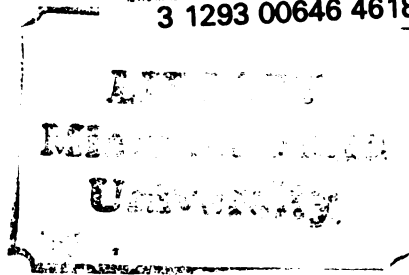






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CHANGES IN THE POST-DIVORCE FAMILY SYSTEM  
AND CHILDREN'S ADJUSTMENT

By

Naomi Sara Goldblum

A DISSERTATION

Submitted to  
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## ABSTRACT

### CHANGES IN THE POST-DIVORCE FAMILY SYSTEM AND CHILDREN'S ADJUSTMENT

By

Naomi Sara Goldblum

The purpose of the current research was to investigate a theoretical model for the post-divorce family derived from family systems theory. The structure of the divorced family must permit the resolution of the dysfunctional marital dyad, while adapting and maintaining functional parental and parent-child dyads. The long-term adjustment of children from divorced families will primarily reflect whether the family has accomplished these changes in family organization.

Subjects were 61 families 1 to 4 years post-divorce who were identified with the assistance of the Court. Data were collected from 24 female and 37 male children, aged 6 to 12, their custodial parents, their school teachers, and 38 of their noncustodial parents. Children's and parents' perceptions of the marital, parental and parent-child dyads were measured with a variety of self-report questionnaires. Children's adjustment was measured with the Child Behavior Checklist (Achenbach & Edelbrock, 1978) which each parent completed, and by the Teacher's Report Form (Achenbach & Edelbrock, 1980) which the children's teachers completed.

MANCOVA's with sex of child and time since the divorce as factors, and age of child as a covariate, revealed no significant differences in children's adjustment. Significant interaction effects within the custodial parent data revealed that families of girls reported longer visitations at one year, more marital conflict at 3 years, and greater dependency behavior at 4 years since the divorce compared to the families of boys. Within the children's data, there was significant deterioration in their relationships with their fathers over time.

Parents' ratings of children's problem behavior were related to the quality of the parent-child interactions, and the quality of the parental dyad. Differences between the custodial and noncustodial parent's ratings of children's problem behavior and competence suggested qualitative differences in the parents' relationships with their children.

The results provide moderate support for the proposed model of the post-divorce family and children's adjustment. Implications for clinical work and future research with divorced families are discussed.

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## INTRODUCTION

The number of divorces involving children under age 18 has been steadily rising. In 1969, 1.3 million children under 18 lived in divorced homes; by 1978 the number had increased 340 percent to 4.5 million. It is estimated that 45% of the children born in 1977 will live in a single-parent home before age 18 (Glick, 1979). Historically, research on divorce has focused on its disruptive impact on children's socialization and development (Burgess, 1970; Gasser & Taylor, 1976; Glasser & Navarre, 1965; Herzog & Sudia, 1968). However, recent research with non-clinical populations suggests that most children are able to return to their pre-divorce course of development following a period of crisis caused by the changes in their families (Hetherington, 1979; Hetherington, Cox & Cox, 1978; Luepnitz, 1979; Wallerstein and Kelly, 1980).

The possibility that divorce's impact on children may not be detrimental in the long run has lead researchers to reexamine how divorce affects children. It now seems that at least two sets of factors modify children's response to parental divorce. One set relates to individual differences in the child, such as age, sex, and cognitive development (Biller, 1971; Biller & Weiss, 1971; Hetherington & Deur, 1971; Kurdek, Blisk, & Siesky, 1981). The other set of

factors relate to changes in family relationships. Variables such as parental conflict, parent-child relationships, and patterns of visitation have been shown to influence children's post-divorce adjustment. (Beal, 1979; Kaslow, 1980; Lamb, 1977; Prince-Bonham & Balswick, 1980).

The research that has demonstrated that family relationships modify children's response to divorce has been primarily exploratory. Research on children's post-divorce adjustment has not utilized a theory of family organization to identify which aspects of the family structure were important for children's post-divorce adjustment. As a consequence, empirical data on children's adjustment to divorce has rarely been integrated with theoretical conceptualizations of family structure and organization. This has made it difficult to determine whether children's adjustment and ongoing development is continuous in both divorced and intact families. Research on the impact of divorce has tended to stress the differences in development attributable to divorce, rather than uncovering a set of family relationship variables which could account for children's development regardless of parental marital status.

Family systems theory provides a theoretical framework which seems able to explain how family relationships affect the ongoing development of children. The theory specifies functions within the family system which are necessary for children's ongoing development. This emphasis on specific child-rearing functions enables the theory to embrace the

pattern of family relationships which are critical for children's ongoing development in both divorced and intact families. Family systems theory is able to account for the differences between divorced and intact family systems, and how these differences make children of divorce more vulnerable to problems in their development. The same concepts of family structure and organization which explain children's development in intact families can be applied to identify how the divorced family can continue to meet children's ongoing needs.

Divorce has been conceptualized as a developmental phase a family may enter during the course of its life cycle (Carter & McGoldrick, 1980). This paper will focus on the particular tasks which a family must accomplish during this phase of development in order to ensure the ongoing development of children. The model for the post-divorce family will specify the structures of the family system which are essential for children's development in both divorce and intact families. The model will also specify the structures of the family system which will cease to be useful following parental divorce. This model for the process of family reorganization will be presented in detail in the first section of the literature review. The second section of the literature review will examine empirical literature on children's adjustment to divorce in light of the proposed model. The model's capacity to account for existing

findings on children's post-divorce adjustment will be evaluated in this second section of the literature review.

The current research represents an attempt to study empirically the relationship between children's post-divorce adjustment and variables selected on the basis of the proposed model for post-divorce family reorganization. A cross-sectional quasi-experimental design was used to explore specific structures in the post-divorce family system which the proposed model identifies as important for children's continued development. Data was collected using a variety of self-report questionnaires and checklists with families one to four years following the date of divorce. The study examined the relationship between parents' and teachers perceptions of children's adjustment and the parents' and childrens perceptions of specific parts of the family system. The research attempted to study the relationship between children's post-divorce adjustment and family realtionship variables within a theoretical framework which accounts for the impact of family organization on children's adjustment.

## REVIEW OF THE LITERATURE

### A Model for Post-Divorce Family Organization

Family systems theorists have argued that certain aspects of family structure are crucial for children's development. The most elemental of these is the boundary between the generations (Glick & Kessler, 1974; Haley, 1976). This boundary differentiates the roles and responsibilities of the different generations, establishing a power hierarchy within the family. The parental subsystem, which the marital couple develops with the birth of the first child, maintains this boundary. The parental subsystem must nurture, guide, and control children, while protecting the privacy of the marital relationship (Minuchin, 1974). Psychodynamic family theorists have also argued that two competent opposite-sex adults are necessary for children's normal sex-role development (Lidz, Fleck, & Cornelison, 1965; Skynner, 1976). A parent of each sex is important for the successful development of gender identity and resolution of the Oedipal crisis. Structural and strategic family theorists argue on the basis of social learning theory that the presence of two parents is important for children's development (Minuchin, 1967; Satir, 1967). The child learns appropriate social behavior through direct interaction with each parent, and through the observation of the parents

interacting with each other. Consequently, according to both psychodynamic, structural, and strategic family theorists, an effective parental subsystem, and access to each parent are important aspects of the family system for children's development.

When a couple divorces, the entire family system must undergo a massive reorganization. This process of reorganization has been described as a dislocation within the normal family life cycle (Carter & McGoldrick, 1980). The family must address certain emotional issues in order to continue with its ongoing development, as it would during any developmental phase. As emotional issues are addressed, the family organization and structure changes and develops. Families which accomplish the emotional work of divorce are able to develop new family structures which reflect the emotional work of the family. According to this model, the emotional issues of divorce include the acceptance of the inability to resolve the marital problems, the resolution of the marital attachment, and the willingness to maintain a cooperative parental relationship.

Carter and McGoldrick conceptualize the family reorganization which accompanies divorce as one of many developmental phases a family may face during its life cycle. This is an important idea, permitting comparisons between the emotional problems which accompany divorce and emotional problems which may accompany other transition periods in the family life cycle. However, their model does not

differentiate between the emotional issues which parents and children face during the divorce process. In addition, their model does not address how the post-divorce family can continue to meet the ongoing developmental needs of children.

When children are involved, the structure of the new family system must accommodate certain childrearing tasks which existed prior to the divorce. The needs of the children for nurturance, guidance and control remain the same. The parental dyad, which maintained the generational boundary and defined the power hierarchy within the family must continue to face the complex needs of growing children. Children also continue to benefit from the unique contributions of their relationships with each parent. The parental and parent-child subsystems must adapt to provide the same functions in a new context. The divorcing couple must differentiate their roles as marital partners and parents, ending one role while continuing the other.

This process of change and reorganization is complex, and failure to achieve any step in the process may have serious consequences for children's long-term adjustment. For example, failure to resolve the marital relationship could lead to continued conflict between the couple, providing little relief from the hostility of the marital relationship. Failure to maintain access to each parent could lead to the loss of an important adult model for the children, and potential problems in the development of

normal sex-role identity and interpersonal skills. Failure to maintain the parental dyad could lead to one parent being overwhelmed by the burden of single-parenting, leading to decreased quality in parenting for the children.

The most serious consequence of failure in the process of family reorganization would be for the child to be fixed in an alliance with one parent against the other--a process which has been called triangulation (Minuchin, 1974). An alliance which joins a member of one generation with a member of another generation against a peer distorts the power hierarchy in the family. When this occurs, children become enmeshed in a conflict which is not their own, and their own developmental needs are neglected (Boszormenyi-Nagy & Sparks, 1973). The consequences of this type of an alliance for the child can be very severe particularly if the alliance becomes a fixed part of the family system (Haley, 1976; Madanes, 1981).

Research with intact families has shown that the probabilities of these unhealthy alliances are greater when the parents are unable to maintain a supportive alliance as parents (Lidz, et al., 1965). In single-parent households, one might expect a greater risk for the development of such alliances, especially if the family system has been unable to resolve the marital conflict (Beal, 1979; Tooley, 1976). Overburdened single-parents, without the emotional support of another adult, may find it very easy to turn to their children to meet their own emotional needs. Both the



continuation of the conflicted marital subsystem and the absence of a functioning parental subsystem would seem to increase the risk of such maladaptive alliances.

When the divorced family is able to accomplish the process of reorganization, the prognosis for the children should be quite good. Ending the dysfunctional marital relationship should provide relief for the children by decreasing the hostility which had been present in their home. Continued access to each parent should decrease the sense of loss associated with divorce, as well as continue to provide the child with multiple role models. Continuation of the parental dyad should prevent either parent from feeling overwhelmed with the demands of parenting, and help to maintain better quality parenting for the children. The accomplishment of these tasks should decrease the amount of stress in the total family system and decrease the risk of inappropriate cross-generational alliances. Children in families which can accomplish these tasks should show few behavioral problems following the initial crisis of the divorce. These families should continue to provide an adequate environment for their children's development despite the ending of the marital relationship.

Children's long-term adjustment following parental divorce will depend upon the ability of their families to end the marital subsystem while adapting and maintaining the parental and parent-child subsystems. While research has not explicitly tested this model for post-divorce

organization and its impact on children's adjustment, there is a growing body of research on children's post-divorce experience and adjustment. This literature will be reviewed in the following sections, with an emphasis on research which has considered the relationship between children's adjustment and their family's post-divorce organization.

#### Empirical Literature on Children's Post-Divorce Adjustment

Longitudinal Studies. Two longitudinal studies of children from divorced families provide most of what is known about the impact of divorce on children and the factors that facilitate their adjustment. The work of Wallerstein and Kelly (1975,1976,1980) and Hetherington, Cox and Cox (1978,1979) is particularly important for two reasons. First, their subjects represented normal populations, not clinical samples, or populations identified as having problems other than those related to the process of divorce. The other strength of these two studies is the fact that they were longitudinal and prospective. They were able to follow the course of development in the post-divorce family and identify factors which mediated the impact of the divorce on children.

Wallerstein and Kelly (1975,1976,1980) studied 131 children and adolescents from 60 primarily white, middle class families. The children and families were volunteers, and children with histories of psychological problems were eliminated from the sample. The initial data were collected through 4-6 individual interviews with each child and parent

over a six-week period. Detailed notes of all sessions were taped, transcribed, and finally coded to permit correlational analyses. The subjects were invited to return for follow-up sessions one and five years later, and 58 of the original families continued to participate. At the five year follow-up, the authors determined that 34% of the children showed excellent adjustment, 29% showed adequate but uneven functioning, and 27% showed some problems such as loneliness, depression, or disappointment in a relationship with a parent. The authors concluded that the outcome for the children five years after the divorce was primarily linked to components of family relationships. These included the extent to which parents had resolved or set aside their old conflicts, the resumption or improvement of parenting since the divorce, and the extent to which the children had maintained a regular relationship with the non-custodial parent. School performance, which was assessed through contact with the children's teachers, seemed particularly sensitive to availability of the father, regardless of the sex of the child. These familial factors interacted with the individual strengths and weaknesses of the particular children, as well as their age and sex. However, at the five year follow-up, individual differences contributed less to children's behavior than family relationship variables.

The work of Hetherington and her colleagues (1978, 1979) differs from the work of Wallerstein and Kelly in the

use of objective measures and the inclusion of a control group of intact families. There were also a number of differences in the composition of the populations they studied. Hetherington limited her sample to white, mother-custody families. Wallerstein and Kelly included in their sample a number of black (3%) and interracial (9%) families. They also included families with shared or father-custody arrangements, although they do not report an exact number for their sample. The other major difference is that Hetherington's sample was limited to preschoolers, with a mean age of 4 years at the start of her study; Wallerstein & Kelly's sample included children ranging from age 2 to 18.

The subjects in the Hetherington study were 48 divorced families identified through the courts with a first or second child in nursery school, and a control group of intact families matched for age and sex of child, as well as age, education, and length of parent's marriage. The families were studied at two months, one year, and two years following divorce. Data were collected through interviews and structured diaries kept by the parents, observations of the parents and children in the home and laboratory, parent ratings and checklists of children's behavior, and personality measures of the parents. Children were also observed in school, rated by teachers, and rated on measures of sex-role typing, cognitive and social development. Repeated measures MANOVA's were performed for all measures, as well

as a variety of correlational analyses. At two years following divorce, the girls from divorced and intact families showed no differences on a wide range of measures. Boys from divorced and intact homes showed few differences, but boys from divorced families still had more problems in relationships with peers and more problems in their relationships with their parents. Cross-lagged correlations showed that more positive adjustment in children at two years was primarily related to aspects of the parental relationship. Agreement in childrearing, a positive attitude towards the spouse, low conflict between the parents, and frequent contact with the father were associated with positive mother-child interactions, and positive adjustment in the child. The prognosis for the children was poor when parental conflict continued, or when either parent showed poor individual adjustment. While children from low conflict intact and divorced homes could not be distinguished at two years following divorce, boys from high conflict divorced homes showed more problems than any other group of children.

These two studies, using very different methods concluded that children's long-term divorce adjustment was primarily determined by the pattern of post-divorce family relationships. The familial factors these studies identify, the decrease in parental conflict, agreement in parenting, and continued contact with the noncustodial parent, correspond to the proposed model for post-divorce family

reorganization. They both suggest that research on children's post-divorce adjustment must consider the functioning of the total family system.

There exists one other study of children from divorced homes which included a two-year follow-up (Kurdek, Blisk & Siesky, 1981). The original sample included 58 white, middle class children aged 8-17 whose parents had separated approximately 4 years earlier. The study was primarily concerned with children's understanding and feelings about the divorce. Measures included a variety of questionnaires, as well as measures of locus of control, interpersonal reasoning, and the custodial parent's ratings of children's behavior and adjustment to the divorce. The noncustodial parent was not included in the research. These same measures were administered two years later to 24 children from the original sample. On the whole, the children showed good adjustment at each time, according to their own and their custodial parent's accounts. Their overall adjustment was positively related to their divorce adjustment, both being rated by their custodial parent. Children's adjustment was also related to their feelings about the divorce. Their most negative feelings related to the loss of the noncustodial parent and the changes in family relationships.

Some of the findings from this study conflicted with previous research on children's adjustment to divorce. The authors found that positive divorce adjustment was related

to infrequent visitation, as well as having less competent parents. The authors suggest that two factors may have contributed to these unexpected findings. The children in this sample were primarily adolescents, and at a point in their development when they would be moving out from their families, and less involved with each of their parents. The other factor which was critical was the fact that data on the children's adjustment and visitation was only collected from the custodial parents. The findings of this study were congruent with other research in several ways. The findings suggest that most children are able to adjust to the parental divorce and not have any long-term problems, according to the account of the custodial parent. In addition, the children reported that the most problematic aspects of the divorce were the loss of the noncustodial parent, and the changes in family relationships.

Cross-sectional and Correlational Studies. One of the most carefully executed studies of children's post-divorce adjustment was conducted by Hess and Camara (1979). The subjects were 16 divorced families with children aged 9-11, and 16 matched control families. The families were identified through court records and participated in the research approximately one and a half to two years after the date of separation. Interviews were conducted with the children, each parent, and the children's teachers to collect data on the children's behavior. Additional data were collected through the use of behavior checklists

completed by the parents and teachers. Data analyses included comparisons of the children from divorced and intact homes on stress, aggressiveness, social relations, and work effectiveness as well as evaluations of the relative contribution of family process variables to the child outcome measures. The children from the divorced homes showed more stress and less work effectiveness than the children from the intact group. However, additional analyses demonstrated that these differences were primarily related to family process variables, and not family type. The quality of the parent-child relationships and the degree of parental harmony contributed the most to the variance of the child outcome measures. The authors concluded that the family relationships that emerge after divorce affect children as much or more than the divorce itself. They also stressed that ongoing relationships with each parent were particularly important.

The research reviewed to this point has focused on divorced families two to six years after the separation. A study by Jacobson (1978a, 1978b, 1978c) investigated children's adjustment during the first year after separation. The sample consisted of 30 families with 51 children ranging in age from 3-17. The parents had been separated at least one week but no more than 12 months. Data were collected through structured interviews with the custodial parent and children, and children's adjustment was measured with the Louisville Behavior Checklist. During the first



year of separation, the factor which contributed the most to children's adjustment was the attention parents gave to the children to help them deal with the divorce. Unfortunately, most parents were so overwhelmed by their own needs that they were unable to attend to their children's needs. This is reminiscent of Hetherington's (1979) finding that the first year after divorce is a time of decreased quality in parenting and deteriorating parent-child relations. The next most important factor was loss of time with the father, and then interparent hostility. Children who received help from their parents in dealing with the divorce, who maintained contact with their fathers, and who experienced a decrease in parental hostility, showed the best adjustment in this sample. These findings suggest that even in the first year following the separation, changes in the family system can lessen as well as heighten the detrimental impact of the divorce on children.

One aspect of the post-divorce family system which has only recently been studied is the impact of the continuation of the marital subsystem on children's adjustment. Few studies have considered the possibility of the marital relationship continuing after the divorce. Studies with intact families have demonstrated that parental conflict is associated with problems in children (Baruch, 1944; Johnson & Lobitz, 1974; Leighton, Stollak, & Ferguson, 1971; Porter & O'Leary, 1980). Parental agreement has also been shown to foster healthy psychological development in children (Block,

Block, & Morrison, 1981). A number of studies have compared the adjustment of children from intact but unhappy or conflicted homes with that of children from divorced homes. These studies have all found that the impact of an intact but conflict-ridden home is more harmful to children than the impact of divorce (Berg & Kelly, 1979; McCord, McCord & Thurber, 1962; Nye 1957; Rutter, 1971; Whitehead, 1979). However, none of these studies considered the possibility of continued marital conflict within the divorced homes.

One of the first reports to deal with the failure of divorce to end the marital relationship and the subsequent impact on children is a study by Westman and Cline (1971). The authors reviewed 105 consecutive divorce cases that involved children occurring during a two year period in one county in Wisconsin which involved children. Thirty-one percent of the cases were involved in 2-10 court actions in the two years following the divorce. The authors felt that while most couples did resolve their relationships through the divorce, one third did not and continued to fight through the legal system. The same authors also reviewed 153 consecutive admissions to a child guidance clinic, and found that 23 cases involved parental divorce. All of these guidance clinic cases showed evidence of turbulent interaction between the divorced couple or total loss of contact with one parent. None of these cases demonstrated a mutually satisfactory resolution of the marital relationship. Failure to resolve the marital relationship had a strong

affect on the families' interactions, and negative consequences for the children. While this study was lacking in statistical sophistication, it was important for bringing attention to the idea that divorce may not lead to the resolution of the marital relationship.

Several studies have now investigated ongoing marital conflict in divorced families. Raschke and Raschke (1979) studied family conflict and its relationship to self-esteem with a sample of 259 children in grades three, six, and eight. Data on family type and family conflict were collected using questionnaires completed by the children. Children's self-concept as measured by the Piers-Harris self-concept scale was the outcome measure. While the authors found no relationship between parents' marital status and children's self-concept, self-concept was significantly related to children's perception of fighting in the family. Unfortunately, the researchers' questions concerning family conflict were vague, so that conflict in a single-parent home may have represented parental conflict, conflict with other adults in the household, or parent-child conflict.

A more carefully designed study was conducted by Parrish, Dostal, and Parrish (1981). The self-evaluations of children from "happy" and "unhappy" divorced and intact homes served as the dependent variables. The judgement of a home as "happy" or "unhappy" was based on the children's self-report. The subjects were a sample of 284 fifth

through eighth grade children who had completed evaluations of themselves, their homes, and their parents. There was no main effect for family type on children's self evaluations. However, boys from unhappy divorced homes had lower self-concepts than all other groups, while females from intact homes had higher self-evaluations than all other groups. Children from divorced homes had more negative evaluations of their parents than controls from intact unhappy homes.

These studies suggest that one major task which must be accomplished following parental divorce is the resolution of the marital relationship. When this relationship continues, the marital conflict continues and the consequences for the children are negative. When the divorced family is able to resolve the marital conflict, the children are free from the stress of the hostility. Children from both divorced and intact homes that are free from marital conflict show similar behavior. However, the legal act of divorce and the resolution of the marital relationship are two different events which must be distinguished. This distinction is one which has been largely overlooked in research on divorce.

Studies Comparing Different Custody Arrangements. Some research has investigated the impact of different custodial arrangements on children's post-divorce adjustment. One problem with this approach is that it confuses legal arrangements with the psychological experience of the family. There can be great variation in the amount of contact between family members in any custody arrangement.

Some children in single-custody arrangements have more contact with each parent than some children in joint-custody arrangements. The legal definition of custody has no clear correspondence to the amount of time with each parent, or the psychological importance of that contact. Another problem with this approach is that it tends to treat divorce as a specific, isolated, time limited event, rather than as a complex process which unfolds through time (Hetherington, 1979; Wiseman, 1975). Despite these limitations, much of the research on children and divorce has been conducted in this way and must be considered.

A number of studies have been concerned with the general impact of various custody arrangements on children's overall adjustment to divorce. Santrock and Warshak (1979) studied social development in 60 boys and girls aged 6-11 from father-custody, mother-custody, and intact families. The parents in the divorced families had been separated an average of 2.9 years. Data were collected by means of interviews, self-report scales, projective tasks, and observations in the laboratory. They found that father-custody boys were more socially competent than father-custody girls; mother-custody girls were more socially competent than mother-custody boys. The boys in father-custody homes had higher self-esteem than intact family boys, and boys in mother-custody homes had less anxiety than intact family boys. Father-custody girls, however, showed less social competence than intact family girls, and mother-custody girls

showed increased anxiety. The authors concluded that children, especially boys, benefited from living with their same-sex parent following parental divorce.

A study by Stephens and Day (1979) also attempted to investigate the impact of mother or father custody on girls from divorced families. Their subjects were 23 girls ranging in age from 2-23 years, whose parents had been separated an average of 11.7 years. They found no differences between the two divorced groups or a control group on measures of self-concept or sex-role identity. However, it is hard to make sense of their results given the large age range of their sample, their small sample size, and their failure to control for the age when the separation had occurred.

A problem with each of these studies is their failure to obtain data on children's relationships with the non-custodial parent. This critical variable was included in a study by Lowenstein and Koopman (1978) which investigated mother and father custody. Their subjects were 40 single parent mothers and fathers with sons aged 9-14. All the parents had had custody of their children at least one year. Data were collected by means of self-report instruments and questionnaires administered in the subjects' homes. There was no main effect for sex of the custodial parent on the boy's self-esteem. However, boys who saw their noncustodial parent once a month or more had higher self-esteem than those who saw their noncustodial parent less frequently. The

sex of the custodial parent was less important than having continued contact with both parents.

There is also one report on joint custody and its affect on children's post-divorce adjustment. Abarbanel (1979) studied four families that had agreed to joint-custody arrangements using a case study approach. She included no objective measures in her research, but did interview all the family members involved and observed the children in each of their homes. She concluded that the commitment to share responsibility helped all members of the family, both children and adults. The children were able to continue their relationships with each parent and showed less loss than is typical following parental divorce. She concluded that joint custody had benefited the children because they did not experience the sense of loss of a parent, and because each parent felt less burdened and more able to provide quality parenting.

Father-Absence Studies. A large amount of research has been devoted to studying the impact of one variable, "father-absence", on one aspect of children's development--their sex-role development. Thorough critiques of this literature have been presented by Herzog and Sudia (1968) and Sprey (1967). In the following section, only those "father-absence" studies which studied children from divorced homes will be reviewed.

A number of father-absence studies with boys from divorced families have demonstrated that boys whose parents

divorce before they were age six have a less masculine identity as measured by projective tests of sex-role orientation (Biller, 1969; Hetherington, 1966), exhibition of aggression in doll play (Santrock, 1970), and exhibition of aggression in recreational activities (Hetherington, 1966). Father-absence, however, even at a young age has not been shown to affect sexual preference or sex-role adoption (Biller, 1971). Studies with boys who were past age 6, or whose parents divorced after they were age 6, have not demonstrated any deficits in sex-role identity (McCord, et al., 1962; Santrock, 1977).

One of the most carefully executed father-absence studies was completed by Hetherington (1972) and studied the impact of the time and reason for father-absence on adolescent girls' personality development. The subjects were lower-middle class white girls aged 13-17 who attended a community recreation center, from divorced, widowed, or intact families. In the divorced group, only girls with minimal father contact were studied, and none of the girls from the widowed or divorced homes had male siblings. Data on the girls included observational measures of the girls at the center, measures of nonverbal behavior during the interview, ratings based on individual interviews with the girls and their mothers, and scores on a number of personality measures. In general, there were few deviations in the measures of sex-role typing. However, disruptions were evident in the girls interactions with male interviewers.



Girls from divorced homes exhibited open and responsive non-verbal behavior as well as proximity and attention seeking behavior. The girls from widowed homes exhibited inhibition, avoidance, and restraint with males. For each father-absence group, earlier father absence was associated with more severe effects. Extreme father absence at an early age does have consequences for adolescent girls' heterosexual behavior. What seems more remarkable is how few differences there actually were between the groups, which were specifically selected to emphasize extreme father-absence.

Studies of father-absence have illustrated how one particular aspect of children's development, their sex-role identity, may be adversely affected by parental divorce. This is most likely to occur if the divorce is before the child is age six, and if the paternal absence is extreme. The effects may emerge at different ages depending upon the sex of the child. In general, studies of father-absence have found few differences in sex-role development in children from divorced homes. One reason for this has been their failure to control for the amount of contact with the father. In addition, the impact of a father's absence may be both direct, in terms of the decreased time the child has with the father, and indirect, in terms of the ongoing relationship between the mother and father and changes in the mother-child relationship. Finally, the impact of father-absence may be more general and less specific than simply affecting the child's sex-role development. The

research on children's responses to divorce suggest that the major problems include general behavioral problems, depression, loneliness, and school problems (Hetherington, et al., 1978; Wallerstein and Kelly, 1980). As a research strategy for understanding the impact of divorce on children, focusing on "father-absence" seems too simplistic to capture the magnitude and complexity of the changes which a divorce produces in a child's total world.

Although research on divorced families has demonstrated that the ongoing family system plays a major role in determining children's adjustment, a model for the process of family reorganization has not been applied in an empirical study. Family systems theory suggests that the divorced family must accomplish the tasks of transforming the marital relationship, while adapting and maintaining the parental and parent-child subsystems. Children's adjustment in divorced families will be determined to a large degree by the family's ability to accomplish these changes. Although almost all children display behavioral problems immediately following parental divorce, most return to their expected patterns of development as the new family system emerges and stabilizes. When the marital relationship is able to resolve its conflicts, when the parental and parent-child subsystems are able to adapt to meet the changing needs of the family members, the children are able to continue their lives with little risk of ongoing emotional problems. The study presented in the next chapter is an attempt to test

empirically a theoretical model for post-divorce family organization which seems able to account for findings from a wide range of prior studies on children's adjustment, as well as integrating reseach on children's divorce adjustment into a larger theoretical framework.

## METHOD

### Subjects

The subjects were obtained with the assistance of the Friend of the Court of Ingham County, Michigan, who permitted the researcher to identify all couples with children aged 5-11 who had obtained a divorce in Ingham County during the years 1979-1981. Letters were sent to 631 custodial parents requesting that they return an enclosed postcard indicating if they were interested in participating in research on the impact of divorce on children and families. See Appendix A for a copy of the initial contact letter.

The seventy-six parents who responded positively were individually contacted by telephone or personal letter and the research procedure explained to them in more detail. Of these 76 custodial parents, eight did not have telephones; although several strategies were utilized to contact these parents, the project was not successful in collecting data from this group. Five parents changed their minds about participating when they were contacted by the researcher, or when the research assistant tried to set up a time to collect the data. Two of the parents were lost because they moved or lived too far away for the data to be collected expediently.

Table 1. Custodial Parent Socioeconomic Status

	Class					
	Lower		Middle		Upper	Unknown
Number	15	9	26	6	2	3
Percentage	24.6	14.8	42.6	9.8	3.3	4.9

Individual appointments were arranged to collect the data at the homes of the 61 remaining parents who were interested in participating in the research with their children. The participating custodial parents had a mean age of 33.0 years (SD = 5.1 years), and 57 percent had completed some college education or more. The parents had been separated an average of 3.5 years (SD = 1.5 years) and had been divorced an average of 2.6 years (SD = 1.1 years). Socioeconomic status was assessed using Hollingshead's Two Factor Index of Social Position (1965). The custodial parents were primarily middle class or lower; 82% were in Hollingshead's lower three classes. Ninety-five percent of the custodial parents were women and 20% of the custodial parents had remarried. The nature of the relationship with the Friend of the Court prohibited a comparison of the parents who agreed to participate with those who did not. Table 1 contains a summary of the custodial parent socioeconomic data.

The noncustodial parents were contacted after obtaining verbal consent from the custodial parent. Individual telephone calls or personal letters were sent to the non-custodial parents, requesting their participation in the research project. If the noncustodial parents agreed to participate, an appointment was set to collect the data at their home at a time that was convenient for them.

Although efforts were made to contact the former spouses of the 61 participating custodial parents, only 38 noncustodial parents participated in the study. Eight of the noncustodial parents did not have telephones and either did not respond to the initial contact letter or failed to respond to additional attempts to contact them; 10 were unwilling to participate; 3 had moved out of state; 2 said they would participate but all efforts to arrange an appointment for the data collection failed.

The mean age of the participating noncustodial parents was 34.4 years (SD = 5.1 years), and 58 percent had completed some college education or more. According to Hollingshead's Index of Social Position, the noncustodial parents were primarily middle class or lower; 86.8% were in Hollingshead's lower three classes. Table 2 contains the noncustodial parent socioeconomic data. Ninety-four percent of the noncustodial parents were men and 28 percent had remarried. The noncustodial parents had been separated an average of 3.5 years (SD = 1.6 years) and had been divorced an average of 2.1 years (SD = .9 years).

Table 2. Noncustodial Parent Socioeconomic Status

	Class					Total
	Lower		Middle		Upper	
Number	7	10	16	3	2	38
Percentage	18.4	26.3	42.7	7.9	5.3	100

The compositions of the custodial and noncustodial parent groups were very similar with respect to the demographic variables. The age and educational levels of each group were nearly identical. There was a larger percentage of custodial parents in the lowest socioeconomic class. However, the distribution of participants in the lowest three classes was very similar, with a cumulative frequency of 82 and 86 percent for the custodial and noncustodial parents, respectively. Both groups had been separated the same number of years. The largest difference between the groups was the proportion that had remarried. While 20% of the custodial parents had remarried, 28% of the noncustodial parents had remarried by the time they participated in this study.

Data were collected from 61 children. Their parents had been separated an average of 3.5 years (SD = 1.5 years) and had been divorced an average of 2.6 years (SD = 1.1 years). The children, at the time of the testing, ranged in

Table 3. Age and Sex of Children

SEX	Age							TOTAL
	6	7	8	9	10	11	12	
Male	2	3	6	15	4	6	1	37
Female	5	2	8	1	5	3	0	24
TOTAL	7	5	14	16	9	9	1	61

age from 6-12 years ( $\bar{M}$  = 8.8 years,  $SD$  = 1.6 years); there were 37 boys, and 24 girls in the sample. Table 3 provides a breakdown of the children by age and sex.

Individual letters were sent to teachers of each of the 61 children in the study after signed consent was obtained from the custodial parent. Two teachers refused to participate as a result of personal beliefs they held regarding research. Four teachers simply failed to return the research questionnaire. Data was collected from 56 teachers. The initial letter to the teachers is presented in Appendix B.

### Design

The study used a cross-sectional, quasi-experimental design (Campbell & Stanley, 1963). The naturally occurring variables of time since the divorce and children's sex were used to approximate a two-factor experimental design. Time since divorce was selected as a factor over time since separation because of the organization of the files at the



Table 4. Distribution of children by time since divorce and sex of child, custodial parent sample

Sex of Child	Time Since Divorce				Total
	1	2	3	4	
Male	7	5	10	10	36
Female	4	10	6	4	24
Total	11	18	16	16	56

Note. Missing data reduced the final n to 56.

Table 5. Distribution of children by time since divorce and sex of child, noncustodial parent sample

Sex of Child	Time Since Divorce				Total
	1	2	3	4	
Male	5	4	7	5	21
Female	3	5	4	3	15
Total	8	9	11	8	36

Note. Missing data reduced the final n to 36.

Friend of the Court during the initial identification of research families. Time since divorce was calculated by subtracting the date of the divorce decree from the time of the data collection. There were 4 groups for time since the divorce, 12 months or less, 13-24 months, 25-36 months, and

37-48 months. Tables 4 and 5 contain the distribution of the children by time since divorce and sex of child for each group of parents.

Since the purpose of this research was to explore process of change within the family system of divorced families, no control group was used. Studies of divorced families have utilized both intact families and widowed families as control groups. The inclusion of these control groups has been crucial when the question of concern was how divorced families are different from or similar to other families (Altus, 1959; Felner, Farber, Ginter, Borke & Cowen, 1980; Hetherington, 1972; Tuckman & Regan, 1966). However, the use of intact or widowed families as controls makes less sense when the research specifically explores the process which unfolds within families over time as a consequence of divorce. Since this research was not concerned with generalizing the results to other types of families, the inclusion of a control group seemed less critical.

#### Procedure

The research instruments were individually administered to the participants at their homes. When the data were collected from the custodial parent and child, a research assistant met with them together to answer any questions they had and to obtain their written consent. The parent was then handed a packet containing the parental research instruments. While the parent worked independently, the research assistant worked individually with the child in a

Table 6. Research Measures

Respondent	Measure
Children	Child Questionnaire Child Report of Parental Behavior Inventory (CRPBI)
Parents	Parent Questionnaire O'Leary-Porter Scale (O'Leary) Child-Rearing Practices Report (CRPR) Child Behavior with Parent Inventory (CBPI) Child Behavior Checklist (CBCL)
Teachers	Teacher's Report Form

separate room or part of the house. Every effort was made to collect the data privately, in a room away from other family members. When data were collected from the noncustodial parent, the research assistant again obtained consent from the parent, answered any questions, and handed the parent the research instruments to complete on their own. Most children completed the research questionnaires in less than an hour, and all of them completed the questionnaires in less than an hour and a half. The parents generally completed their instruments in less than one and a half hours, and all of the parents completed their instruments in less than two and a half hours. Table 6 contains a summary of the research instruments which will be described below.

### Instruments

Child Questionnaire. This was an 8 item questionnaire designed to measure children's global perceptions of the marital, parental and parent-child relationships, as well as how these had changed since their parents' divorce. The child rated each item on a five point scale which was represented graphically for them on a card with a series of faces ranging from sad to happy. A few trial questions were asked to be sure that the child understood the response procedure. The research assistant then read each questionnaire item and marked down the child's responses. This instrument provided variables measuring the child's perceptions of the marital, parental, and parent-child subsystems. A copy of this instrument and its response card is in Appendix C.

Child's Report of Parental Behavior Inventory (CRPBI). The 108 item version (Schluderman & Schluderman, 1970) of Schaefer's CRPBI was selected to measure children's perceptions of their relationships with each parent. Factor-analytic studies of the CRPBI have identified three factors which it measures, Acceptance-Rejection, Psychological Autonomy-Control, and Firm Control-Lax Control (Goldin, 1965; Schaefer, 1965a; Schaefer & Bayley, 1967).

The CRPBI was designed as a self-report questionnaire for children in adolescence or older. For each item, the subject rates whether a statement is like, somewhat like, or not like the identified parent. This procedure had to be modified since the children in this study were too young to

read this instrument on their own. The questions were read to the children, who responded by pointing to pictures which represented whether the statement was like, somewhat like, or not like the identified parent. A copy of the CRPBI and the response card is in Appendix D. The research assistant trained the child with a few practice questions before administering the actual questionnaire items. The children completed the instrument twice, once for the custodial and once for the noncustodial parent. The factor scores from the CRPBI provided measures of the parent-child relationship.

Parent Questionnaire. This questionnaire is designed to measure the parents' global perceptions of the marital, parental, and parent-child relationships, as well as how these had changed since the divorce. It was designed to mirror the items in the Child Questionnaire, and provide variables measuring the parents' perceptions of the marital, parental, and parent-child subsystems.

The Parent Questionnaire also included items on visitation. Data on visitation were collected using open ended questions based on the parental interview schedule of Hess and Camara (1979). These questions explore the frequency, regularity, and predictability of regular visitations. The parents also provided descriptions of contacts that occurred between the regularly scheduled visitation, and the existence of any extended visitation periods. Finally, the parents were asked to rate their own satisfaction and their

child's satisfaction with the visitation arrangements. A copy of this instrument is in Appendix E.

O'Leary-Porter Scale (O'Leary). This scale consists of 10 items rated on 5 point scales and is a revised version of the scale constructed by Porter and O'Leary (1980) to measure marital conflict. The original scale had a test-retest reliability of .96 and a correlation of .63 with the Marital Adjustment Scale (Locke & Wallace, 1959). An analysis of the internal consistency of the O'Leary yielded an alpha coefficient of .86. For the present research, the language of the O'Leary was changed in order to be applicable to a divorced sample. Following the authors' procedure, the responses to the 10 items were added together. The total score for the instrument was used as a measure of marital conflict. A copy of this instrument is in Appendix F.

Child-Rearing Practices Report (CRPR). This instrument is a 91 item forced choice Q-sort developed by the Blocks to measure parents' child-rearing values and used extensively in their research. It has also been used to generate a parental-agreement index which has been shown to have a significant relationship to subsequent marital status, and children's psychological development (Block, 1965; Block, Block & Morrison, 1981). The correlation between the Q-sorts of each spouse was calculated and used as a measure of

the parental relationship. The instructions for this instrument and the individual items are presented in Appendix G.

Child's Behavior with Parent Inventory (CBPI).

This is an 150 item unpublished questionnaire developed by Schaefer to measure parents' reports of their child's behavior. Factor analysis of the CBPI with a limited sample has identified five factors which Schaefer has labeled Control, Affection, Dependence, Considerateness, and Helpfulness (personal communication from Schaefer). The first two factors of the CBPI are similar to the first two factors of the CRPBI. The factor scores from the CBPI were included as measures of the parents' perception of the parent-child relationship. A copy of this instrument is presented in Appendix H.

Child Behavior Checklist (CBCL). The CBCL consists of 20 social competence and 118 behavior problem items. It yields standardized scores for social competence and total problem behavior. Extensive research with the CBCL has demonstrated its reliability and validity as a measure of children's adjustment (Achenbach, 1978; Achenbach & Edelbrock, 1981, 1979; Edelbrock & Achenbach, 1980). The scores for social competence, and the total problem behavior scores were calculated according to the authors' manual, and used in this study as measures of the children's adjustment.

Teacher's Report Form. The teachers completed the Teacher's Report Form, a version of the CBCL revised for use by teachers (Achenbach & Edelbrock, 1980). Like the CBCL, the Teacher's Report Form yields scores for competent school behavior and a total score for problem behavior. This instrument is still being developed and reliability information has not yet been published. Three variables from the Teacher's Report Form were used in the present research. The Teacher's Problem Behavior Score, which is analagous to the Total Problem Behavior Score from the CBCL, was used as a measure of the children's problem behavior. The variable Academic Performance is the mean of the teacher's ratings of the child's performance in at least four academic areas. This score represent the child's current academic performance. The variable School Behavior is based on the sum of the teachers ratings of the child's behavior, happiness, ability to learn and to work compared with other children. This variable measures the teacher's impression of the child's positive classroom behavior and affect. All three teacher variables were computed according to the scoring manual provided with the Teacher's Report Form.

### Hypotheses

The research described here was designed to explore the the relationship between aspects of the post-divorce family system and children's adjustment. The following hypotheses were tested.



1. Research on children's adjustment to divorce has generally found that while most girls and boys return to their pre-divorce level of adjustment within two years of the divorce, girls behavior improves more rapidly. Children's adjustment to divorce reflects an interaction between time since the divorce and sex of the child. Therefore, in the present study, analyses of the dependent measures of children's adjustment should reveal an interaction for time since the divorce and sex of the child. In addition, if changes in children's post-divorce adjustment are related to changes in family relationships, then the dependent measures of the marital, parental, and parent-child relationships should also vary with time since divorce and sex of the child.

2. Low scores on the ratings of children's problem behavior should be related to low ratings of marital conflict, positive ratings of the parental relationship, and positive ratings of the parent-child relationship. Low scores on the measure of problem behavior should also be associated with high ratings for the measures of visitation. The same pattern of relationships should exist between the high scores on the measures of children's competence and the family relationship variables.

3. The family relationship variables would account for most of the variance in children's adjustment. A step-wise regression procedure was used to determine the relative contributions of variables measuring individual differences

in the children (age and sex), time since the divorce, family relationships, and demographic status to the variance in measures of children's adjustment. Previous studies of children 2-5 years after a divorce have found that the family relationship variables account for more of the variance in children's behavior than individual differences (Hess & Camara, 1979; Hetherington, et al., 1979; Wallerstein & Kelly, 1980).

## RESULTS

The discrepancies between the numbers of participating parents, teachers and children required some changes in the plan of analysis. The first step in this process was the reduction of the number of research variables. The decision was made to construct the final research variables so that the same variables would be used in the analysis of the custodial and noncustodial data. The following section will describe the final research variables and their construction before presenting the results of the study.

### Determination of Research Variables

Parental Research Variables. Table 7 presents the 15 variables constructed from the parental data. The variables marital hostility, parent agreement index, problem behavior, and competence were constructed according to the standard procedures for the instruments used to measure them as listed in Table 6. Four variables were created from the reduction of the items in the Parent Questionnaire. The items in the Parent Questionnaire were transformed into standardized z scores. Items designed to measure the same concept were then added together and restandardized. This procedure was used to create the variables marital conflict, parental relationship, satisfaction with visitation, and parent-child relationship, with standard score coefficient alphas of .80, .89, .68, and .60 respectively.

Table 7. Parental Research Variables.

Research Variable	Measure
Marital Dyad	
Marital Conflict	Parent Questionnaire (1,2)
Marital Hostility	O'Leary Porter Scale
Parental Dyad	
Parental Relationship	Parent Questionnaire (3,4,5,6)
Parent Agreement Index <sup>a</sup>	CRPR
Visitation	
Satisfaction with Visitation	Parent Questionnaire (14,15)
Frequency	Parent Questionnaire (9)
Duration	Parent Questionnaire (10)
Extended Visitation	Parent Questionnaire (13)
Parent-Child Dyad	
Par-Child Relationship	Parent Questionnaire (7,8)
Control	CBPI, Factor I
Affection	CBPI, Factor II
Dependence	CBPI, Factor III
Resists Contact	CBPI, Factor IV
Child's Adjustment	
Problem Behavior	CBCL, Total Problem Behavior
Competence	CBCL, Competence Score

Note. The numbers in parentheses refer to items contained in the Parent Questionnaire.

<sup>a</sup>. The parent agreement index was only included in the noncustodial parent MANCOVA since it could only be calculated for the 38 families with both parents participating.

The Parent Questionnaire also contained 5 open-ended questions concerning aspects of the visitation arrangements. Two raters independently coded the responses to each question. The Kappa coefficients (Cohen, 1960) for the coding of the variables frequency, duration, and extended visitation were .72, .70, and .65, respectively. The kappa values for the coding of the variables predictability and additional contact between visitation were .57 and .56, respectively. The reliability of the coding systems for predictability and additional contact were considered too low and these variables were not used in the analysis of the data. The two ratings for the variables frequency, duration, and extended visitation were averaged together and used as research variables.

The CBPI data were reduced through factor analysis to yield the variables contro, affection, dependence, and resists contact which are measures of the child's behavior towards the parent. The CBPI responses collected from the custodial and noncustodial parents in this sample were factor analysed together. A previous factor analysis of the CPBI by its author yielded 5 factors which were labelled Control, Affection, Dependence, considerateness, and Helpfulness (Personal Communication from Schaefer). The present analysis yielded 4 factors. The first factor, control, was identical to Schaefer's factor Control. The second factor, affection, consisted of positive items from Schaefer's factor Affection, as well as all the items in

Table 8. Factor Loadings CBPI Data

CBPI Scales	Factors			
	I	II	III	IV
Control Through Guilt	0.92	-0.19	0.43	0.49
Demanding His Way	0.91	-0.41	0.42	0.59
Assertiveness	0.82	-0.18	0.20	0.44
Demanding Things	0.81	-0.31	0.24	0.46
Passive Protest	0.80	-0.23	0.34	0.46
Control Through Comparison	0.76	-0.08	0.23	0.32
Resists Control	0.74	-0.40	0.43	0.56
Inconsiderateness	0.73	-0.41	0.62	0.66
Demanding Attention	0.73	-0.24	0.52	0.40
Control Through Positive Affection	0.52	0.15	0.38	0.17
Active Concern	-0.05	0.79	0.06	-0.39
Passive Helpfulness	-0.53	0.78	-0.12	-0.51
Initiating Sharing	-0.13	0.77	-0.07	-0.48
Active Helpfulness	-0.41	0.76	-0.07	-0.44
Communication	0.00	0.72	0.03	-0.42
Conscience	0.01	0.71	0.08	-0.22
Parent-Centered	-0.28	0.70	0.02	-0.52
Considerateness	-0.13	0.68	0.09	-0.18
Shows Affection	-0.20	0.67	-0.12	-0.69
Demonstrates Competence	-0.07	0.65	-0.11	-0.46
Independence in Deciding	-0.07	0.64	-0.34	-0.30
Obedience	-0.55	0.63	-0.24	-0.39
Independence in Doing	-0.17	0.55	-0.29	-0.19
Responsiveness to Affection	-0.28	0.55	-0.18	-0.74
Dependence in Doing	0.52	-0.22	0.91	0.47
Dependence in Deciding	0.38	-0.02	0.91	0.41
Avoids Shared Activities	0.42	-0.63	0.38	0.80
Resists Affection	0.44	-0.36	0.37	0.79
Avoids Affection	0.41	-0.55	0.38	0.77
Resists Shared Activities	0.55	-0.38	0.38	0.76
ALPHA	0.94	0.93	0.90	0.86

Note. Factor I = Control; Factor II = Affection;  
Factor III = Dependency; Factor IV = Resists Contact.

Schaefer's factors Helpfulness, and Considerateness. The third factor, dependency, contained items from Schaefer's third factor, Dependence. The fourth factor, resists contact, contained the negative items from Schaefer's factor Affection. Table 8 contains the factor loadings and the coefficients alpha for internal consistency for the CBPI data from the current study.

Children's Research Variables. Table 9 presents the children's research variables. The children's research variables consist primarily of items from the Child Questionnaire. Each question from the Child Questionnaire was treated as a separate variable. The major data reduction within the children's data concerned the treatment of the CBPI data.

The CBPI data was factor analysed to construct the variables acceptance and control, measures of the child's perceptions of the parents behavior towards them. The CRPBI data from this sample was factor analysed separately for the children's perceptions of the custodial and noncustodial parents. The analysis of both sets of data yielded three factors, although the three factors were not identical to each other or to Schaefer's three factors. In the noncustodial parent data, the first two factors were nearly identical to Schaefer's first two factors Psychological Control-Autonomy, and Acceptance-Rejection. In the custodial parent data, the first factor was the same as Schaefer's factor Psychological Control-Autonomy. The third

Table 9. Children's Research Variables

Research Variable	Measure
Marital Dyad	
Amount of Fighting	Child Questionnaire (5)
Change in Fighting	Child Questionnaire (6)
Parental Dyad	
Parental Relationship	Child Questionnaire (7)
Change, Parental Relat.	Child Questionnaire (8)
Parent-Child Dyads	
Relationship with Mother	Child Questionnaire (1)
Change, Relat. with Mother	Child Questionnaire (2)
Acceptance	CRPBI, Custodial Parent Data
Control	CRPBI, Custodial Parent Data
Relationship with Father	Child Questionnaire (3)
Change, Relat. with Father	Child Questionnaire (4)
Acceptance	CRPBI, Noncustodial Parent Data
Control	CRPBI, Noncustodial Parent Data

Note. The numbers in parentheses refer to items contained in the Child Questionnaire.

factor was the same as Schaefer's factor Acceptance-Rejection. The decision was made to use the factors Acceptance-Rejection, and Psychological Control-Autonomy as measures of the child's perceptions of the parent-child relationships. Table 10 contains the factor loadings and alpha coefficients for CRPBI data.

Teacher's Research Variables. The teacher's data consisted of three dependent variables derived from the Teacher's Report Form calculated according to the scoring instructions provided with the instrument. The three



Table 10. CRPBI Factor Loadings.

CRPBI Scales	Factor I		Factor II	
	Cust Par	NC Par	Cust Par	NC Par
Acceptance	0.89	0.82	-0.16	0.46
Pos. Involvement	0.86	1.00	-0.32	0.67
Child Centeredness	0.70	1.00	-0.38	0.65
Individuation	0.68	0.92	-0.60	0.69
Possessiveness	0.56	0.86	0.25	0.79
Rejection	-0.44	0.41	0.84	0.83
Hostile Control	-0.38	0.77	0.83	0.83
Instill Anxiety	-0.08	0.64	0.83	0.93
Enforcement	-0.20	0.70	0.78	0.86
Inconsist. Discipline	-0.20	0.54	0.70	0.85
Withdraw Relationship	-0.22	0.54	0.59	0.71
Lax Discipline	0.37	0.77	-0.18	0.76
Nonenforcement	0.11	0.65	-0.39	0.79
Extreme Autonomy	-0.03	0.61	0.09	0.53
Control /Guilt	-0.04	0.70	0.59	0.94
Control	-0.19	0.67	0.37	0.76
Intrusiveness	-0.20	0.83	0.52	0.78
Hostile Detachment	-0.46	0.35	0.64	0.81
ALPHA	0.84	0.96	0.89	0.94

Note. Factor I. Acceptance; Factor II. Control.

Table 11. Teacher's Research Variables.

Research Variable	Measure
Children's Adjustment	
Problem Behavior	Teacher's Report Form
School Behavior	Teacher's Report Form
Academic Performance	Teacher's Report Form

variables were the teacher's ratings of the child's problem behavior, academic performance, and school behavior. Table 11 presents the Teacher's research variables. The number of participants did not affect these variables which are described in more detail in the method section.

#### MANCOVA

MANCOVA's were completed using the variables described above for the custodial and noncustodial parents, children, and teachers. The MANCOVA's were completed separately for each group of participants in order to maximize the number of subjects in each analysis, maximizing the power of the tests. The disadvantage of this approach was an increase in the experiment-wise error rate. It also prevented the direct comparison of data from different participants.

For each set of data, a two factor MANCOVA was completed, with time since divorce and sex of the child as the factors. Age of the child was used as a covariate in the MANCOVA since previous research had indicated that age of the child was an important determinant of children's feelings about divorce (Kurdek, et al., 1981; Wallerstein & Kelly, 1980). The means and standard deviations for the research variables are presented in Appendix I.

Custodial Parent MANCOVA Results. The results from the MANCOVA provided moderate support for the hypothesis that the ratings of children's adjustment and the family relationship variables would be dependent upon the interaction between time since the divorce and the sex of the

Table 12. MANCOVA, Custodial Parent Data.

Source	d.f.	F Ratio
Sex of Child	(14, 34)	.71
Time since Divorce	(42, 108)	1.13
Sex x Time	(42, 108)	1.69*

Note. Missing data reduced the number of subjects to 56.

\* $p < .05$ .

Table 13. ANCOVA's for Interaction, Custodial Parent Data.

Research Variable	F (df=3,47)	Significance
Marital Dyad		
Marital Conflict	3.36	0.03 *
Marital Hostility	0.64	0.59
Parental Dyad		
Parental Relationship	0.57	0.63
Visitation Data		
Satisfaction with Visitation	1.27	0.29
Frequency	0.70	0.55
Duration	3.22	0.03 *
Extended Visitation	1.75	0.16
Parent-Child Dyad		
Control	1.98	0.13
Affection	2.01	0.12
Dependency	3.53	0.02 *
Resists Contact	0.47	0.70
Child's Adjustment		
Problem Behavior	1.11	0.35
Social Competence	0.52	0.66

\*  $p < .05$

Table 14. Cell Means and Standard Deviations for Marital Conflict, Dependency, and Duration

Variable	Time since Divorce							
	1		2		3		4	
Marital Conflict	Male	Female	Male	Female	Male	Female	Male	Female
<u>M</u>	0.17	0.25	0.43	0.12	-0.59	1.01	-0.47	-0.60
<u>SD</u>	0.73	1.16	1.24	1.11	0.61	0.72	0.87	0.54
Dependency								
<u>M</u>	-0.26	-0.11	-0.05	0.02	0.23	0.24	-0.73	1.08
<u>SD</u>	0.63	0.97	0.31	0.61	1.17	0.64	0.93	0.69
Duration								
<u>M</u>	-0.32	0.84	0.84	-0.14	-0.38	0.34	0.08	-0.13
<u>SD</u>	1.02	0.00	0.00	0.97	1.06	1.09	0.97	1.18

child. There was a significant interaction effect for sex of child and time since divorce in the overall MANCOVA of the custodial parent data ( $F = 1.69$ ,  $p < .05$ ). There were no significant main effects for sex ( $F = 1.71$ ,  $p < .10$ ), or time since divorce ( $F = 1.12$ ,  $p < .31$ ). Table 12 summarizes the results of the MANCOVA for the custodial parent data. Since there was a significant interaction effect in the MANCOVA, the univariate ANCOVA's for interaction effects were examined. There were significant interaction effects for three dependent variables, marital conflict ( $F = 3.36$ ,  $p < .05$ ), dependency ( $F = 3.53$ ,  $p < .05$ ), and duration

( $F = 3.22$ ,  $p < .05$ ). The results of the univariate ANCOVA's are presented in Table 13.

Analyses of the simple main effects were completed to evaluate the source of the significant interaction effects for the variables marital conflict, dependency, and duration. The effect for sex of child was evaluated at each level of time since divorce. The custodial parents of girls reported significantly more marital conflict at three years since the divorce ( $F = 7.76$ ,  $p < .01$ ), greater dependent behavior in their children at 4 years since the divorce ( $F = 10.00$ ,  $p < .01$ ) and longer regular visitation periods during the first year since the divorce ( $F = 4.10$ ,  $p < .05$ ) than the custodial parents of boys. The cell means and standard deviations for the variables marital conflict, dependency, and duration are presented in Table 14.

Noncustodial parent MANCOVA results. The MANCOVA of the noncustodial parent data did not yield any significant results. The small sample size,  $n = 38$ , may have contributed to the lack of significant results for the noncustodial parent data. There was no support for the hypothesis that changes in children's adjustment and the family relationship variables would reflect an interaction between the factors times since divorce and sex of the child. A summary of the MANCOVA results is contained in Table 15.

Table 15. MANCOVA, Noncustodial Parent Data.

Source	d.f.	F Ratio
Sex of Child	(15, 13)	.21
Time since Divorce	(45, 45)	.84
Sex x Time	(45, 45)	.82

Note. Missing data reduced the number of subjects to 36.

Table 16. MANCOVA, Children's Data.

Source	d.f.	F Ratio
Sex	(12, 39)	.40
Time since Divorce	(36, 123)	1.60*
Sex x Time	(36, 123)	.84

Note. Missing data reduced the number of subjects to 58.

\* $p < .05$

Children's MANCOVA results. There was little support for the research hypothesis stated above within the children's data. Table 16 summarizes the results of the MANCOVA. There were no significant effects for interaction of the research factors. There was a significant main effect for time since divorce. An examination of the univariate ANCOVA's revealed significant effects for time since divorce for the variables relationship with father ( $F = 5.2$ ,  $p = .003$ ), and change in relationship with father ( $F = 4.2$ ,  $p = .009$ ). The results of the univariate ANCOVA's for time since divorce are presented in Table 17.

Table 17. ANCOVA of children's research data for main effect of time since divorce

Variable	F (DF=3,50)	Significance
Marital Dyad		
Amount of Fighting	0.82	0.49
Change in Fighting	2.07	0.12
Parental Dyad		
Parental Relationship	1.59	0.20
Change in Par. Relationship	0.10	0.96
Parent-Child Dyads		
Relationship w/Mother	1.99	0.13
Change in Relat. w/Mother	1.28	0.29
Acceptance, Custodial Par.	2.66	0.06
Control, Custodial Par.	0.90	0.44
Relationship w/Father	5.23	0.003 **
Change in Relat. w/Father	4.20	0.009 **
Acceptance, N.Cust. Parent	0.51	0.67
Control, N.Cust. Parent	0.59	0.63

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\*\*  $p < .01$

Post hoc comparisons of the cell means were completed for the variables relationship with father and change in relationship with father in order to evaluate to significant effect for time since divorce. The comparisons were evaluated against a critical range calculated using the Scheffe test. According to these criteria, there were two significant comparisons for the variable relationship with father. The ratings of the relationship with father were worse at 4 years since the divorce compared to the ratings at 2 or 3 years since the divorce. There was one significant comparison for the variable change in relationship with

Table 18. Cell Means and Standard Deviations for Relationship with Father and Change in Relationship with Father.

Variable	Time since Divorce							
	1		2		3		4	
Relat. W/Father	Male	Female	Male	Female	Male	Female	Male	Female
<u>M</u>	4.57	4.00	5.00	4.70	4.77	5.00	3.72	4.00
<u>SD</u>	0.53	1.00	0.44	1.19	0.81	0.67	0.00	1.73
Change								
<u>M</u>	4.00	3.50	4.28	3.70	3.66	3.30	2.81	2.80
<u>SD</u>	1.00	1.00	0.95	1.05	1.22	0.81	0.60	1.48

father. The amount of deterioration in the relationship was larger at 4 years than at 2 years since the divorce. No other comparisons were significant. For each of these variables, the worst ratings were at 4 years since the divorce. Table 18 contains the cell means and standard deviations for these two variables.

Teacher MANCOVA Results. This MANCOVA yielded no significant results. There was no support for the hypothesis that ratings of children's adjustment and family relationships would reflect an interaction between time since the divorce and sex of the child within the teacher's data. Table 19 contains a summary of the MANCOVA results.



Table 19. MANCOVA, Teacher's Data

Source	d.f.	F Ratio
Sex	(14, 34)	2.60
Time since Divorce	(42, 108)	1.28
Sex x Time	(42, 108)	1.84

Note. Missing data reduced the number of subjects to 55.

Relationship between measures of children's adjustment and family relationship variables.

A correlation matrix was calculated for the custodial, noncustodial, child and teacher variables. The matrix included the correlations between the previously defined research variables, demographic variables and the factors time since the divorce and sex of child. The entire matrix is included in Appendix J. The correlations between the measures of children's adjustment, and the family relationship variables were examined within each set of parental data to evaluate the hypothesized relationships between the measures of children's adjustment and the family relationship variables.

Table 20 contains the simple correlation coefficients between the custodial parent family relationship variables and both measures of children's adjustment from the CBCL. It had been hypothesized that low scores on the ratings of children's problem behavior would be related to low ratings of marital conflict, positive ratings of the parental relationship and positive ratings of the parent-child

Table 20. Intercorrelations between measures of children's adjustment and family relationship variables, custodial parent data.

Variable	Problem Behavior	Competence
Marital Dyad		
Marital Conflict	0.05	-0.02
Marital Hostility	0.17	0.17
Parental Dyad		
Par. Relationship	-0.31 **	0.05
Par. Agree. Index	-0.28 **	0.03
Visitation		
Satisfaction	-0.22 *	0.18
Frequency	-0.31 **	0.08
Duration	-0.18	0.12
Extended Visit	-0.15	0.19
Parent-Child Dyad		
Par-Child Relat	-0.38 **	0.12
Control	0.62 **	-0.08
Affection	-0.30 *	-0.06
Dependency	0.44 **	-0.01
Resists Contact	0.44 **	-0.14
Child's Adjustment		
Problem Behavior	1.00	-0.20
Competence	-0.20	1.00
** p<.01		
* p<.05		

relationships. There was moderate support for this research hypothesis within the custodial parent data. As predicted, low scores on problem behavior were correlated with positive aspects of the parent child relationship, as represented by high scores on the variables parent-child relationship and affection, and low scores on the variables control, dependency and resists contact. Low scores on problem behavior were also correlated with high scores on both

Table 21. Intercorrelations between measures of children's adjustment and remaining research variables, noncustodial parent data.

Variable	Problem Behavior	Competence
Marital Dyad		
Marital Conflict	0.20	0.07
Marital Hostility	0.00	0.04
Parental Dyad		
Par. Relationship	0.20	0.13
Par. Agree. Index	-0.24	-0.29
Visitation		
Satisfaction	-0.15	0.01
Frequency	-0.27 *	0.01
Duration	0.07	0.07
Extended Visit	-0.05	-0.02
Parent-Child Dyad		
Par-Child Relat	-0.40 **	-0.11
Control	0.44 **	0.25
Affection	-0.38 **	-0.27 *
Dependency	0.23	-0.06
Resists Contact	0.52 **	0.39 **
Child's Adjustment		
Problem Behavior	1.00	0.16
Competence	0.15	1.00
** p<.01		
* p<.05		

measures of the parental dyad, as well as two of the measures of visitation, satisfaction and frequency of visitation. There were no significant correlations between the child's problem behavior and either measure of the marital dyad.

It had also been hypothesized that high scores on the measure of children's competence would be related to low ratings of marital conflict, positive ratings of the

parental relationship, and positive ratings of the parent-child relationship. None of the predicted relationships between children's competence and the family relationship variables were present. There were no significant correlations between the custodial parents' ratings of their children's competence and any of the family relationship variables.

Table 21 presents the correlations between the non-custodial parent family relationship variables and both measures of children's adjustment. There was some support for the hypothesized relationships between the measures of children's adjustment and the family relationship variables with this data. Low scores on problem behavior were associated with high scores on the variables parent-child relationship and affection, and low scores on the variables control and resists contact. Problem behavior was also negatively correlated with frequency of visitation. However, there were no significant correlations between problem behavior and any of the measures of the parental or marital dyad.

The significant correlations between the ratings of children's competence and other family relationship variables were not in the predicted directions. Children's competence was correlated with an increase in the variable resists contact and a decrease in the variable affection.

The noncustodial parents' ratings of children's competence was unrelated to any measure of the parental or marital dyad.

Prediction of children's problem behavior and adjustment

Multiple regression analyses were performed within the custodial and noncustodial parent data to evaluate the relative contribution of different variables to the variance of children's problem behavior and competence. It had been predicted that family relationship variables would account for more of the explained variance of problem behavior and competence than the factors sex or age of the child, time since divorce, or demographic variables. There was moderate evidence that for this sample, family relationship variables accounted for more of the variance of the measures of children's adjustment than the factors time since divorce, sex of child, age of child or demographic variables.

Prediction of children's adjustment within custodial parent data. The three research factors, time since divorce, sex of child, and age of child were entered into the regression equation first in order to partial out the effect of these factors from the remaining variables. This hierarchical procedure was used because of the significant interaction effect in the MANCOVA of the custodial parent data. The remaining research variables were added in a step-wise procedure. Table 22 summarizes the regression analyses of the custodial parent data.

Table 22. Multiple regression of research variables on problem behavior and competence, custodial parent data.

Variable	Simple r	Multiple R	R <sup>2</sup>	Change in R <sup>2</sup>	Sign.
Problem Behavior					
Age of child	.31	.31	.10	.10	.171
Time since Divorce	-.17	.36	.13	.03	
Sex of Child	.09	.40	.16	.03	
Control	.49	.63	.40	.24	.006
Parent-child Relat.	-.58	.69	.47	.07	.004
Remarried	-.42	.73	.54	.07	.002
Extended Visitation	.06	.77	.60	.06	.001
Education/parent	-.04	.79	.63	.03	.001
SES/parent	.22	.81	.66	.03	.001
Dependency	.19	.83	.69	.03	.001
Affection	-.19	.84	.71	.02	.002
Sex of Parent	.26	.86	.73	.02	.002
Parental Relationship	-.23	.87	.75	.02	.003
Frequency	-.31	.87	.76	.01	.004
Marital Conflict	.21	.88	.77	.01	.009
Competence					
Age of Child	-.17	.17	.03	.03	.81
Time since Divorce	-.00	.17	.03	.00	
Sex of Child	.11	.18	.03	.00	
Resists Contact	-.44	.45	.20	.17	.18
Affection	-.05	.55	.30	.10	.08
Control	-.25	.64	.40	.10	.03
Marital Conflict	-.19	.67	.45	.05	.03
Frequency	.03	.69	.48	.03	.03
Duration	.13	.73	.53	.05	.03
Remarried	.13	.76	.58	.05	.02
Parent-Child Relat.	.25	.78	.61	.03	.02
Marital Hostility	.12	.80	.64	.03	.02
Parental Relationship	.15	.81	.65	.01	.03
SES/parent	-.00	.83	.68	.03	.03
Satisfaction	.04	.85	.72	.04	.03
Education/parent	-.08	.85	.72	.00	.05

The largest increase in the amount of explained variance of problem behavior was produced by the variable Control (Change in  $R^2 = .24$ ). The family relationship variables (Control, parent-child relationship, extended visitation, Dependency, Affection, parent relationship, frequency and marital conflict) accounted for 60% of the explained variance of children's problem behavior. The factors age of child, sex of child, and time since divorce accounted for 21% of the explained variance. Nineteen percent of the variance was explained by demographic variables (remarried, education, SES, sex of parent).

The variable Resists Contact produced the largest increase in the explained variance of the custodial parent's rating of their children's competence (change in  $R^2 = .17$ ). Family relationship variables (Resists Contact, Affection, Control, marital conflict, frequency, duration, parent-child relationship, marital hostility, satisfaction) accounted for 85% of the explained variance of competence. Eleven percent of the variance was explained by demographic variables (remarried, SES, education). The three research factors only accounted for 4% of the explained variance of children's competence.

Prediction of problem behavior and competence within noncustodial parent data. Since there had been no significant results in the MANCOVA of the noncustodial parent data, all the variables and factors were entered into the regression equation in a stepwise procedure. A hierarchical

Table 23. Multiple Regression of research variables on problem behavior and competence, noncustodial parent data.

Variable	Simple r	Multiple R	R <sup>2</sup>	Change in R <sup>2</sup>	Sign.
Problem Behavior					
Resists Contact	.52	.52	.27	.27	.001
Parent-Child Relat.	-.40	.59	.34	.07	.001
Dependency	.27	.64	.40	.06	.001
Time since Divorce	-.19	.66	.43	.03	.001
Parental Relationship	-.26	.69	.48	.05	.001
SES/parent	.03	.70	.49	.01	.002
Remarried	.22	.72	.51	.02	.003
Duration	.06	.72	.52	.01	.005
Satisfaction	-.15	.73	.53	.01	.009
Competence					
Remarried	.47	.47	.22	.22	.004
Age of Parent	.31	.53	.28	.06	.004
Marital Hostility	.04	.58	.33	.05	.004
Resists Contact	.40	.61	.37	.04	.005
Time since Divorce	.22	.63	.40	.03	.009

order was not used since there was no evidence within this data that the factors time since divorce, sex of child, age of child had an effect upon the dependent variables. Table 23 summarizes the results of the regression analyses of the noncustodial parent data.

The best predictor of the noncustodial parent's rating of their children's problem behavior was the variable Resists Contact. Family relationship variables (Resists Contact, parent-child relationship, Dependency, parental relationship, duration, satisfaction) accounted for 89% of the total explained variance of problem behavior. Parental



demographic variables (remarried, SES) accounted for 6% of the explained variance. The only research factor to contribute to the explained variance of problem behavior was time since the divorce, which accounted for 5% of the explained variance.

The variable competence, a parental report measure, was primarily determined by demographic variables. The variables remarried and age of parent accounted for 70% of the explained variance of children's competence. Family relationship variables (marital hostility, Resists Contact) only accounted for 23% of the explained variance. The factor time since divorce accounted for the remaining 7% of the variance of competence.

## DISCUSSION

The primary goal of the current research was to investigate a model for the post-divorce family derived from general family systems theory. The selection of the dependent variables was guided by theoretical consideration of the aspects of the family system which effect children's adjustment. The model suggests that children from divorced homes which have ended the marital subsystem while maintaining the parental and each parent-child subsystem should be at low risk for ongoing problem behavior. Most of the significant results were consistent with this theoretical model for the post-divorce family system. In the following sections, additional consideration will be given to specific research hypotheses and their relationship to the current as well as previously existing data on children's adjustment to divorce. The final sections will address implications for future research and clinical applications.

### The impact of time since divorce and sex of child on children's adjustment.

Existing research on children's adjustment to divorce (Hess & Camara, 1979; Hetherington, et al., 1978, 1979; Wallerstein & Kelly, 1980) lead to the prediction that children's overall adjustment and family relationships would improve with time since the divorce, and that the rate of improvement would be more rapid in the families of girls.

Changes in the children's adjustment to the divorce would reflect an interaction between time since the divorce and sex of the child. For the most part, the data in this study revealed few changes in the dependent variables related to an interaction of the time since the divorce or sex of the child.

There were significant interaction effects within the custodial parent data. However, these changes were not in the predicted direction. The custodial parents of girls reported longer visitations during the first year after the divorce, more marital conflict in the third year after the divorce, and more dependent behavior from their daughters in the fourth year after the divorce than the custodial parents of boys. This is inconsistent with the previously cited research that found fewer problems in the families of girls than boys, and decreasing number of problems with time since the divorce.

These findings may reflect the delayed onset of problem behaviors in girls from divorced homes documented by Hetherington (1972). Hetherington argued that girls from divorced homes learned different patterns for heterosexual interactions than girls from intact homes, and that these problems were not observable until adolescence. While the girls in this sample were not adolescents, the display of greater dependency may reflect increased contact seeking from adult males. This explanation might have fit if the

increased dependency had been noted by the noncustodial parents. However, this behavior was noted by the custodial parents who were overwhelmingly female.

An alternative explanation emerges from considering all the changes reported by the families of girls simultaneously. There was a decrease in the duration of visitation, more marital conflict, and more dependent behavior than in the families of boys. The cluster of variables suggest that the process of reorganization may not have been successful in these families. Marital conflict did not decrease, suggesting the continuation of the marital relationship. It is then possible that the girls displayed more dependent behavior in their relationship with their parent as a response to the continued conflict. The duration of visitations may also have decreased in response to the ongoing marital conflict. This interpretation suggests that in this sample, the families of girls had more difficulty than the families of boys reorganizing following the divorce, particularly with respect to ending the marital relationship.

One factor which may have contributed to the increased problems in the families of girls was the age of the girls in this sample. The girls in this sample were younger than the boys. Two-thirds of the girls were 8 or younger; one-half of the boys were 9 or older. Previous studies (Kurdek, et al, 1981; Wallerstein & Kelly, 1980) have found that younger children are more vulnerable to the negative impact

of divorce. The differences in the behavior of the girls and boys in this sample may reflect the different age of each group of children. The presence of younger children in the families of the girls may have increased the difficulties these families faced following the parental divorce.

An effect for time since the divorce only emerged within the children's data. The significant findings within the children's data revealed the deterioration in the father-child relationship over time. These changes were significant for children of each sex. These results are consistent with the findings of other studies. Wallerstein and Kelly (1980) noted that even the most caring fathers in their sample found it very difficult to maintain their relationships with their children over time. At five years after the divorce, there had been a gradual but steady decrease in the amount of visitation contact; in addition, they only found 30% of the father-child relationships emotionally supportive. The remaining 70% had ongoing visitation, but the relationship was most often a formal arrangement with little emotional vitality. Hetherington (1977) also found the amount of time fathers spent decreased with time. Other studies of children have noted that the most painful part of the divorce for children is the sense of loss related to their relationships with their father

(Kurdek, et al., 1981; Reinhard, 1977; Rosen, 1977). This same process seems to have emerged for the children within this research sample.

The absence of significant changes in any of the measures of children's adjustment was striking for a number of reasons. Previous research with samples during the first year following divorce have found significant problems with children's behavior (Hetherington, et al., 1978, 1979; Jacobson, 1978a, 1978b, 1978c; Wallerstein & Kelly, 1980). Hetherington's sample consisted of preschoolers and so may have been more vulnerable to distress because of their age. However, the samples of Jacobson and Wallerstein and Kelly included children over a wide age range, including children in the same range as the present sample. One would have expected considerable differences in the children's adjustment at 1 year compared to 4 years since the divorce. The absence of significant differences is particularly striking because the children's behavior was rated by both parents and their teachers. Therefore, the absence of results cannot simply be explained as a consequence of the parent's (usually the custodial parent's) desire to perceive their child as adjusting well to the change in their lives.

The absence of any change in the measures of children's adjustment was also important because of the previously discussed changes within the custodial parents' and

children's data. While these changes were significant, their impact was not strong enough to lead to any changes in the overall ratings of children's adjustment.

This suggests that the children in this particular sample may not have displayed any serious behavior problems in the time period studied. There was some evidence to support this interpretation of the data. The problem behavior score from the CBCL is a standardized score, with a mean of 50 and a standard deviation of 10. This standardization permits some interpretation of the adjustment of the children in this sample compared to other children, despite the absence of a control group. The mean problem behavior scores from the custodial ( $\bar{M} = 57$ ,  $\underline{SD} = 10$ ) and noncustodial parents ( $\bar{M} = 54$ ,  $\underline{SD} = 12$ ) suggests that the behavior of most of the children in this sample would have fallen within the normal range for the CBCL, with scores less than two standard deviations above the mean. The scores from the teacher's ratings of the children's behavior ( $\bar{M} = 20$ ,  $\underline{SD} = 23$ ) suggests a much wider range of variability, but would also place most children with the normal range for this instrument. This suggests that for this sample, most of the children did not show any severe disturbance in the first few years following the divorce.

In considering this interpretation, it must be noted that this sample of children was unusual in a number of ways. On the most basic level, this sample consisted of only 10% of the divorced population of families originally

identified with the assistance of the Friend of the Court. Unlike the remaining 90% of the identified families, these were willing to volunteer their time and energy. The custodial parents in this sample were motivated to help others benefit from their own experiences, with no reward other than the knowledge that they had helped others. They may have been more concerned or sensitive to the impact of divorce than the general population of divorced parents, or more concerned about its impact on their children. A number of these parents remarked that they hoped their children would find it useful to discuss their experiences with someone outside the immediate family. They hoped that participating in the research may be beneficial for themselves and their children. In addition, two-thirds of the noncustodial parents of these families were also willing to participate. Their participation may reflect that in these families, most of the emotional work of the divorce had been accomplished. This sample may have contained a very high percentage of families that had been able to address the emotional and developmental challenges of divorce.

Other studies with similar populations of volunteers have also found little evidence of disturbance in children following divorce. The research of Kurdek, et al., (1981), Raschke and Raschke, (1979), Parrish, et al., (1981), Reinhard (1977), and Santrack and Warshak (1979), found no evidence of adjustment problems in their samples. Hetherington and her colleagues (1978, 1979) found few



differences between their divorced and intact samples at two years after the divorce; In Wallerstein & Kelly's sample, even in the immediate post-divorce period, 36 percent of the sample exhibited what the authors considered good adjustment, another 48 percent exhibited mixed adjustment. As research continues to focus on children from nonclinical populations, common notions about the impact of divorce may demand revision. For most children, particularly those that are already school-age or older, the effects may be more time limited than previously thought.

Relationship between measures of children's adjustment and measures of family relationships.

It had been predicted that that low scores on the ratings of children's problem behaviors would be related to low ratings on measures of marital conflict, high ratings on measures of the parental relationship, and high ratings on the measures of the parent-child relationship. There was strong support for this within the custodial parent data. There were significant relationships in the expected direction between both measures of the parental dyad, all five measures of the parent-child relationship and their perception of the child's problem behavior. Problem behavior was also significantly related to satisfaction and frequency of visitation.

There was also support for this hypothesis within the noncustodial parent data. Children's problem behavior was again related to the parent's perception of

their relationship with their child. Low scores on problem behavior were related to better ratings of the parent-child relationship, more affection, less control, and less resistance to contact on the child's part. Less problem behavior was also related to more frequent visitations. However, there were no significant correlations between the ratings of the marital or parental dyad and the noncustodial parent's rating of the child's problem behavior.

These results suggest that the parent's ratings of their children's problem behavior were primarily determined by their interactions with that child. Parents that rated their relationships with their children as positive, that experienced affection from their child, who felt that their children didn't resist contact or exhibit much dependent behavior, saw few problems in their children's adjustment. In addition, children who had more frequent visitation, were rated as having less problem behavior within each set of parental data.

The presence of correlations between the parental dyad measures and problem behavior in the custodial parent data alone may reflect the different roles of custodial and noncustodial parents in the post-divorce family. The custodial parent bears a much greater responsibility for the day to day care of the child. The lack of a strong parental relationship may have a stronger impact on the functioning of the custodial parent, with more serious consequences for the child's behavior. The noncustodial parent, with primary

responsibility for the child typically limited to a few weekends a month, may find their ability to parent, or to maintain the parent-child relationship less vulnerable to the loss of the parental dyad.

The results of the simple correlations of the custodial and noncustodial ratings of children's competence did not support the research hypothesis. It had been predicted that children's competence would be associated with high ratings on measures of the parental and parent-child relationship, and low ratings on measures of marital conflict. Within the custodial parent data, there were no significant correlations between competence and the remaining research variables. There were two significant correlations within the noncustodial parent data, but these were not in the predicted direction. The noncustodial parents' ratings of children's competence were associated with an increase in resistance to contact, and a decrease in affection. These unexpected findings will be discussed within the following section in relation to the findings of the multiple regression analyses.

Relative contribution of family relationship variables versus other variables towards variance of children's adjustment.

Within the custodial and noncustodial data, family relationship variables accounted for most of the explained variance of problem behavior. Parent-child relationship variables were the strongest predictors of problem behavior

within each analysis. The parental and marital relationship variables contributed little to the prediction of problem behavior within either set of data.

Whether or not the parent had remarried and socioeconomic status entered into each regression equation for problem behavior. However, compared to the impact of the family relationship variables, the demographic variables contributed little to the explained variance of the children's problem behavior. The perception of children's problem behavior was primarily defined by the quality of each parent's relationship with that child. This was also true for the custodial parent's perception of children's competence.

In this sample, individual differences in the children had almost no effect on the prediction of either children's problem behavior or competence. Within the custodial parent data, these variables were added into the regression equations on the first step and were not significant; the equation only became significant after family relationship variables were added into the equation. Age and sex of the child did not even enter into the regression equations for the noncustodial parent data. This is consistent with findings that children's initial divorce reaction is determined primarily by individual differences (Wallerstein & Kelly, 1980), but their ongoing adjustment is primarily

determined by the emergent family relationships (Hess & Camara, 1979; Hetherington, et al., 1978, 1979; Wallerstein & Kelly, 1980).

The results of the regression analyses using competence as the criterion variable were quite different for the custodial and noncustodial parent data. Within the custodial parent data, children's perceived competence was again primarily determined by parent-child relationship variables. However, within the noncustodial parent data, whether the noncustodial parent had married, and that parent's age accounted for 70% of the explained variance of the children's competence. The ratings of children's competence by the noncustodial parent seemed to primarily reflect that parent's current life situation rather than the child's relationship with that parent.

The differences between the custodial and noncustodial parent data suggest qualitative differences in their relationships with their children. For the custodial parents, the ratings of competence and problem behavior were primarily determined by the perception of their relationship with that child. For the noncustodial parent, this was only true for the ratings of problem behavior. Their rating of children's competence seemed to reflect their own life situation rather than the child's behavior. It is important to note here that within the simple correlational data, the noncustodial parent's ratings of competence were related to a decrease in affection and an increase in

resistance to contact. At first glance, these findings make little sense. These findings become more comprehensible if the ratings of competence reflects the parent's state of life and not the child's behavior. The noncustodial parent's perception of the child may be more subject to external influences than the custodial parent's because of the absence of daily contact with the child's behavior.

These differences in the roles of the custodial and noncustodial parents in the lives of their children may also have been reflected in the analysis of the children's CRPBI data. The CRPBI has primarily been used with college aged students who rate their relationships with their parents retrospectively (Schaefer, 1965a, 1965b; Schludermann & Schludermann, 1970). Children in the present study were asked to rate their parents' behaviors as they currently experience them. The factors that emerged from the children's ratings of their relationships with their non-custodial parents were nearly identical with previous analyses of this instrument; The factor analyses of the CRPBI with college aged students and the noncustodial parent data yielded the factors Psychological Control and Acceptance as the first two factors, and a third factor, Firm versus Lax Control. The analysis of the CRPBI data for the children's custodial parents yielded Psychological Control and Firm versus Lax Control as the first two factors. The factor Acceptance only emerged as the third factor, after the two factors related to control and discipline. In the

day to day interactions between the children and their custodial parents, issues of control and discipline emerge as the most salient aspects of their interactions. These findings again suggest that the relationship between the children and their noncustodial parents are more distant and perhaps more subject to distortion than their relationships with their custodial parents.

A reexamination of the model for the post-divorce family system.

The purpose of this research was to explore the relationship between children's post-divorce adjustment and a model for the process of family reorganization based on family systems theory. The model suggests that the ability of the post-divorce family to meet the continuing demands of childrearing would be dependent upon changes within the family structure. Failure to resolve the marital relationship, or to maintain the parental or parent-child relationships would lead to an increased risk of symptomatic behavior in the child.

The findings provide moderate support for this model. Children's problem behavior was related to the quality of the parent-child and the parental dyads within the custodial parent data. The parent-child relationship variables were important in determining the noncustodial parent's ratings of their children's behavior. There was also evidence within the custodial parent data for a relationship between the amount of marital conflict and the emergence of more dependent behavior in girls compared to boys.

While the model seems capable of describing a good deal of the data regarding the child's adjustment from the perspective of the custodial parent, it does not seem to fit the data from the perspective of the noncustodial parent as well. The model for the post-divorce family does not suggest that the two parent-child subsystems be equivalent. It simply specifies that both subsystems need to continue to play a role in the children's lives. However, within the noncustodial parent data, the absence of significant results relating to the measures of the marital or parental subsystem is a problem.

It is possible that the limited number of findings within the noncustodial parent data may be a function of smaller sample size. While 61 custodial parents participated in this study, only 38 noncustodial parents chose to participate. This difference in sample size may have prevented the emergence of more significant results within the noncustodial parent data.

The differences between the custodial and noncustodial parent data may reflect the very real differences in the role of the custodial and noncustodial parent in their children's lives. As previously noted, there was evidence within this study which suggests that the relationships between the children and the custodial and noncustodial parent are qualitatively different. In addition, the one change which was significant for the children was the decrease in the quality of their relationship with their



fathers, the noncustodial parent in 90% of the families. The failure of the model to fit the noncustodial parent data may reflect some of the negative impact that current custody and visitation practices have on the noncustodial parent's relationship with their child (Galper, 1978; Roman & Haddad, 1978). The model for post-divorce family structure may be theoretically valid; however, current legal practises may serve to undermine the accomplishment of this ideal.

Perhaps a more realistic way to conceptualize the post-divorce family is to consider the child a member of two different family systems. The "family" at the home of the custodial parent appears to operate according to the proposed model based on family systems theory. At the same time, the child is part of a second family system, involving the noncustodial parent. The family system of the noncustodial parent is in many ways quite different from our traditional notion of a family. The major difference is the fact that for most noncustodial families, the absence of day to day contact has a profound effect on the quality of the relationship. Our traditional model for intimate relationships is based on the proximity and regular contact which occurs when people live together. The noncustodial "family" must struggle to fit an intimate relationship into the constraints of time and space of the visitation arrangements.

Considerations for Clinical Work

A number of family therapists have developed strategies based on family systems theory for working with the post-divorce family (Goldsmith, 1981; Kaplan, 1977; Montalvo, 1981). They all advocate the assessment of the entire family system to evaluate where the process of divorce has failed. They emphasize the influence of the marital and parental subsystems on children's adjustment, and focus on the need to decrease the amount of marital conflict and increase the effectiveness of the parental dyad to improve the children's behavior. The findings of this research and others (Hess & Camara, 1979; Lowenstein & Koopman, 1978) suggests that it may be equally or more important to improve the individual parent-child relationships. It is possible for children's problem behavior to reflect particular problems within these subsystems, which may be separate from the former problems in the marital subsystem. It may be important to work with improving the child's behavior within each family unit separately. This would enable the clinician to identify the problems which exist within the different "families" as well as communicate the necessity of each family to develop its own rules and regulations. The marital and parental dyads may demand less concern than strengthening the individual parent-child subsystems.

The findings also suggest that an area of particular concern for children is their relationship with their noncustodial parent. This was the one area of change for

the children in this study. This may be a concern that is particularly difficult for children to share with their custodial parents. The custodial parent may consciously or unconsciously be more than happy to see the child's relationship with the noncustodial parent deteriorate. The noncustodial parent may also find the process of maintaining the ongoing relationship within the limits of the visitation arrangement painful. Mental health professionals need to devote more attention to the problem of maintaining the vitality of the noncustodial parent-child subsystem.

#### Considerations for Future Research.

A major shortcoming of this research was the failure to engage the same number of custodial and noncustodial parents. Other researchers have noted this same problem and speculated that this reflects the noncustodial parents' diminished sense of influence on their children's lives (Goldsmith, 1981). This is particularly problematic since the noncustodial parent relationship appears to be the area of greatest concern to the child (Jacobson, 1978c; Kurdek, et al., 1981; Reingold, 1977; Rosen, 1977).

Perhaps one strategy is simply to conduct more research with the noncustodial parent, even in isolation from the child. Most of the research on children's adjustment to divorce has focused on the custodial parent-child subsystem, often with data provided by the custodial parent (Jacobson, 1978a, 1978b, 1978c; Kurdek, et al., 1981; Lowenstein & Koopman, 1978) or child alone (Parrish, Dostal, &

Parrish, 1981; Raschke & Raschke, 1979; Reinhard, 1977; Rosen, 1977). Perhaps more noncustodial parents would be willing to participate if the custodial parent were not involved. In my own data collection, a number of noncustodial parents became very angry when they understood that they were only contacted after the custodial parent had given permission for their child to participate in the research. It is unclear what legal considerations would have to be addressed to solicit the participation of the noncustodial parent directly, without the consent of the custodial parent. This might not be a serious problem if the children were not directly involved in the research.

There were few indications in this data to suggest that the children in this sample had behavioral problems following their parent's divorce. This may have been the result of several factors. The absence of any problem behavior may reflect the amount of time that had elapsed for these children since their parents had separated. The parents of these children had separated an average of 3.5 years (sd = 1.5 years). Legal dates and events may occur long after a family's structure has undergone major changes.

The studies which have documented problem behavior in normal populations of children during the post-divorce period have been studies which have relied upon direct observational methods (Hetherington, et. al., 1978, 1979), interviews (Jacobson, 1978a, 1978b, 1978c), or intensive clinical assessments (Wallerstein & Kelly, 1981). In order to

uncover how children do manage the transition from an intact family, it may be necessary to utilize more sensitive research instruments. The use of direct observation, interviews, and clinical assessment procedures may be necessary to reveal the subtle patterns of interaction which define how a family system manages the stress of the post-divorce transition.

One purpose of this study was to place research on children's divorce adjustment within a broader theoretical context. Family systems theory provided a model for conceptualizing the post-divorce family and examining its impact on children. There was a good deal of support for the model for the post-divorce family system within this study. In particular there was considerable evidence for the role of the parental and parental-child subsystems in determining children's ongoing adjustment following parental divorce. There was less evidence concerning the role of the marital subsystem in the post-divorce family system. It would seem important for future research to explore the impact of the marital subsystem on children's post-divorce adjustment because of the extent to which this has been emphasized in clinical material on the treatment of the post-divorce family (Goldsmith, 1981; Kaplan, 1977; Montalvo, 1981).

The findings of this study suggest that family systems theory may have considerable heuristic value for the study of children's post-divorce adjustment. Family systems theory provides a way to integrate the problems which children and

their parents face following divorce into a broader conceptualization of the family and its impact on children's development. This should facilitate both the development of meaningful research on children of divorce and the development of strategies to help children and their parent's with the transition following parental divorce.

## APPENDICES

## APPENDIX A

### Initial Contact Letter

Dear Parent:

The friend of the court has been contacted by a researcher from Michigan State University's Department of Psychology who would like assistance on a project. The project is designed to examine the effect of divorce on families. As you well know, perhaps better than anyone else, the process of divorce has a major impact on a family. A family must deal with many changes, often with little support or guidance. The situation is particularly complex because little is known about the impact of divorce on families and children.

This project will examine how changes in the family following parental divorce effect children. It is anticipated that the information this project gathers will be useful to professionals and parents. Hopefully this will enable professionals to provide more effective services to children and families as well as help parents through this difficult period.

Participation in this project is voluntary. If you do participate, you, one of your children, and your former spouse would be asked to complete a few questionnaires. The questionnaires will ask you about your feelings and perceptions of your family. These questionnaires would take about one hour to complete. The materials would be personally delivered to your home at a time that is convenient for you. All the information would be kept strictly confidential.

If you are interested in participating in this project, or simply knowing more about it, return the enclosed postcard. Be sure to check the line that indicates that you are interested in participating in the research project. The director of the project will then contact you in a few weeks to talk to you personally about the project, answering any question you might have.



If you are not interested in participating, return the enclosed postcard. Be sure to check the line that indicates that you are not interested in participating in the project. You will not be contacted about this again if you return the postcard indicating that you are not interested in knowing more about this project.

Thank you for considering to participate in what should be a very valuable project.

Sincerely yours,

James Pocock  
Friend of the Court

## APPENDIX B

### Initial Letter to Teachers

Dear \_\_\_\_\_:

Your student, \_\_\_\_\_, and his/her family are currently participating in a research project on family organization and children's development. We have designed our project to include teacher's perceptions of the children in this study.

This part of the project has been thoroughly discussed with the families in the study. They have examined the questionnaire we would like you to complete, and given their consent enabling us to contact you. You will find their signed consent forms enclosed.

We would appreciate your taking 10-15 minutes to complete the enclosed questionnaire. A stamped envelope has been supplied for you to return the completed form to us.

Although we cannot provide you with details concerning any particular child, we will send you a summary of the findings when they are available. If you would like additional information about this project, a message can be left for me at the following number, 355-9562.

Thank you for your time and effort.

Sincerely,

Naomi Goldblum, M.A.  
Project Director

## APPENDIX C

### Child Questionnaire

When parents separate or divorce many changes may happen in a family. The following questions will ask you to rate how you feel about some things in your family, and how they have changed since your parents separated or divorced.

1. Think about your relationship with your mother. How well do you and your mother get along with each other?

0	1	2	3	4	5
No	Very				Very
Response	Badly				Well

2. Has your relationship with your mother gotten better or worse since your parents separated?

0	1	2	3	4	5
No	Much		No		Much
Response	Worse		Change		Better

3. Now think about your relationship with your father. How well do you and your father get along with each other?

0	1	2	3	4	5
No	Very				Very
Response	Badly				Well

4. Has your relationship with your father gotten better or worse since your parents separated?

0	1	2	3	4	5
No	Much		No		Much
Response	Worse		Change		Better

5. How much fighting do your parents seem to do?

0	1	2	3	4	5
No	Very		Some		None
Response	Much				

6. Do your parents seem to fight more or less since they separated?

0	1	2	3	4	5
No	Much		No		Much
Response	More		Change		Less

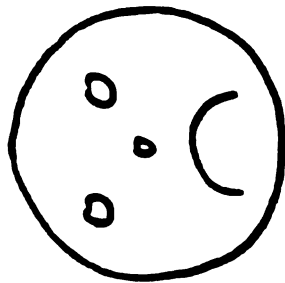
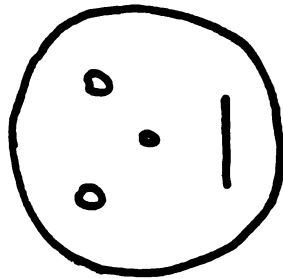
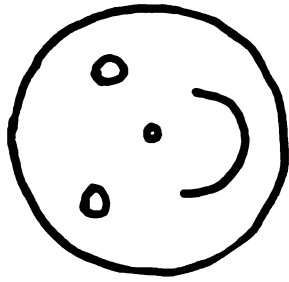
7. Do your parents talk with each other about you? Are they able to make plans for you, discuss how you are doing in school, discuss how you are doing with each other?

0	1	2	3	4	5
No	Not		Some of		All the
Response	at All		the Time		Time

8. Has it become easier or harder for your parents to talk about you and make decisions about you since they separated?

0	1	2	3	4	5
No	Much		No		Much
Response	Harder		Change		Better

## Response Card



5

4

3

2

1

## APPENDIX D

### Child Report of Parent Behavior Inventory (CRPBI)

The following items were completed twice by each child, once for each parent. A research assistant read the items to the child who responded by pointing to a picture which represented whether the item was like, somewhat like, or not like their parent. The research assistant marked down the child's responses during the administration of the CRPBI. During the data collection, the research assistant used two versions of the instrument, one phrased to refer to the child's mother, and one phrased to refer to the child's father. The version referring to the child's perception of their interactions with their mother is presented here.

- 1 = Like
- 2 = Somewhat like
- 3 = Not like

1. Makes me feel better after talking over my worries with her.	1	2	3
2. Isn't very patient with me.	1	2	3
3. See to it that I know exactly what I may not do.	1	2	3
4. Wants to know exactly where I am and what I am doing.	1	2	3
5. Soon forgets a rule she has made.	1	2	3
6. Is easy with me.	1	2	3
7. Doesn't talk with me very much.	1	2	3
8. Will not talk to me when I displease her.	1	2	3
9. Is very strict with me.	1	2	3
10. Feels hurt when I don't follow advice.	1	2	3
11. Is always telling me how I should behave.	1	2	3
12. Usually doesn't find out about my misbehavior.	1	2	3
13. Spends very little time with me.	1	2	3

- |     |   |   |   |   |
|-----|---|---|---|---|
| 14. | Almost always speaks to me with a warm and friendly voice.                                | 1 | 2 | 3 |
| 15. | Is always thinking of things that will please me.   | 1 | 2 | 3 |
| 16. | Believes in having a lot of rules and sticking to them.                                   | 1 | 2 | 3 |
| 17. | Tells me how much she loves me.   | 1 | 2 | 3 |
| 18. | Is always checking on what I've been doing at school or play.                             | 1 | 2 | 3 |
| 19. | Punishes me for doing something one day, but ignores it the next.                         | 1 | 2 | 3 |
| 20. | Allows me to tell her if I think my ideas are better than hers.                           | 1 | 2 | 3 |
| 21. | Lets me off easy when I do something wrong.   | 1 | 2 | 3 |
| 22. | Sometimes when she disapproves, doesn't say anything but is cold and distant for a while. | 1 | 2 | 3 |
| 23. | Forgets to help me when I need it.  | 1 | 2 | 3 |
| 24. | Sticks to a rule instead of allowing a lot of exceptions.                                 | 1 | 2 | 3 |
| 25. | Tells me exactly how to do my work.   | 1 | 2 | 3 |
| 26. | Doesn't pay much attention to my misbehavior.   | 1 | 2 | 3 |
| 27. | Likes me to choose my own way to do things.   | 1 | 2 | 3 |
| 28. | If I break a promise, doesn't trust me again for a long time.                             | 1 | 2 | 3 |
| 29. | Doesn't seem to think of me very often.   | 1 | 2 | 3 |
| 30. | Doesn't tell me what time to be home when I go out.                                       | 1 | 2 | 3 |
| 31. | Gives me a lot of care and attention.   | 1 | 2 | 3 |
| 32. | Believes that all my bad behavior should be punished in some way.                         | 1 | 2 | 3 |
| 33. | Asks me to tell everything that happens when I'm away from home.                          | 1 | 2 | 3 |

34.	Doesn't forget very quickly the things I do wrong.	1	2	3
35.	Wants me to tell her about it if I don't like the way she treats me.	1	2	3
36.	Worries about me when I'm away.	1	2	3
37.	Gives hard punishments.	1	2	3
38.	Believes in showing her love for me.	1	2	3
39.	Feels hurt by things I do.	1	2	3
40.	Lets me help to decide how to do things we're working on.	1	2	3
41.	Says some day I'll be punished for my bad behavior.	1	2	3
42.	Gives me as much freedom as I want.	1	2	3
43.	Smiles at me very often.	1	2	3
44.	Is always getting after me.	1	2	3
45.	Keeps a careful check on me to make sure I have the right kind of friends.	1	2	3
46.	Depends upon her mood whether a rule is enforced or not.	1	2	3
47.	Excuses my bad conduct.	1	2	3
48.	Doesn't show that she loves me.	1	2	3
49.	Is less friendly with me if I don't see things her way.	1	2	3
50.	Is able to make me feel better when I am upset.	1	2	3
51.	Becomes very involved in my life.	1	2	3
52.	Almost always complains about what I do.	1	2	3
53.	Always listens to my ideas and opinions.	1	2	3
54.	Would like to be able to tell me what to do all the time.	1	2	3
55.	Doesn't check up to see whether I have done what she told me.	1	2	3



56.	Thinks and talks about my misbehavior long after it's over.	1	2	3
57.	Doesn't share many activities with me.	1	2	3
58.	Lets me go any place I please without asking.	1	2	3
59.	Enjoys doing things with me.	1	2	3
60.	Makes me feel like the most important person in her life.	1	2	3
61.	Gets cross and angry about little things I do.	1	2	3
62.	Only keeps rules when it suits her.	1	2	3
63.	Really wants me to tell her just how I feel about things.	1	2	3
64.	Will avoid looking at me when I've disappointed her.	1	2	3
65.	Usually makes me the center of her attention at home.	1	2	3
66.	Often praises me.	1	2	3
67.	Says if I loved her, I'd do what she wants me to do.	1	2	3
68.	Seldom insists that I do anything.	1	2	3
69.	Tries to understand how I see things.	1	2	3
70.	Complains that I get on her nerves.	1	2	3
71.	Doesn't work with me.	1	2	3
72.	Insists that I must do exactly as I'm told.	1	2	3
73.	Asks other people what I do away from home.	1	2	3
74.	Loses her temper with me when I don't help around the house.	1	2	3
75.	Does not insist I obey if I complain or protest.	1	2	3
76.	Cheers me up when I am sad.	1	2	3

77.	Sees to it that I obey when she tells me something.	1	2	3
78.	Tells me of all the things she has done for me.	1	2	3
79.	Wants to control whatever I do.	1	2	3
80.	Does not bother to enforce rules	1	2	3
81.	Thinks that any misbehavior is very serious and will have future consequences.	1	2	3
82.	Is always finding fault with me.	1	2	3
83.	Often speaks of the good things I do.	1	2	3
84.	Makes her whole life center about her children.	1	2	3
85.	Doesn't seem to know what I need or want.	1	2	3
86.	Is happy to see me when I come from school or play.	1	2	3
87.	Gives me the choice of what to do whenever possible.	1	2	3
88.	If I've hurt her feelings, stops talking to me until I please her again.	1	2	3
89.	Worries that I can't take care of myself unless she is around.	1	2	3
90.	Hugged or kissed me goodnight when I was small.	1	2	3
91.	Says if I really cared for her, I would not do things that cause her to worry.	1	2	3
92.	Is always trying to change me.	1	2	3
93.	Is easy to talk to.	1	2	3
94.	Wishes I were a different kind of person.	1	2	3
95.	Lets me go out any evening I want.	1	2	3
96.	Seems proud of the things I do.	1	2	3
97.	Spends almost all of her free time with her children.	1	2	3

- |   |   |   |   |
|---|---|---|---|
| 98. I have certain jobs to do and am not allowed to do anything else until they are done. | 1 | 2 | 3 |
| 99. Is very interested in what I am learning in school.                                   | 1 | 2 | 3 |
| 100. Doesn't like the way I act at home.  | 1 | 2 | 3 |
| 101. Changes her mind to make things easier for herself.                                  | 1 | 2 | 3 |
| 102. Can be talked into things easily.  | 1 | 2 | 3 |
| 103. Wishes I would stay at home where she could take care of me.                         | 1 | 2 | 3 |
| 104. Makes me feel I'm not loved.   | 1 | 2 | 3 |
| 105. Has more rules than I can remember, so is often punishing me.                        | 1 | 2 | 3 |
| 106. Says I make her happy.   | 1 | 2 | 3 |
| 107. Will talk to me again about anything bad I do.                                       | 1 | 2 | 3 |
| 108. Lets me do anything I like to do.  | 1 | 2 | 3 |

## APPENDIX E

### Parent Questionnaire

Following separation or divorce, many changes may occur within families. The following questions explore how you feel about certain aspects of your family, and how this compares to the way your family was at the time you first separated from your former spouse. Please respond by circling the number that best describes how you see things now.

1. At the present time, how much conflict is there between you and your former spouse?

1	2	3	4	5
none				a lot

2. Has the amount of conflict increased, decreased, or stayed the same since your separation?

1	2	3	4	5
decreased a lot		no change		increased a lot

3. At the present time, are you and your former spouse able to work together to make decisions about the children's well being?

1	2	3	4	5
never				always

4. Do you trust your former spouse's judgement as a parent?

1	2	3	4	5
never				always

5. Are you and your former spouse able to discuss information about your children's behavior?

1	2	3	4	5
never				always

6. Since your separation, has your ability to work together as parents gotten better or worse?

1	2	3	4	5
much worse				much better

7. How would you rate your relationship with your child, \_\_\_\_\_, at this time?

1	2	3	4	5
very bad				very good

8. Has your relationship with your child, \_\_\_\_\_, gotten better or worse since your separation?

1 2 3 4 5  
much worse much better

The next few questions ask you to describe the visitation arrangements that you and your former spouse have worked out.

9. How frequently do regular visitations occur?

10. How long are the regular visitations for?

11. Do the visitations usually occur as planned, or do changes seem to occur? If changes do occur, please explain how frequently the regular visitation arrangements seem to get changed, and how much of a problem this is.

12. What contact occurs when the children aren't visiting, i.e., phone calls or other contact during the time they are with their custodial parent?

13. Are there any extended visitation periods during the summer or over holidays? Please describe these.

14. How satisfied are you with the current visitation arrangements?

1	2	3	4	5
Not satisfied				Very Satisfied
at all				

15. How satisfied do you think your child is with the visitation arrangements?

1	2	3	4	5
Not satisfied				Very Satisfied
at all				

## APPENDIX F

### O'Leary-Porter Scale

Please answer all of the following questions to the best of your ability. The questions refer to your son/daughter, \_\_\_\_\_, only. Circle the number which best answers each question, as defined below:

- 1 = never
- 2 = rarely
- 3 = occasionally
- 4 = often
- 5 = very often

1. 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 former spouse argue over money matters in front of this child?

1                      2                      3                      4                      5

2. 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 former spouse in this manner with rewarding results?

1                      2                      3                      4                      5

3. Husbands and wives often disagree on the subject of discipline. How often do you and your former spouse argue over disciplinary problems in this child's presence?

1                      2                      3                      4                      5

4. How often has this child heard you and your former spouse argue about the wife's role in the family? (housewife, working wife, etc.)

1                      2                      3                      4                      5

5. How often does your former spouse complain to you about your personal habits (drinking, nagging, sloppiness, etc.) in front of this child?

1                      2                      3                      4                      5

6. How often do you complain to your former spouse about his/her personal habits in front of this child?

1                      2                      3                      4                      5

7. In every normal family there are arguments. What percentage of the arguments between you and your former spouse would you say take place in front of this child?

1	2	3	4	5
Less than 10%	10-25%	26-50%	51-75%	More than 75%

8. 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 former spouse in front of this child?

1	2	3	4	5
---	---	---	---	---

9. How often do you and/or your former spouse display verbal hostility in front of this child?

1	2	3	4	5
---	---	---	---	---

10. How often do you and your former spouse display affection for each other in front of this child?

1	2	3	4	5
---	---	---	---	---

## APPENDIX G

### Child-Rearing Practices Report

In trying to gain more understanding of young children, we would like to know what is important to you as a parent and what kinds of methods you used in raising your children--in particular, your child\_\_\_\_\_. You are asked to indicate your opinions by sorting through a special set of cards that contain statements about bringing up children.

#### The Cards and Envelopes

Each set or deck contains 91 cards. Each card contains a sentence having to do with child rearing. Some of these sentences will be true or descriptive of your attitudes and behavior in relation to your child. Some sentences will be untrue or undescriptive of your feelings and behavior toward this child. By sorting these cards according to the instructions below, you will be able to show how descriptive or undescriptive each of these sentences is for you.

Together with the cards you have received 7 envelopes, with the following labels:

7. These cards are most descriptive.
6. These cards are quite descriptive.
5. These cards are fairly descriptive.
4. These cards are neither descriptive nor undescriptive.
3. These cards are fairly undescriptive.
2. These cards are quite undescriptive.
1. These cards are most undescriptive.

Your task is to choose 13 cards that fit into each of these categories and to put them into their proper envelopes.

How to Sort the Cards (You may wish to check off each step as completed)

- \_\_\_ 1. Take the cards and shuffle them a bit first.
- \_\_\_ 2. Find a large cleared surface, like a kitchen table or desk, and spread out the envelopes in a row, going from 7 to 1 (Most Descriptive to Most Undescriptive):

7            6            5            4            3            2            1



- \_\_\_ 3. Now take the shuffled deck of cards, and read each sentence carefully. Then make three piles of cards: one pile containing cards that are generally true or descriptive of you; one pile that you're not certain about, and one pile of cards that are generally not true or descriptive.

It doesn't make any difference how many cards you put in each of the three piles at this time, since you'll probably have to do some switching around later. But you may find it helpful if each pile contains about the same number of cards.

Now your cards and envelopes look like this:

7	6	5	4	3	2	1
Descriptive Cards		Not Sure Cards		Undescriptive Cards		

- \_\_\_ 4. Now, take the pile of descriptive cards and pick out the 13 cards that are most descriptive of your behavior with your child. Put these cards on top of envelope #7. Don't put them inside yet, because you might want to shift some of them later.
- \_\_\_ 5. Next, from the cards that remain, pick out 13 cards that you think are quite descriptive of your behavior and put these on top of envelope #6. (If you run out of cards from your "descriptive" pile, you'll have to add some of the more descriptive cards from your "not sure" pile.)
- \_\_\_ 6. Now, begin at the other end. Take the pile of "undescriptive" cards and pick out the 13 cards that are most undescriptive of you. Put these on top of envelope #1.
- \_\_\_ 7. Then pick out the 13 cards which are quite undescriptive and put them on envelope #2. (Again, you may have to "borrow" from your "not sure" pile to make the necessary 13 cards for envelope #2).
- \_\_\_ 8. You should now have 39 cards left over. These are now to be sorted into three new piles with 13 cards in each: 13 cards that are fairly descriptive of you (to be put on envelope #5); 13 cards that are neither descriptive or undescriptive (to be put on envelope #4); and 13 cards that are fairly undescriptive (to be put on envelope #3).

You may find it hard, as others have, to put the same number of cards in each pile but we must ask you to follow these directions exactly, even if you feel limited by them.

- 9. Now, as a last step, look over your sort to see if there are any changes you want to make. When the cards seem to belong where you have put them, double-check to be sure you have 13 cards in each pile. Then put each pile in the proper envelopes and tuck in the flaps. The small envelopes go into the large envelope for return to the research assistant.

Thank you for your cooperation.

## Item List

## Child-Rearing Practices Report (CRPR)

1. I respect my child's opinions and encourage him/her to express them.
2. I encourage my child always to do his/her best.
3. I put the wishes of my mate before the wishes of my child.
4. I help my child when he/she is being teased by his friends.
5. I often feel angry with my child.
6. If my child gets into trouble, I expect him/her to handle the problem mostly by himself/herself.
7. I punish my child by putting him/her off somewhere by himself/herself for a while.
8. I watch closely what my child eats and when he/she eats.
9. I don't think young children of different sexes should be allowed to see each other naked.
10. I wish my spouse were more interested in our children.
11. I feel a child should be given comfort and understanding when he/she is scared or upset.
12. I try to keep my child away from children or families who have different ideas or values from our own.
13. I try to stop my child from playing rough games or doing things where he/she might get hurt.
14. I believe physical punishment to be the best way of disciplining.
15. I believe that a child should be seen and not heard.
16. I sometimes forget the promises I have made to my child.
17. I think it is good practice for a child to perform in front of others.
18. I express affection by hugging, kissing, and holding my child.

19. I find some of my greatest satisfactions in my child.
20. I prefer that my child not try things if there is a chance he/she will fail.
21. I encourage my child to wonder and think about life.
22. I usually take into account my child's preferences in making plans for the family.
23. I wish my child did not have to grow up so fast.
24. I feel a child should have time to think, daydream, and even loaf sometimes.
25. I find it difficult to punish my child.
26. I let my child make many decisions for himself.
27. I do not allow my child to say bad things about his/her teachers.
28. I worry about the bad and sad things that can happen to a child as he/she grows up.
29. I teach my child that in one way or another punishment will find him/her when he/she is bad.
30. I do not blame my child for whatever happens if others ask for trouble.
31. I do not allow my child to get angry with me.
32. I feel my child is a bit of a disappointment to me.
33. I expect a great deal of my child.
34. I am easy going and relaxed with my child.
35. I give up some of my own interests because of my child.
36. I tend to spoil my child.
37. I have never caught my child lying.
38. I talk it over and reason with my child when he/she misbehaves.
39. I trust my child to behave as he/she should, even when I am not with him/her.
40. I joke and play with my child.

41. I give my child a good many duties and family responsibilities.
42. My child and I have warm, intimate times together.
43. I have strict, well-established rules for my child.
44. I think one has to let a child take many chances as he/she grows up and tries new things.
45. I encourage my child to be curious, to explore and question things.
46. I sometimes talk about supernatural forces and beings in explaining things to my child.
47. I expect my child to be grateful and appreciate all the advantages he/she has.
48. I sometimes feel that I am too involved with my child.
49. I believe in toilet training a child as soon as possible.
50. I threaten punishment more often than I actually give it.
51. I believe in praising a child when he/she is good and think it gets better results than punishing him/her when he/she is bad.
52. I make sure my child knows that I appreciate what he/she tries or accomplishes.
53. I encourage my child to talk about his/her troubles.
54. I believe children should not have secrets from their parents.
55. I teach my child to keep control of his/her feelings at all times.
56. I try to keep my child from fighting.
57. I dread answering my child's questions about sex.
58. When I am angry with my child, I let him/her know it.
59. I think a child should be encouraged to do things better than others.
60. I punish my child by taking away a privilege he/she otherwise would have had.

61. I give my child extra privileges when he/she behaves well.
62. I enjoy having the house full of children.
63. I believe that too much affection and tenderness can harm or weaken a child.
64. I believe that scolding and criticism makes my child improve.
65. I believe my child should be aware of how much I sacrifice for him/her.
66. I sometimes tease and make fun of my child.
67. I teach my child that he/she is responsible for what happens to him/her.
68. I worry about the health of my child.
69. There is a good deal of conflict between my child and me.
70. I do not allow my child to question my decisions.
71. I feel that it is good for a child to play competitive games.
72. I like to have some time for myself, away from my child.
73. I let my child know how ashamed and disappointed I am when he/she misbehaves.
74. I want my child to make a good impression on others.
75. I encourage my child to be independent of me.
76. I make sure I know where my child is and what he/she is doing.
77. I find it interesting and educational to be with my child for long periods.
78. I think a child should be weaned from the breast or bottle as soon as possible.
79. I instruct my child not to get dirty while he/she is playing.
80. I don't go out if I have to leave my child with a stranger.

81. I think jealousy and quarreling between brothers and sisters should be punished.
82. I think children must learn early not to cry.
83. I control my child by warning him/her about the bad things that can happen to him/her.
84. I think it is best if the mother, rather than the father, is the one with the most authority over the children.
85. I don't want my child to be looked upon as different from others.
86. I don't think children should be given sexual information before they can understand everything.
87. I believe it is very important for a child to play outside and get plenty of fresh air.
88. I get pleasure from seeing my child eating well and enjoying his/her food.
89. I don't allow my child to tease or play tricks on others.
90. I think it is wrong to insist that young boys and girls have different kinds of toys and play different sorts of games.
91. I believe it is unwise to let children play a lot by themselves without supervision from grown-ups.

# APPENDIX H

## Child Behavior with Parent Inventory (CBPI)

Completed by Mother \_\_\_\_\_ Father \_\_\_\_\_  
 Describing: Son \_\_\_\_\_ Daughter \_\_\_\_\_  
 Child's Age: \_\_\_\_\_

More understanding of children's behavior will lead to greater happiness for parents and children. However, we need to learn more about how boys and girls behave with their mothers and fathers at different ages. That is why we are asking parents to describe how their children behave with them.

A number of things that children do are listed here. Please read each item and circle the answer that describes what your child does with you. BE SURE TO MARK EACH ITEM.

If you think the item is Very Much Like your child, circle VML.  
 If you think the item is Somewhat Like your child, circle SML.  
 If you think the item is A Little Like your child, circle LL.  
 If you think the item is Not at All Like your child, circle NL.

	<u>VML</u>	<u>SWL</u>	<u>LL</u>	<u>NL</u>
1. Tells me about his/her friends or activities. . . . .	VML	SWL	LL	NL
2. Tries to do things for himself/herself . . . . .	VML	SWL	LL	NL
3. Says I'm stricter than other parents when he/she doesn't like a rule . .	VML	SWL	LL	NL
4. Pushes me away when I get close . .	VML	SWL	LL	NL
5. Tries to show me his/her skills . .	VML	SWL	LL	NL
6. Likes to sit close to me. . . . .	VML	SWL	LL	NL
7. Makes his/her decisions with my advice. . . . .	VML	SWL	LL	NL
8. Always has something else to do when I suggest we do something together. . . . .	VML	SWL	LL	NL
9. Does what I ask even though he/she doesn't like it . . . . .	VML	SWL	LL	NL



- |     |  |     |     |    |    |
|-----|--|-----|-----|----|----|
| 10. | Smiles at me when I show him/her affection . . . . .                             | VML | SWL | LL | NL |
| 11. | Asks why I can do things that he/she is not allowed to do. . . . .               | VML | SWL | LL | NL |
| 12. | Seldom tries to do things with me .  | VML | SWL | LL | NL |
| 13. | Keeps asking me to do things for or with him/her even when I'm working.          | VML | SWL | LL | NL |
| 14. | Does things to cheer me up when I've had a bad day. . . . .                      | VML | SWL | LL | NL |
| 15. | Asks for help when it's not really needed. . . . .                               | VML | SWL | LL | NL |
| 16. | Gives me a hard time when I don't let him/her have his/her own way. .            | VML | SWL | LL | NL |
| 17. | Says nice things to me to get me to give in . . . . .                            | VML | SWL | LL | NL |
| 18. | Volunteers to help me when I need it . . . . .                                   | VML | SWL | LL | NL |
| 19. | Says I don't love him/her when I don't give in to his/her demands. .             | VML | SWL | LL | NL |
| 20. | Shows more patience when I'm nervous . . . . .                                   | VML | SWL | LL | NL |
| 21. | Doesn't show he/she loves me. . . .  | VML | SWL | LL | NL |
| 22. | Does what he/she wants to instead of what I tell him/her. . . . .                | VML | SWL | LL | NL |
| 23. | Makes me the center of his/her attention . . . . .                               | VML | SWL | LL | NL |
| 24. | Begs for things I don't think he/she should have. . . . .                        | VML | SWL | LL | NL |
| 25. | Ignores me for awhile after I've scolded him/her . . . . .                       | VML | SWL | LL | NL |
| 26. | Is anxious to please me again when he/she has done something to hurt me. . . . . | VML | SWL | LL | NL |

- |     |  |     |     |    |    |
|-----|--|-----|-----|----|----|
| 27. | Asks me to share things he/she enjoys. . . . .                         | VML | SWL | LL | NL |
| 28. | Agrees to help when I ask . . . . .                                    | VML | SWL | LL | NL |
| 29. | Sulks or pouts when made to do something he/she doesn't want to do . . | VML | SWL | LL | NL |
| 30. | Depends on me to decide things for him/her . . . . .                   | VML | SWL | LL | NL |
| 31. | Is a nuisance even when I'm busy. .                                    | VML | SWL | LL | NL |
| 32. | Tells me about his/her hopes and fears . . . . .                       | VML | SWL | LL | NL |
| 33. | Does his/her chores without my help                                    | VML | SWL | LL | NL |
| 34. | Says I don't give money or things that other parents give . . . . .    | VML | SWL | LL | NL |
| 35. | Moves away from me when I try to hug him/her . . . . .                 | VML | SWL | LL | NL |
| 36. | Shows me things he/she has made or done . . . . .                      | VML | SWL | LL | NL |
| 37. | Greets me with a hug or kiss. . . .                                    | VML | SWL | LL | NL |
| 38. | Decides by himself/herself how to do things . . . . .                  | VML | SWL | LL | NL |
| 39. | Wants to leave when I try to spend time with him/her . . . . .         | VML | SWL | LL | NL |
| 40. | Is easy to manage . . . . .  | VML | SWL | LL | NL |
| 41. | Is usually willing when I ask for a hug or kiss . . . . .              | VML | SWL | LL | NL |
| 42. | Questions my decisions. . . . .  | VML | SWL | LL | NL |
| 43. | Doesn't share many activities with me. . . . .                         | VML | SWL | LL | NL |
| 44. | Interrupts when I'm talking to neighbors or friends. . . . .           | VML | SWL | LL | NL |
| 45. | Is extra nice to me when I'm sick or tired. . . . .                    | VML | SWL | LL | NL |

46. Wants me to show him/her how to do  
things when he/she could figure it  
out alone . . . . . VML SWL LL NL
47. Becomes hard to control when I  
don't allow him/her to do what  
he/she wants. . . . . VML SWL LL NL
48. Is more affectionate when asking me  
for something he/she wants. . . . . VML SWL LL NL
49. Pitches in willingly when I'm  
rushed. . . . . VML SWL LL NL
50. Says I'm not very good to him/her  
when I don't give him/her what  
he/she wants. . . . . VML SWL LL NL
51. Is better behaved when he/she knows  
I'm upset . . . . . VML SWL LL NL
52. Shows little affection towards me . VML SWL LL NL
53. Often breaks my rules . . . . . VML SWL LL NL
54. Chooses to spend free time with me. VML SWL LL NL
55. Yells at me or cries when I don't  
give him/her what he/she wants. . . VML SWL LL NL
56. If I've hurt his/her feelings stops  
talking to me . . . . . VML SWL LL NL
57. Tries hard to make up with me if  
he/she has broken a rule. . . . . VML SWL LL NL
58. Often asks to do things with me . . VML SWL LL NL
59. Tries to do a good job when I ask  
for help. . . . . VML SWL LL NL
60. Looks cross when he/she doesn't  
get what he/she wants . . . . . VML SWL LL NL
61. Asks me for help in choosing things  
to do . . . . . VML SWL LL NL
62. Rushes me even when he/she knows  
I'm tense . . . . . VML SWL LL NL
63. Tells me about his/her problems . . VML SWL LL NL

- |     |   |     |     |    |    |
|-----|---|-----|-----|----|----|
| 64. | Keeps busy for long periods of time<br>without my attention. . . . .                        | VML | SWL | LL | NL |
| 65. | Says I'm the only parent who said<br>"No". . . . .  | VML | SWL | LL | NL |
| 66. | Resists my attempts to be warm<br>and friendly. . . . .                                     | VML | SWL | LL | NL |
| 67. | Wants to show me things he/she has<br>learned to do . . . . .                               | VML | SWL | LL | NL |
| 68. | Asks me to kiss him/her goodnight .   | VML | SWL | LL | NL |
| 69. | Thinks of things to do himself/<br>herself . . . . .  | VML | SWL | LL | NL |
| 70. | Goes somewhere else when I come in.   | VML | SWL | LL | NL |
| 71. | Obeys my rules. . . . .   | VML | SWL | LL | NL |
| 72. | Hugs or kisses me back when I hug<br>or kiss him/her . . . . .                              | VML | SWL | LL | NL |
| 73. | Asks why I should always have my<br>way . . . . .   | VML | SWL | LL | NL |
| 74. | Doesn't pay much attention to me<br>when we're home together. . . . .                       | VML | SWL | LL | NL |
| 75. | Is a nuisance when I'm busy and<br>can't give him/her attention. . . .                      | VML | SWL | LL | NL |
| 76. | Does things to please me when I'm<br>feelings unhappy. . . . .                              | VML | SWL | LL | NL |
| 77. | Often wants my help to get things<br>done. . . . .  | VML | SWL | LL | NL |
| 78. | Keeps on nagging me until he/she<br>gets his/her way. . . . .                               | VML | SWL | LL | NL |
| 79. | Is more friendly when I do things<br>his/her way . . . . .                                  | VML | SWL | LL | NL |
| 80. | Tries to be helpful when I'm busy .   | VML | SWL | LL | NL |
| 81. | Says I never give him/her anything<br>if I don't give him/her what<br>he/she wants. . . . . | VML | SWL | LL | NL |
| 82. | Is nicer to me when I'm sick. . . .   | VML | SWL | LL | NL |
| 83. | Doesn't return my affection . . . .   | VML | SWL | LL | NL |

- |      |   |     |     |    |    |
|------|---|-----|-----|----|----|
| 84.  | Tries to see what he/she can get<br>away with . . . . .                                   | VML | SWL | LL | NL |
| 85.  | Will stay with me when I'm working<br>around the house or yard. . . . .                   | VML | SWL | LL | NL |
| 86.  | Pesters me until I buy him/her<br>whatever he/she wants . . . . .                         | VML | SWL | LL | NL |
| 87.  | Turns away when I come near if I've<br>disappointed him/her. . . . .                      | VML | SWL | LL | NL |
| 88.  | Asks me to forgive him/her if<br>he/she had made me unhappy. . . . .                      | VML | SWL | LL | NL |
| 89.  | Asks me to play games with him/her.   | VML | SWL | LL | NL |
| 90.  | Is helpful when I need something<br>done. . . . .   | VML | SWL | LL | NL |
| 91.  | Whines or sulks if I don't give<br>him/her permission to do what<br>he/she wants. . . . . | VML | SWL | LL | NL |
| 92.  | Asks my advice even on small things.  | VML | SWL | LL | NL |
| 93.  | Often causes trouble even when I'm<br>upset . . . . .                                     | VML | SWL | LL | NL |
| 94.  | Lets me know whats on his/her mind.   | VML | SWL | LL | NL |
| 95.  | Likes to go ahead with things on<br>his/her own . . . . .                                 | VML | SWL | LL | NL |
| 96.  | Tries to get his/her way by<br>comparing me to other parents . . .                        | VML | SWL | LL | NL |
| 97.  | Objects when I'm affectionate with<br>him/her . . . . .                                   | VML | SWL | LL | NL |
| 98.  | Likes me to see how he/she solved<br>problems. . . . .                                    | VML | SWL | LL | NL |
| 99.  | Shows me how much he/she loves me .   | VML | SWL | LL | NL |
| 100. | Wants to make up his/her own mind .   | VML | SWL | LL | NL |
| 101. | Would refuse if I asked him/her<br>to go somewhere with me . . . . .                      | VML | SWL | LL | NL |
| 102. | Does what he/she is supposed to<br>even when I'm not there . . . . .                      | VML | SWL | LL | NL |

103.	Is warm and affectionate when I show him/her affection. . . . .	VML	SWL	LL	NL
104.	Says it's unfair that I can tell him/her what to do. . . . .	VML	SWL	LL	NL
105.	Ignores me when I come home . . . .	VML	SWL	LL	NL
106.	Refuses to leave me alone. Insists that I work or play with him/her. .	VML	SWL	LL	NL
107.	Tries to comfort me when things go wrong . . . . .	VML	SWL	LL	NL
108.	Asks me to do even simple things for him/her . . . . .	VML	SWL	LL	NL
109.	Won't take "no" for an answer when he/she wants to do something. . . .	VML	SWL	LL	NL
110.	Tries to get his/her way by being sweet to me . . . . .	VML	SWL	LL	NL
111.	Does what he/she can to make things easier for me . . . . .	VML	SWL	LL	NL
112.	Tells me I don't treat him/her fairly when I punish him/her. . . .	VML	SWL	LL	NL
113.	Is quieter than usual when I'm not feeling well. . . . .	VML	SWL	LL	NL
114.	Is cold or indifferent to me. . . .	VML	SWL	LL	NL
115.	Seldom obeys me unless I keep after after him/her . . . . .	VML	SWL	LL	NL
116.	Likes to be with me . . . . .	VML	SWL	LL	NL
117.	Keeps asking me for things even after I say "No". . . . .	VML	SWL	LL	NL
118.	Acts cold and distant when I displease him/her . . . . .	VML	SWL	LL	NL
119.	Tries to be especially nice to me after he/she has worried me . . . .	VML	SWL	LL	NL
120.	Suggests things we could do together. . . . .	VML	SWL	LL	NL
121.	Is willing to run errands for me. .	VML	SWL	LL	NL

122.	Acts upset when I can't do a favor.	VML	SWL	LL	NL
123.	Likes me to make decisions for him/her . . . . .	VML	SWL	LL	NL
124.	Is noisy even though he/she knows it bothers me . . . . .	VML	SWL	LL	NL
125.	Doesn't keep secrets from me. . . .	VML	SWL	LL	NL
126.	Will take help from me only after trying to do something for himself/ herself . . . . .	VML	SWL	LL	NL
127.	Uses what other parents do to try to change me. . . . .	VML	SWL	LL	NL
128.	Turns away when I show how much I care for him/her. . . . .	VML	SWL	LL	NL
129.	Wants me to come see the work he/ she has done. . . . .	VML	SWL	LL	NL
130.	Hugs me warmly. . . . .	VML	SWL	LL	NL
131.	Uses his/her own judgment about most things . . . . .	VML	SWL	LL	NL
132.	Shows I'm not welcome when I join his/her activity. . . . .	VML	SWL	LL	NL
133.	Tries to keep quiet when I tell him/her to. . . . .	VML	SWL	LL	NL
134.	Smiles when I tell him/her how much I love him/her. . . . .	VML	SWL	LL	NL
135.	Disagrees with me on what is right or wrong. . . . .	VML	SWL	LL	NL
136.	Seldom shows interest in anything I enjoy . . . . .	VML	SWL	LL	NL
137.	Gives me a hard time if I don't leave what I'm doing when he/she wants me. . . . .	VML	SWL	LL	NL
138.	When I'm feeling bad, says things to make feel better . . . . .	VML	SWL	LL	NL
139.	Wants my help for problems he/she could solve alone . . . . .	VML	SWL	LL	NL
140.	Loses his/her temper when I say no.	VML	SWL	LL	NL

141. Promises to be nice if I give  
permission to do something special. VML SWL LL NL
142. Shares the work without being asked.VML SWL LL NL
143. Tries to make me feel bad if I  
deny him/her something. . . . . VML SWL LL NL
144. Is pleasant and gentle when I'm  
feeling blue. . . . . VML SWL LL NL
145. Doesn't warm up when I try to be  
friendly. . . . . VML SWL LL NL
146. Seldom follows my orders unless I  
insist. . . . . VML SWL LL NL
147. Spends much time with me when we  
are home. . . . . VML SWL LL NL
148. Insists I get what he/she wants  
instead of what I suggest . . . . . VML SWL LL NL
149. Won't smile at me for awhile if I  
won't let him/her have his/her own  
way . . . . . VML SWL LL NL
150. Is very apologetic if he/she has  
misbehaved. . . . . VML SWL LL NL
151. Asks me to take him/her along when  
I go out. . . . . VML SWL LL NL
152. Cooperates if I ask him/her to do  
something special for me. . . . . VML SWL LL NL
153. Frowns or whines when I don't do  
things his/her way. . . . . VML SWL LL NL
154. Prefers to be told which way to do  
something . . . . . VML SWL LL NL
155. Makes problems even when I'm rushed.VML SWL LL NL



# APPENDIX I

## Means and Standard Deviations of Research Variables

Variable	Participant			
	Cust. Parent		N.Cust Parent	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Marital conflict	.00	1.00	.00	1.00
O'Leary	17.72	6.21	17.13	4.70
Parental relationship	.00	1.00	.00	1.00
Parent agreement index	.49	.13	.49	.13
Satisfaction with visitation	.00	1.00	.00	1.00
Frequency	.00	1.00	.00	1.00
Duration	.00	1.00	.00	1.00
Extended visitation	.00	1.00	.00	1.00
Parent-child relationship	.00	1.00	.00	1.00
Control	.28	1.08	-.45	.66
Affection	.08	1.05	-.13	.92
Dependence	.13	1.08	-.21	.82
Resists contact	.02	1.01	-.03	.99
Problem behavior	57.36	10.81	54.54	12.12
Competence	49.77	14.29	44.95	11.28

Note. Variables with M = .00 and SD = 1.00 were constructed by combining questionnaire items which had been transformed into standardized z scores, combined, and restandardized as described in the Results section.

Variable	Children	
	M	SD
Amount of parental fighting	3.23	1.41
Change in fighting	4.05	1.48
Parental relationship	3.22	1.30
Change in relationship	3.18	1.38
Relationship with mother	4.18	1.02
Change in relationship	3.48	1.35
Acceptance, maternal	.00	1.00
Control, maternal	.00	1.00
Relationship with father	4.48	.91
Change in relationship	3.50	1.07
Acceptance, paternal	.00	1.00
Control, paternal	.00	1.00
Variable	Teachers	
Problem behavior	20.48	23.25
School behavior	17.71	5.21
Academic Performance	2.96	1.02

Note. The factor scores Acceptance and Control were transformed into z scores.

APPENDIX J  
Correlation Matrix

Intercorrelations between custodial parent variables.

Variable	1	2	3	4	5	6	7	8	9	10
1. Problem behavior----										
2. Competence	-.20									
3. Marital conflict	.05	-.02								
4. Marital host.	.17	.17	.30XX							
5. Parental relat.	-.31XX	.06	-.58XX	-.19						
6. Par/agree index	-.28X	.03	-.13	-.13	.12					
7. Satisfaction	-.22X	.18	-.08	.02	.30XX	.07				
8. Frequency	-.31XX	.08	-.09	-.03	.41XX	.03	.42XX			
9. Duration	-.18	.12	.01	.20	.27	-.12	.35XX	.46XX		
10. Extended visit	-.15	.19	-.10	.13	.29X	.11	.40XX	.31XX	.37XX	
11. Par/child relat.	-.38XX	.11	-.44XX	-.01	.58XX	.29	.40XX	.35XX	.19	.25X
12. Control	.62XX	-.08	.09	.18	-.23X	-.35X	-.29	-.13	-.15	-.04
13. Affection	-.30X	-.06	-.21	.00	.24X	.23	.17	.00	.09	.06
14. Dependence	.44XX	-.01	.16	.21	-.33XX	-.20	-.13	-.10	-.14	-.10
15. Resists Contact	.44XX	-.14	.03	.09	-.33XX	-.24	-.31	-.20	-.18	-.18
16. Age	-.04	-.12	.04	.02	-.15	.09	-.02	-.12	-.04	-.01
17. Education	.05	.03	.09	.17	-.19	-.36X	.04	.03	.08	.01
18. Remarried	-.23X	.08	.01	.09	.07	.04	.23	.23X	.25X	.18
19. SES	.10	.11	.35XX	.07	-.27X	-.46XX	-.01	-.19	-.25	-.23
20. Sex	.11	.12	-.20	.01	.35XX	-.18	.05	.06	.01	.08

Variable	11	12	13	14	15	16	17	18	19
1. Problem behavior									
2. Competence									
3. Marital conflict									
4. Marital host.									
5. Parental relat.									
6. Par/agree index									
7. Satisfaction									
8. Frequency									
9. Duration									
10. Extended visit									
11. Par/child relat.									
12. Control	-.31XX								
13. Affection	.54XX	-.43XX							
14. Dependence	-.13	.36XX	-.02						
15. Resists Contact	-.44XX	.57XX	-.58XX	.38XX					
16. Age	.05	-.13	-.02	.12	.01				
17. Education	-.21	.04	.07	.13	.14	.10			
18. Remarried	.16	-.15	.13	-.10	-.24X	-.04	-.01		
19. SES	-.29	.04	.00	.10	.15	-.09	.49XX	-.13	
20. Sex	.10	.21X	-.18	-.18	-.11	-.23X	.17	-.21	.11

Note. Remarried, 1=Remarried, 0=single; Sex, 1=female, 0=male  
Xp<.05 XXp<.01

## Intercorrelations between noncustodial parent variables.

Variable	1	2	3	4	5	6	7	8	9	10
1. Problem behavior----										
2. Competence .16	----									
3. Marital conflict .20	.13	----								
4. Marital host. .26	.04	-.02	----							
5. Parental relat. -.25	-.06	-.71XX	-.04	----						
6. Par/agree index -.24	-.29	-.21	-.24	.17	----					
7. Satisfaction -.15	.01	-.63XX	-.07	.56XX	-.07	----				
8. Frequency -.27	.01	-.03	-.09	.16	.01	.44XX	----			
9. Duration .07	.07	-.07	.25	-.10	-.05	.07	-.17	----		
10. Extended visit -.05	-.03	.04	-.01	-.15	.12	.02	.15	.28X	----	
11. Par/child relat. -.40XX	-.11	-.50XX	-.17	.72XX	.11	.48XX	.33X	.00	.08	----
12. Control .44XX	.25	.00	.12	-.10	-.40XX	.05	-.18	-.18	-.03	
13. Affection -.37X	-.27X	-.30X	-.04	.44XX	.40XX	.26	.32X	.32X	.30X	
14. Dependence .23	-.06	.16	.05	-.17	-.30X	-.02	-.01	-.01	.17	
15. Resists Contact .52XX	.40XX	.21	-.21	-.20X	-.32X	-.03	-.22	-.22	-.19	
16. Age .02	.31X	-.21	-.24	.12	.04	.19	-.11	-.11	.05	
17. Education .16	.14	.43XX	.25	-.20	-.48XX	-.18	.04	-.01	.16	
18. Remarried .21	.48XX	.17	-.29X	-.18	-.26X	.02	.12	.08	-.22	
19. SES .02	.09	.25	.20	-.03	-.42XX	-.20	-.23	-.02	.06	
20. Sex .09	.17	.36X	-.16	-.41XX	.18	-.25	.08	.13	.38XX	

Variable	11	12	13	14	15	16	17	18	19
1. Problem behavior									
2. Competence									
3. Marital conflict									
4. Marital host.									
5. Parental relat.									
6. Par/agree index									
7. Satisfaction									
8. Frequency									
9. Duration									
10. Extended visit									
11. Par/child relat.----									
12. Control -.12	----								
13. Affection .48XX	-.47XX	----							
14. Dependence .01	.42XX	.00	----						
15. Resists Contact -.28X	.60XX	-.54XX	.01	----					
16. Age .18	.19	-.03	.08	.12	----				
17. Education -.19	.14	-.16	.17	.12	-.27X	----			
18. Remarried -.12	.29	-.39XX	-.14	.42XX	.25X	.04	----		
19. SES -.09	.08	-.14	.17	.13	-.29X	.59XX	-.06	----	
20. Sex -.16	.16	-.17	-.08X	.32X	.11	-.05	.09	-.09	----

Note. Remarried, 1=Remarried, 0=single; Sex, 1=female, 0=male  
 Xp<.05 XXp<.01

## Intercorrelations between custodial and noncustodial parent variables.

Custodial Parent Variables	Noncustodial parent variables									
	1	2	3	4	5	6	7	8	9	10
1. Problem behavior	.38XX	.06	.07	.17	-.11	-.28X	-.12	-.20	-.09	-.13
2. Competence	-.27X	-.12	-.03	-.03	-.06	.03	-.08	-.03	.20	.06
3. Marital conflict	.42XX	.30XX	.64XX	.08	-.60XX	-.13	-.46XX	-.03	-.05	.08
4. Marital host.	.26	.35X	.22	.23	-.26	-.13	-.10	-.02	.21	.42XX
5. Parental relat.	-.25	-.31X	-.63XX	-.08	-.64XX	.12	.45XX	.17	.09	.09
6. Par/agree index	-.24	-.29X	-.21	-.24	.17	1.00	-.07	.01	-.05	.12
7. Satisfaction	-.28X	-.01	.05	.12	-.10	.08	.14	.32X	.42XX	.32X
8. Frequency	-.20	.06	-.10	-.03	.14	.03	.32	.77XX	.04	.33X
9. Duration	.06	.01	-.01	.19	-.23	-.12	.04	.15	.81XX	.40XX
10. Extended visit	-.18	-.02	-.18	.07	.05	.11	-.01	.12	.16	.63XX
11. Par/child relat.	-.50XX	-.26	-.10	.03	.25	.29	.29X	.23	.15	.15
12. Control	.13	.12	-.10	-.02	.10	-.34X	.12	-.03	-.25	-.20
13. Affection	-.05	-.32X	.18	-.05	-.01	.23	-.09	.04	.23X	.30X
14. Dependence	-.08	-.04	.24	.22	-.26	-.20	-.05	.16	-.12	.12
15. Resists Contact	.04	.33X	-.22	.08	.12	-.24	.15	-.28	-.03	-.07
16. Age	.16	.23	.00	-.31X	-.11	.08	-.01	-.14	-.08	.03
17. Education	-.05	.15	.36XX	.15	-.12	-.36XX	-.23	.03	.11	.06
18. Remarried	-.35	.16	.02	-.25	-.02	.04	.05	.21	.16	.34X
19. SES	.21	.42XX	.44XX	.15	-.33X	-.46XX	-.24	-.15	-.11	-.25
20. Sex	-.09	-.17	-.36XX	.16	.41XX	-.18	.25	-.08	-.13	-.38XX

Custodial Parent Variables	Noncustodial parent variables									
	11	12	13	14	15	16	17	18	19	20
1. Problem behavior	-.21	.21	-.09	.32X	.13	-.13	.23	-.26X	.24	-.20
2. Competence	.06	-.10	.14	.16	-.22	-.15	.21	.21	.17	-.09
3. Marital conflict	.52	.20	-.31X	.14	.35X	-.04	.20	.08	-.04XX	.37XX
4. Marital host.	-.38XX	.14	.03	.06	.16	-.18	.19	.10	.09	.12
5. Parental relat.	.57XX	-.11	.30X	.02	-.33X	.04	-.39XX	-.08	-.17	-.32X
6. Par/agree index	.11	-.40XX	.40XX	-.30	-.32X	.04	-.48XX	-.26	-.42XX	.18
7. Satisfaction	.22	-.21	.22	-.07	-.20	.00	-.10	.07	-.01	.06
8. Frequency	.38XX	-.22	-.27X	-.04	-.34X	-.02	-.22	.04	-.24	.12
9. Duration	.00	.11	-.12	.13	-.08	-.07	-.12	-.08	-.15	.17
10. Extended visit	.18	-.14	.35X	.12	-.24	-.01	-.15	-.21	.09	-.03
11. Par/child relat.	.39XX	-.27	.39XX	-.21	-.33X	.07	-.28X	.13	-.16	.01
12. Control	-.08	.14	-.15	.13	.06	-.24	.21	-.11X	.30X	-.31XX
13. Affection	.16	-.07	.19	.04	-.19	-.22	.09	-.02	.03	.27X
14. Dependence	-.13	.17	-.11	.41XX	-.23	.09	.12	-.08	.14	.13
15. Resists Contact	-.07	.00	-.27	-.15	.12	.11	.08	-.18	.03	-.15
16. Age	.03	.27	-.12	.20	.18	.91XX	-.26X	.26X	-.33XX	.25X
17. Education	-.06	.16	-.30X	.17	-.03	.02	.68XX	.11	.31	-.18
18. Remarried	.22	-.12	.18	-.13	.04	.12	-.02	.00	-.02	.41XX
19. SES	-.36X	.29	.55XX	.19	.43XX	-.14	.56XX	.13X	.35XX	-.10
20. Sex	.16	-.16	.17	.08	-.32	-.11	.05	-.09	.09	-1.00

Note. Remarried, 1=Remarried, 0=single; Sex, 1=female, 0=male  
 Xp<.05 XXp<.01

## Intercorrelations between custodial parent and child variables

Custodial Parent Variables	Child Variables							
	1	2	3	4	5	6	7	8
1. Problem behavior	-.08	-.33X	-.04	-.08	.04	.16	-.06	-.02
2. Competence	-.12	-.18	.09	.11	-.05	.13	-.07	.22X
3. Marital conflict	-.16	-.33XX	-.25X	-.24X	-.04	.16	-.10	.15
4. Marital host.	-.42XX	-.12	.03	.15	-.10	.04	-.12	.38XX
5. Parental relat.	.29XX	.03	.46XX	.28X	-.12	-.16	.06	-.13
6. Par/agree index	-.04	-.17	.08	.10	.22	.02	.09	-.07
7. Satisfaction	-.08	-.42XX	.14	-.08	.00	-.09	.16	-.04
8. Frequency	.00	-.25	.25	.07	-.19	.18	-.10	.11
9. Duration	-.11	-.25	.17	.01	-.09	.13	.17	.09
10. Extended visit	-.12	-.11	.09	-.16	.04	.08	.06	.14
11. Par/child relat.	.01	-.09	.24X	.15	.13	-.16	.37XX	-.04
12. Control	-.01	.30XX	.15	.17	-.14	.19	-.19	-.01
13. Affection	.05	-.07	.00	.02	.12	-.29X	.41XX	.01
14. Dependence	-.10	.00	-.17	-.02	-.07	.03	.01	.08
15. Resists Contact	-.05	.23X	.04	.03	-.16	.13	-.15	-.16
16. Age	.07	-.11	.05	-.15	.13	-.15	.04	-.14
17. Education	.07	.11	.11	.01	-.10	-.08	-.07	-.04
18. Remarried	.03	.03	-.11	.11	-.27X	-.05	-.30	-.33X
19. SES	.14	-.01	-.02	-.13	-.20	.05	-.02	-.10
20. Sex	.37XX	.16	.45XX	.14	.04	.20	-.03	.12

Custodial Parent Variables	Child Variables						
	9	10	11	12	13	14	15
1. Problem behavior	-.05	.16	-.02	.30XX	.11	-.06	-.05
2. Competence	.23X	-.13	.22X	.01	-.15	-.02	-.01
3. Marital conflict	.03	.31XX	-.25X	.15	-.08	.21X	-.28X
4. Marital host.	.18	.32XX	-.06	.36XX	.01	.21	-.01
5. Parental relat.	-.09	.26	.30XX	.00	.04	.13	.08
6. Par/agree index	.21	-.23	.18	.04	-.26	.04	.14
7. Satisfaction	.15	.00	.22X	.14	.01	.08	-.20
8. Frequency	.18	-.04	.11	-.05	-.13	.16	-.24X
9. Duration	.11	.07	.09	-.15	-.01	.07	-.06
10. Extended visit	-.07	-.21	.14	.15	-.13	.01	.10
11. Par/child relat.	.08	-.18	.4	.14	-.06	.05	.16
12. Control	-.12	.13	-.01	.21	-.09	.09	.04
13. Affection	.18	-.09	.32XX	.13	-.20	.26X	.03
14. Dependence	.27X	.23X	.08	.17	-.22X	.15	-.09
15. Resists Contact	.01	.22X	-.16	-.08	.14	-.31XX	-.06
16. Age	.21	.11	-.14	-.35XX	.39XX	-.14	.08
17. Education	.22	.04	.04	-.05	.08	-.01	-.20
18. Remarried	-.03	.00	-.33XX	-.07	-.17	.09	-.08
19. SES	.00	.07	-.10	.07	.05	.05	-.19
20. Sex	-.13	-.33XX	.12	.11	.11	.03	.13

Note. Children's variables: 1. Amount of fighting. 2. Change in fighting. 3. Parental relationship. 4. Change in parental relationship. 5. Relationship with mother. 6. Change in relationship with mother. 7. Acceptance, maternal. 8. Control, maternal. 9. Relationship with father. 10. Change in relationship with father. 11. Acceptance, paternal. 12. Control, paternal. 13. Age of child. 14. Sex of child. 15. Time since divorce.

Xp<.05 XXp<.01

## Intercorrelations between noncustodial parent and child variables

Noncustodial Parent Variables	Child Variables							
	1	2	3	4	5	6	7	8
1. Problem behavior	-.05	-.05	.04	.13	-.17	.05	.03	.08
2. Competence	-.17	-.11	.00	-.14	-.21	.13	-.17	-.08
3. Marital conflict	-.26	-.31x	-.51xx	-.21	.00	-.15	.04	.26
4. Marital host.	-.38x	-.07	-.02	-.10	.02	.26	.17	.36x
5. Parental relat.	.45	.44xx	.64xx	.25	.00	.03	-.09	-.10
6. Par/agree index	-.04	-.17	.08	.10	.22	.02	.09	-.07
7. Satisfaction	.31x	.16	.26	.08	.04	-.01	-.04	-.10
8. Frequency	.05	-.10	.01	-.13	.09	.05	.09	.17
9. Duration	-.38x	-.28x	-.15	-.11	-.06	.01	.34x	-.10
10. Extended visit	-.23	-.33x	-.28x	-.31	-.10	-.14	-.18	.20
11. Par/child relat.	.52xx	.22	.32x	.06	.25	-.10	-.05	-.33x
12. Control	.05	-.01	.00	.06	-.16	-.05	.00	-.15
13. Affection	.01	-.06	.15	-.17	.39xx	.10	.12	.00
14. Dependence	-.09	-.16	-.05	.10	-.04	-.16	-.10	.00
15. Resists Contact	.12	.06	-.12	.05	-.12	.18	.00	-.14
16. Age	-.07	-.09	-.03	-.16	-.06	-.17	-.19	-.44xx
17. Education	.00	.23	-.28	-.11	-.11	-.18	-.11	.37xx
18. Remarried	-.09	-.22	-.03	.10	-.03	-.07	.16	-.24x
19. SES	.14	.35xx	-.25	.19	-.21	.06	-.17	.34xx
20. Sex	-.27x	-.25x	-.40xx	-.19	-.16	-.08	-.02	.02

Noncustodial Parent Variables	Child Variables						
	9	10	11	12	13	14	15
1. Problem behavior	-.13	.52xx	-.32x	.09	.15	-.11	-.16
2. Competence	-.05	.10	-.02	.05	-.11	.02	-.25
3. Marital conflict	.15	.24	-.02	.05	-.11	.02	-.25
4. Marital host.	.02	.23	.29x	.18	-.02	-.13	-.34x
5. Parental relat.	-.06	-.35x	.12	-.02	-.09	.10	.17
6. Par/agree index	.21	-.23	.16	.04	-.26	.04	.14
7. Satisfaction	.09	-.06	.00	.05	-.03	.07	.18
8. Frequency	.28	.09	.33x	.14	-.32x	.33x	-.07x
9. Duration	.12	.08	.11	-.13	-.02	-.12	.03
10. Extended visit	.14	.09	-.06	.15	-.20	.15	-.26
11. Par/child relat.	.28	-.18	.18	-.17	.05	.25	-.01
12. Control	.10	.42xx	-.18	-.27	.04	-.03	-.07
13. Affection	.01	-.20	.30x	.15	-.08	.22	-.06
14. Dependence	.14	.27x	.05	-.07	-.17	.27	-.15
15. Resists Contact	-.12	.41xx	-.46xx	-.08	.23	-.17	.07
16. Age	.04	-.05	-.43xx	-.49xx	.43xx	-.18	.07
17. Education	.13	.05	.04	.16	-.07	-.03	-.25
18. Remarried	.21	.16	-.04	-.14	.13	.00	.19
19. SES	-.10	.07	.02	.30	-.02	-.15	-.03
20. Sex	.12	.33xx	-.20	-.10	-.10	.03	-.21

Note. Child Variables: 1. Amount of fighting. 2. Change in fighting.  
 3. Parental relationship. 4. Change in parental relationship. 5. Relationship  
 with mother. 6. Change in relationship with mother. 7. Acceptance, maternal.  
 8. Control, maternal. 9. Relationship with father. 10. Change in  
 relationship with father. 11. Acceptance, paternal. 12. Control, paternal.  
 13. Age of child. 14. Sex of child. 15. Time since divorce.

xp<.05    xxp<.01

## Intercorrelations between parent and teacher variables.

Variable	Teacher Variables					
	Problem Behavior		School Behavior		Academic Performance	
	Cust Par	NC Par	Cust Par	NC Par	Cust Par	NC Par
1. Problem behavior	.42XX	.30X	-.35XX	-.25	-.32XX	-.52XX
2. Competence	-.06	.24	.06	-.16	.21	-.13
3. Marital conflict	-.08	.15	-.01	-.13	-.06	.05
4. Marital host.	-.02	.04	.02	.00	.05	-.22
5. Parental relat.	-.30X	-.26	.30X	.24	.19	.10
6. Par/agree index	-.32X	-.32X	.21	.21	.15	.15
7. Satisfaction	-.22X	-.21	.19	-.39XX	.16	.03
8. Frequency	-.33XX	-.22	.35XX	.40XX	.29	.27
9. Duration	-.17	.11	.13	-.03	.15	-.06
10. Extended visit	-.26	-.21	-.17	.21	.27	.08
11. Par/child relat.	-.07	-.19	.00	.13	.13	.14
12. Control	.39XX	.30X	-.31XX	-.13	-.16	-.39XX
13. Affection	-.04	-.37X	.07	.39XX	-.05	.33XX
14. Dependence	.25X	.20	-.11	-.07	-.20	-.30X
15. Resists Contact	.21	.19	-.18	-.13	-.12	-.12
16. Age	.13	-.02	-.29	-.09	-.34XX	-.20
17. Education	.13	.28X	-.16	-.18	-.21	-.22
18. Remarried	-.17	.20	.12	-.01	.29	-.02
19. SES	.07	.29X	.00	-.21	-.14	-.04
20. Sex	-.12	-.11	.19	-.04	.11	.00

Note. Remarried, 1=Remarried, 0=single; Sex, 1=female, 0=male  
 Xp<.05 XXp<.01



## Intercorrelations between child and teacher variables.

Variable	1	2	3	4	5	6	7	8	9
<b>Child</b>									
1. Amt. of fighting	----								
2. Change, fighting	.40XX	----							
3. Parental relat.	.16	.08	----						
4. Change par/relat	.13	.30XX	.21X	----					
5. Relat/mother	-.13	-.20	.10	-.16	----				
6. Change relat/m	.16	-.01	.18	.06	.13	----			
7. Acceptance/m	-.09	-.23X	.26X	-.11	.49XX	.07	----		
8. Control/m	-.27	.03	-.03	.15	-.03	-.06	.01	----	
9. Relat/father	.00	-.21	.01	.09	.27X	-.11	.03	.12	----
10. Change relat/f	-.02	-.09	-.18	.10	-.12	.18	-.13	.16	.29X
11. Acceptance/f	-.16	-.16	.35X	.11	.41XX	.03	.59XX	.24X	.34XX
12. Control/f	-.14	-.03	.08	.13	.07	.10	.20	.75XX	-.02
13. Age of child	-.03	.11	.30X	-.14	.19	.07	.02	-.31XX	-.13
14. Sex of child	.00	-.14	.02	.08	.11	-.03	.00	.06	.03
15. Time since div	-.04	.25X	.19	.06	.22X	-.05	.34XX	.19	-.24X
<b>Teacher</b>									
16. Problem behavior	-.25X	.17	.00	.20	.27X	-.09	.18	.28X	.11
17. School Behavior	.22X	-.18	.00	-.11	-.28X	.08	-.10	-.28X	-.08
18. Academic Perform	.21	.00	-.13	-.03	-.17	.21	-.10	-.24X	-.05
Variable	10	11	12	13	14	15	16	17	18
<b>Child</b>									
1. Amt. of fighting									
2. Change, fighting									
3. Parental relat.									
4. Change par/relat									
5. Relat/mother									
6. Change relat/m									
7. Acceptance/m									
8. Control/m									
9. Relat/father									
10. Change relat/f	----								
11. Acceptance/f	-.06	----							
12. Control/f	.05	.20X	----						
13. Age of child	-.04	-.10	-.34XX	----					
14. Sex of child	-.08	.03	.15	-.23X	----				
15. Time since div	-.37XX	.09	.02	.02	-.10	----			
<b>Teacher</b>									
16. Problem behavior	.06	.21	.08	.07	-.17	.20	----		
17. School Behavior	-.17	-.15	-.20	-.14	.26X	-.12	-.76XX	----	
18. Academic Perform	-.16	-.06	-.12	-.15	-.06	.14	-.53XX	.56XX	----

Note. Sex of child, 0 = male, 1 = female.

Xp&lt;.05 XXp&lt;.01

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