best ways of handling certain types of situations that typically come up between parents and their children.

III. History.

I have some questions to ask, to get background information, and I'd like to start with those questions. I brought along a tape recorder because it helps me remember things that are said. This saves me trying to write everything down. Would it be okay with you if I used it?

TURN ON TAPE

Name target child (from information sheet filled out prior to interview)

History Questions.

I'd like to start by asking you a few questions about (child's) background.

1. Are there any special concerns you have, or have had, about (child's) health?

Any serious illnesses or accidents or periods of hospitalization?

2. Are there any special concerns you have about (child's) schooling - about (child's) adjustment to school, or (child's) progress in school?

3. Could you tell me if there have been any major family stresses or crises that may have affected (child)?

(adoption, death of relative, financial, separations)

4. Could you describe to me what (child's) strengths/good points are?

That's great. Now what I'd like to do is to ask you some questions about childhood misbehaviours. All children misbehave it seems, some more, and some less. But what we are really interested in is how parents feel are the best ways of handling different sorts of misbehaviours that commonly come up with their children. So that is what the next set of questions is about.

SITUATION A - PART I

A-I Open-Ended Situation

OK. SO WHAT I'LL ASK YOU TO DO NOW, IS TO DESCRIBE TO ME A TIME, SOMEWHAT RECENTLY, WHEN (CHILD) DISOBEYED YOU? CAN YOU THINK OF A TIME LIKE THAT IN YOUR MIND/HEAD?

COULD YOU GIVE ME A DESCRIPTION OF THE PROBLEM WITHOUT TELLING ME WHAT YOU DID ABOUT IT?

- be clear what parent views misbehaviour to be
- get parent to focus on one particular incident
- get full description of situation leading up to and surrounding misbehaviour - ask for clarification freely
- no intervention here

If situation is inappropriate (chores, nonrecurrent, non-disobedient): THAT'S AN INTERESTING SITUATION, BUT:

- (Chore) SINCE WE WILL BE TALKING ABOUT A SITUATION VERY LIKE THAT ONE A LITTLE LATER IN OUR INTERVIEW, DO YOU THINK YOU COULD PICK ANOTHER SITUATION IN WHICH (CHILD) WAS DISOBEDIENT - ONE THAT WASN'T ABOUT A CHORE?
- (Unique) IT SOUNDS LIKE THAT WAS A VERY SPECIAL SITUATION, ONE THAT IS RATHER RARE. DO YOU THINK YOU COULD PICK ANOTHER SITUATION IN WHICH (CHILD) WAS DISOBEDIENT - ONE THAT WAS MORE COMMON OR TYPICAL?
- (Non-disobedient) THE QUESTIONS I WOULD LIKE TO ASK YOU ARE REALLY ABOUT A SITUATION IN WHICH YOU FEEL THAT (CHILD) WAS DISOBEDIENT. DO YOU THINK YOU COULD PICK ANOTHER SITUATION - ONE IN WHICH (CHILD) DISOBEYED YOU?

Prompts:

P1 TRY TO THINK OF A TIME WHEN YOU TOLD (CHILD) TO DO SOMETHING THAT S/HE WOULD NOT DO, OR A TIME WHEN S/HE DID SOMETHING THAT S/HE KNEW S/HE WAS NOT SUPPOSED TO DO, WHERE S/HE DISOBEYED YOU. CAN YOU THINK OF A TIME LIKE THAT?

P2 TRY TO THINK OF TIMES LIKE WHEN YOU CAN'T GET (CHILD) TO BED, OR S/HE MISBEHAVES AT MEALTIME, OR WHEN YOU'RE TAKING HIM/HER TO A STORE.

A-1 1) Intervention

BEFORE I ASK YOU THE NEXT FEW QUESTIONS, I WANT TO MAKE CLEAR THAT THERE ARE NO RIGHT OR WRONG ANSWERS - WE ARE INTERESTED IN YOUR BELIEFS.

FIRST, I'D LIKE TO KNOW WHAT YOU THINK IS THE MOST EFFECTIVE WAY OF DEALING WITH THE SITUATION YOU JUST DESCRIBED, WHICH MAY OR MAY NOT BE WHAT YOU ACTUALLY DO, OR WHAT YOU DID IN THIS PARTICULAR SITUATION. PLEASE KEEP IN MIND THAT I'M INTERESTED IN WHAT YOU THINK. NOT WHAT YOU NECESSARILY DID.

OK. SO WHAT DO YOU THINK IS THE MOST EFFECTIVE WAY OF HANDLING/DEALING WITH THIS SITUATION?

(WHAT DO YOU THINK IS EFFECTIVE TO DO?)

- probe for details and clarification

- (talking) What would you say? Exactly how would you say it?
- (remove privilege) How exactly would that work?
Tell me what would happen (when; for how long; who would make sure it happened/follow through; how would it end?)

probes cont'd

- (make task easier/help) How would you do that?
What exactly would you do?
 - (warning/threat) Are there times you wouldn't do what you said you would? Would you follow through with that?
 - (help/bargain) What do you mean by help/bargain?
 - (neg. attention for misbehaviour) What would you do if child engages in desired behaviour, if anything?
 - (remind C of what C wants - eg. to find things)
Is this something you would say? What would you actually say? (Be clear on purpose here - is parent saying this to get child in touch with own wants/ why it is important to child...?)
 - (get outside help) What would you do if you couldn't get help (too much \$; not right away)?
- summarize each intervention (or sequence of interventions)
- Let me see if I understand...

[IS THERE ANYTHING YOU WOULD DO TOGETHER WITH WHAT YOU HAVE DESCRIBED TO ME?]

- if clarification needed - I'M JUST WANTING TO BE SURE THAT I HAVE A COMPLETE PICTURE - THAT I UNDERSTAND THE WHOLE THING
- if there are additions, probe and summarize as before

A-I 2) Justification

NOW WHAT I AM GOING TO ASK YOU IS: IN WHAT WAY DO YOU THINK DOING WHAT YOU HAVE JUST DESCRIBED WOULD BE EFFECTIVE? BUT FIRST OF ALL, LET ME JUST GET CLEAR ABOUT WHAT THE GOAL OR GOALS WOULD BE HERE.

COULD YOU TELL ME WHAT YOUR GOALS MIGHT BE IN THIS SITUATION

- THAT IS, WHAT IS IT YOU HOPE TO ACCOMPLISH HERE?

clarification - what the result/outcome is that you would like to see

O.K. SO NOW WHAT I WOULD LIKE YOU TO TELL ME IS HOW DOING WHAT YOU HAVE DESCRIBED TO ME (THAT IS...briefly describe intervention) WOULD BE EFFECTIVE - HOW WOULD THAT HELP ACCOMPLISH YOUR GOAL?

- justification probes, clarifications

- How do you think it would make C feel?

- (child has to learn) What is it you want (child) to learn here?

- (to teach C consequences) What are the consequences you want (child) to have learned?

- if all aspects of intervention not addressed:

- AND WHAT ABOUT (telling/warning C ... / no T.V. ...), HOW WOULD THAT BE EFFECTIVE?

- repeat for each separate intervention

ie.) YOU ALSO MENTIONED THAT YOU MIGHT

IN WHAT WAY DO YOU THINK THAT ... (other intervention)..
WOULD BE EFFECTIVE?

A-I 3) Attribution

WHY DO YOU THINK (CHILD) IS ACTING THAT WAY IN THE FIRST
PLACE? WHY DO YOU THINK S/HE'S (BEING DISOBEDIENT)?

- probe for clarification

- Could you tell me what you mean by...

- (reason important?) If (child) were acting that way
for a different reason, would you do anything differently?

OR - You've mentioned a few different things that might
be going on for (child). Would you act differently
depending on what you thought was going on, or
would you approach the situation in more or less
the same way?

- (think?) If you could crawl into his/her head and listen to
his/her thoughts, what would you hear (work for word
what you think his/her thoughts would be)?

- (intend?) In this situation, when (child disobeyed you),
do you think (child) intended to be disobedient?
Why/Why not?

- (about obvious?) Do you think the issue here is really
about (what child wants to do, or avoid) or is it about
something else? [What?]

SITUATION A - PART II

A-II Continuation of Disobedience

OK. PLEASE KEEP IN MIND EVERYTHING WE HAVE ALREADY DISCUSSED. THAT IS, AFTER (DESCRIBE DISOBEDIENCE), YOU DID WHAT YOU JUST DESCRIBED [SUMMARIZE INTERVENTION(S)] AND YOU'VE CONTINUED IT FOR 10 DAYS (flexible) BUT, DESPITE ALL THAT, (C CONTINUES TO...).

1) Intervention

OK. SO WHAT DO YOU THINK IS THE MOST EFFECTIVE WAY OF HANDLING/DEALING WITH THIS SITUATION (NOW/AT THIS POINT)?

(WHAT DO YOU THINK IS EFFECTIVE TO DO?)

- probe for details and clarification

- (talking) What would you say? Exactly how would you say it?
- (remove privilege) How exactly would that work?
Tell me what would happen (when; for how long; who would make sure it happened/follow through; how would it end?)
- (make task easier/help) How would you do that?
What exactly would you do?
- (warning/threat) Are there times you wouldn't do what you said you would? Would you follow through with that?
- (help/bargain) What do you mean by help/bargain?
- (neg. attention for misbehaviour) What would you do if child engages in desired behaviour, if anything?
- (remind C of what C wants - eg. to find things)
Is this something you would say? What would you actually say? (Be clear on purpose here - is parent saying this to get child in touch with own wants/ why it is important to child...?)
- (get outside help) What would you do if you couldn't get help (too much \$; not right away)?

- summarize each intervention (or sequence of interventions)
 - Let me see if I understand...

[IS THERE ANYTHING YOU WOULD DO TOGETHER WITH WHAT YOU HAVE DESCRIBED TO ME?]

- if clarification needed - I'M JUST WANTING TO BE SURE THAT I HAVE A COMPLETE PICTURE - THAT I UNDERSTAND THE WHOLE THING

- if there are additions, probe and summarize as before

A-II 2) Justification

AGAIN I'M GOING TO ASK YOU: IN WHAT WAY DO YOU THINK DOING WHAT YOU HAVE JUST DESCRIBED WOULD BE EFFECTIVE? BUT FIRST I'D JUST LIKE TO CHECK WITH YOU WHETHER YOUR GOAL(S) WOULD STILL BE THE SAME IN THIS SITUATION WHERE THE BEHAVIOUR HAS CONTINUED, THAT IS TO (describe goal(s) P stated in Part 1).

clarification - whether the result/outcome that you would like to see is the same as what you already described to me

O.K. SO NOW WHAT I WOULD LIKE YOU TO TELL ME IS: HOW DOING WHAT YOU HAVE DESCRIBED TO ME (THAT IS...briefly describe intervention) WOULD BE EFFECTIVE IN THIS SITUATION (C CONTINUING TO ...) - HOW WOULD THAT HELP ACCOMPLISH YOUR GOAL?

- justification probes, clarifications

- How do you think it would make C feel?

- (child has to learn) What is it you want (child) to learn here?

- (to teach C consequences) What are the consequences you want (child) to have learned?

- if all aspects of intervention not addressed:

- AND WHAT ABOUT (telling/warning C ... / no T.V. ...), HOW WOULD THAT BE EFFECTIVE?

- repeat for each separate intervention

ie.) YOU ALSO MENTIONED THAT YOU MIGHT

IN WHAT WAY DO YOU THINK THAT ...(other intervention)..
WOULD BE EFFECTIVE?

A-II 3) Attribution

WHY DO YOU THINK (CHILD) IS ACTING THAT WAY - THAT IS,
CONTINUING TO (describe misbehaviour)?

- probe for clarification

- Could you tell me what you mean by...

- (reason important?) If (child) were acting that way
for a different reason, would you do anything differently?

OR - You've mentioned a few different things that might
be going on for (child). Would you act differently
depending on what you thought was going on, or
would you approach the situation in more or less
the same way?

- (think?) If you could crawl into his/her head and listen to
his/her thoughts, what would you hear (work for word
what you think his/her thoughts would be)?

- (intend?) In this situation, when (child disobeyed you),
do you think (child) intended to be disobedient?
Why/Why not?

- (about obvious?) Do you think the issue here is really
about (what child wants to do, or avoid) or is it about
something else? [What?]

SITUATION B - PART I

B-I OK. NOW I'M GOING TO PUT ON THIS TAPE ON WHICH ANOTHER SITUATION IS DESCRIBED. AFTER IT'S FINISHED (IT'S VERY SHORT) I'M GOING TO ASK YOU WHAT YOU THINK IS THE MOST EFFECTIVE WAY OF RESPONDING.

Put on tape. "Let's suppose that you have talked to your child about cleaning up his/her room. You have explained exactly what it is you expect of him/her and s/he seems to understand."

Stop tape (after "he seems to understand")

IS THAT THE KIND OF THING YOU COULD IMAGINE HAPPENING?

if "no" - WHY NOT?

modifications, if necessary (in order):

- could you think of another chore?
- could you think of another instance of disobedience?
- you say (child) wouldn't act this way - could you just suppose s/he were going through a difficult phase?
- let parent come up with a situation as similar as possible

Turn tape back on (until end of story).

"Then one day you notice that his/her room is a mess and you tell him/her to clean it up by supper time. At supper time you check and the room is still a mess. What do you think is the best way of handling this situation?"

Interview tape back on.

B-I 1) Intervention

OK. SO WHAT DO YOU THINK IS THE MOST EFFECTIVE WAY OF HANDLING/DEALING WITH THIS SITUATION?

(WHAT DO YOU THINK IS EFFECTIVE TO DO?)

- probe for details and clarification
 - (talking) What would you say? Exactly how would you say it?
 - (remove privilege) How exactly would that work?
Tell me what would happen (when; for how long; who would make sure it happened/follow through; how would it end?)
 - (make task easier/help) How would you do that?
What exactly would you do?
 - (warning/threat) Are there times you wouldn't do what you said you would? Would you follow through with that?
 - (help/bargain) What do you mean by help/bargain?
 - (neg. attention for misbehaviour) What would you do if child engages in desired behaviour, if anything?
 - (remind C of what C wants - eg. to find things)
Is this something you would say? What would you actually say? (Be clear on purpose here - is parent saying this to get child in touch with own wants/ why it is important to child...?)
 - (get outside help) What would you do if you couldn't get help (too much \$; not right away)?
- summarize each intervention (or sequence of interventions)
 - Let me see if I understand...

[IS THERE ANYTHING YOU WOULD DO TOGETHER WITH WHAT YOU HAVE DESCRIBED TO ME?]

- if clarification needed - I'M JUST WANTING TO BE SURE THAT I HAVE A COMPLETE PICTURE - THAT I UNDERSTAND THE WHOLE THING
- if there are additions, probe and summarize as before

B-1 2) Justification

AGAIN I'M GOING TO ASK YOU: IN WHAT WAY DO YOU THINK DOING WHAT YOU HAVE JUST DESCRIBED WOULD BE EFFECTIVE? BUT, LIKE BEFORE, I'LL FIRST ASK YOU TO TELL ME WHAT YOUR GOAL OR GOALS WOULD BE IN THIS SITUATION. COULD YOU TELL ME WHAT YOUR GOALS MIGHT BE IN THIS SITUATION - THAT IS, WHAT IS IT YOU HOPE TO ACCOMPLISH HERE?

clarification - what the result/outcome is that you would like to see

O.K. SO NOW WHAT I WOULD LIKE YOU TO TELL ME IS HOW DOING WHAT YOU HAVE DESCRIBED TO ME (THAT IS...briefly describe intervention) WOULD BE EFFECTIVE - HOW WOULD THAT HELP ACCOMPLISH YOUR GOAL?

- justification probes, clarifications
 - How do you think it would make C feel?
 - (child has to learn) What is it you want (child) to learn here?
 - (to teach C consequences) What are the consequences you want (child) to have learned?

- if all aspects of intervention not addressed:
 - AND WHAT ABOUT (telling/warning C ... / no T.V. ...), HOW WOULD THAT BE EFFECTIVE?

- repeat for each separate intervention

- ie.) YOU ALSO MENTIONED THAT YOU MIGHT ...

IN WHAT WAY DO YOU THINK THAT ...(other intervention).. WOULD BE EFFECTIVE?

B-I 3) Attribution

WHY DO YOU THINK (CHILD) IS ACTING THAT WAY IN THE FIRST PLACE? WHY DO YOU THINK S/HE'S (BEING DISOBEDIENT)? (CONTINUING TO NOT CLEAN UP HIS/HER ROOM)?

- probe for clarification

- Could you tell me what you mean by...

- (reason important?) If (child) were acting that way for a different reason, would you do anything differently?

OR - You've mentioned a few different things that might be going on for (child). Would you act differently depending on what you thought was going on, or would you approach the situation in more or less the same way?

- (think?) If you could crawl into his/her head and listen to his/her thoughts, what would you hear (work for word what you think his/her thoughts would be)?

- (intend?) In this situation, when (child disobeyed you), do you think (child) intended to be disobedient? Why/Why not?

- (about obvious?) Do you think the issue here is really about (what child wants to do, or avoid) or is it about something else? [What?]

B-II Continuation of Disobedience

OK. PLEASE KEEP IN MIND EVERYTHING WE HAVE ALREADY DISCUSSED. THAT IS, AFTER (DESCRIBE DISOBEDIENCE), YOU DID WHAT YOU JUST DESCRIBED [SUMMARIZE INTERVENTION(S)] AND YOU'VE CONTINUED IT FOR 10 DAYS (flexible) BUT, DESPITE ALL THAT, (C CONTINUES TO...).

1) Intervention

OK. SO WHAT DO YOU THINK IS THE MOST EFFECTIVE WAY OF HANDLING/DEALING WITH THIS SITUATION (NOW/AT THIS POINT)?

(WHAT DO YOU THINK IS EFFECTIVE TO DO?)

- probe for details and clarification
 - (talking) What would you say? Exactly how would you say it?
 - (remove privilege) How exactly would that work?
Tell me what would happen (when; for how long; who would make sure it happened/follow through; how would it end?)
 - (make task easier/help) How would you do that?
What exactly would you do?
 - (warning/threat) Are there times you wouldn't do what you said you would? Would you follow through with that?
 - (help/bargain) What do you mean by help/bargain?
 - (neg. attention for misbehaviour) What would you do if child engages in desired behaviour, if anything?
 - (remind C of what C wants - eg. to find things)
Is this something you would say? What would you actually say? (Be clear on purpose here - is parent saying this to get child in touch with c.wn wants/ why it is important to child...?)
 - (get outside help) What would you do if you couldn't get help (too much \$; not right away)?
- summarize each intervention (or sequence of interventions)

- Let me see if I understand...

[IS THERE ANYTHING YOU WOULD DO TOGETHER WITH WHAT YOU HAVE DESCRIBED TO ME?]

- if clarification needed - I'M JUST WANTING TO BE SURE THAT I HAVE A COMPLETE PICTURE - THAT I UNDERSTAND THE WHOLE THING

- if there are additions, probe and summarize as before

B-II 2) Justification

AGAIN I'M GOING TO ASK YOU: IN WHAT WAY DO YOU THINK DOING WHAT YOU HAVE JUST DESCRIBED WOULD BE EFFECTIVE? BUT FIRST I'D JUST LIKE TO CHECK WITH YOU WHETHER YOUR GOAL(S) WOULD STILL BE THE SAME IN THIS SITUATION WHERE THE BEHAVIOUR HAS CONTINUED, THAT IS TO (describe goal(s) P stated in Part 1).

clarification - whether the result/outcome that you would like to see is the same as what you already described to me

O.K. SO NOW WHAT I WOULD LIKE YOU TO TELL ME IS: HOW DOING WHAT YOU HAVE DESCRIBED TO ME (THAT IS...briefly describe intervention) WOULD BE EFFECTIVE IN THIS SITUATION (C CONTINUING TO ...) - HOW WOULD THAT HELP ACCOMPLISH YOUR GOAL?

- justification probes, clarifications

- How do you think it would make C feel?

- (child has to learn) What is it you want (child) to learn here?

- (to teach C consequences) What are the consequences you want (child) to have learned?

- if all aspects of intervention not addressed:
 - AND WHAT ABOUT (telling/warning C . . / no T.V . .), HOW WOULD THAT BE EFFECTIVE?

- repeat for each separate intervention

ie.) YOU ALSO MENTIONED THAT YOU MIGHT

IN WHAT WAY DO YOU THINK THAT ...(other intervention).. WOULD BE EFFECTIVE?

B-II 3) Attribution

WHY DO YOU THINK (CHILD) IS ACTING THAT WAY - THAT IS, CONTINUING TO (describe misbehaviour)?
(to not clean up his/her room)?

- probe for clarification
- Could you tell me what you mean by...
- (reason important?) If (child) were acting that way for a different reason, would you do anything differently?

OR - You've mentioned a few different things that might be going on for (child). Would you act differently depending on what you thought was going on, or would you approach the situation in more or less the same way?
- (think?) If you could crawl into his/her head and listen to his/her thoughts, what would you hear (work for word what you think his/her thoughts would be)?
- (intend?) In this situation, when (child disobeyed you), do you think (child) intended to be disobedient? Why/Why not?
- (about obvious?) Do you think the issue here is really about (what child wants to do, or avoid) or is it about something else? [What?]

Thank parent for completing the interview.

Shift conversation to positive tone

- any questions about interview/study?
- interest in feedback at end of study?
- child's strengths
- incidental topic brought up by parent

Scoring the Rothbaum Interview

The Classification System

The purpose of this classification system is to evaluate childrearing practices along an acceptance-rejection continuum. There are five levels of acceptance in this classification system which are meant to correspond to arbitrary points along the acceptance-rejection continuum. Acceptance refers to the integration of the child's needs for evaluation (evaluative parental feedback ranging from approval to disapproval of child), availability (parent's physical or verbal presence or involvement ranging from providing a secure base to unavailable or intrusive), and structure (parental guidance in achieving a goal ranging from supportive to undermining) with the parent's own needs and with reality constraints (88, manual). Each level of acceptance differs in terms of the degree of parental warmth and reasoning, as well as parental perspective taking and patience which are assumed to underlie warmth and perspective taking (86). More specifically, there are five aspects of acceptance highlighted at each level: approval (ie. at the higher levels this would entail praise & positive affect); closeness (physical closeness & sharing activities); support (providing structure & following child's lead); openness (attending to & acknowledging child); and non-arbitrariness (providing explanations & fitting parent's own agenda with child's) (88).

The five levels of acceptance are as follows (88 / 84 manual):

- 1) enemies hurting / hurting approach
- 2) opponents contending / adversary approach
- 3) business partners bargaining / fix it approach
- 4) allies facilitating / helping approach
- 5) companions harmonizing / harmony approach

What follows is a description of each of the 5 levels of acceptance, organized around the 5 aspects of acceptance outlined by Rothbaum (approval, closeness, support, openness, & non-arbitrariness) and four additional sub-headings felt to be particularly relevant to the scoring of the interviews (perspective-taking, punishments, justifications, & attributions). This description is a summary and re-organization of descriptions given by Rothbaum across two scoring manuals (84, 88) and two articles (86, 88). When scoring interviews, it is necessary to be familiar with the entire description of each acceptance level as the sub-sections are highly inter-related and over-lapping. As well, not all aspects (sub-headings) will be directly addressed in every interview.

Level 1 - Enemies Hurting / Hurting Approach

1-APPROVAL (of child, not behaviour) - affect, content

- (84) - P is relentlessly hostile & cold toward child
- P may use sarcasm
 - displays deep-seated disapproval
 - P's objective is to hurt child either passively (gross neglect) or actively (gross cruelty)
 - P may set child up for "failure" ("Hold this ice cream cone, but don't you dare take a bite until we're out of the store")
 - P may want to frighten, sadden, exclude, or humiliate the child, or make the child feel bad about himself or insignificant
 - all responsibility & blame is placed on child - P sees behaviour of child as forcing P to act the way they do
 - P is impersonal and impolite

1-CLOSENESS - physical closeness, sharing activities

- (84) - no sharing - the only relationship possible is as master to slave, or P gives up entirely and avoids the child
- relationship marked by enmity

1-SUPPORT - providing structure, following child's lead

- (84) - structure is entirely absent or distorted by P's unmet needs
- any directives that might be given are negative in manner & content
 - absolutely no future direction to directives - immediate control is the only goal
 - orientation of P is to raise self-doubts in child, keep child off balance
 - P's expressed purpose of getting child to think amounts to getting child to fear (punishment)

1-OPENNESS (to child) - attending to child, acknowledging child

- (84) - P is completely unreceptive to child's input
- complete distrust of child
 - no attempt is made to find out child's motives - assumption is that they are already known
 - child is seen as intentionally & maliciously disobeying or frustrating P
 - child is understood by P to be motivated by ill-will & malice
 - orientation is to make sure that child does not get away with anything
 - taking in child's perspective or needs is seen as a threat to P's control

1-NON-ARBITRARINESS - explanations, fit of P's agenda with child's

- (84) - explanations are rare & grossly insensitive to child's needs
- decisions are unclear, inconsistent & arbitrary
 - P responds in a retaliatory manner to child or attempts to penetrate child's defenses

1-PERSPECTIVE-TAKING

- (84) - totally dominated by P's perceptions and needs
- plausible explanation of child's behaviour may be given but it is not accompanied by sympathy, and P does not modify intervention in light of explanation
 - P believes that child knows how P wants him to behave
 - confusion of P's and child's perspective

1-PUNISHMENT

- (86) - punishments are given without warnings or explanation
- they are unclear & arbitrary in duration & intensity, and are intended to hurt the child

Level 2 - Opponents contending / adversary approach

2-APPROVAL (of child, not behaviour) - affect, content

- (86) - P controls child in hostile manner / negative & cold
 - P displays no warmth, gives actively hostile, resentful, emotionally detached responses, especially when child is dependent
 - communications are negative, relying on criticism with expressions of disapproval & dislike of child
- (84) - lack of warmth not as extreme as enmity of level 1 - mild dislike, restrained anger &/or withdrawn affect (coolness)
 - prevailing sense of tension
 - positives may be expressed to interviewer, but are not passed on to the child - P fears loss of ground/vigilance
 - explanations for behaviour are negative characteristics of ch
 - blame & responsibility are shifted from P to child (ie. P puts all responsibility on child for over-spending, & none on self for advancing child more money than his allowance)

2-CLOSENESS - physical closeness, sharing activities

- (86) - P displays avoidance & unconcern for child's welfare
 - child is needlessly frustrated & ignored
- (84) - P adopts military/authority role - goal is to "win" out in conflict
 - P seems overtaxed by role ('What more do you want of me?')

2-SUPPORT - providing structure, following child's lead

- (86) - only agreements formed are blatantly coercive
 - need for immediate results overshadows long term considerations - therefore no attempt to direct child toward better way in the future
- (84) - child's needs seen as incompatible with P's
 - P perceives situation as win or lose conflict
 - primitive appreciation of agreements & rules. (if child cleans room, he gets allowance) but undermined by threats or threatening posture & dictatorial position of P
 - minimal structure ("I'd stand there & watch him" clean room, or checking on child, is seen as sufficient)
 - there is just enough structure to provide a framework for P & child to coexist as adversaries
 - no taking into account the child's future functioning

2-OPENNESS (to child) - attending to child, acknowledging child

- (86) - P does not encourage or actively listen to child's perspective
 - little concern for child's understanding of P's decision
- (84) - P does not forbid input
 - basic distrust of child (but not a sense of child motivated solely by ill-will and malice as in level 1) - "He is trying to get away with what he can."
 - limited receptivity to child - attempts to meet needs of child are minimal
 - needs of child are minimized partly due to P's failure to understand them / inability to attend to them (when child fails to clean up room, P explains "It's only a little thing you've been asked to do")
 - P manipulates child to behave as P desires but, unlike level 1, believes she is acting in child's best interest

2-NON-ARBITRARINESS - explanations, fit of P's agenda with child's

- (86) - decisions are often unclear & arbitrary
 - no reasons given other than repeated demand, typically presented in a dictatorial manner
- (84) - P's needs take precedence
 - explanations are rare &, when occur, focus on P's own needs and agenda
 - explanations are often vacuous (P tells child his toys will be removed until he acts responsibly - no elaboration on 'responsibly', plus then tells him his toys will be returned in a week)
 - directives focus on child's negative behaviours ("You know that doesn't belong there" ; "I'd watch her & tell her what she's doing wrong")
 - directives contain limited information - sense that child should "know"
 - "talking" to child often means repeating directives - no parental belief in effectiveness of explanations ("If he's not in the right mood it goes in one ear and out the other")
 - P sense that repetition is necessary, maybe the only thing
 - warnings are more like threats
 - inconsistency common, especially in giving control ("I'd say Pick this up, Pick that up" then "I don't have to point things out" then "I'd stand there and make sure" then "I'd leave. Sometimes they do it, sometimes they don't")
 - inconsistency in motivation ("Confining him to his room seems to stifle him, to calm him down") or orientation (Ps comment that they should do something different, but then don't follow through, presumably because they don't know how)
 - inconsistency in message ("It is your room: You made the mess. If you want to live in a pig-pen..fine..It's your room" P implies child should clean up room & also that he doesn't have to because he suffers the consequences)

2-PERSPECTIVE-TAKING

- (86) - when P presents believable/logical account of child's perspective & how it explains behaviour, P shows little sympathy for child's point of view & is unable to modify interventions in accordance with child's difficulties & desires
- (84) - P has some sense that talking is important but attempts are abortive because they lack thoughtfulness & no conviction in effectiveness of communication - all from P's perspective
 - P's perspective dominates
 - there is a partial separateness & partial fusion of boundaries - P can't see child as having a different & intelligible perspective

2-PUNISHMENTS

- (86) - yelling, spanking, taking things away with the intent to hurt or scare the child
 - more often based on child's behaviour vs. intent or motives of child
- (84) - usually follow socially sanctioned channels, therefore not grossly cruel or neglectful
 - intent to hurt less evident, sustained, & probing of child's vulnerability than at level 1

2-JUSTIFICATIONS

- (86) - believe that someone has to win, someone has to lose
 - if punish, emphasis is on showing child who is in charge, and not showing P is soft or will let child get away with it
 - praise for good behaviour less effective than criticism or punishment for bad
 - if P gives in, the emphasis is on P's need to escape the conflict, & their own sense of futility in the struggle
 - child's needs are minimal, unimportant, unfulfillable

2-ATTRIBUTIONS

- (86) - child seen as having bad or negative motives
 - child seen to intend to make P feel what P feels

Level 3 - Business Partners Bargaining / Fix It Approach

3-APPROVAL (of child, not behaviour) - affect, content

- (86) - P expresses some warmth - occasional praise & approval, but often negatively toned, especially during discipline
 - casual affection during periods of non-conflict
- (84) - P appears to show neutral or casual affection but often mixture of positive & negative elements because of intrusion of P's own needs & frustrations
 - P attributes general or universal attributions to child (need to rebel, need for attention/independence) but displays little sympathy
 - P more polite to child than levels 1 & 2, but politeness lacks sincerity (reminds child "Please set the table.")
 - some of the blame & annoyance of level 2 is apparent, but not as extreme ("We go through this all the time" & "You don't listen to me.")

3-CLOSENESS - physical closeness, sharing activities

- (84) - expressed when child has complied with P or request is easy to fill & fits P's agenda

3-SUPPORT - providing structure, following child's lead

- (86) - use of rules & reinforcements with little regard for child's perspective in formulating either, & used in inflexible, rote manner
 - OR gives child much latitude without appreciation for child's need for structure or direction
 - P may be somewhat coercive or ineffective (due to lack of clarity)
 - P has generalized concerns for child's development (ie. focus on how to behave & be compliant with authority figures later in life)
- (84) - little forethought or future planning involved in dealing with situations - P reacts after the fact & focuses on symptom vs. underlying problem
 - some recognition of need to warn child, but often fails to guide child (instead seen as giving child 2nd chance to comply)
 - where P provides structure it is often skeletal & not fleshed out ("Get this away, this away ... So it wouldn't get to the point of pure messiness" or "I'd split them apart & put one in one room, & one in another. Later I'd try it again, put them back together & see.")
 - rules tend to be inflexible serving the rule more than the child
 - P not convinced that her needs are compatible with child's or that meeting child's needs will lead to desired behaviour
 - P is insensitive to child's needs & perspective and therefore has difficulty incorporating his point of view

3-OPENNESS (to child) - attending to child, acknowledging child

- (86) - P is not very open to new ideas by child
 - P is usually unable to hear things other than what P already assumes
 - emphasis is on "shoulds" and P's needs
 - simple agreements may be formed but tend to be rigid, & the needs of one party tend to dominate
 - P is sometimes attentive to child, but this alternates with periods of obviously ignoring the child
- (84) - P doesn't actively seek out child's input
 - child is given little or no responsibility

3-NON-ARBITRARINESS - explanations, fit of P's agenda with child's

- (86) - P may explain or give reasons but arbitrariness intrudes
 - explanations may be age inappropriate
- (84) - P's own needs intrude on strategies - therefore compromises & agreements are skewed in favour of the P
 - explanations to child are limited in information value - P fails to elaborate on reasons extensively enough to make them comprehensible to child (You shouldn't push your younger brother "because he's younger than you" or "you could hurt people" or "pushing is rude")
 - warnings are negatively toned
 - P will tell child how things will be handled rather than consulting the child
 - explanations often invoke external reasons
 - reasons are often given without clarification & P does not maintain a positive & reasonable manner if child chooses to pursue the topic
 - P may explain own behaviour after the fact if realizes acted improperly or somehow disturbed child
 - P shows some willingness to bargain with child, but will only bargain to a point & then abruptly calls a halt to it
 - some sense of fairness ("You don't clean your room - I don't make supper"), but then may shift to more disciplinary stance giving child consequences for disobeying, OR P may shift between positive offers of assistance (I'll help you clean your room) and threats (If you don't do your job, I won't do mine & supper won't be ready. If you want supper, you better clean up the room)
 - consequences may have arbitrary elements (ie length), lack of clarity, & limited structure (no guide as to how to avoid the problem in the future)
 - inconsistency in giving & taking control ("Do you want to come & help me?" ch - no "Please" ch - no "C'mon" said sternly)

3-PERSPECTIVE-TAKING

- (84) - periodic intrusion of P's own needs but P's needs are less frustrated & less negatively expressed than at level 2
- P does not distinguish child's feelings & perspective from child's actions - child's perceptions are, at best, only briefly acknowledged & incorporated
 - still, at this level, P struggles to accommodate own & child's needs which is different from levels 1 & 2
 - P sees child's needs as instrumental (toward particular outcome) vs. ego needs (a matter of self-worth)

3-PUNISHMENTS

- (86) - P uses non-destructive techniques but generally in an inflexible manner OR gives child much latitude with little structure or direction
- positive reinforcement is less common than negative reinforcement or punishment
 - reinforcers tend to be tangible things vs. intangibles such as positive attention
 - there is little attempt to tailor the consequences to the specific child or situation
 - P gives some consideration to child's intentions (before misbehaviour) & reactions (after misbehaviour), but remains mainly focused on the behaviour
 - P's mood is often as important as P's policy in dealing out consequences

3-JUSTIFICATIONS

- (86) - P focuses on shoulds, oughts, what is right, what is conventional, and simple notions of fairness
- to get child to realize what is fair
 - to teach child correct behaviour & values
 - child's needs seen as conflicting with P's - perceived need for one party to dominate & the other to subordinate

3-ATTRIBUTION

- (86) - some attempt to try to understand child's perspective but P only recognizes general & universal motivations
- needs & capabilities of particular child not well understood
 - P shows little sympathy for child's perspective
 - tendency, during perspective-taking, to slip into P's own point of view

Level 4 - Allies Facilitating / Helping Approach

4-APPROVAL (of child, not behaviour) - affect, content

- (86) - P seeks to provide warm, supportive context for child
 - sets up situation to provide positive evaluations of child
 - turns potentially negative interactions into ones in which P can express positive affection
 - P is responsive to child in a positive & warm manner
 - P uses humour to help child feel better, relax, gain a new perspective
- (84) - P feels that it is important for child to feel good about himself
 - some lapses occur in P's maintenance of warm, positive posture, especially with child's noncompliance

4-CLOSENESS - physical closeness, sharing activities

- (86) - P expresses desire to be with child & enjoyment of child
 - P is responsive to child's desires & needs
 - there is a sense of togetherness between P & child, and attempt to be directive in a context of togetherness (ie. to get child to clean up room, "How about if both of us clean it up together?" because "He may feel overwhelmed." and helping "Makes him feel like I'm not ordering him.")

4-SUPPORT - structure, following child's lead

- (86) - P seeks to provide tools tailored to child's needs
 - child's wishes are given weight in determining policies & decisions
 - there is some friction re how to compromise
- (84) - tension seen most often at times of conflict resolution, but goals are seen as generally compatible
 - P attempts to allow child's desires to influence direction, but with lapses
 - P fosters constructive change for future often by addressing future consequences ("You should have come & told us you were at a friend's house because it might be close to dinner time or we might need to get in touch with you for some reason & we wouldn't know where you were." OR "If you help Mommy (now) you'll have more free time to do things.")
 - P tries to provide reasons/explanations at a time & place that will foster communication
 - most common directives are suggestions which are considerate of child's perspective & feelings
 - threats do not occur - warnings are more appropriately described as preparations for future situations & are helpful in content & delivery (ie. positive incentives focusing on child's strengths, and with clear contingencies)
 - sensitive to preparing child for transitions
 - P expresses gratitude ("It would help me alot")

- P highlights time-limited nature of task ("Come here for a moment - then you can play the rest of the time.")
- typical ways of structuring tasks include: 1) making tasks manageable (phasing in child's involvement, starting it herself, making it smaller, organizing or setting priorities within the task); 2) model or show child he can do it (P does it with child watching, or child does small part); 3) reduce conflict around the task (child to room to calm down first with child having say in when he is ready, chart systems)

4-OPENNESS (to child) - attending to child, following child's lead

- (86) - P maintains approachable stance, even in conflict resolution
 - P does not assume P knows what child wants or feels but instead seeks out that information
 - communication is interactive
 - P is aware of, and accepts child's need for independence & control - P can meet these needs vs. inhibit them or give them too much latitude
- (84) - acknowledgement of child's feelings is common but reduced at times of conflict
 - P acts accountable to child, willing to explain own behaviour and implied responsibilities
 - P will voluntarily acknowledge & explain when she is wrong
 - P will explain own feelings to enable child to express his own ("I haven't given you more chores because I'm afraid you'll say no to me. I don't want to cause friction between you & me." OR "I tell them it's alright if they don't like me all the time because sometimes I'm angry at them, but I tell them I always love them.")
 - P acknowledges child's input & tries to work with it, but she cannot fully mesh it with own (an implied BUT between child's point of view & her own)

4-NON-ARBITRARINESS - explanations, fit of P's agenda with child's

- (86) - P uses lots of explanations & the emphasis is on child's understanding vs. the explanations per se
 - P explains in rational, non-arbitrary, & non-coercive way
 - in rare cases where P dictates to child, or leaves child to own devices, these measures are temporary
- (88) - P helps child meet own needs effectively, but there is no fluid integration of P's & child's needs
- (84) - P provides explanations that both teach new ways of behaving & incorporate child's perspective
 - P recognizes that true agreements take time to develop & that learning develops through experience (ie that child can't just learn through disciplinary lessons)
 - P realizes that child must understand & accept (buy in to) agreements/rules etc. in order to internalize them
 - explanations are considerate of child's perspective
 - P is consistent - a question is a question, a demand a demand

4-PERSPECTIVE-TAKING

- (86) - P is sensitive to child's level of understanding & abilities
 - P actively explores child's perspective through play, active listening ...
 - P is able to express own point of view without criticizing child
- (84) - P realizes child's point of view is different from her own & tries to bridge the gap between P & child's points of view
 - child is given substantial decision-making power (ie. control over choice of rewards; involvement in setting up chart...) but less than in level 5 where P actively seeks out & creates situations in which the child may assume control

4-PUNISHMENT

- (86) - reinforcers are usually positive & intangible (time, attention) and are used when they make sense to the child
 - P's orientation is rational, non-arbitrary & non-coercive
 - P maintains an egalitarian (but not equal) & approachable stance with child

4-JUSTIFICATIONS

- (86) - communication seen as important because underlying conflicts are feelings which must be addressed
 - belief that child will learn reciprocity through communication
 - P is motivated by enjoyment of child vs. obligation
 - P believes that it is important for child to feel competent and cared for (& this increases obedience)
 - sense that P can help, but it is ultimately up to the child to decide what is right for him given his own needs/abilities
 - goal of discipline is to have child internalize standards & this requires that the discipline makes sense to the child, & that the child senses underlying positive feelings towards him
- (84) - P's goals 1) to give child control & 2) to make sure he acts responsibly - and these are seen as compatible

4-ATTRIBUTIONS

- (86) - P understands child's individual need for affection & reasoning, & this is presented in a positive light & accepted
 - P realizes that misbehaviour is less likely if child is helped to develop other ways to meet his needs
 - reasons for child's misbehaviour focus on child's individuality & his life apart from the P
 - P realizes that the child desires input into how the P meets the child's needs
 - P articulates child's point of view & assumes it at least partly explains child's behaviour (legitimizes it)

Level 5 - Companions Harmonizing / Harmony Approach

5-APPROVAL (of child, not behaviour) - affect, content

- (86) - constant, or near constant flow of freely expressed warmth
 - positive affection shines through even when discipline is administered
 - P changes negative interactions into positive ones
 - praise & other efforts to make the child feel good about self are so ingrained in P's style of relating that it is difficult to tease them apart from other communications
 - P uses humour in which P & child can join in together (84 - humour is never at child's expense)
- (88) - basic underlying goal is child's positive sense of self (that man child senses own underlying self is unconditionally positively regarded)

5-CLOSENESS - physical closeness, sharing activities

- (86) - mutual positive affection
 - needs of P & child are seen as compatible &, in the long run, mutually fostering
 - major concern of P is strengthening the P-child relationship
- (88) - goal of working together is the working together - the goal of interactions, & of working things out, is the dialogue, the closeness, & the nurturing of the relationship - in this sense "helping" is subordinate to relationship building (this is often reversed at level 3)
- (84) - P provides physical contact, verbal encouragement, & constant validation of child's feelings
 - P regards sense of togetherness (as well as child's self esteem) critical in inculcating responsibility - (ie. "I would tell him he has a role in this household that he should maintain, that he's a very important part..As an important part we need his help.")
 - P uses "we" in explanations wherever possible & appropriate (at lower levels, "we" often used after P has told child how child feels)
 - P shows great politeness in manner & content of speech to child

5-SUPPORT - providing structure, following child's lead

- (86) - no friction observed between P & child
 - child's (84 - more serious) mistakes & disobedience used by P as opportunities for working together with child to foster child's growth
 - structure provided by P is extremely well thought out, considering the needs of the child, family, & society
 - at the same time, the structure is in the background, & it is affection which is in the foreground (84 - in level 4, by contrast, well-developed preparations & other rich structures are the focus & in the foreground)

- child is encouraged to participate in decisions & rule-making
- (88) - structures incorporate both child's & P's methods to fulfill their mutual goals - P complies with child to elicit child's compliance (not as in making a deal, but rather as something given from P to child)
- man - P expects compliance from child because P has made compliance attractive to child
- "helping" is subordinate to relationship building ("If you pick the self up off the floor & put it on the bed you can help me sort it out & put it where it belongs." - "Helping him teaches him how to clean & how to work together. It gives us time together...it's teaching..a relationship between M & son. It encourages him.")
- orientation is to foster child's autonomy
- (84) - mildly disruptive behaviours are absorbed by P - P can express disapproval while maintaining positive contact & maximizing opportunities to return to positive interactions
- problems presented to child as very remediable
- P is invested in giving child a sense of control - strategies fueled by understanding of how to guide the child toward responsible use of control
- where P & child have understanding that child has control in particular matter, P will bend over backwards to honour that agreement
- P recognizes importance of her child's perceptions of P's expectations as very consistent
- P is very consistent in giving directives even though, or perhaps because, directives are receptive to changing circumstances & input from child
- however, strategies which are in fact very consistent in terms of P's over-riding goals, may appear inconsistent (ie. a strategy of ignore..intervene..suggest-toward-redirect may be a very consistent attempt to: give control..gently take control away where it seemed necessary..attempt to return control to child)
- P's consistent, active efforts to prepare child for future situations are provided in a more ongoing way than in level 4, & are more fully informative (including long term goals not subordinated to short-term goals - ie. P is honest about how long a requested task will take the child vs. under-estimating the time), and reassuring

5-OPENNESS (to child) - attending to child, acknowledging child

- (86) - there is almost no on-going conflict
- constant validation of child's feelings, but not necessarily of child's behaviour
- communication is more fluidly interactive than at level 4 (84) largely because there is greater understanding of need to clarify each other's interests
- child is treated as fully appreciated & respected member of the family group
- child actively encouraged to participate in decisions & rule-making

- (88) - no sense of P distrusting child or perceiving child as man threatening
- (84) - openness seen as critical in both helping P better understand the child & facilitating child's self-understanding
 - basic belief in child's potential for goodness
 - P may deflect child's annoyance by pointing to something P should have done differently

S-NON-ARBITRARINESS - explanations, fit of P's agenda with child's

- (86) - P is remarkably patient & tolerant, continually testing own interventions so as to improve them
 - there is an attempt to identify each other's interests in order to come up with creative solutions that best meet these interests
 - no taking of positions as a basis of compromise - instead the goal is to clarify each other's interests
- (88) - P's methods & goals fluidly & continually integrated with man child's
 - P does not arbitrarily impose own perspective/decisions but rather helps child arrive at goals in meaningful & growth-fostering way, emphasizing child's positive actions/qualities
 - suggestions are used to open dialogue, & child's comments are incorporated into subsequent dialogue
- (84) - directives are used sparingly - P prefers other methods such as eliciting, or uses directives in combination with other methods
 - when P does direct, her needs are clearly subordinated to needs of the child - P's needs never dictate - the child's needs are the P's major priority (in contrast to level 4 where there is more of a goal of equity)
 - P emphasizes to child the inter-dependence between persons & helps child look at physical & psychological consequences of his negative actions on others
 - explanations generally are given before child becomes upset, heading problems off at the pass, & are more than fair
 - P is considerate of time & placement of giving explanations (ie. with a big topic, P & child "have a meeting to discuss it" & P has thought through the problem beforehand: "I explain why I want him to clean up his room: I want to understand why he doesn't want to. Maybe he thinks it's not his job.") OR P will engage child in child-oriented, positive activity

5-PERSPECTIVE-TAKING

- (86) - enough separation of P from child so that intimacy fosters vs. impedes objective appraisal by P, & independent functioning of child
 - P understands child's developmental & individual capabilities & limitations
- (88) - P can address own needs as well as needs of child (P's needs do not over-ride, or become suppressed in the sense of unmet - rather P able to express & accommodate own needs in accordance with needs of child)
 - P may have own ideas about what is "best" for child, but remains open to child's perspective, & constantly accommodates her ideas & meshes them with child's needs & focus at moment
- (84) - P consistently validates child's perspective & feelings, even when in disagreement with own
 - at lower levels, receptivity to child can mean going along with child or giving in but, at level 5, helping the child figure out how he feels does not necessarily mean fostering this feeling
 - P deeply invested in child's perspective & in P - child relationship
 - P attempts to prevent potential misunderstandings by taking into account child's perspective in future planning
 - P uses explanations to meet her needs also but she does not create confusion as to whose needs P is trying to meet
 - physical & psychological consequences of child's behaviours are pointed out to child without blame to child's person
 - P recognizes critical role of self-esteem in child's developing sense of responsibility

5-PUNISHMENT

- (86) - interventions are continually tested by P so as to improve them, with P showing remarkable patience & tolerance
 - child is actively encouraged to participate in decisions & rule-making

5-JUSTIFICATIONS

- (86) - P & child seen as allies who can find better solutions working together than either could alone
 - P's & child's needs seen as compatible
 - P does not just give child a method, but with supportive interactions with P, child develops methods of asserting self
 - emphasis is on relationship with child vs. child per se
 - individual & interpersonal growth seen as mutually fostering-through relating to child, P gets to know self & child better
 - to get to understand & accept each other's fallibilities & vulnerabilities
 - communication is for the growth of the relationship & the child, not just for the resolution of particular problems

5-ATTRIBUTIONS

- (86) - child's behaviour is explained in terms of developmental level of child (not as the cause, but as setting the stage for behaviour)
- underlying needs of the child are recognized (ie. need to define self in relation to others)
 - conflict in one observed situation seen as possibly reflecting unresolved & deeper conflicts in another situation and that the child may have trouble linking the 2 situations
 - recognition that conflict may give rise to seemingly contradictory behaviours or wishes on part of child
 - recognition that child's lack of self-understanding restricts child's ability to cope with stress (ie. child may fail to appreciate different levels of feelings, or fail to separate feelings & behaviours)

SCORING THE INTERVIEW

The interview consists of two situations (Situation A: the open-ended parent generated situation & Situation B: the standard situation). Within each situation, there are two parts. The first part (Part 1) focuses on the initial or particular situation, and the second part (Part 2) focuses on the same situation should it persist over time. The purpose of Part 2 (asking about the situation should it continue over time) is "to determine whether more persistent problems elicited different levels of acceptance" (86, p.442).

According to Rothbaum (86), separate scores are assigned to each of the two parts within each situation based on an informal averaging of the level scores given to each of the interventions mentioned in that part. In this way, each interview would receive 4 scores which are then numerically averaged to obtain a total score. Rothbaum (86) reports that raters spent an average of about 40 minutes scoring each part of the interview. In previous research, 3 raters scored each of the interviews and the final score assigned to the interview was the average of the three obtained total scores. Discussion followed the rating of most of the interviews.

In a later study (Rothbaum, 88), separate scores were assigned to each situation (but not each part) based on a weighted average of the level scores given to each intervention in that situation. In this later study, Rothbaum used 6 different situations (vs. 2 situations) and he applied Part 2 (the continuation of the misbehaviour) as an extension of Part 1 only. As Rothbaum described it, "Another means of probing was by asking the mother to imagine that the conflict in question had continued for some time, even though she had been intervening as she described, and asking her how she thought it would be most effective to intervene in that case" (88, p.169). Using this procedure, the total score for the interview was the numerical average of the two scores assigned to the two situations. Since we followed the interview protocol described in the earlier study, the following scoring instructions will be based on the instructions outlined in that study (Rothbaum, 1986).

Procedure

The two situations (Situations A & B) will be scored separately, without reference to one another, so that ratings of one situation cannot influence ratings of the other situation (86). Each situation will be scored by two raters, and discussion will follow the assignment of level scores by each of the raters to each situation. The purpose of the discussion is to confirm a consistent rationale for the assignment of level scores. This is deemed necessary because of the subjective nature of the scoring procedure, and because raters must remain in tune with subtleties and nuances in the protocols. All of the protocols for Situation B will be scored by both raters before going on to score the protocols for Situation A. All interviews will be scored with reference to the written transcripts as well as the audio tape. However, the background information questions (History) asked at the beginning of each interview will be

removed from the protocols and will not be used in the assignment of acceptance level scores.

Scoring Each Situation

Parts 1 & 2 of each situation will be scored at the same time and in sequence. Within each situation, separate scores (1-5) are assigned to each intervention. The scores which are assigned correspond to the five levels of acceptance (1-5) with reference to the five aspects of acceptance which, in this manual, are organized around nine sub-headings highlighted at each level (approval, closeness, support, openness, non-arbitrariness, perspective-taking, punishment, justifications, & attributions). The level score assigned to each intervention is not based on the quantity of any particular type of behaviour but rather the responsiveness of the parent's behaviours to the child's needs (88). In determining the score given to a particular intervention, all aspects of acceptance are taken into account. Where there are elements of more than one level in a single intervention, a score falling between two levels is used (utilizing a .5 interval scale). That is, an intervention that seems to contain elements of a level 3 orientation, and elements of a level 4 orientation would receive an acceptance level score of 3.5. Thus, it is a 9 point scale that is used, ranging from 1 to 5 (88).

When using the descriptions of the levels of acceptance in this manual, it should be kept in mind that the descriptions were drawn from several different sources, each of which was meant to be applied to parents of children of different ages. This is most relevant in interpreting examples that are imbedded in the descriptions. For the rater's reference:

- Rothbaum study (86) - subjects were children in grades K, 1, & 2
- Rothbaum study (88) - subjects were children in grades 1 & 2
- Rothbaum manual (84) - designed for parents of 6 - 9 year olds
- Rothbaum manual (88) - designed for parents of 1:6 - 4 yr. olds

Defining an Intervention An intervention may have a number of segments but if they constitute a whole, they will be considered one intervention and assigned one score. Justifications and attributions are considered in so far as they clarify the manner or spirit of the interventions, but they do not receive separate scores. Similarly, tone of voice & inflection will be considered in the scoring - for example, something said supportively would receive a higher score than something said ridiculingly (86).

All interventions which a mother indicates she does use or that she would use or that she just did use are considered scorable (whether or not she feels that they are all that effective). However, interventions which a mother indicates she used in the past (once or more often) but would not use again, or interventions which she indicates are out of keeping with what she typically does or tries to do (ie. "there have been times when I just lost it and I blew up, but what I try to do is to ...") will not be scored.

Using the Scoring Sheet Once the intervention has been defined, record it (describe it in brief) on the scoring sheet. Beside each intervention recorded, write down the relevant justifications and attributions associated with the intervention in the terms of the descriptions of the levels of acceptance. The purpose in recording this information is to organize the information in a way that facilitates the rater's scoring of the intervention, and to serve as a reminder of the rater's rationale in subsequent discussions of the rating of that intervention. Once all the information is recorded, the rater assigns the intervention a level score. (An example of a scoring sheet is appended to this manual). The next step in the scoring procedure is to weight the interventions, if necessary (see below), and to compute the score assigned to each Part.

Weighting Interventions Each intervention is assigned a separate score in the manner described above. Where there is more than one intervention in a Part, greater weight is given to those interventions mentioned first, described in greatest detail, and for which mothers expressed preference. Rothbaum (86,98) used an informal averaging system for differentially weighting interventions which we are replacing here with a set weighting system. According to this set weighting system, there are three possible weights that can be assigned to an intervention according to its relative importance to the other interventions in that Part. The weights are assigned as follows:

importance of intervention:	weight assigned:
Major	3
Intermediate	2
Minor	1

By this system, interventions can be assigned any combination of weights with the exception that there must be at least one intervention considered to be major. For example, where there are two interventions, they could be weighted 3,3 or 3,2 or 3,1 (in any order). With three interventions, they could be weighted 3,3,3 or 3,3,2 or 3,3,1 or 3,2,2 or 3,2,1 or 3,1,1 (in any order). The weight assigned to an intervention is recorded on the scoring sheet.

To obtain the score assigned to each Part, simply multiply the level score (S) given to each intervention (I) by the weight (W) assigned to that intervention, add up the total weighted scores (WS), and divide by the total weighting factor. Each Part will then receive a score between 1 and 5.

Example: Interview #000

Part 1				Part 2			
I	S	W	WS	I	S	W	WS
#1	3	3	9	#1	4	1	4
#2	2	1	2	#2	3	3	9
#3	4	2	8				
		<hr/>	<hr/>			<hr/>	<hr/>
		6	19			4	13

total weighted score = 19

total weighted score = 13

total weighting factor = 6

total weighting factor = 4

Score for Part 1 = $19/6$
= 3.17

Score for Part 2 = $13/4$
= 3.25

Where there is only one intervention in a Part, that Part will receive the same score as the intervention (ie. a score of 4.5 multiplied by a weight of 3 - since it is the only intervention it is also the major intervention - and then divided by the total weighting factor, which would be 3, remains 4.5). The total score for each Part is recorded on the scoring sheet.

Appendix E

Father-Child Relationship Questionnaire

Father-Child Relationship

This questionnaire is about the relationship between your child _____ and his/her father. (The father refers to whoever was your spouse or partner at the time to which each question refers.) For each question, circle the letter that corresponds to your response. If, at that time, you did not have a spouse or partner please mark an X through the question.

1. When your child was small, did his/her father ever find time to play with him/her just for pleasure?
 - A) Not very often
 - B) Sometimes
 - C) Fairly often
 - D) Almost every day
 - E) Every day if possible
 - F) Usually for fairly long periods

2. How about now? Does your child's father spend much time doing things with your child, or does your child do things on his/her own or with his/her friends? Your child's - father and your child
 - A) Do things seldom together
 - B) Do things sometimes together
 - C) Every weekend or two spend part of an evening or day together
 - D) Spend an evening or day together at least once a week
 - E) Often spend a day together
 - F) Go on frequent trips together
 - G) Spend most of mother's leisure time together

3. Some people believe in showing lots of affection, and some believe in being more reserved. How have your child's father and your child been in this regard, particularly when your child was younger?
 - A) Reserved
 - B) Reserved about showing much affection
 - C) Affectionate but reserved
 - D) Very affectionate

If you and your child are currently living with your spouse/partner, is he your child's:

biological father _____ step-father _____ other _____
(Please specify)

Appendix F

Dyadic Adjustment Scale

and

Overt Hostility Scale

Participation Number _____

May, 1990

Description of Couple Relationship Questionnaire

The purpose of this questionnaire is to find out how you would describe your relationship with your spouse or partner. Please answer the following questions by indicating which of the possible responses best fits for you and your partner.

If you do not have a spouse or partner at present, please write N/A beside the participation number and do not answer this questionnaire.

Most persons have disagreements in their relationship. Please indicate below the approximate extent of agreement or disagreement between you and your partner for each item of the following list.

	Always Agree	Almost Always Agree	Occasionally Disagree	Frequently Disagree	Almost Always Disagree	Always Disagree
1. Handling Family Finances	_____	_____	_____	_____	_____	_____
2. Matters of recreation	_____	_____	_____	_____	_____	_____
3. Religious Matters	_____	_____	_____	_____	_____	_____
4. Demonstrations of Affection	_____	_____	_____	_____	_____	_____
5. Friends	_____	_____	_____	_____	_____	_____
6. Sex Relations	_____	_____	_____	_____	_____	_____
7. Conventionality (correct or proper behavior)	_____	_____	_____	_____	_____	_____
8. Philosophy of life	_____	_____	_____	_____	_____	_____
9. Ways of dealing with parents or in-laws	_____	_____	_____	_____	_____	_____
10. Aims, goals, and things believed important	_____	_____	_____	_____	_____	_____

11.	Amount of time spent together	___	___	___	___	___	___
12.	Making major decisions	___	___	___	___	___	___
13.	Household tasks	___	___	___	___	___	___
		Always Agree	Almost Always Agree	Occasionally Disagree	Frequently Disagree	Almost Always Disagree	Always Disagree
14.	Leisure time interest and activities	___	___	___	___	___	___
15.	Career decisions	___	___	___	___	___	___

		All the time	Most of the time	More Often than not	Occasionally	Rarely	Never
16.	How often do you discuss or have you considered divorce, separation, or terminating your relationship?	___	___	___	___	___	___
17.	How often do you or your mate leave the house after a fight?	___	___	___	___	___	___
18.	In general, how often do you think that things between you and your partner are going well?	___	___	___	___	___	___
19.	Do you confide in your mate?	___	___	___	___	___	___
20.	Do you regret that you married? (or live together)	___	___	___	___	___	___

These are some things about which couples sometimes agree and sometimes disagree. Indicate if either item below caused differences of opinions or were problems in your relationship during the past few weeks. (Check yes or no)

Yes No

29. ___ ___ Being too tired for sex.

30. ___ ___ Not showing love.

31. The dots on the following line represent different degrees of happiness in your relationship. The middle point, "happy" represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

Extremely	Fairly	A little	Happy	Very	Extremely	Perfect
<u>Unhappy</u>	<u>Unhappy</u>	<u>Unhappy</u>		Happy	Happy	

32. Which of the following statements best describes how you feel about the future of your relationship?

___ I want desperately for my relationship to succeed, and would go to almost any length to see that it does.

___ I want very much for my relationship to succeed, and will do all I can to see that it does.

___ I want very much for my relationship to succeed, and will do my fair share to see that it does.

___ It would be nice if my relationship succeeded, but I can't do much more than I am doing now to help it succeed.

___ It would be nice if it succeeded, but I refuse to do any more than I am doing now to keep the relationship going.

___ My relationship can never succeed, and there is no more that I can do to keep the relationship going.

The following questions refer to your son/daughter, _____, only.

33. It is difficult in these days of tight budgets to confine financial discussions to specific times and places. How often would you say you and your partner argue over money matters in front of this child?
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___
34. Children often go to one parent for money or permission to do something after having been refused by the other parent. How often would you say this child approaches you or your partner in this manner with rewarding results?
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___
35. Husbands and wives often disagree on the subject of discipline. How often do you and your partner argue over disciplinary problems in this child's presence?
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___
36. How often has this child heard you and your partner argue about the wife's role in the family? (Housewife, working wife, etc).
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___
37. How often does your partner complain to you about your personal habits (drinking, nagging, sloppiness, etc.) in front of this child?
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___
38. How often do you complain to your partner about his personal habits in front of this child?
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___
39. In every normal marriage there are arguments. What percentage of the arguments between you and your partner would you say take place in front of this child?
- Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___

40. To varying degrees, we all experience almost irresistible impulses in times of great stress. How often is there physical expression of hostility between you and your partner in front of this child?

Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___

41. How often do you and/or your partner display verbal hostility in front of this child?

Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___

42. How often do you and your partner display affection for each other in front of this child?

Never ___ Rarely ___ Occasionally ___ Often ___ Very Often ___

Appendix G

Cover Letters to Parents and Consent Forms



Concordia
UNIVERSITY

Centre For Research in Human Development

October 1st, 1990

Dear Parents:

We are writing to ask permission for your child to participate, at school, in a small part of a project approved by the principal, Mrs. Ferdinand, and the Sault-Saint-Louis School Commission.

We at the Centre for Research in Human Development have been studying children's social development for over nine years. With support from Social Sciences and Humanities Research Council of Canada, we are currently concerned with how children's friendships change with age, and the factors contributing to children having good relations with friends. The importance of this work is that positive peer relations contribute to the child's sense of well-being and school achievement. Thus, the findings of this research project will ultimately benefit the Koalaty Kid Programme.

We are working with children in Grades 3 to 6 at Allion School. As a small part of our study, we would like your child to indicate his/her friends and friendship preferences on a list of classmates' names. In order for our research to be meaningful, it is important that all children in the class participate in this task. Most children like thinking about their friends and enjoy the task, which takes 15 minutes, and is done in a group with confidential responses. It will be given twice (at the teacher's convenience) with an interval of one month, to assess how constant or changing children's relationships are. All information will remain confidential to the research team.

continued on page 2....



Concordia UNIVERSITY

Centre For Research in Human Development

Consent Form

Child's name.....

School:.....

Grade..... Room #.....

Teacher's Name.....

Check one alternative

I agree to allow my child to participate in the 15-minute friendship nomination task as part of the research project conducted by Drs. Anna Beth Doyle and Dorothy Markiewicz.

OR

I do not agree to the above.

.....
Name of Parent or Guardian (Please Print)

.....
Signature of Parent or Guardian

.....
Date

Please return this form to the teacher.



UNIVERSITÉ
Concordia

Centre for Research in Human Development

November 1990

Dear Parents:

Thank you for permitting your child to participate in the preliminary part of our study of children's friendships which we are conducting at Allion Elementary School. As you recall, your child was asked to list his or her friends.

We are writing now to ask for the participation of your child and yourselves in the second part of the study. This part concerns changes with age in children's friendships, the degree to which children's friendships are similar to, or different from, their parents' friendships, and the contribution of family factors to children's friendships.

We are asking permission for your child to complete two questionnaires at school. The first questionnaire asks children to say how true statements about friendships are for them (e.g. My friend helps me when I am having trouble with something. Answer- very true, somewhat true, not true). The second questionnaire asks children how true statements are about themselves (e.g. I like the kind of person I am). These simple questionnaires have been answered by over 1000 children in North America and Australia and take about 30 minutes to complete. Most children enjoy participating in these tasks. The children will answer these pencil and paper questionnaires individually, in small groups, at a time which is convenient for the teacher to excuse them from class. Of course no child is ever forced to participate and all answers are confidential.

We are also asking mothers to complete similar questionnaires about their friendships, and about family functioning. In addition we are requesting that you participate in a 40 minute individual interview which focuses on your opinions about how to deal with typical situations in which children tend to misbehave.

The interview will be held at a time and place convenient for you between late February and the end of June, 1991, either at home, or at our project office (2155 Guy St., Suite 101). The questionnaire will be mailed to you in February 1991 to complete at your convenience.

We would like as many mothers as possible to participate. Fathers who also wish to participate are welcome to do so. In return for your participation, each participating parent will receive \$20 and will be reimbursed for transportation, parking or babysitting costs. We will be pleased to send you a summary of the results of the study if you wish.

As you may recall, this project is supported by the Social Sciences and Humanities Research Council of Canada, and is concerned with how children's friendships change with age, and the factors contributing to children having good relations with friends. This work is important because positive peer relations have been shown to contribute to the child's sense of well-being and school achievement.

continued on page 2.....

We sincerely hope that you will consent to participate with your child in this project. It is through the participation of parents like yourselves that educators and professionals gain knowledge of how to assist families in improving children's social development and social relationships. Please return the enclosed participation form to your child's teacher indicating your decision. We would like to have your answer regardless of whether or not you agree to your child's participation. To encourage your child to return the enclosed form, all children returning forms will be eligible for a raffle of gift certificates for Scholastic Books. There will be two certificates awarded per class.

Perhaps you have questions or wish further information before you decide about participating. If so would like your permission to speak with you about the project, and ask that you give permission to be called (along with a convenient telephone number) on the attached form. Also, please do not hesitate to call any one of us at the numbers below. Thank you once again for your assistance. We hope to have as many people as possible continue with the project and look forward to hearing from you.

Sincerely,

Anna-Beth Doyle, Ph.D.
Professor of Psychology
(848-7538)

Dorothy Markiewicz, Ph.D
Associate Professor of
Applied Social Science and
of Psychology
(848-2268)

Esther Spector, M.A. (Psychology),
Graduate Assistant
(848-7560)

Katia Maliantovich, M.Ed,
Research Coordinator
(848-7560)



Consent Form

Child's Name.....

Grade.....

Check one alternative

I agree to allow my child to complete two questionnaires, one about a) children's friendships, and one about b) self-perceptions. I also agree to complete three questionnaires on friendships and family functioning, and to participate in a 40-minute interview at a time which is convenient for me.

OR

I am willing to be telephoned to discuss the nature of the project and the possibility of my participating. My telephone number is _____ (days) _____ (evenings)

OR

I do not agree to the above.

.....
Mother's Name (Please Print)

.....
Mother's Signature

If you agree to participate please complete the following.

I have been informed that this project is being conducted by Drs. Anna Beth Doyle and Dorothy Markiewicz and that I may discontinue participation at any time.

.....
Street Address

.....
City

.....
Postal Code

.....
Phone Number

.....
Date

.....
Child's Birthdate

Appendix H

Verbatim Instructions for Sociometrics and
the Friendship Qualities Scale

SOCIOMETRIC ASSESSMENT

VERBATIM INSTRUCTIONS TO CHILDREN

Introductory/Explanation Phase

Hi! My name is _____, and these are my helpers, _____ . We're with the Children's Friendship Project at Concordia University.

We are interested in learning what friendships are like for children your age. Today, we would like you to tell us about friendships.

"Code of Conduct" Phase

Before we get started, there are some very important things to tell you.

The first thing is, that this is not a test. There are no right or wrong answers. What we want to know is your opinion and your feelings.

The second thing I want to tell you is, that since we are asking for your opinion, we will keep it private. This means that I will keep what you say today just between you and me. I will not show what you write down today to people who are not supposed to know. I will not show your paper to your teacher, your principal, your classmates, or your parents. Only you and I and my helpers will know about it. Because I am going to keep it private, you can feel free to be honest about what you really think. Because its private, it is important for you to be careful not to look at what other kids are writing down,

not to let other kids know what you have written down. This also means not talking while you're working today, not asking other people what they wrote, and not telling other people what you wrote. If someone asks you, even a friend just say, "Its private". My helpers will be coming around while you work just to help you answer the questions and to check that you haven't left anything out.

The third thing I want to tell you about is the 'No Talking Rule'. Because I have important things to tell you as we work together, that means that from now on you need to listen carefully. If you are talking you can't hear my instructions and you won't know what to do. So, if you have any questions, just raise your hand and ----- or ----- will come over and help you.

Okay. Those are the three important things I wanted to tell you. This is not a test, this is private and no talking-just listening.

Training/Assessment Phase

Now we're ready to start. _____ & _____ are going to pass out the questionnaires. Would all the boys raise their hands. Would all the girls raise their hands. (Helpers distribute blank papers along with questionnaires). Do not start till I've had a chance to tell you more about them. Does everyone have a pencil? (Helpers distribute if needed). Please do not turn over your forms on write on them until I tell you how to do this.

If you're all ready, we can start the "No Talking Rule". So, no more talking,

(pause) everyone should be very quiet. Just raise your hand if you have any questions. (If there are hands at this point, ask them to wait because you are probably going to answer their questions anyway)

This page is for practice. First, cover up the part with the faces and the numbers underneath--on the side that says Liking. [Demonstrate] We will look at that part later. Lets read the top of the sheet where it says "We want to know about children's friends. Who are your friends?" The instructions there say.... (Read this part aloud to the class). Now lets look at the list of practice names on the left side of the page where it says Friends [Demonstate]. The practice names are Alpha, Bravo, Delta, Echo, Foxtrot, Golf, Hotel, Kilo and Lima. If you are a girl, pretend that these are a list of girls names and if you are a boy, pretend that these are a list of boys names.

Now lets practice putting numbers on the lines beside the names to show what kind of friends they are for you.

Suppose Bravo is your VERY best friend. What number do you think you would put to the left of that name? [Wait for someone to raise hand and give answer.] That's right. [Demonstrate.] O.K. everyone write a 1 on the line to the left of Bravo. [Wait till everyone's ready.]

Now lets go down the list of names again. This time we are looking for good friends; not your very best friend but your good friends. Suppose Delta and Hotel are your good friends. Write the number "2" to the left of Delta and to the left of Hotel. [Dernonstrate.] Good. [Wait till everyone's ready.]

Now lets go down the list of names again, only this time we are looking for your OK friends; not your good friends but your OK friends. Suppose Alpha and Kilo are your OK friends. What number do you think you would put to the left of their names,-- if you are looking for O.K. friends? [Wait for someone to raise hand and give right answer.] That's right. Everyone write a number "3" beside Alpha and Kilo. [Demonstrate.]. [Wait till everyone's ready.]

This time we are looking down the list for kids who are not your friends but who are OK kids. Suppose Foxtrot, Golf and Lima are not really your friends but they are OK kids. Write a "4" beside Foxtrot, beside Golf and beside Lima, on the line to the left of their names. [Demonstrate.]

The last thing we are going to look for are the names of kids that you don't know or don't like very much. Suppose you don't know or don't like Echo very much. Write a 5 beside Echo.

Is everybody ready? Are there any questions before we start? O.K. please turn over your sheets and wait for my instructions before you begin.

You will see that the girls have a list of all the girls names in your class, and the boys have a list of all the boys names in your class. First look for your own name and draw a circle around it. [Wait till everyone's ready.] Is there anyone who can't find their own name? That is really important- did everbody circle their own name?

Now find the name of your very best friend on the list. Write a "1" beside it, on the line to the left just like we've done during the practice. If the name of

your very best friend is not on the list, write his or her name at the bottom of the page [indicate] and put a "1" beside it. [Wait till everyone's ready.] Any questions?

Now look for the names of your good friends. Write the number "2" to the left of their names. You can have one or more than one good friend. [Wait till everyone's ready.] Everyone done? Good.

Now look for the names of your OK friends. You can have one or more than one OK friend. Write a "3" beside their names. [Wait till everyone's ready.] Everyone done? Good.

Now look for the names of kids who are not really your friends but who you think are OK. Write a "4" beside their names. Everyone done? Good.

Now write a "5" beside the names of people you don't know or don't like very much. Please check to see that you haven't left out any names. There should be a number beside every name. Good.

Turn back to the practice sheet when you are done. Everyone done?

[check to see that everyone has finished before beginning the liking section]

LIKING

Now we're going to practice doing the Liking part. [Demonstrate] That's the one with the faces across the top and the numbers underneath.

Forget completely about the left side now. [Indicate.] We are going to work on the right side of the page. [Demonstrate.] Let me explain what must be done.

See all the numbers under the faces to the right of the names. See the very unhappy face above the number 1's? Number "1" means you don't like someone. See the very happy face above the "6"s? Number "6" means you like someone a lot. Numbers "2", "3", "4", & "5" mean different amounts of liking. For example, number 4 means you like someone a little, so it has a slightly happy face above it. Number "2" means you dislike someone a little, so its face is slightly frowning. The different types of faces above each number will help you decide which number to choose to show how much you like each person on your list. What number do you suppose you would circle for someone you neither like nor dislike? [Wait for an answer?] That's right, we would CIRCLE number 3 because that face is neither smiling nor frowning.

Now, lets practice doing the liking part together using the practice names we used before (Alpha, Bravo--etc.) Use your sheet of blank paper to help you along. Place it under the first name, "Alpha", like this to make a straight line. [Demonstrate. Helpers check children]. Let's suppose that Alpha is someone that you like a little bit. Circle the number "4" to the right of Alpha, because it is under the slightly happy face that means you like someone a little. [Wait till

everyone's ready.] Everyone done? Good.

Now lets go to the next name. Slide your paper down below the next name like this. [Demonstrate] This paper will help you make sure that you don't leave any names out. Lets suppose you like Bravo a whole lot. Bravo is great! So what number do you think you would circle for Bravo? [Wait till someone suggests 6] That's right. Circle the number "6" on the line of numbers to the right of Bravo's name. [Wait till everyone's ready.] Everyone done? Good.

The next name is Delta. Suppose you really like Delta a lot, but not as much as Bravo? What would you give Delta ? [wait for someone to suggest the right answer] Yes, you would circle the number "5" beside Delta's name because 5 is for someone that you like a lot, not but not totally. [Wait till everyone's ready.] Everyone done? Good.

The next name is Echo. Suppose, Echo was someone that you don't know or someone that you neither like nor dislike. What would you circle for Echo? [Wait for the correct answer]. Yes, you would circle 3 for echo because the face above number 3 is for someone you neither like nor dislike. What if echo is someone that you don't like? Then you would circle a number 1 beside Echo because number 1 is under the very unhappy face. Have you got the idea now? Remember when you turn your page over you can go down the list of classmates names, one by one, and use the faces above the numbers to help you choose the number that says how much you like that person. Does anyone have any questions? [Answer any questions and give explanations

when necessary.]

Turn your paper over so that you can see the list of names in your class. Don't pay any attention to the friends part on the left. Just look at your classmates names and circle a number on the line of numbers to the right of their names, using the faces to help you decide like we did on the practice sheet. You can begin to work on your own now. If you need any help raise your hand and someone will come over to your desk. When you're finished, turn your questionnaires over and we will collect them. [Collect the questionnaires. You and your helpers must collect them, not the teacher, since we assured the children that the teacher would not see their answers. When all the questionnaires have been collected, thank the children and remind them about their responsibility to keep their answers private.]

**Verbatim Instructions for the
Friendship Qualities Scale**

"Hello again, do you remember us? We're with the Children's Friendship Project at Concordia University. My name is _____, and my helpers names are _____. This time we're going to do something different.

I'd like you to remember the three important things we discussed last time we were here. First, there are **no right or wrong answers**. Second, there should be **no talking** once we begin. If you have any questions later, just raise your hand and _____ or _____ will help you. Third, what you tell us today is **private**. We won't tell anyone and you don't have to either.

Distribute practice sheets for Bukowski Questionnaire prior to children's arrival. Place face down on table with pencil beside each one.

Please turn over your sheet. This is a practice sheet for what we're going to do. Look below the first sentence on your practice sheet. There is a measuring line with the numbers 0 to 4 on it.

(Go slowly, for this next part, especially for the grades 3 & 4 emphasizing each number.)

Above the **zero**, it says "**Not True**". A zero is what you will circle for things that

are **not at all true** for you. For example, if I say that "You and your friend live on the planet Jupiter", you would say to yourself, "that's not at all true" and circle the number zero".

The number "1" means "**A little bit true**", OR that something is only true once in a while.

The number "2" means "**Somewhat true**". Does anyone know what "somewhat" means? (Wait for an answer) Yes, Number "2" is for those things you feel are sort of true and sort of not true.

The number "3" means "**Mostly true**". Mostly true means that something is often true but not totally true.

The number "4" means "**Really true**". You would chose 4 when something is always, totally, or completely true.

Now that you know what the numbers mean, lets do some practice statements.

GRADE 5 & 6

Look at example "C" and fill it in for yourself. If you like, you can fill in examples "A" and "B" also. _____ & _____ will answer any questions that you might have. (Wait for helpers to check that they have the correct response(s) and then go to Bukowski Questionnaire on page 5.

GRADE 3 & 4

The first sentence on your paper "A" says "I am sitting right next to the door".

Suppose I am sitting over here (sit at closest desk to door), what would I circle?

That's right, I would choose "4" because it is **really, totally, completely true** for me.

What if I were sitting over here (sit at the furthest desk)? What number would I circle now? Good. I would circle a "0" because its **not at all true, absolutely not true.**

Similarly demonstrate "1", "2", and "3". (sit in middle, etc.)

"Okay, I believe you're getting the idea. Go ahead and mark your answers for practice question "A", "I am sitting right next to the door". Mark how true it is for you.

"Now, look at question "B". It says "I really like scary movies". Does anyone here always like movies that are scary? (Look for raised hands). You would circle "4". (If no hands are raised you should say "If someone did always like scary movies, they would circle 4).

Raise your hand if you **usually, almost** always, like scary movies but once in a while you don't. What number should you circle? Right, "3", "Mostly true".

Now, who likes scary movies **somewhat, sometimes yes and sometimes no?**

What number would you circle? That's right "2".

O.K. Who likes scary movies, just **a little bit** ? You would circle the number "1".

Who is like me and doesn't like scary movies at all. What number will you

circle? Good, "0", "**Not true**".

"One last practice question. Question "C" says "My sweater/shirt is red". Lets look at my sweater. I would circle "2" because its "**somewhat true**". It has red but it has other colors too. Now each of you look at your own shirt/sweater and choose the number that is right for you.

Bukowski Questionnaire

O.K. Now we are ready for the questions about your own friendship. Will all the girls please raise their hands? Will all the boys please raise their hands? Don't start till I tell you what to do. Everyone got their questionnaires? Good. Go to the top of your paper, and fill in your name, your teacher's name and your grade. Now, fill in the name of the person who is your **very best friend**. Please pick someone that you see fairly often because we will be asking you to answer questions about you and the person whose name you have chosen. (PAUSE)

Please remember to write **BOTH** their **first and last names**. If you are not sure how to spell their last name please ask us. Don't do anything else yet. Everyone ready? (Check with helpers). You can write this person's name again in the blank space above question one.

[Note: If children are having difficulty naming a best friend, you can suggest that they should name someone who is the closest to them, and who they are the most friendly with.]

Grade 3 & 4 (Only if necessary)

You don't need to read the instructions at the top of the questionnaire.

For Everyone (Grades 3 - 6)

O.K. We want you to think about what your friendship with your best friend is like. I'll read each sentence and you tell us whether the sentence describes your friendship or not by circling a number underneath each sentence.

Some of the sentences might be mostly true for your friendship, while other sentences might not be. Remember, there are no right or wrong answers.

Circle the number on the scale that is best for you. Be sure to answer every question as honestly as possible, about you and your very best friend. Remember that each question is about you and this friend whose name you have written down.

Mark down your answers after I read each question to you. Please listen to me so you don't get lost. If you do, or have a question, remember to raise your hand. Please let me know if I am going too fast for you, also you can let me know if I am too slow.

Go over the entire questionnaire one question at a time. For the younger children read the following after the first statement:

Remember:

"0" means the sentence is not true for your friendship,

"1" means the sentence is only a little true for your friendship.

"2" means it is somewhat or sometimes true

"3" means that it is mostly true or almost always true for your friendship.

Only use "4" if the statement is always, completely true about your very best friend.

[Watch helpers to make sure that all children are ready for the next question. Helpers should nod to the tester when all children they are helping are ready for the next question.]

"When you have finished answering your last question, turn your paper over."

(Please note: If younger children seem restless, give them a break to stretch, etc.)

**FRIENDSHIP ACTIVITY QUESTIONNAIRE
PRACTICE**

- A. I am sitting right next to the door.
- | | | | | |
|----------|---------------|---------------|-------------|-------------|
| Not true | A little true | Somewhat true | Mostly true | Really true |
| 0..... | 1..... | 2..... | 3..... | 4..... |
- B. I really like scary movies.
- | | | | | |
|----------|---------------|---------------|-------------|-------------|
| Not true | A little true | Somewhat true | Mostly true | Really true |
| 0..... | 1..... | 2..... | 3..... | 4..... |
- C. My shirt/sweater is red.
- | | | | | |
|----------|---------------|---------------|-------------|-------------|
| Not true | A little true | Somewhat true | Mostly true | Really true |
| 0..... | 1..... | 2..... | 3..... | 4..... |

Appendix I

General Information Form

GENERAL INFORMATION FORM

To be completed by Mother.

Language(s) Spoken at Home:

French _____ English _____ Other _____
(Please specify)

Who lives in the house with you and your child?

Father _____ Number of Brothers _____ Number of Sisters _____

Other adults _____

(Please specify other adult's relationship to the child, for example, uncle, aunt, grandparent(s), friend, cousin etc.)

Marital History:

What is your current marital status?

single _____ common-law _____ married _____ separated _____
divorced _____ widowed _____ re-married _____

Mother's Information:

What kind of work are you doing?

If, at present, you do not work outside of the home, please indicate your previous work.

How long ago did you stop working outside of the home?

Less than 1 year ago _____ 1 to 2 years ago _____
More than 2 years ago _____

How many hours a week do/did you work? _____

In what kind of business or industry do/did you work?

What are your most important activities or duties at work?

What is your level of education (highest grade completed)?

Elementary School _____ High School _____ (Specify grade)

CEGEP (general) _____ CEGEP(technical) _____

University: Bachelor's (B.A.) _____
Master's (M.A., M.Sc., etc.) _____
Doctorate (Ph.D.) _____

In what country did you attend elementary school?

Canada _____
U.S.A. _____
Other _____ (Please specify)

In what country did you attend high school?

Canada _____
U.S.A. _____
Other _____ (Please specify)

Father's Information:

What kind of work is the father doing?

If, at present, father does not work outside of the home, please indicate previous work.

In what kind of business or industry does the father work?

What are the father's most important activities or duties at work?

What is father's highest level of education (highest grade completed)?

Elementary School _____ High School _____ (Specify grade)

CEGEP (general) _____ CEGEP(technical) _____

University: Bachelor's (B.A.) _____
Master's (M.A., M.Sc., etc.) _____
Doctorate (Ph.D.) _____

Appendix J

Distributions of Maternal Acceptance

By Friendship Status

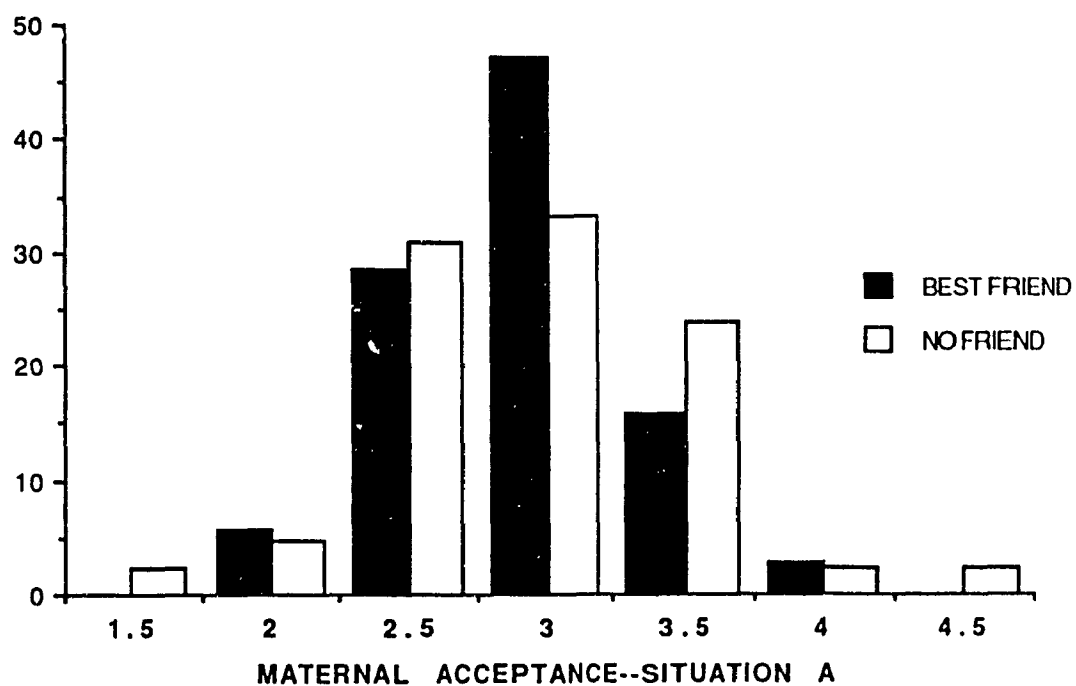


Figure 1. Percent of children with best friends and children with no friends in each maternal acceptance category for the mother-identified situation of the Rothbaum Maternal Acceptance Interview.

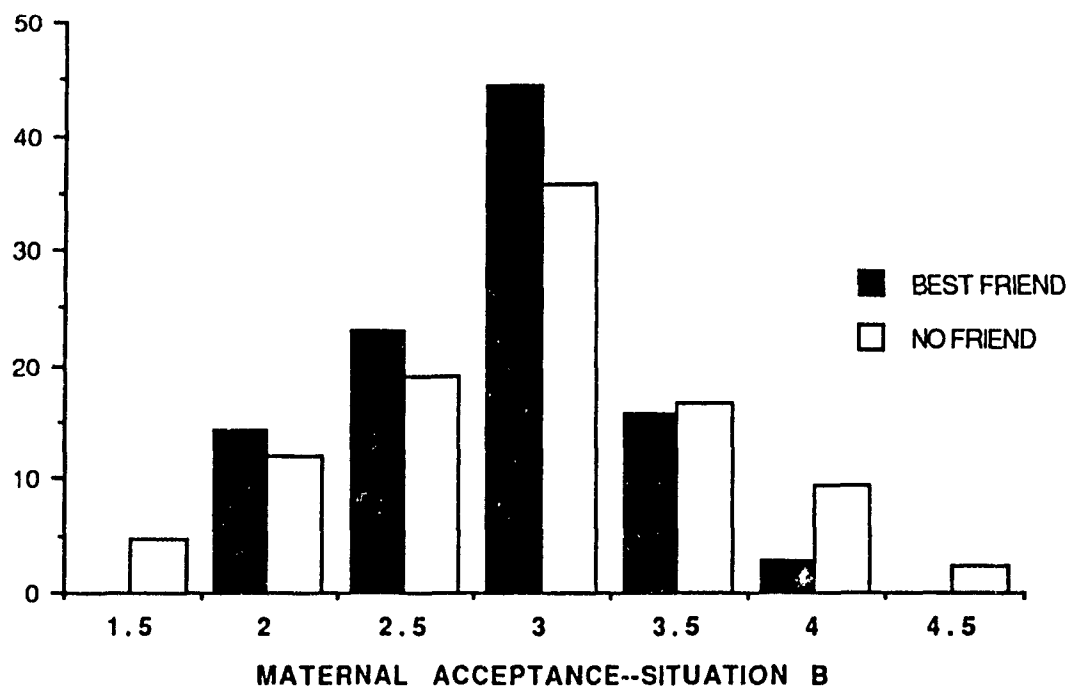


Figure 2. Percent of children with best friends and children with no friends in each maternal acceptance category for the standard situation of the Rothbaum Maternal Acceptance Interview

Test of the Difference in Variability Between the Maternal Acceptance Distributions for Children With and Without a Friend

Are the maternal acceptance distributions for children without friends significantly more variable than those for children with best friends? The test of differences between two variances is the F-test:

$$\text{For SITA: } V^2_{NF} / V^2_F = \frac{.263}{.168} = 1.57$$

$$F(42,71) = 1.60; p < .05$$

$$\text{For SITB: } V^2_{NF} / V^2_F = \frac{.434}{.207} = 2.10$$

Thus, the distribution of maternal acceptance (standard situation) for children without friends is significantly more variable than that for children with friends. The trend toward more variability for children without friends is also repeated in the distributions of the mother-identified situation, but this difference fails to reach significance.