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THE RELATIONSHIPS AMONG PERCEPTIONS OF PERSONALITY AND FAMILY CHARACTERISTICS AND DEFENSE MECHANISMS

By

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ABSTRACT

THE RELATIONSHIPS AMONG
PERCEPTIONS OF PERSONALITY AND FAMILY CHARACTERISTICS
AND DEFENSE MECHANISMS

By

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Personal and family boundary conditions and their relationship to interpersonal functioning were studied via a self-report questionnaire (N = 798). Factor and cluster analytic procedures identified six typologies of interpersonal functioning. Validity data revealed a significant effect between boundary conditions and the adaptiveness of defensive styles as evaluated by a well-established measure of defensive functioning.

In Memory of

Russell J. Loraas
(1929-1972)

and

Charles W. Paetzel
(1940-1991)

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INTRODUCTION

The literatures on family (e.g., Minuchin, 1974; Minuchin & Fishman, 1981; Olson, Sprenkle, & Russell, 1979; Olson, 1986; Beavers, Hulgus, & Hampson, 1988) and ego systems (Block & Block, 1980a, 1980b; Gjerde, Block, & Block, 1986) have remained relatively separate entities (see Appendix A for Literature Review). Although similarities seem to exist in some of the constructs studied in both of these domains (e.g., the concept of "boundary" is discussed in both domains), no empirical research has been undertaken that assesses the validity of these relationships. This study represents an initial attempt to relate two separate lines of research regarding perceptions of family and personal characteristics and to create typologies of interpersonal functioning based on the varying patterns of these perceptions.

Family characteristics and styles of functioning have been assumed to exert powerful influences upon the personality development and interpersonal functioning of individual family members. The quality of family life (Ransom, 1985) and the extent to which positive attachments

have been established within the familial unit (Bretherton, 1985; Furman & Buhrmeister, 1985) have significant social, emotional, intellectual, and physical ramifications for family participants. A family's characteristics, experiences, and patterns of interaction serve to facilitate or hinder each family member's social and emotional growth and ability to cope with stress and heightened levels of anxiety (Williamson & Bray, 1985; Kerr & Bowen, 1988; Wynne, 1984).

Throughout the 1970s and 1980s the field of family therapy research and clinical practice witnessed the emergence of numerous models of family functioning (Olson, Sprenkle, & Russell, 1979; Olson, Russell, & Sprenkle, 1980; Beavers, Hulgus, & Hampson, 1988; Beavers and Voeller, 1983; Epstein, Baldwin, & Bishop, 1983; Moos & Moos, 1976, 1981). In general, these models assessed and described healthy and dysfunctional family processes and types, and denoted general personality characteristics associated with either well or poorly functioning family members. Most of these family models were in large part predicated on the influential writings of Salvador Minuchin (Broderick & Schrader, 1981).

Minuchin (1974) discussed the nature of boundary conditions within individual families. He argued that families experience difficulty coping with stress when boundaries between various familial subsystems (e.g., husband-wife; parent-child; sibling-sibling) either are markedly

separate and overly rigid or are poorly defined with minimal differentiation. Minuchin (1974) noted that the former boundary conditions were characteristic of disengaged families. The major danger associated with this family style was that family members tend to communicate poorly and ineffectively with each other. As a result, family members tend to feel emotionally disconnected from one another, to harbor resentments, and to under-support each other during stressful periods. He noted that when family boundary conditions were poorly defined and the separation of family subsystems was negligible, the result could be an enmeshed family system that easily overloaded and immobilized family members when they were confronted with stress.

It seems, a priori, that by late adolescence and early adulthood, the personality development of individuals has been influenced and shaped through interactions and experiences, both earlier in life as well as currently, with parental figures and other family members. These personal experiences, moreover, ostensibly provide the bases from which an individual develops perceptions of their family-of-origin's level of adaptive functioning and perceptions of their own level of personal competence and emotional and social health.

In his theorizing about the dynamics of personality, Kurt Lewin (1951) described motivation in terms of a system of needs which are separated from one another by boundaries.

One characteristic of boundaries in these and other psychological systems is the capacity to contain and to regulate needs and tensions (Block & Block, 1980b).

Boundaries can be relatively permeable or impermeable. With respect to permeable boundaries, tensions can spill into other systems, thereby exerting positive or negative influences on various areas of functioning. For example, a multitude of thoughts or affects in contact with each other can provide the individual either with new knowledge or with unwanted realizations. Conversely, impermeable boundaries can isolate or separate elements of thought or affect from contact with each other. In such instances, the individual may appear rigid in manner or inconsistent in behavioral actions.

Jack Block, along with his late wife, Jeanne, and their colleagues (J. Block, 1965, 1982; Block & Block, 1980a, 1980b; Gjerde, Block, & Block, 1986) have undertaken systematic efforts to examine the permeability-impermeability of the ego boundary. This construct, which they (Block & Block, 1980a) labeled ego control and conceptualized as existing on a permeability-impermeability continuum (e.g., undercontrol to overcontrol), reflects the nature of one's ability to express and to contain aspects of their intrapersonal thoughts and feelings.

In light of Lewin's (1951) observation that boundaries not only vary in their degree of permeability, but also in

their capacity for fluctuation, the Blocks (Block & Block, 1980a, 1980b) identified boundary elasticity as a second characteristic of ego boundary conditions. They re-named this construct "ego resiliency" (Block & Block, 1980b, p. 47), and defined it as a boundary's ability to alter "its characteristic level of permeability-impermeability depending upon impinging psychological forces and to return to its original modal level of permeability after the temporary accommodation-requiring influence is no longer pressing" (Block & Block, 1980b, pp. 47-48).

In order to explicate the relationship between an individual's perceptions of their personal and family's ability to tolerate stress, a 91-item, paper-and-pencil, self-report inventory, entitled the Perceptions of Personality and Family Characteristics (PPFC) questionnaire, was developed. Factor and cluster analytic procedures completed on the PPFC allowed for the integration of perceptions of individual and family characteristics into typologies of interpersonal styles based on characteristics of ego control and resiliency and characteristics of family functioning.

During the PPFC administration sessions a second measure, the Defense Mechanism Inventory (DMI) (Ihlevich & Gleser, 1986), was also presented. A well-established, 10-story vignette questionnaire, the DMI was used in accordance with its intended purpose for identifying individuals in a non-clinical population who possess or rely on more mature or

primitive defensive structures. In determining the classifications of DMI respondents who also completed the PPFC questionnaire, it was hypothesized that a positive relationship existed between defensive and interpersonal styles among individuals in late adolescence and early adulthood and their perceptions of personal and family characteristics since families have been found (Williamson & Bray, 1985; Kerr & Bowen, 1988; Wynne, 1984) to influence the social and emotional growth of their members and their ability to tolerate stress and anxiety. That is, individuals who reported viewing themselves and their families in more positive and resilient ways on the PPFC would demonstrate more mature and healthy defensive styles on the DMI. In contrast, individuals who indicated that they perceived themselves and their families as less competent and functional on the PPFC would demonstrate less healthy and more primitive defensive styles on the DMI.

METHOD

Subjects

592 female and 206 male undergraduates who were enrolled in introductory psychology classes at Michigan State University (MSU) completed three questionnaires. The subjects, who were between the ages of 17 and 24 years and were mostly Caucasian, received credit toward their course grade in return for their participation.

Data Collection Procedures

During the Fall 1989 undergraduate subjects who were enrolled in introductory psychology courses at MSU were recruited through the Department of Psychology's Experimental Subject Pool. Sign-up sheets, on which the title of the study, "Thinking About People," was written, were distributed over a five-week period to all introductory psychology class sections.

Data collection involved approximately 25, two-hour experimental sessions. Subjects were allowed to leave the testing session once they completed their questionnaires.

The number of subjects present at each testing session varied between 25 and 50 subjects. Testing sessions were held in large classrooms or medium-sized lecture halls on the MSU campus. Two upper-division, undergraduate psychology research assistants led each testing session, while a graduate student in psychology was usually present at each testing session.

Standard procedures were utilized in running each testing session. Once all subjects were seated, they were instructed to come row-by-row to the front of the room where they received testing materials. Each subject received a two-page, informed consent form (Appendix B); an Instruction sheet (Appendix C); three Scantron ("bubble") sheets (Appendix D); a PPFC questionnaire (Appendix E); and a DMI questionnaire labeled "Situational Survey" (males received a green DMI questionnaire, while females received a blue DMI questionnaire) (Appendix F). Subjects were told neither to look at nor to begin completing any of the testing materials until instructed by the experimenter.

Once all subjects received their testing materials and were seated, the experimenter asked subjects to follow along as he or she read the instruction sheet aloud. The order in which to complete the questionnaires and the accompanying answer sheets were explained. Although the subjects were not informed why the DMI was to be completed before the PPFC, the rationale for this sequencing within the experimental design

was that the DMI required the most concentration and mental stamina since it was measuring defensive processes.

Subjects were told how to return completed questionnaire data. They were informed that in the future they might be contacted to participate in other research activities for money. If subjects were interested in further participation, they were told to complete the second page of the informed consent form on which they could provide their name, home address, and telephone number. At the end of each testing session, each subject's questionnaire data materials were collected and placed into individual folders. These folders were placed in a locked file cabinet and ordered by student numbers to ensure confidentiality.

Measures

1) Perceptions of Personal and Family Characteristics (PPFC)

The PPFC is a 91-item self-report measure (Appendix E). Although it is unstandardized as a whole, the last 56 items on the PPFC, which assess various aspects of family functioning, were derived from two established questionnaires: the Family Adaptability and Cohesion Evaluation Scales III (FACES III) (Olson, Portner, & Lavee, 1985) and the Self-Report Family Inventory (SFI) (Beavers, Hulgus, & Hampson, 1988). In contrast, the first 35 items on the PPFC, which measure ego control and ego resiliency, are

not representative of any questionnaire and are thus unstandardized. The ego control and resiliency items were derived from the California Child Q-Set (Block & Block, 1980a, 1980b), and were modified to first-person and sentence-form allowing for self-report.

The FACES III (Olson, Portner, Lavee, 1985) questionnaire is the outgrowth of two previous questionnaires, FACES and FACES II, which were developed by Olson and his colleagues (Olson, Bell, & Portner, 1978; Olson, Portner, Bell, 1982) at the University of Minnesota. FACES and FACES II were revised in an effort to strengthen reliability, validity, and clinical utility and to shorten the length of the questionnaire (Olson, Portner, & Lavee, 1985). Like FACES and FACES II, FACES III was formulated based on Olson's adherence to his Family System Circumplex Model (Olson, 1986) which identifies two major dimensions of family functioning: family cohesion and family adaptability (Olson, Sprenkle, & Russell, 1979).

FACES III consists of a 20-item scale. 10 items relate to family cohesion, and are exemplified by items relating to emotional bonding, family support, family boundaries, time and friends, and recreational interests. The other 10 items relate to family adaptability during periods of stress or family disruption, and are thus measured by concepts related to leadership, control, discipline, rules, and roles within the family.

On the PPFC questionnaire several items from FACES III were modified either because they were ambiguously worded or did not appear to measure adequately aspects of one's perceptions of their family's ability specifically to function under stress. For example, Item 8 on FACES III (Olson, Portner, Lavee, 1985) reads: "Our family changes its way of handling tasks." This item, which is Item 43 on the PPFC, was modified to the following: "Our family changes its way of handling tasks when necessary to solve a problem or to reduce stress." Similarly, Item 14 on FACES III (Olson, Portner, & Lavee, 1985) states: "Rules change in our family." However, this item, Item 49 on the PPFC, was altered to the following: "When there are stresses or problems in our family rules change which often lead to further stresses or problems."

FACES III was standardized on a normative sample of 2,453 adults across the life cycle, 412 adolescents, and several types of problem families. Across two independent samples FACES III demonstrated adequate internal consistency reliability, using Cronbach's Alpha, for both family cohesion and adaptability (.77 and .62, respectively). Internal consistency reliability, using Cronbach's Alpha, for the total scale was also acceptable (.68).

FACES III provided strong evidence for face and content validity (Olson, 1986). Construct validity for FACES III was supported by correlational evidence regarding the degree of

relationship between the cohesion and adaptability scales (r = .Ø3). This low correlation indicates that the two factors, family cohesion and adaptability, are independent and orthogonal dimensions. Additional construct validity for the two factors was demonstrated by the high correlations among items under each respective scale. With regard to the effect of social desirability on each scale, such an influence was nonexistent for the family adaptability factor (r = .ØØ), while for the family cohesion scale there was a moderately strong correlation (r = .35).

The remaining 36 family items on the PPFC (items 56 thru 91) were taken directly from the Self-Report Family Inventory (SFI) (Beavers, Hulgus, & Hampson, 1988) and were unchanged. The development of the SFI was guided by theoretical positions consistent with the Beavers Systems Model of Family Functioning. Thus, the SFI's items were designed to determine each family member's perception of their family's quality of functioning in regard to levels of health/competence, conflict, communication, cohesion, directive leadership, and expressiveness.

The SFI has demonstrated strong internal consistency reliabilities using Cronbach's Alpha (.84 - .88). The average test-retest reliabilities, measured over one- and three-month periods for the 6 factors, also have been adequate.

With respect to its concurrent validity, the SFI obtained a Canonical correlation (R = .62) with the Beavers System's observational ratings of Competence and Style (Beavers, Hulgus, & Hampson, 1988). The SFI has been shown to provide good convergence validity with other measures of family functioning, including FACES II (Olson, Portner, & Bell, 1982) and FACES III (Olson, Portner, & Lavee, 1985) using normal college populations.

2) Defense Mechanism Inventory (DMI) (Ihilevich & Gleser, 1986).

The DMI is a personality measure which has been utilized in more than 40 published studies (see Cramer, 1988, for a review), the DMI (Appendix F). It is an objective, paper-and-pencil, self-report inventory that measures the extent to which individuals rely on five major clusters of defense mechanisms (e.g., Principalization, Reversal, Turning Against the Self, Projection, and Turning Against the Other).

The DMI consists of 10 story-vignettes which require the test-taker to imagine himself/herself in a variety of difficult or frustrating situations. Each vignette is followed by four subsections regarding the person's actual reaction in the situation; the nature of the person's

impulsive reaction or behavioral fantasy in the situation;, the person's thoughts in regard to the situation; and the person's affective experience and rationale for feeling the way they would in reaction to the situation. Each subsection has five alternative solutions or responses that the person may choose; these five choices represent the five major clusters of defense mechanisms measured by the DMI.

Subjects are instructed to choose the statement that is most representative and least representative of how they would react (scored 2 or Ø, respectively). The remaining three choices are scored as 1. The scores for the five defense mechanisms are summed separately over the 1Ø story-vignettes. The maximum possible points for each defense mechanism is 8Ø. It is important to address in some detail the nature of the five major defense mechanisms measured by the DMI. In their manual, Ihilevich and Gleser (1986) provide an excellent summary of these defense categories (see pp. 18-22).

Principalization (PRN) is considered a mature and mentally complicated defense through which the reality of negative, emotionally-threatening, or anxiety-inducing events are minimized by sophisticated cognitive or intellectual operations. These operations include a person's utilization of general principles (e.g., truisms, cliches) in order to reduce their levels of anxiety by focusing on abstract, rather than specific, concerns or issues. The traditional

psychoanalytic defenses of intellectualization, isolation, and rationalization, all of which relate to the mental processing of affective-laden events or experiences, are subsumed under the DMI's PRN cluster.

Reversal (REV) is considered a primitive defense, and involves the failure to recognize the seriousness of anxiety-provoking or emotionally-threatening material or situations. In a sense, persons who utilize REV create shields to protect themselves from disturbing or anxiety-provoking thoughts or feelings which could potentially enter their conscious awareness. The traditional defenses of denial, repression, and reaction- formation represent types of REV.

Turning Against the Self (TAS) is the least psychologically mature defensive style. It represents an intellectual process through which persons tend to expect negative events to befall them. As a result, such individuals tend to blame themselves for negative events or experiences which may or may not be within their control. By holding low and negative expectations of themselves and by engaging in other self-defeating cognitive processes, individuals who frequently rely on TAS are more able to control their feelings about the future as well as their levels of anxiety created by heightened self-doubt.

Conversely, Projection (PRO) involves the sophisticated process of attributing one's negative and unacceptable internal psychological impulses and thoughts onto other

individuals or objects that are perceived as having negative intent or characteristics. Through this process, the individual is capable of protecting their sense of self against anxiety or other unpleasant affective experiences that may be created by emotionally-threatening thoughts, feelings, or actions. Individuals who often employ PRO as a defensive maneuver may feel that other persons are untrustworthy, may appear suspicious, or may be highly critical of others.

Finally, Turning Against the Object (TAO) represents the mental process of displacing anger outward against other persons or objects in an attempt either to control external threats to one's self or to camouflage intrapersonal conflicts which are too volatile for the person to process directly. TAO differs from PRO in that the person or object is not perceived by the individual as having menacing qualities per se (Cramer, 1988; Ihlevich & Gleser, 1986). Thus, the individual who utilizes TAO experiences anger and frustration as an emotion, yet such feelings are likely to threaten the individual's sense of self as a strong person who is in control of all aspects of their life. As a result, the person who relies on TAO may compensate for these negative and threatening feelings by displacing them against the object they perceive as having caused their unpleasant affective state. In short, individuals who utilize TAO tend to openly express their aggressive feelings in order to

"master perceived threats, reduce experienced anxiety, and secure 'esteem enhancement'" (Ihlevich & Gleser, 1986, p. 19).

Cramer (1988) has suggested that these five DMI scales are related to types of psychopathology as well as cognitive, personality, and demographic variables. However, some psychometric problems are evident with the DMI. For example, PRN and REV are positively related. Likewise, PRO and TAO are positively related. Nonetheless, several content and concurrent validity studies have yielded different patterns of association with each defensive cluster. Thus, REV is positively related to denial, field dependence, and low dream recall, while PRN is unrelated to these variables. In contrast, PRN is positively associated with number of years of education and accurate self-appraisal, yet REV is negatively related to years of education and is associated with inaccurate self-appraisal. Moreover, extremely high REV scores are associated with severe psychopathology.

Sex differences regarding the DMI scales are most apparent with TAS. This defensive position is positively related with depression, negatively with ego-strength, positively with low self-evaluation, and positively with suicide attempts. For women, who tend to consistently score higher than men on TAS, this defense is positively associated with low dominance and social desirability. For men, TAS is negatively associated with social desirability.

In light of the above findings, Cramer (1988) maintained that it is possible to order the five defensive styles on the DMI from the most to the least healthy or mature: PRN, TAO, REV, TAS, and PRO. According to Cramer (1988), individuals who score highest on PRN should be the most psychologically mature, while those scoring highest on TAS and PRO should be the least psychologically mature.

RESULTS

During initial psychometric work, the PPFC questionnaire items were submitted to exploratory factor analysis, using varimax rotation of the principle components. This analysis (N = 798) resulted in a five-factor solution with eigenvalues greater than 1.ØØ. Items which correlated at .4Ø or greater with a scale were included under that factor (see Table 1). Factors I, IV, and V represented family items, and were labeled Family Health, Family Cohesion, and Family Communication, respectively. Factors II and III signified the personal or ego control/resiliency items, and were labeled Neuroticism and Competence, respectively.

Factor I consisted of 43 items, 31 of which were SFI items, five of which were FACES III items, and seven of which were modified FACES III items. With regard to the SFI's factor structure (Beavers, Hulgus, & Hampson, 1988), 17 of its 19 Family Health items and all 12 of its Conflict items were found on the PPFC's Family Health scale. With respect to the factor structure of the FACES III (Olson, Portner, and Lavee, 1985), six family cohesion items, one modified family cohesion item, four family adaptability items, and one modified family adaptability item were represented on the

PPFC's Family Health factor.

Sex Differences. In order to determine the effect of gender on the PPFC's factor structure, additional factor analyses were conducted on the males' PPFC data (N = 206) and the females' data (N = 592), separately (see Tables 2 and 3, respectively). Both analyses resulted in five-factor solutions with eigenvalues greater than 1.00. Both factor solutions revealed three family (Factors I, IV, and V) and two personal (Factors II and III) factors. Items with loadings above .40 were considered belonging to that factor.

In comparing the two gender-specific analyses, Factor I (Family Health) and Factor V (Family Cohesion) are similar. For example, Factor I for both the Males and Females data consists of 44 items, 31 of which are SFI items, 13 of which are FACES III or modified FACES III items. In regard to Factor V, the Males' data only yielded three items, whereas the Females' data yielded five items. However, the three items from the Males' data also were listed in Factor V of the Females' data.

Although both sets of analyses resulted in a Competence and a Neuroticism scale, the scales are reversed for the males and the females. That is, Factors II and III represent the Neuroticism and Competence scales, respectively, for the Males' data, while for the Female's data Factor II is the Competence scale and Factor III is the Neuroticism scale. The most notable difference between the gender-specific

analyses was found in Factor IV. With respect to the Males' data, Factor IV, Family Communication, appears to be a stable factor (the initial, exploratory factor analysis in Table 1 demonstrated a scale with nearly identical items). However, the Females' data do not reveal a Family Communication factor; interestingly, three items representative of a Family Communication factor for the Female's data appear under Factor II (Competence). For the Females' data, Factor IV, labeled Family Roles, has only two items, both of which appear to measure family organization.

With respect to the original five-factor solution presented in Table 1, Pearson-product moment correlation coefficients were computed for the five scales (see Table 4). These correlations, most of which are in the low-moderate range, represent the amount of relationship between the personal and family factors.

Cluster Analysis. Cluster analytic procedures ("Quick Cluster," SPSS-X User's Guide, 1988, pp. 841-848) were carried out on the PPFC data using the initial five-factor solution (see Table 1). Prior to conducting this analysis, each subject's scores on each of the five PPFC scales were computed and converted to Z-scores. Cluster analytic procedures resulted in six separate patterns of five mean-composite, PPFC subscale scores (see Table 5). The emergence of these six general patterns of scores signifies the integration of individual and family characteristics into

typologies of interpersonal styles that are based on self-reports regarding ego control/resiliency and characteristics of family functioning.

The labeling of these six general patterns, Competent-Secure, Independent, Disengaged-Avoidant, Volatile-Chaotic, Neutral, and Enmeshed, was achieved by studying the patterns of scores (i.e., high or low, positive or negative) across the three family and two personal scales for each of the six cluster groups. For example, the mean-composite scores in the Competent-Secure cluster suggest that these individuals perceive their families as healthy and as effective in dealing with problems and coping with family stress (Factor I = .89). These individuals report that their families are very cohesive (Factor IV = 1.ØØ), and have adequate levels of communication between members (Factor V = .46). Individually, persons in the Competent-Secure category perceive themselves as confident, self-reliant, and assertive (Factor III = .74), and report that they function well under stress (Factor II = -.6Ø).

The mean-composite scores in the Disengaged-Avoidant cluster indicate that these individuals perceive their families as having considerable difficulty resolving problems and tolerating stress (Factor I = -1.57). These individuals report that family members prefer to spend more time with friends than with others in the family (Factor IV = -.96) and that communication between family members is greatly limited

(Factor V = -.94). Individuals in the Disengaged-Avoidant cluster report perceiving themselves as moderately ineffective in coping with stress (Factor II = .69) and as less competent and unassertive in their daily lives (Factor III = -.56).

The mean-scores in the Enmeshed cluster indicate that these persons perceive their families as close (Factor IV = .82) and as generally capable of dealing with family stress and disruption (Factor I = -.16). Although persons in the Enmeshed cluster report that their families are cohesive (Factor IV = .82), they acknowledge only average levels of communication among family members (Factor V = -.18). This suggests that these individuals perceive family members as uneasy about arguing with and directly expressing their thoughts and feelings to one another. Individually, persons in the Enmeshed cluster perceive themselves as extremely inadequate in coping with stress (Factor II = 1.33) and as seriously lacking the skills and confidence needed to confront difficult situations (Factor III = -.85).

In order to determine construct validity for the PPFC and to relate interpersonal styles to defensive functioning, a subset of individuals (N = 55; Females = 30; Males = 25) was selected solely on the basis of their DMI scores. The goal of this selection process was to identify two groups of subjects: One group which utilized more healthy, adaptive, and mature defenses, and a second group which utilized less

healthy, less adaptive, and more primitive defenses. Since Cramer (1988) argued that Principalization (PRN) was the most mature defense and Turning Against the Self (TAS) and Projection (PRO), respectively, were the least adaptive and most primitive defenses, inclusion criteria for placement of subjects in either one of the two groups were based on DMI national norms (Ihilevich & Gleser, 1986) for nonclinical, college-aged samples. Thus, individuals in the first group who utilized more mature and healthy defenses were defined by scores one standard deviation above-the-mean on PRN and one standard deviation below-the-mean on either TAS or PRO and below-the-mean on the other on the national distribution of college-age individuals of that sex. Conversely, individuals in the second group who possessed less sophisticated and more primitive defenses scored one standard deviation below-the-mean on PRN and one standard deviation above-the-mean on either TAS or PRO and above-the-mean on the other.

Subsequent to the identification of these two groups of individuals, the PPFC cluster membership and composite scores of these same individuals were examined, separating them into more adaptive and less adaptive interpersonal styles. The individuals in the Competent-Secure and Independent clusters were combined to form the most adaptive group, while individuals in the Disengaged-Avoidant, Volatile-Chaotic, and Enmeshed clusters were combined to form the least adaptive group. (The Neutral cluster was omitted from this analysis

in light of their mid-range, rather than more extreme, scores). This analysis demonstrated that 21 of the 28 persons in the most adaptive clusters on the PPFC were those using the most mature defenses on the DMI, while 21 of the 27 persons in the least adaptive PPFC clusters were those who relied on the more primitive or less adaptive defenses measured by the DMI (see Table 6). This result was a highly significant difference ($p < .005$, Fischer's Exact Test).

DISCUSSION

The present data suggest that the PPFC questionnaire may be a potentially useful instrument for social, personality, and clinical investigations interested in identifying individuals with varying types of interpersonal styles. Furthermore, although it was a fortutitous finding, statistical analyses of the data indicate that an individual's perceptions of their personal and family characteristics are related to their tendency to utilize or rely on either more mature or less sophisticated defensive operations.

Although this study represents the first extensive analysis of the items included in the PPFC, including its factor structure and construct validity, it appears that the assessment of personal characteristics through the utilization of the constructs of ego control and ego resiliency was theoretically sound. Although the family-based items on the PPFC were original or slightly modified items from two established family assessment questionnaires (Family Adaptability and Cohesion Evaluation Scales III [FACES III], Olson, Portner, & Lavee, 1985; Self-Report Family Inventory [SFI], Beavers, Hulgus, & Hampson, 1988),

the PPFC's personal functioning items were un-tested self-report items, having been devised through the modification of thirty-five statements from a Q-sort rating system (Block & Block, 1980a, 1980b) into first-person and sentence-form items.

Factor analyses of the PPFC (see Tables 1, 2, & 3) suggest that this self-report measure has a stable factor structure. The PPFC's personal items are especially significant, since they provide a more poignant meaning for the questionnaire's family items. That is, the personal items facilitate the understanding and defining of the typologies of interpersonal styles (see Table 5) which are the PPFC's most promising future utility.

Why are the typologies of interpersonal styles generated by this study intuitively appealing, and what are the theoretical underpinnings of the PPFC which may account for its relationship to defensive functioning? Within families, the behaviors of individual members affect the social and emotional well-being of other family participants (Kerr & Bowen, 1988). Moreover, the attachments (Bowlby, 1969/1982; Ainsworth, 1989; Bretherton, 1984, 1985) and boundaries (Minuchin, 1974; Minuchin and Fishman, 1981; Olson, 1986) between parents and their children as well as among siblings (Furman & Buhrmeister, 1985) serve to fortify or weaken an individual's sense of mastery and competence. The PPFC, through inclusion of the ego control/resiliency items,

underscores these points, ascertaining quality of personal functioning based on persons' self-reported perceptions of their family life and individual functioning.

The hallmark of ego resiliency is that an individual is capable of responding effectively and adaptively when confronted with stressful, uncertain, and significant environmental changes (J. Block, 1965, 1982). Gjerde, Block, and Block (1986) noted that in contrast to ego-unresilient persons, the ego resilient individual "can be expected to better master new and unsolved circumstances, to maintain integrated performance under stress, to process competing stimuli, to resist sets and illusions, and to be less immobilized, repetitive, and anxious under stress" (p. 424). The results of this study suggest that perceptions of one's family characteristics, based on personal experiences within its milieu, may have developmental implications for how an individual perceives their own social and emotional health and their abilities to tolerate intrapersonal or environmental stress.

The typologies of interpersonal styles measured by the PPFC are suggestive of possible attachment behaviors of young adults in social situations. Some developmental and social psychologists (Ainsworth, Blehar, Waters, & Wall, 1978; Ainsworth, 1989; Main, Kaplan, & Cassidy, 1985; Stevenson-Hinde, 1990; Hazen & Shaver, 1987, 1990) have begun to address this aspect of interpersonal functioning. These

theorists have extended attachment theory principles which were originally targeted at relationships between caregivers and their children (Bowlby, 1969/1982; Ainsworth, Blehar, Waters, & Wall, 1978) to account for important aspects in how adults approach various parts of their lives (e.g., romantic relationships; work and recreational interests; personal and family difficulties). Since each of the six cluster typologies and their five mean-composite scores in Table 5 appear meaningful, these data suggest that various interpersonal and coping styles emerge by late adolescence or early adulthood, and are predicated, in part, on past personal experiences in one's family, especially the feelings and expectations about how one's family can tolerate and resolve stress and conflict.

The labels used to denote the six cluster typologies in Table 5 (e.g., Competent-Secure; Independent; Disengaged-Avoidant; Volatile-Chaotic; Neutral; and Enmeshed) resemble terms used in family systems (Minuchin, 1974) and attachment theory (Ainsworth, Blehar, Waters, & Wall, 1978; Main, Kaplan, & Cassidy, 1985). However, one should base their understanding of the cluster labels solely on the nature of the pattern of scores for each of the six clusters. One should not interpret the cluster labels as consistent with the original usages or descriptions of these terms in other areas of psychological research such as Minuchin's (1974)

discussion on enmeshed and disengaged families; Ainsworth et. al's (1978) study of secure or avoidant infants; or Main, Kaplan, and Cassidy's (1985) identification of chaotically attached youngsters.

The relationship between the PPFC's general typologies of interpersonal styles and the nature of defensive functioning (see Table 6) is a theoretically important finding. Although this relationship signifies support for the construct validity of the PPFC, it further highlights the fact that family relationships and perceptions of family functioning could affect not only perceptions of one's ability to tolerate stress, but could also represent a more fundamental phenomenon. An individual's perception of family and personal competence and effectiveness in confronting stressful and difficult situations, an understanding and opinion which has developed and changes over time, can be influenced by intrapsychic processes (e.g., defense mechanisms).

In addressing the purpose of defense mechanisms Redlich and Freedman (1966) noted that when human beings are subjected to increasing levels of stress, conflict, or aversive affective experiences, they have a natural tendency to relieve their concomitant levels of psychological discomfort either by fleeing the situaton, becoming aggressive, or engaging in effective problem-solving techniques. For most individuals, especially infants and

children, the options for dealing with such situations or feelings is greatly restricted. As a result, children and adults learn to invoke the use of defense mechanisms to "defend against anxiety and provide temporary security" (Redlich & Freedman, 1966, p. 128) from negative or emotionally disturbing material or situations.

In light of the important influences exerted by the quality of family life (Kerr & Bowen, 1988) and the attachments within it (Ainsworth, 1989; Bretherton, 1985; Furman & Buhrmeister, 1985), it seems consistent that individuals who have been raised in families that demonstrate positive and adaptive problem-solving skills and who nurture their members will have been instilled with confidence and a sense of mastery (Stollak, 1978). In growing to adulthood these experiences would most likely facilitate the individual in confronting and working through difficult feelings and situations. Thus, such individuals in regulating their affective states would be more capable than persons raised in dysfunctional family systems with poor problem-solving and conflict-resolution skills and poor attachment and nurturing relationships to process cognitively more adaptive and mature defenses (i.e., PRN). These more sophisticated strategies allow individuals greater emotional freedom in confronting negative, emotionally threatening, or anxiety-provoking thoughts, feelings, or situations.

Despite the encouraging findings regarding the PPFC, including the questionnaire's potential utility as an assessment instrument for identifying individuals of various interpersonal styles, and its relationship to patterns of defensive functioning, certain limitations of this study must be noted. First, the data collected and analyzed were based solely on two questionnaires, both of which were objective, self-report, paper-and-pencil instruments. Secondly, this study did not incorporate into its experimental design the collection of behavioral data. These behavioral samples would have complemented and enhanced the reliability and validity of the information garnered through the self-report measures.

The possible shortcomings associated with the use of self-report inventories in psychological research is well-documented (Fredman & Sherman, 1987). For example, some subjects may not completely understand the directions, while others may not totally comprehend what particular items are asking or may commit clerical errors in completing questionnaires or answer sheets. In addition, subjects vary not only in their abilities to engage in self-reflection, but respondents also vary in their levels of insight, honesty and cooperation. As a result, subjects may respond randomly to items or become locked into response patterns characterized by tendencies to mark only extreme or neutral choice selections (Fredman & Sherman, 1987).

The extent to which the findings from this study can be generalized to other individuals and groups in the population is a third limitation. Since subjects were undergraduates, were between the ages of 17 and 24 years, were mostly Caucasian, and were in the midst of a stressful and potentially difficult life-transition (e.g., starting college; living away from home), it is possible that different findings might be found with more heterogeneous samples.

Despite this study's shortcomings, it appears that the PPFC is a potentially useful measure of personality functioning. Although this study demonstrated a relationship between interpersonal styles based on one's perceptions of personal and family characteristics and styles of defensive functioning, future research must continue to refine and further establish the validity of the PPFC. In addition, future research must address issues related to reliability of the PPFC questionnaire.

With respect to its reliability, the PPFC must be subjected to intensive analysis. Although the current study addressed the factor structure, cluster typologies, and construct validity of the PPFC, psychometric studies focusing on the PPFC's test-retest reliability are needed in an effort to determine the amount of error variance associated with time sampling (Anastasi, 1988). Similarly, in an effort to determine the internal consistency or amount of error

variance associated with the content of items on the questionnaire, split-half reliability procedures also are warranted (Crocker & Algina, 1986).

The direction of future PPFC validity studies might include the collection of more questionnaire data representative of individuals at different points in the life-cycle (Karpel & Strauss, 1983), of marital partners, and of families. Once collected, these data could be analyzed, and individuals of various interpersonal styles could be identified. Although it would be interesting and important to compare the typologies of interpersonal styles that emerge in various samples, concurrent validity for the PPFC could be measured through a variety of laboratory studies in which individuals of various interpersonal styles are exposed to mildly stressful situations or interactions (Aronoff & Stollak, 1991; Stollak, Aronoff, Loraas, Woike, Messe', & Meyers, 1991). These data could focus on both dyadic or larger groups such as families, and could be evaluated by employing various behavioral and observational techniques (Aronoff, Stollak, Woike, & Aronoff, 1990; Stollak, Loraas, & Aronoff, 1991a; Stollak, Loraas, & Aronoff, 1991b; Wampler, Halverson, Moore, & Walters, 1989).

Table 1

PPFC Five-Factor Solution

		LOADING
	FACTOR I: Family Health	
75.	Our family is proud of being close.	.82
76.	Our family is good at solving problems together.	.81
56.	Family members pay attention to each other's feelings.	.78
46.	Family members feel very good about each other and easily share their feelings.	.76
88.	My family is happy most of the time.	.75
90.	On a scale of 1 to 5, I would rate my family as: (1) My family functions very well together; (5) My family does not function well together at all. We really need help.	-.75
67.	In our home, we feel loved.	.75
61.	There is closeness in my family but each person is allowed to be special and different.	.74
83.	Family members pay attention to each other and listen to what is said.	.74
77.	Family members easily express warmth and caring towards each other.	.74
41.	When there are problems and stresses in our lives our family has been able to resolve and overcome them very well.	.70
72.	The future looks good to our family.	.70
54.	Family togetherness is very important.	.69
58.	We all have a say in family plans.	.68
70.	Our happiest times are at home.	.68
50.	We can easily think of things to do as a family.	.67
69.	We argue a lot and never solve problems.	-.66

Table 1 (cont'd)

52.	Family members consult other family members on their decisions.	.65
64.	Our family members touch and hug each other.	.65
65.	Family members put each other down.	-.64
59.	The grownups in my family understand and agree on family decisions.	.64
36.	Family members ask each other for help.	.63
42.	Family members feel closer to other family members than to people outside the family.	.62
85.	The mood in my family is usually sad and blue.	-.61
86.	We argue a lot.	-.61
82.	Our family members would rather do things with other people than together.	-.58
43.	Our family changes its way of handling tasks when necessary to solve a problem ot to reduce stress.	.57
60.	Grownups in my family compete and fight with each other.	-.56
62.	We accept each other's friends.	.56
89.	Each person takes responsibility for his/her behavior.	.55
74.	Family members go their own way most of the time.	-.54
68.	Even when we feel close, our family is embarrassed to admit it.	-.53

Table 1 (cont'd)

91.	On a scale of 1 to 5, I would rate the independence in my family as: 1 No one is independent. There are no open arguments. Family members rely on each other for satisfaction rather than outsiders. 2 Sometimes independent. There are some disagreements. Family members find satisfaction 3 both within and outside of the family. 4 Family members usually go their own way. Disagreements are open. Family members look 5 outside of the family for satisfaction.	-.52
71.	The grownups in my family are strong leaders.	.52
73.	We usually blame one person in our family when things aren't going right.	-.52
80.	When things go wrong we blame each other.	-.51
48.	When our family gets together for activities, everybody is present.	.51
49.	When there are stresses or problems in our family rules change which often lead to further stresses or problems.	-.51
84.	We worry about hurting each other's feelings.	.49
79.	One of the adults in our family has a favorite child.	-.46
37.	When there are stresses and problems in the family my parents do not ask for or ignore children's suggestions. OFten even more stresses and problems occur.	-.45
63.	There is confusion in our family because there is no leader.	-.45
53.	When there are stresses or problems it is hard to identify the leader(s) in our family and we often experience further stresses and problems.	-.44

Table 1 (cont'd)

FACTOR II: Neuroticism

26.	I brood, ruminate, or worry.	.66
12.	I have rapid shifts in mood. My emotions change easily.	.64
11.	I overreact to minor frustrations. I am easily irritated and/or angered.	.63
35.	I go to pieces under stress. I become rattled and disorganized.	.60
25.	I am inappropriate in my emotional behavior. My reactions are excessive, insuffucient, or out of context.	.56
15.	I become rigidly repetitive or immoblized under stress.	.54
29.	I am sulky and whiny.	.54
01.	I am fearful and anxious.	.54
07.	I become anxious when the environment is unpredictable or poorly structured.	.53
21.	I withdraw and disengage under stress.	.49
28.	I an inhibited and restricted.	.48
32.	I am restlesss and fidgety.	.48
31.	I revert to more immature behavior when I'm under stress.	.46
18.	I am easily victimized by others. I am treatd as a scapegoat.	.45
27.	I attempt to transfer blame to others.	.45
06.	I have bodily symptoms when I am tense and in conflict (for example, headaches, stomach aches, nausea, etc.).	.44
04.	I am suspicious and distrustful of others.	.43
02.	I feel unworthy. I think of myself as "bad."	.42

Table 1 (cont'd)

FACTOR III: Competence

Ø9.	I am self-assertive.	.7Ø
3Ø.	I am resourceful in initiating activities.	.68
2Ø.	I am self-reliant, confident, and trust my own judgement.	.62
33.	I am vital, energetic, and lively.	.61
19.	I have a rapid personal tempo. I react and move quickly.	.58
23.	I am competent. I am skillful.	.57
1Ø.	I am open and straightforward.	.57
34.	I am aggressive (physically and verbally).	.56
13.	I am verbally fluent. I can express ideas well in language.	.55
Ø8.	I am curious and exploring, eager to learn, open to new experiences.	.54
24.	I am creative in perception, thought, and play.	.54
Ø5.	I am emotionally expressive (facially, gesturally, or verbally).	.5Ø
16.	I am persistent in activities. I do not give up easily.	.47
Ø3.	I try to be the center of attetion (for example, by showing off, demonstrating accomplishments, volunteering, etc.).	.4Ø

Table 1 (cont'd)

	FACTOR IV: Family Cohesion	
44.	Family members like to spend free time with each other but only rarely spend free time with others outside the family.	.55
57.	Our family would rather do things together than with other people.	.53
40.	We like to do things with our family but not with others outside the family.	.52

Table 1 (cont'd)

	FACTOR V: Family Communcation	
78.	It's okay to fight and yell in our family.	.56
81.	We say what we think and feel.	.47
66.	We speak our mind, no matter what.	.44

Table 2

PPFC Males' Data Five-Factor Solution

		LOADING
	FACTOR I: Family Health	
75.	Our family is proud of being close.	.83
76.	Our family is good at solving problems together.	.82
56.	Family members pay attention to each other's feelings.	.79
46.	Family members feel very good about each other and easily share their feelings.	.78
90.	On a scale of 1 to 5, I would rate my family as: (1) My family functions very well together; (5) My family does not function well together at all. We really need help.	-.77
88.	My family is happy most of the time.	.77
83.	Family members pay attention to each other and listen to what is said.	.77
61.	There is closeness in my family but each person is allowed to be special and different.	.77
77.	Family members easily express warmth and caring towards each other.	.76
67.	In our home, we feel loved.	.76
72.	The future looks good to our family.	.72
58.	We all have a say in family plans.	.72
41.	When there are problems and stresses in our lives our family has been able to resolve and overcome them very well.	.72
54.	Family togetherness is very important.	.70
70.	Our happiest times are at home.	.70
50.	We can easily think of things to do as a family.	.69

Table 2 (cont'd)

52.	Family members consult other family members on their decisions.	.69
69.	We argue a lot and never solve problems.	-.67
64.	Our family members touch and hug each other.	.66
59.	The grownups in my family understand and agree on family decisions.	.65
36.	Family members ask each other for help.	.64
42.	Family members feel closer to other family members than to people outside the family.	.64
65.	Family members put each other down.	-.63
85.	The mood in my family is usually sad and blue.	-.62
82.	Our family members would rather do things with other people than together.	-.61
86.	We argue a lot.	-.59
43.	Our family changes its way of handling tasks when necessary to solve a problem or to reduce stress.	.57
68.	Even when we feel close, our family is embarrassed to admit it.	-.56
62.	We accept each other's friends.	.56
74.	Family members go their own way most of the time.	-.56
91.	On a scale of 1 to 5, I would rate the independence in my family as:	-.55

1 No one is independent. There are no open arguments. Family members rely on each other for satisfaction rather than on outsiders.

2

Sometimes independent. There are some disagreements. Family members find satisfaction

3 both within and outside of the family.

4 Family members usually go their own way. Disagreements are open. Family members look

5 outside of the family for satisfaction.

Table 2 (cont'd)

6Ø.	Grownups in my family compete and fight with each other.	-.55
48.	When our family gets together for activities, everybody is present.	.53
73.	We usually blame one person in our family when things aren't going right.	-.53
89.	Each person takes responsibility for his/her behavior.	.51
8Ø.	When things go wrong we blame each other.	-.49
84.	We worry about hurting each other's feelings.	.49
49.	When there are stresses or problems in our family rules change which often lead to further stresses or problems.	-.49
71.	The grownups in my family are strong leaders.	.47
38.	We share with each other what we think of each other's friends.	.47
81.	We say what we think and feel.	.47
37.	When there are stresses and problems in the family my parents do not ask for or ignore children's suggestions. Often even more stresses and problems occur.	-.46
79.	One of the adults in our family has a favorite child.	-.46
39.	Children in our family do not have a say in their discipline and they are often harshly punished.	-.41

Table 2 (cont'd)

FACTOR II: Neuroticism

26.	I brood, ruminate, or worry.	.67
12.	I have rapid shifts in mood. My emotions change easily.	.63
11.	I overreact to minor frustrations. I am easily irritated and/or angered.	.62
35.	I go to pieces under stress. I become rattled and disorganized.	.61
15.	I become rigidly repetitive or immmobilized under stress.	.57
25.	I am inappropriate in my emotional behavior. My reactions are excessive, insufficient, or out of context.	.54
Ø1.	I am fearful and anxious.	.53
29.	I am sulky and whiny.	.53
Ø7.	I become anxious when the environment is unpredictable or poorly structured.	.53
32.	I am restless and fidgety.	.51
21.	I withdraw and disengage under stress.	.5Ø
28.	I am inhibited and restricted.	.48
18.	I am easily victimized by others. I am treated as a scapegoat.	.48
Ø6.	I have bodily symptoms when I am tense and in conflict (for example, headaches, stomach aches, nausea, etc.).	.47
27.	I attempt to transfer blame to others.	.45
31.	I revert to more immature behavior when I'm under stress.	.45
Ø4.	I am suspicious and distrustful of others.	.43
Ø2.	I feel unworthy. I think of myself as "bad."	.42

Table 2 (cont'd)

FACTOR III: Competence

Ø9.	I am self-assertive.	.72
3Ø.	I am resourceful in initiating activities.	.68
2Ø.	I am self-reliant, confident, and trust my own judgment.	.62
33.	I am vital, energetic, and lively.	.61
19.	I have a rapid personal tempo. I react and move quickly.	.58
1Ø.	I am open and straightforward.	.57
23.	I am competent. I am skillful.	.57
13.	I am verbally fluent. I can express ideas well in language.	.55
24.	I am creative in perception, thought, and play.	.54
Ø8.	I am curious and exploring, eager to learn, open to new experiences.	.54
Ø5.	I am emotionally expressive (facially, gesturally, or verbally).	.54
34.	I am aggressive (physically or verbally).	.52
16.	I am persistent in activities. I do not give easily.	.48
17.	I am shy and reserved. I make social contacts slowly.	-.47

Table 2 (cont'd)

	FACTOR IV: Family Communication	
78.	It's okay to fight and yell in our family.	.60
63.	There is confusion in our family because there is no leader.	.51
66.	We speak our mind, no matter what.	.46
55.	It is hard to tell who does which household chores. Chores do not often get done because no one is in charge.	.42

Table 2 (cont'd)

	FACTOR V: Family Cohesion	
44.	Family members like to spend free time with each other but only rarely spend free time with others outside the family.	.60
57.	Our family would rather do things together than with other people.	.52
40.	We like to do things with our family but not with others outside the family.	.51

Table 3

PPFC Females' Data Five-Factor Solution

	LOADING
FACTOR I: Family Health	
76. Our family is good at solving problems together.	.80
75. Our family is proud of being close.	.80
56. Family members pay attention to each other's feelings.	.77
67. In our home, we feel loved.	.73
77. Family members easily express warmth and caring and caring towards each other.	.73
83. Family members pay attention to each other and listen to what is said.	.69
61. There is closeness in my family but each person is allowed to be special and different.	.69
90. On a scale of 1 to 5, I would rate my family as: (1) My family functions very well together; (5) My family does not function well together at all. We really need help.	-.69
46. Family members feel very good about each other and easily share their feelings.	.69
88. My family is happy most of the time.	.67
89. Each person takes responsibility for his/her behavior.	.65
54. Family togetherness is very important.	.65
64. Our family members touch and hug each other.	.63
41. When there are problems and stresses in our lives our family has been able to resolve and overcome them very well.	.63
72. The future looks good to our family.	.62

Table 3 (cont'd)

65. Family members put each other down.	-.61
71. The grownups in my family are strong leaders.	.61
86. We argue alot.	-.61
82. Our family members would rather do things with other people than together.	-.61
63. There is confusion in our family because there is no leader.	-.60
59. The grownups in my family understand and agree on family decisions.	.60
85. The mood in my family is usually sad and blue.	-.59
69. We argue a lot and never solve problems.	-.59
62. We accept each other's friends.	.59
36. Family members ask each other for help.	.59
58. We all have a say in family plans.	.58
60. Grownups in my family compete and fight with each other.	-.57
70. Our happiest times are at home.	.56
49. When there are stresses or problems in our family rules change which often lead to further stresses or problems.	-.56
50. We can easily think of things to do as a family.	.55
42. Family members feel closer to other family members than to people outside the family.	.54
52. Family members consult other family members on their decisions.	.54
48. When our family gets together for activities, everybody is present.	.53
43. Our family changes its way of handling tasks when necessary to solve a problem or to reduce stress.	.52

Table 3 (cont'd)

80. When things go wrong we blame each other.	-.50
84. We worry about hurting each other's feelings.	.49
38. We share with each other what we think of each other's friends.	.47
81. We say what we think and feel.	.47
73. We usually blame one person in our family when things aren't going right.	-.46
68. Even when we feel close, our family is embarrassed to admit it.	-.46
79. One of the adults in our family has a favorite child.	-.44
37. When there are stresses and problems in the family my parents do not ask for or ignore children's suggestions. Often even more stresses and problems occur.	-.42
39. Children in our family do not have a say in their discipline and they are often harshly punished.	-.41
74. Family members go their own way most of the time.	-.40

Table 3 (cont'd)

FACTOR II: Competence	
09. I am self-assertive.	.68
33. I am vital, energetic, and lively.	.67
30. I am resourceful in initiating activities.	.64
20. I am self-reliant, confident, and trust my own judgment.	.60
34. I am aggressive (physically or verbally).	.60
13. I am verbally fluent. I can express ideas well in language.	.59
23. I am competent. I am skillful.	.58
24. I am creative in perception, thought, or play.	.55
10. I am open and straightforward.	.54
66. We speak our mind, no matter what.	.47
38. We share with each other what we think of each other's friends.	.45
03. I try to be the center of attention (for example, by showing off, demonstrating accomplishments, volunteering, etc.).	.44
16. I am persistent in activities. I do not give up easily.	.43
81. We say what we think and feel.	.42
17. I am shy and reserved. I make social contacts slowly.	-.42

Table 3 (Cont'd)

FACTOR III: Neuroticism

12. I have rapid shifts in mood. My emotions change easily.	.63
11. I overreact to minor frustrations. I am easily irritated and/or angered.	.63
25. I am inappropriate in my emotional behavior. My reactions are excessive, insufficient, or out of context.	.61
26. I brood, ruminate, or worry.	.58
Ø1. I am fearful and anxious.	.57
Ø4. I am suspicious and distrustful of others.	.54
29. I am sulky and whiny.	.53
Ø7. I become anxious when the environment is unpredictable or poorly structured.	.51
31. I revert to more immature behavior when I'm under stress.	.51
27. I attempt to transfer blame to others.	.5Ø
28. I am inhibited and restricted.	.5Ø
35. I go to pieces under stress. I become rattled and disorganized.	.49
32. I am restless and fidgety.	.43
21. I withdraw and disengage under stress.	.42
15. I become rigidly repetitive or immobilized under stress.	.42

Table 3 (cont'd)

FACTOR IV: Family Roles	
55. It is hard to tell who does which household chores. Chores do not often get done because no one is in charge.	.62
51. We shift household responsibilities from person to person so often that we often do not know our responsibilities and problems occur.	.59

Table 3 (cont'd)

FACTOR V: Family Cohesion

57. Our family would rather do things together than with other people.	.64
40. We like to do things with our family but not with others outside the family.	.53
44. Family members like to spend free time with each other but only rarely spend free time with others outside the family.	.50
91. On a scale of 1 to 5, I would rate the independence in my family as: 1 No one is independent. There are no open arguments. Family members rely on each other for satisfaction rather than on outsiders. 2 Sometimes independent. There are some disagreements. Family members find satisfaction 3 both within and outside of the family. 4 Family members usually go their own way. Disagreements are open. Family members look 5 outside of the family for satisfaction.	-.45
48. When our family gets together for activities, everybody is present.	.44

Table 4

Pearson Product-Moment Correlation Coefficients for PPFC Factors

	FH	N	C	FCoh	FCom
Family Health (FH)	-----	-.36**	.27**	.28**	.23**
Neuroticism (N)		-----	-.36**	.04	-.09*
Competence (C)			-----	-.03	.30*
Family Cohesion (FCoh)				-----	.03
Family Communication (FCom)					-----

* $p < .05$
** $p < .001$

Table 5

PPFC Cluster Typologies

	FACTORS				
	I	II	III	IV	V
Competent-Secure (N=139)	.89	-.60	.74	1.00	.46
Independent (N=198)	.36	-.42	.63	-.64	.76
Disengaged-Avoidant (N=89)	-1.57	.69	-.56	-.96	-.94
Volatile-Chaotic (N=31)	-1.81	1.42	-.08	-.52	1.32
Neutral (N=232)	.05	-.30	.35	.01	-.66
Enmeshed (N=109)	-.16	1.33	-.85	.82	-.18

Note: Factor I: Family Health
Factor II: Neuroticism
Factor III: Competence
Factor IV: Family Cohesion
Factor V: Family Communication

Table 6

PPFC Interpersonal Style by DMI Defensive Maturity

		PPFC	
		More Healthy	Less Healthy
DMI	Mature Defenses	21	6
	Primitive Defenses	7	21

$p < .005$ (Fisher's Exact Test)

APPENDIX A

REVIEW OF THE LITERATURE

APPENDIX A

REVIEW OF THE LITERATURE

A Family Systems Model: Historical Influences

The historical underpinnings regarding the scientific study of family relationships and family systems theory are complex (Nichols & Everett, 1986). Its roots are planted firmly in four separate movements that emerged in the United States between 1870 and 1970. These independent movements included the development of social work as a profession; the growth of the family education movement; the birth of social psychiatry and the influential writings of Sigmund Freud, Alfred Adler, Carl Jung, Otto Rank, Erich Fromm, and Harry Stack Sullivan; and the development of sexology as an area of empirical endeavor (Broderick & Schrader, 1981)

It is an arduous task to review the developmental course of family systems theory and its pioneering figures. In fact, such a review is difficult since only "a few basic and enduring principles underlie an apparently chaotic

development that incorporates conflicting and contradictory points of view" (Nichols, 1984, p. 3).

In light of these recognized obstacles, the decade of the 1950s is widely accepted by family scholars as the period during which contemporary family systems theory was born in the United States (Broderick & Schrader, 1981). Its emergence was slow, and the empirical foundations upon which ideas, hypotheses, and theories rested were loosely based. As Nichols and Everett (1986) noted:

> The development of family therapy did not go forward smoothly or easily. Rather, as with the emergence of any major historical phenomenon, it moved in spurts and lags, unevenly, and without coordination or even awareness of the existence of other parts. Portions of it evolved within the medical world and other parts grew up outside of that framework. Frequently the two worlds, medical and nonmedical, separately went about working on the same issues and finding the same solutions without either being aware of what was occurring outside of their own sphere (p. 4).

Two factors impeded steady progress of family systems theory prior to 1950. These factors included the popularity of Freudian-psychoanalytic psychotherapy and Rogerian client-centered therapy in treating persons experiencing psychological difficulties. Both of these approaches discouraged interaction between patients or clients and their families, because of a belief that unhealthy interactions

with significant others, primarily family members, was responsible for psychological dysfunction. Moreover, such familial contact was perceived to undermine the important, private relationship between the therapist and the client (Nichols, 1984).

Empirical research upon small group behavior and dynamics during the 1930s, 1940s, and early 1950s played an important role in changing the treatment perspectives of clinical investigators. Such theorists had begun slowly to view the family as integral components in the emergence, maintenance, and treatment of an individual's psychological difficulties. Most notably, Lewin's work (1951) on field theory influenced early family systems theorists. Field theory focused upon the organic interactions between individuals and their environments and stressed the Gestaltian concept regarding the interdependence of part-whole relationships. In accordance with Lewin's theory, a group was conceptualized as a psychologically coherent whole rather than a mere array of separate individuals. Furthermore, the group itself was understood as greater than and qualitatively different from the sum of its parts.

The re-defined perspectives of members of the child guidance movement also were instrumental in changing the treatment perspectives of clinical investigators during the 1950s. This movement, begun in the United States during the

1920s, was originally guided by the premise that psychological disorders were rooted in childhood and were the result of deleterious parental and family factors, including negative and destructive maternal relationships. As Nichols (1984) noted, by the late 1940s and early 1950s, many therapists and child guidance workers adhered less ardently to these types of theoretical formulations. In his words:

> No longer was psychopathology located within individuals; no longer were the parents villains and the patients victims. Now the nature of the interaction was seen to be the problem, and this resulted in a more optimistic prognosis and changed the very nature of treatment. The goal shifted from weaning patients from their families to clarifying the relationships between parents and patients in hopes of improving them Nichols, 1984, p. 20).

This transformation within family systems theory was pivotal. By their maintaining that positive change could occur within troubled individuals and children as a result of family-based treatments, family therapy researchers demonstrated the mutual influence a family and its members exerted on each other. The nature of a family's influence on the behavior of and the sense of competence among its members is interesting to ponder. It would seem that the evolution of this influence as well as the nature of family relationships in general is related to basic attachment

relationships between children and other members of their family such as parents and siblings.

Attachment Theory

In his pioneering work on human attachment, John Bowlby (1958, 1969/1982, 1973, 1980) utilized ethological principles to understand more clearly the nature of attachment behaviors. The major premise of ethological theory is that "all animals, including man, possess a repertoire of species-specific 'signals' or behavioral predispositions that promote certain social behaviors" (Shaffer, 1979, p. 148). These unique behaviors are "evoked by specific and expectable internal and environmental conditions" (Crittenden & Ainsworth, 1989, p. 435). These social behaviors, based upon Darwinian principles of natural selection, are considered highly adaptive, since their presence helps to ensure the species' survival and gene-reproduction.

The attachment system is a species-specific behavior which is vital for human survival. For infants, survival is most closely linked to obtaining and maintaining proximity with an attachment figure. According to Bowlby (1969/1982, 1973), this proximity is best achieved through innate, biologically programmed, response systems that propel both maternal caregiver and infant into a reciprocal attachment

relationship. Crittenden and Ainsworth (1989) discussed the manner in which these response systems unfold. In their view:

> Infant signals such as crying tend universally to attract mothers into closer proximity. Such infant behaviors tend to be elicited by alarming situations, such as those involving loud noises, looming objects, strange persons or objects, and being left alone, as well as by internal discomfort or pain. Once bodily contact is attained, aversive signals such as crying tend to be terminated and other behaviors, such as smiling, clinging, and vocalizing, function to maintain contact with and/or proximity to the mother (p. 435).

Beyond age six months an infant's primary attachments to its caregivers are strengthened through greater locomotion and capacity to grasp objects. These behavioral actions serve to fortify proximity-maintaining behaviors (Bretherton & Waters, 1985). As the infant nears its first birthday, these behaviors become more efficacious and goal-oriented (Ainsworth, 1989). For Bowlby (1973), these adaptive and more mature behaviors signify an attachment behavioral system which he conceptualized as existing within each child's developing psyche. However, the presence of an attachment behavioral system is not an empirical fact. According to Stevenson-Hinde (1990), Bowlby's assertion regarding the presence of an attachment behavioral system in humans is

based solely upon inference rather than empirical evidence garnered through behavioral observations.

Despite the lack of empirical documentation, attachment researchers (Crittenden & Ainsworth, 1989; Bretherton, 1991) have acknowledged the utility of Bowlby's notion of attachment behavioral system in humans. The primary function of this system is to provide the infant with a heightened sense of security in the world (Bretherton, 1991, 1980). Thus, as Bretherton (1985) observed, attachment behaviors are activated "when the attached person is frightened, fatigued, or sick and [are] assuaged when the attachment figure provides protection, help, and soothing" (p. 6). The infant's attachment relationship to its caregiver is strengthened and reinforced through repeated, positive interactions. In time, the child develops an understanding that the caregiver is caring and dependable, capable of alleviating the child's fear and discomfort by providing love, safety, and nurturance (Bowlby, 1969/1982, p. 668).

Attachment behaviors also influence an individual's internal, physiological state (Bowlby, 1969/1982, 1973). When an infant (or any person) is confronted with a relatively familiar and safe environment, the level of internal stress experienced is minimal. The degree to which an infant feels unsafe and unprotected influences the child's behavior and experience, especially with regard to how

confident he or she will feel in exploring the environment and in interacting with others (Crittenden & Ainsworth, 1989; Bretherton, 1985). If the infant's attachment system necessitates that he or she remain physically close to its primary caregiver, then the child's amount of exploration or interpersonal contact with others in the environment will be diminished. Conversely, if the child's attachment relationship with the primary caregiver has allowed the child to feel safe and protected, the child may utilize the confidence gained from this relationship as a "secure base from which he [or she] can become acquainted with his [or her] world and the other people in it" (Crittenden & Ainsworth, 1989, p. 437).

Although Bowlby addressed the nature of attachment relationships during infancy between child and maternal caregiver, it is generally accepted that attachment behaviors and relationships exist throughout the life cycle (see Ainsworth, 1989). As Crittenden and Ainsworth (1989) observed:

> Throughout life, attachment behavior is most intensely activated under stressful conditions that evoke alarm or anxiety. Yet the development of knowledge about the world, competence, and self-reliance are fostered by feeling secure about the availability of attachment figures when needed. Thus, the nature of the conditions that elicit attachment behavior is modified

> by each person's own experience, particularly the nature or quality of his or her past and present relationships with attachment figures (p. 436-437).

Furthermore, Erickson, Sroufe, and Egeland (1985) have noted that "the patterning of the early attachment relationships is the foundation on which later representational models of self and attachment figure are constructed" (p.147). In their opinion, the quality of attachment relationships formed during infancy, childhood, and adolescence influence how the individual "relates to others, approaches the environment, and resolves critical issues in later stages of development" (p.147).

Bowlby (1969) coined the phrase internal working models to account for mental schemata which persons devise in order to interpret events in their environment and to plan for the future. The positive or negative manner in which one's internal working models have been developed influences how the person understands and behaves in both interpersonal and attachment relationships. According to Bowlby (1980), the individual who has formed a secure attachment "is likely to possess a representational model of attachment figure(s) as being available, responsive, and helpful and a complementary model of himself as at least a potentially lovable and valuable person" (p. 242).

Family Systems Theory

According to Steinglass (1987), early family systems theorists (i.e., John Bell, Nathan Ackerman, Theodore Lidz, Lyman Wynne, Murray Bowen, Carl Whitaker, Gregory Bateson, Jay Haley, John Weakland, Donald Jackson, Virginia Satir) are indebted to the general systems theory of von Bertalanffy (1968, cited in Steinglass, 1987). von Bertalanffy developed his theory during the late 1920s in response to his growing dissatisfaction with the application of reductionistic-mechanistic explanations of causality to scientific problems. Although these explanations viewed pathology in a linear, cause-and-effect manner, von Bertalanffy's general systems theory held that phenomena were best explained by directly focusing upon the processes and mechanisms that account for its higher forms of organizational complexity (Steinglass, 1987).

Constanine (1986) noted that although family systems theory was influenced by von Bertalanffy's general systems ideas, "the amount of genuine general systems theory" (p. 45) that is incorporated into family systems theory and research is minimal. Although some of the terminology of general systems theory including homeostasis, feedback, and open systems has been integrated into family systems theory, the connotations of such terms have gained idiosyncratic meaning within family systems theory itself.

In an important article which incorporates and builds upon various ideas that have influenced thinking in the field of family systems research, Patricia Minuchin (1985) outlined six basic principles of family systems theory. According to Minuchin (1985), these principles are as follows:

1) "Any system is an organized whole, and elements within the system are necessarily interdependent" (p. 289). This principle maintains that an individual's behavior is not under personal control; instead, it is influenced directly by actions and reactions of other family members. In Minuchin's (1985) words, "If the individual is part of an organized family system, he or she is never truly independent and can only be understood in context" (p. 290).

2) "Patterns in a system are circular rather than linear" (p. 290). In contrast to linear, reductionistic-mechanistic assumptions that A causes B, Minuchin (1985) argued that family systems theory views causality as involving a series of feedback loops in which A1 leads to B1; A2 leads to B2; A3 leads to B3, and so on. "The irreducible unit is the cycle of interaction. Change must be directed toward the cycle, although the point of entry and the manner of interrupting the pattern are matters of choice" (Minuchin, 1985, p. 290).

3) "Systems have homeostatic features that maintain the stability of their patterns" (p. 290). That is, according to Minuchin (1985), interactions between family members are relatively consistent over time since "corrective feedback loops" (p. 290) are activated whenever behaviors or actions of family members are intensified beyond their typical range and need to be returned to a "familiar equilibrium" (p. 290).

4) "Evolution and change are inherent in open systems" (p. 290). Growth and changes are experienced by most individuals and families as not only challenging, but also as stressful and anxiety-arousing events. Such occurrences alter the usual patterns and interactions in families. As a result, the family system loses its sense of equilibrium, and undergoes a period during which it must be regained. "In family terms, the process is one of challenge to existing patterns, the exploration of alternatives, and the emergence of new patterns that are more appropriate to changed circumstances and that are frequently more complex and differentiated" (Minuchin, 1985, p. 290).

5) "Complex systems are composed of subsystems" (p. 291). Within this formulation, a family is comprised of several subsystems or units. Although each individual within a family constitutes a separate subsystem, family system

theorists tend to focus on the larger system groups such as husband-wife, parent-child(ren), and sibling-sibling units.

6) "The subsystems within a larger system are separated by boundaries, and interactions across boundaries are governed by implicit rules and patterns" (p. 291). According to Minuchin (1985), each subsystem is separated from the others by boundaries. "The interaction of people within and between subsystems is regulated by patterns that are recurrent and stable, and that are maintained as well as created by all participants. In all families, the boundaries and rules of interaction must change over time as a function of development or external factors" (Minuchin, 1985, p. 291).

Within family systems theory, the construct of boundaries that are purported to exist within family subsystems and between family members (e.g., husband-wife; father-mother; parent-child) is crucial in understanding more clearly the behavior of each individual and the functioning of the family as a whole. Salvador Minuchin (1974) noted that "boundaries of a subsystem are the rules defining who participates and how" (p. 53). In a family, boundaries facilitate effective family functioning by maintaining differentiation between various subsystems within the family system. According to Minuchin (1974), "Every family

subsystem has specific functions and makes specific demands on its members; and the development of interpersonal skills achieved in these subsystems is predicated on the subsystem's freedom from interference by other subsystems" (pp. 53-54). Thus, in order for normal family functioning to be maintained, subsystem boundaries must be clear and well-defined, allowing family members to interact with each other in a healthy and adaptive manner.

Minuchin's contribution to the understanding of maladaptive boundaries in family systems is well-documented (Karpel & Strauss, 1983). In his structural model of family functioning, Minuchin (1974; Minuchin, Rosman, & Baker, 1978) maintained that family boundary conditions can be placed on a continuum with extreme poles labeled "enmeshed" and "disengaged" and a mid-range area identified as "normal." In enmeshed families, boundaries between various subsystems are poorly defined, and the differentiation and separation of the family's subsystems is negligible. The danger associated with an enmeshed family system is that family members can become easily overloaded and immobilized, unable to utilize necessary resources to respond effectively and adaptively during stressful periods. Conversely, in disengaged families, boundaries are markedly separate and overly rigid, and communication within and between family subsystems is poor and ineffective. The danger associated with disengaged

family styles is that members may lose touch emotionally with each other. As a result, during family or personal crises, the protective and supportive capacities of the family are rarely mobilized and individuals may remain isolated and disconnected from each other.

Enmeshment and disengagement refer to a family's preferential style of interaction. The continuum upon which these terms are placed does not represent a distinction between healthy or unhealthy family functioning (Minuchin, 1974). It is assumed that various subsystems within a family operate at different points along the enmeshed--normal--disengaged continuum. However, it is a predominant family interaction style that operates primarily at either one of the extremes which is considered maladaptive (Minuchin, 1974, 1984).

Placement at either end of Minuchin's (1974) continuum is considered dysfunctional in that both positions will likely impede a family's ability to tolerate conflict and adversity. Moreover, family members are likely to develop over time maladaptive interaction patterns which further weaken the unit's capacity to deal effectively with stress. According to Minuchin (1974), enmeshed subsystems or families are undesirable since "the lack of subsystem differentiation discourages autonomous exploration and mastery of problems" (p.55). In contrast, although disengaged subsystems or

families may be characterized by styles of autonomous functioning which appear adaptive at first blush, individuals within such systems on closer analysis hold a "skewed sense of independence and lack feelings of loyalty and belonging and the capacity for interdependence and for requesting support when needed" (Minuchin, 1974, p.55).

Assessment of Family Styles: Olson's Circumplex Model and Beavers' Systems Model

Although several models of family functioning have been outlined by family theorists (Olson, Sprenkle, Russell, 1979; Olson, Russell, & Sprenkle, 1980; Beavers, Hulgus, & Hampson, 1988; Epstein, Baldwin, & Bishop, 1983; Moos & Moos, 1976, 1981), David Olson's Circumplex Model and W. Robert Beavers' Systems Model have received a significant amount of inquiry (Anderson & Gavazzi, 1990; Edman, Cole, Howard, 1990; Lee, 1988; Green Kolvzon, & Vosler, 1985). Whereas Olson and his colleagues (Olson, Sprenkle, & Russell, 1979; Olson, Russell, & Sprenkle, 1980; Olson, Portner, & Bell, 1982; Olson, Portner, Lavee, 1985; Olson, 1986) developed the Circumplex Model in the late 1970's and refined it throughout the 1980's, Beavers and his associates (Beavers & Voeller, 1983; Beavers, Hulgus, & Hampson, 1988) designed their model during the early 1980's as a result of shortcomings they perceived in Olson's Circumplex Model.

The Circumplex Model accounts for family functioning on the basis of two major dimensions: family cohesion and family adaptability. According to Olson and his colleagues (Olson, Russell, & Sprenkle, 1980), family cohesion refers to "the emotional bonding that family members have toward one another and the degree of individual autonomy they experience" (pp. 130-131). Specific concepts or variables that can be used to denote and measure aspects of family cohesion include emotional bonding, independence, boundaries, coalitions, time, space, friends, decision-making, and interests and recreation. According to the Circumplex Model, there are four levels of cohesion: extremely low (disengagement), moderately low (separated), moderately high (connected), and extremely high (enmeshment).

In the Circumplex Model, it is assumed that balanced and moderate levels of low and high family cohesion are the best for effective and adaptive family functioning, since consistent functioning at either extreme is viewed as maladaptive. According to Olson, Russell, and Sprenkle (1980), extremely high cohesion in enmeshed systems leads to "overidentification so that loyalty to and consensus within the family prevent individuation of family members" (p. 131). At the other extreme, disengaged families encourage high levels of independent and autonomous behavior of family members "with limited attachment or commitment to their

family. It is the central area (separated and connected) of the model where individuals are able to experience and balance being independent from and connected to their family" (Olson, Russell, & Sprenkle, 1980, p. 131).

The second dimension of family functioning, family adaptability, refers to "the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (Olson, Russell, & Sprenkle, 1980 p. 131). Specific concepts and terms used to denote this aspect of family functioning include family power; negotiation styles; role relationships; relationship rules; and feedback. The four levels of family adaptability range from rigid (extremely low) to structured (moderately low) to flexible (moderate to high) to chaotic (extremely high).

Like the levels of family cohesion that are considered most optimal, moderate levels of adaptability are consistent with positive, healthy family functioning, while extreme degrees of functioning (rigid or chaotic) are viewed as problematic and negative.

A major advantage of the Circumplex Model is that it is capable of identifying different types of family styles along the dimensions of family cohesion and adaptability, resulting

in sixteen family-style typologies (Olson, 1986). According to Olson, Russell, and Sprenkle (1980):

> [T]he Circumplex Model attempts to provide a parsimonious framework for reducing the enormous complexity of marital and family systems. It attempts to describe two dimensions of marital and family systems that have emerged from a conceptual clustering of a wide range of theoretical concepts and empirical studies of marital and family systems (p. 135).

In contrast to Olson's Circumplex Model, Beavers' Systems Model of Family Functioning (Beavers, Hulgus, & Hampson, 1988; Beavers & Voellers, 1983) differs in its interpretation of family adaptability. Whereas Olson and his colleagues (Olson, Sprenkle, & Russell, 1979; Olson, Russell, & Sprenkle, 1980; Olson, 1986) viewed both cohesion and adaptability as curvilinearly related constructs, Beavers and his associates (Beavers, Hulgus, & Hampson, 1988) viewed adaptability as noncurvilinear. As such, adaptability is conceptualized as existing on a "negentropic continuum of increasing competence" (Beavers & Voellers, 1983, p. 88), and thus directly and linearly related to healthy and adaptive family functioning. According to Lee (1988), the Beavers Systems Model defines and identifies competent and healthy families as ones which score high on the negentropic

continuum and "show a marked degree of differentiated structure, yet with a high level of flexibility" (p. 74).

The Relationship Between Attachment Theory and Family Systems Theory

Some investigators (Pianta, Egeland, & Erickson, 1989; Erickson, Sroufe, & Egeland, 1985; Crittenden & Ainsworth, 1989) have identified relationships between the quality of parent-child attachment relationships and characteristics of family life. For example, Marvin and Stewart (in press, cited in Stevenson-Hinde, 1990) have identified parallels between patterns of attachment relationships and styles of family interactions. In their work, Marvin and Stewart (in press) have incorporated Minuchin's (1974) three styles of family functioning (enmeshed, normal, and disengaged) with the three types of infant-attachment relationships (securely, ambivalently, and avoidantly attached) identified by Mary Ainsworth and her colleagues (Ainsworth, Blehar, Waters, & Wall, 1978; Ainsworth, 1989).

In her extension of this work, Stevenson-Hinde (1990) observed that the quality of such patterns are dependent on the "parent's 'sensitive responsiveness' to the child and ease of emotional expression within the dyad" (pp. 221-222). Thus, a caregiver's empathic and sensitive responsiveness to an infant's and a young child's signals of distress are

related to secure attachment, rejection with avoidant attachment, and inconsistency with ambivalent attachment (Stevenson-Hinde, 1990; Egeland & Farber, 1984; Grossman, Grossman, Spangler, Suess, & Unzner, 1985; Main & Cassidy, 1988).

Personality Functioning: Ego-Resiliency and The Role of Defense Mechanisms

Ego-Resiliency. In recognition of the relationship between attachment theory and family systems theory, a third component also can be posited as influencing an individual's adaptation to his or her social environment. This third component involves the construct of ego-resiliency (Block & Block, 1980a, 1980b; Gjerde, Block & Block, 1986).

Like some family systems theorists (Minuchin, 1974, 1984; Minuchin, Rosman, & Baker, 1978; Olson, 1986), ego-resiliency researchers (Block & Block, 1980a, 1980b; Gjerde, Block, & Block, 1986) have focused on boundaries as a key construct (Stollak, Aronoff, Loraas, Woike, Messe', & Meyers, 1991). Whereas family systems researchers have been interested in how boundaries influence and operate in families, ego-resiliency investigators have been interested in how boundary characteristics within individual personalities function to fortify or to weaken a person's adaptive capacities when under stress.

A boundary's degree of permeability (openness) or impermeability (rigidity) is a defining characteristic, holding true for any type of boundary in any psychological system. Stollak, Crandell, and Pirsch (1990) provided an illustrative description of this property when they noted the following:

> [Boundary permeability-impermeability] refers to the capacity of that boundary to contain or control needs and tensions within a system. Speaking most generally, boundaries could be relatively permeable, such that tensions would spill into other systems and mutually influence each other (e.g., id and ego, or, the cell wall of an ovum which, absolutely necessary for reproduction, eventually becomes permeable after repeated "attacks" by a multitude of sperm, or, equally important for life, the cell wall of a leaf becoming permeable to light so that photosynthesis can take place), or they could be relatively impermeable, limiting the "spillage," isolating or compartmentalizing subsystems with a resulting lack of communication across systems (e.g., a rigid, uncompromising superego, or claims by the executive branch of government of "executive privilege" or "threats to national security" to prevent disclosure of information to the legislative or judicial branches of government) (p. 10).

The Blocks (Block & Block, 1980a, 1980b) have studied the nature of boundary conditions within the individual, and have labeled this property of personality functioning as ego control. Ego control represents the abilities of individuals

to reveal or conceal elements or aspects of psychological functioning, and is viewed as existing on a continuum. At one end, overcontrol of inner psychological experiences is present. According to Block and Block (1980b), overcontrol is characterized by "excessive boundary impermeability resulting in the containment of impulse, delay of gratification, inhibition of action and affect, and insulation from environmental distractors" (p. 43). At the opposite end of the continuum, undercontrol is present, and is characterized by "excessive boundary permeability and its consequences, insufficient modulation of impulse, the inability to delay gratification, immediate and direct expression of motivations and affects, and vulnerability to environmental distractors" (Block & Block, 1980b, p. 43)

Another important characteristic of a boundary is its degree of elasticity or resiliency. According to Block and Block (1980b), "Elasticity refers to (a boundary's) capacity to change its characteristic level of permeability-impermeability depending upon impinging. . . forces and to return to its original modal level of permeability after the temporary, accommodation-requiring influence is no longer pressing" (pp. 47-48).

With regard to the individual, resiliency also reflects a person's "dynamic capacity . . . to modify his/her modal level of ego-control, in either direction, as a function of

the demand characteristics of the environmental context" (Block & Block, 1980b, p. 48). In this sense, a boundary's elasticity, or ego resiliency, can be conceptualized as an individual's capacity to maintain adaptive functioning in response to prolonged periods of stress or environmental disruption (Block & Block, 1980b). Thus, at one end of this continuum, ego resilient individuals demonstrate independence and competence. Such individuals are capable of shifting their energy and attention to various activities and situations in their environment, and are further able to adopt different roles and rules based on personal or environmental stressors. Conversely, at the other end of this continuum, the individual who demonstrates a low degree of ego resiliency may exhibit rigidity in behavioral actions and appear overly concerned with rules and regulations. Furthermore, as Stollak, Crandell, and Pirsch (1990) noted, the individual with a low degree of ego resiliency "often overreacts to minor frustrations, is often immobilized by stress, plays few roles in life, and is either excessively controlling or excessively submissive in stressful situations" (pp. 11-12).

Defense Mechanisms. In his conceptualization of psychoanalytic theory, Sigmund Freud (1894, 1915) maintained that defense mechanisms served a highly important function.

Although in his early theorizing (1894, 1915) he held that defense mechanisms could be subsumed under the notion of repression, Freud (1926/1959) altered his thinking during his later years, noting that defense mechanisms represent "all the techniques which the ego makes use of in conflicts which may lead to neurosis" (p. 167). This definition of defense mechanisms is vague and circumscribed. In contrast, Ihlevich and Gleser (1986) provided a clearer and more concise definition of defense mechanisms. In their words:

> Psychological defense mechanisms are relatively stable response dispositions that serve to falsify reality whenever a person's resources, skills or motivations are insufficient to resolve inner conflicts or master external threats to well-being (p. 5).

This description emphasizes the valuable protective functions through which defense mechanisms benefit individuals. Although Sigmund Freud, Anna Freud, and other psychoanalytic theorists have reported on the different types of defense mechanisms (Engler, 1985; Liebert & Sprieger, 1984), psychoanalytic researchers have experienced difficulty in accumulating empirical evidence for them (Ihlevich & Gleser, 1986). Nonetheless, the construct of defense mechanisms and

its relation to normal development has remained an important aspect of psychoanalytic thinking.

In fact, Anna Freud (1946/1958; 1965) held that defense mechanisms can serve to ward off feelings of anxiety and decrease an individual's sense of threat from the environment. In the developing child the formation of defense mechanisms is viewed as crucial in the maturing and strengthening of the youngster's ego capacities (Freud, 1965), and can aid in the emergence of more effective "conflict-free ego functions" (Ihlevich & Gleser, 1986, p. 3) such as learning and thinking.

APPENDIX B

DEPARTMENTAL RESEARCH CONSENT FORM

APPENDIX B

MICHIGAN STATE UNIVERSITY
Department of Psychology

DEPARTMENTAL RESEARCH CONSENT FORM

Student # _____

1. I have freely consented to take part in a scientific project being conducted by Dr. Gary Stollak, Professor of Psychology.

2. I understand that my participation in this project will require that I read items included in several questionnaires and respond to each item. I will read each item of each questionnaire and then fill in the number on the answer sheet that best reflects my perception, my feelings, and my thoughts regarding that item. I understand that it will take approximately 90 minutes to complete the questionnaires. I understand that I will receive course credit for the completion of the questionnaires. I also understand that based on scores on the questionnaires, selected students will be chosen to particpate in future activities of the project. I understand that students selected for future activities will be paid $5 for each hour of their help and participation in future activities.

3. I understand that my participation is voluntary. I may choose not to participate at all, refuse to participate in certain procedures, or answer certain questions, or discontinue my participation at any time without penalty.

4. I understand that the results of this project will be treated in strict confidence and that I will remain anonymous in any report of its findings. Within these restrictions, results of the project will be made available to me at my request.

5. I understand that, at my request, I can discuss any questions I might have about the project with Dr. Gary Stollak. His office is 129 Snyder Hall, and his phone number is 353-8877.

Signed: _____ Date: _____

MICHIGAN STATE UNIVERSITY
Department of Psychology

DEPARTMENTAL RESEARCH CONSENT FORM

Student # _____

I would like to be considered for participation in future research activities of this project. I understand that I will be paid $5 for each hour of my participation in any future research activity.

Name (Please print) _____

Address (Please print) _____

Telephone Number _____

APPENDIX C

ORIENTATION AND INSTRUCTIONS

APPENDIX C

ORIENTATION AND INSTRUCTIONS

Thank you for volunteering to help us in this project. We are interested, first, in studying relationships between people's perceptions of personal characteristics and their perceptions of family characteristics. We are also interested in studying relationships between these characteristics and behavior with others, including children and peers. The first step in this research involves undergraduates, like yourselves, completing several different questionnaires that we anticipate will take less than 90 minutes to complete. The questionnaires will ask you to share with us: (1) what you might think and feel and how you might act in a variety of situations, (2) your perceptions of your personal characteristics, (3) your perceptions of your family life and interaction, and (4) a demographic questionnaire. In a few moments we will go through the instructions for each questionnaire and how to complete the consent forms and answer sheets. If at any time you have questions about any of the questionnaires or about any item on any of them, please come up to me and I will do my best to answer your question.

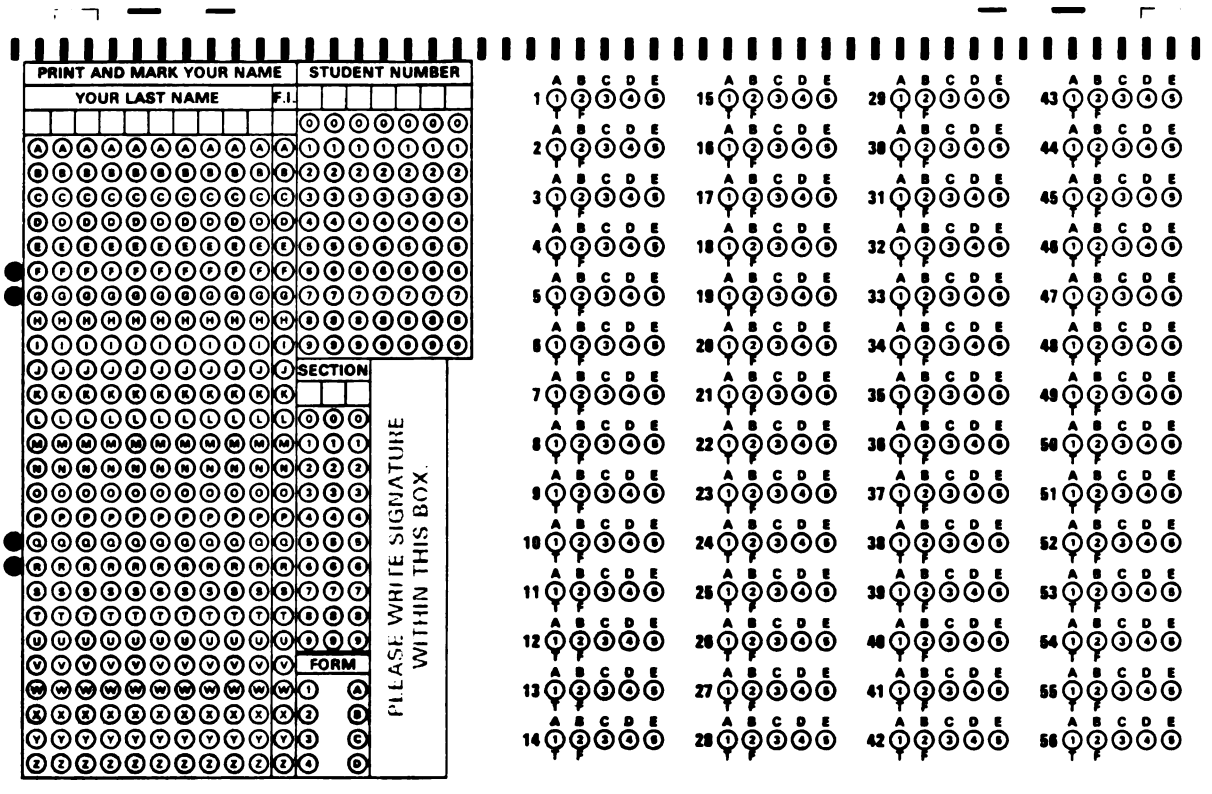
After we score each person's answers on the questionnaires, we will then select, from all of those who have completed the questionnaires, a small group of persons who we need to help us in 5-10 more research activities during the current and future terms.

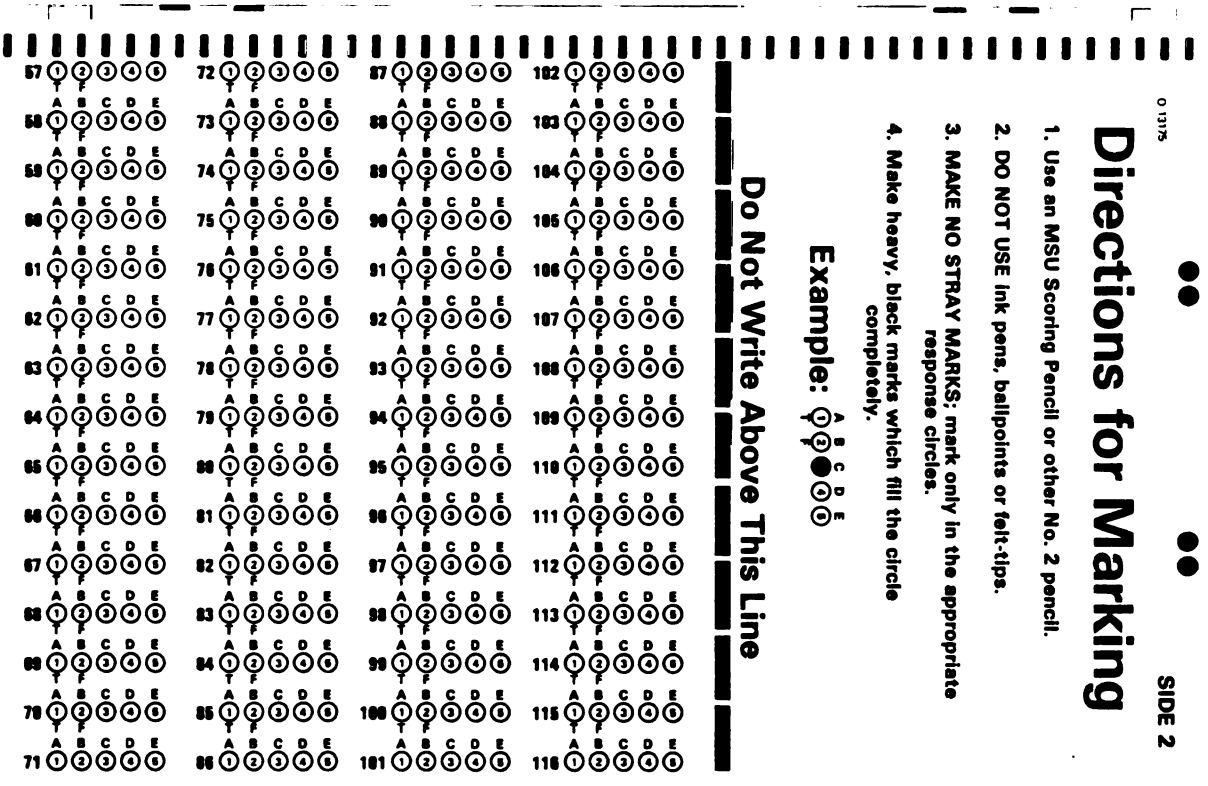
Again we thank you for your help now, and we hope that you would be willing to help us again in the future.

APPENDIX D

SCANTRON SHEETS

PRINT AND MARK YOUR NAME
YOUR LAST NAME
F.I.
STUDENT NUMBER
SECTION
FORM
PLEASE WRITE SIGNATURE WITHIN THIS BOX.
SIDE 2
Directions for Marking
1. Use an MSU Scoring Pencil or other No. 2 pencil.
2. DO NOT USE ink pens, ballpoints or felt-tips.
3. MAKE NO STRAY MARKS; mark only in the appropriate response circles.
4. Make heavy, black marks which fill the circle completely.
Example:
Do Not Write Above This Line


PRINT AND MARK YOUR NAME
YOUR LAST NAME
F.I.
STUDENT NUMBER
SECTION
FORM
PLEASE WRITE SIGNATURE WITHIN THIS BOX.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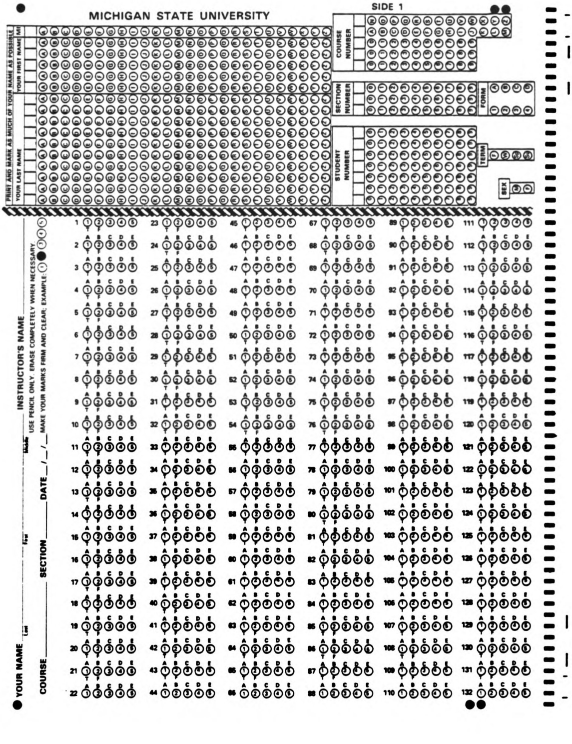
SIDE 2
Directions for Marking
1. Use an MSU Scoring Pencil or other No. 2 pencil.
2. DO NOT USE ink pens, ballpoints or felt-tips.
3. MAKE NO STRAY MARKS; mark only in the appropriate response circles.
4. Make heavy, black marks which fill the circle completely.
Example:
Do Not Write Above This Line



MICHIGAN STATE UNIVERSITY

SIDE 1

PRINT AND MARK AS MUCH OF YOUR NAME AS POSSIBLE

YOUR LAST NAME

YOUR FIRST NAME

MI

COURSE NUMBER

SECTION NUMBER

FORM

STUDENT NUMBER

TERM

SEX

YOUR NAME ____________ Last ____________ First ____________ Middle

INSTRUCTOR'S NAME ____________

COURSE ____________ SECTION ____________ DATE __/__/__

USE PENCIL ONLY. ERASE COMPLETELY WHEN NECESSARY.

MAKE YOUR MARKS FIRM AND CLEAR; EXAMPLE: ① ● ③ ④ ⑤

APPENDIX E

PPFC

APPENDIX E

PPFC

All of the questions on these pages are to be answered on the enclosed and printed answer sheet. You must use a #2 pencil. The first 35 words and sentences in the booklet describe different characteristics of persons and the next 56 describe characteristics of families. Using the answer key found below select the number of the response that best describes how you feel about each item as it refers to yourself and your family. Fill in the corresponding circle on the answer sheet that refers to the number that best represents your perceptions.

1) Never or Almost Never or Very Slightly or Not At All;
2) Once In A While or A Little
3) Sometimes or Moderately
4) Frequently or Quite A Bit
5) Almost Always or Very Much

1. I am fearful and anxious.

2. I feel unworthy. I think of myself as bad.

3. I try to be the center of attention (for example, by showing off, demonstrating my accomplishments, volunteering, etc.).

4. I am suspicious and distrustful of others.

5. I am emotionally expressive (facially, gesturally, or verbally).

6. I have bodily symptoms when I am tense and in conflict (for example. headaches, stomach aches, nausea, etc.).

7. I become anxious when the environment is unpredictable or poorly structured.

8. I am curious and exploring, eager to learn, open to new experiences.

9. I am self-assertive.

10. I am open and straightforward.

11. I overreact to minor frustrations. I am easily irritated and/or angered.

12. I have rapid shifts in mood. My emotions change easily.

13. I am verbally fluent. I can express ideas well in language.

14. I respond to humor.

15. I become rigidly repetitive or immobilized under stress.

16. I am persistent in activities. I do not give up easily.

17. I am shy and reserved. I make social contacts slowly.

18. I am easily victimized by others. I am treated as a scapegoat.

19. I have a rapid, personal tempo. I react and move quickly.

20. I am self-reliant, confident, and trust my own judgment.

21. I withdraw and disengage under stress.

22. I am unable to delay gratification. I cannot wait for satisfaction.

23. I am competent and skillful.

24. I am creative in perception, thought, and play.

25. I am inappropriate in my emotional behavior. My reactions are excessive, insufficient, or out of context.

26. I brood, ruminate, or worry.

27. I attempt to transfer blame to others.

28. I am inhibited and constricted.

29. I am sulky and whiny.

30. I am resourceful in initiating activities.

31. I revert to more immature behavior when I'm under stress.

32. I am restless and fidgety.

33. I am vital, energetic, and lively.

34. I am aggressive (physically or verbally).

35. I go to pieces under stress. I become rattled and disorganized.

36. Family members ask each other for help.

37. When there are stresses and problems in the family my parents do not ask for or ignore children's suggestions. Often even more stresses and problems occur.

38. We share with each other what we think of each other's friends.

39. Children in our family do not have a say in their discipline and they are often harshly punished.

40. We like to do things with our family but not with others outside of the family.

41. When there are problems or stresses in our lives our family has been able to resolve and overcome them very well.

42. Family members feel closer to other family members than to people outside the family.

43. Our family changes its way of handling tasks when necessary to solve a problem or to reduce stress.

44. Family members like to spend free time with each other but only rarely spend free time with others outside the family.

45. Parents do not discuss punishment or discipline with the children.

46. Family members feel very good about each other and easily share their feelings.

47. Family members feel that if they say something negative to each other, other family members will be very hurt. We walk on "eggshells" around each other.

48. When our family gets together for activities, everybody is present.

49. When there are stresses or problems in our family rules change which often lead to further stresses and problems.

50. We can easily think of things to do together as a family.

51. We shift household responsibilities from person to person so often that we often do not know our responsibilities and problems occur.

52. Family members consult other family members on their decisions.

53. When there are stresses or problems it is hard to identify the leader(s) in our family and we often experience further stresses and problems.

54. Family togetherness is very important.

55. It is hard to tell who does which household chores. Chores do not often get done because no one is in charge.

56. Family members pay attention to each other's feelings.

57. Our family would rather do things together than with other people.

58. We all have a say in family plans.

59. The grownups in my family understand and agree on family decisions.

60. Grownups in my family compete and fight with each other.

61. There is closeness in my family but each person is allowed to be special and different.

62. We accept each other's friends.

63. There is confusion in our family because there is no leader.

64. Our family members touch and hug each other.

65. Family members put each other down.

66. We speak our mind, no matter what.

67. In our home, we feel loved.

68. Even when we feel close, our family is embarrassed to admit it.

69. We argue a lot and never solve problems.

70. Our happiest times are at home.

71. The grownups in our family are strong leaders.

72. The future looks good to our family.

73. We usually blame one person in our family when things aren't going right.

74. Family members go their own way most of the time.

75. Our family is proud of being close.

76. Our family is good at solving problems together.

77. Family members easily express warmth and caring towards each other.

78. It's okay to fight and yell in our family.

79. One of the adults in this family has a favorite child.

80. When things go wrong we blame each other.

81. We say what we think and feel.

82. Our family members would rather do things with other people than together.

83. Family members pay attention to each other and listen to what is said.

84. We worry about hurting each other's feelings.

85. The mood in my family is usually sad and blue.

86. We argue a lot.

87. On person controls and leads our family.

88. My family is happy most of the time.

89. Each person takes responsibility for his/her behavior.

90. On a scale of 1 to 5, I would rate my family as:

1	2	3	4	5
My family functions very well together.			My family does not function well together at all. We really need help.	

91. On a scale of 1 to 5, I would rate the independence in my family as:

1	2	3	4	5
No one is independent. There are no open arguments. Family members rely on each other for satisfaction rather than outsiders.		Sometimes independent. There are some disagreements. Family members find satisfaction both within and outside of the family.		Family members usually go their own way. Disagreements are open. Family members look outside of the family for satisfaction.

APPENDIX F

DMI/SITUATIONAL SURVEY

APPENDIX F

MALES

DMI/SITUATIONAL SURVEY

INSTRUCTIONS: Read carefully. (Do not make any marks on this booklet).

On each of the following pages is a short story. Following each story are four questions with a choice of five answers. The four questions relate to the following four kinds of behavior: actual behavior, impulsive behavior in fantasy, thoughts, and feelings. Of the four, it is only actual behavior which is outwardly expressed; the other three take place only in the privacy of one's mind and, therefore, have no external repercussions.

What we want you to do is to select the one answer of the five which you think is the most representative of how you would react, and mark the number corresponding to that answer on the computer answer sheet by darkening in the space marked three (3) next to that number. Then select the one answer you think is least representative of how you would react and mark it by darkening the space marked one (1) next to that number. The other three responses should be marked as two (2).

Read all of the five answers following the question before you make your selections. In marking your answers on the computer sheet, be sure that the number of the answer agrees with the number on the computer sheet.

b.

You are waiting for the bus at the edge of the road. The streets are wet and muddy after the previous night's rain. A motorcycle sweeps through a puddle in front of you, splashing your clothing with mud.

What would your ACTUAL reaction be?

1. I would try and remember the biker's face so I could find him later.
2. I'd wipe myself off with a smile.
3. I'd yell obscenities after the biker.
4. I'd scold myself for not having at least worn a raincoat.
5. I'd shrug it off since things like that happen all the time.

What would you IMPULSIVELY (in fantasy) want to do?

6. Wipe that biker's face in the mud.
7. Tell the police about the biker since he probably does this all the time.
8. Kick myself for standing so close to the edge of the road.
9. Let the biker know that I really didn't care that he splashed me.
10. Let the biker know that bystanders also have rights.

What THOUGHT might occur to you?

11. Why do I always get myself into things like this?
12. To hell with that biker!
13. I am sure that basically that biker is a nice person.
14. You can expect something like this to happen on wet days.
15. I wonder if that biker splashed me on purpose.

How would you FEEL and why?

16. Satisfied, after all, it could have been worse.
17. Depressed, because of my bad luck.
18. Like shrugging my shoulders, because a person can't let things like that bother him.
19. Resentment, because the biker was so careless and mean.
20. Furious, that motorcyclist got me dirty.

a.

You have a paper route on which there are many people. You have to work very hard because you need the money and jobs are scarce. It is your responsibility to make sure everything runs smoothly. You have a classmate who helps you deliver the papers. Recently many people have been complaining about not getting their papers. You know you have been careful in doing your job, so you decide to fire your helper. That same day your boss from the paper drops over at your house. Without letting you explain, your boss says the paper route is being taken away from you because you are careless. Your assistant is assigned your job and you are now in the position of helper.

What would your ACTUAL reaction be?

21. I'd be a good sport about it, since the boss is only doing his job.
22. I'd blame the boss for having made up his mind against me even before the visit.
23. I'd be thankful to get rid of such a tough job.
24. I'd look for a chance to make things hard for the assistant.
25. I'd blame myself for not being good enough for the job.

What would you IMPULSIVELY (in fantasy) want to do?

26. Congratulate my assistant on getting the paper route.
27. Try to find out if the boss from the paper and my helper had worked together to fix it so I would lose the paper route.
28. Tell my assistant to go to hell.
29. I'd like to kill myself for not having done something about my helper sooner.
30. I'd like to quit, but I don't know where I could get another job.

What THOUGHT might occur to you?

31. The boss deserves a screw ball for a paper carrier.
32. To sell papers you have the right person in the right job.
33. There is no doubt that this was just an excuse to get rid of me.
34. I'm really lucky that I only lost my job and didn't have to pay for papers not delivered.
35. How could I be so dumb?

How would you FEEL and why?

36. Resentful, because the boss had it in for me.
37. Angry, at my assistant for getting my job.
38. Pleased that nothing worse had happened.
39. Upset that I am a failure.
40. Resigned, after all, you have to be satisfied with having done all that you can.

u.

You are living with your aunt and uncle who have been treating you like their own child. They have taken care of you since you were very young. On night you plan to sleep outside with your friends. This is part of an initiation for a club that all of your friends belong to and you very much want to join. Unfortunately, there is a storm outside. Your aunt and uncle insist that you call and cancel your plans because of the weather and the late hour. You are about to disregard their wishes and go out the door when your uncle says in a commanding voice, "Your aunt and I have said that you can't go, and that is that."

What would your ACTUAL reaction be?

41. I would do as my uncle said because he has always wanted what is best for me.
42. I'd tell them that I always knew they didn't want me to grow up.
43. I would cancel my campout since you must not stir up trouble in the family.
44. I'd tell them it was none of their business and go out anyway.
45. I'd agree to remain at home and apologize for having upset them.

What would you IMPULSIVELY (in fantasy) want to do?

46. Knock my head against the wall.
47. Tell them to stop running my life since they don't really care about me because they are not my real parents.
48. Thank them for being so concerned about me.
49. Leave, slamming the door in their faces.
50. Go out camping anyway since one should not allow the weather to alter one's plans.

What THOUGHT might occur to you?

51. Why don't they shut up and leave me alone?
52. They never have really cared about me.
53. They are so good to me, I should follow their advice without question.
54. You can't take without giving something in return.
55. It is my fault for wanting to go out in such bad weather.

How would you FEEL and why?

56. Annoyed, that they think I am a baby.
57. Miserable, because there is nothing much I can do.
58. Grateful, that they care about me.
59. Resigned, after all you can't get your own way all the time.
60. Furious, because they interfere with my life.

s.

You are spending your vacation visiting an old friend who has moved with his parents to another town. He invites you to go with him to a fair given that weekend at the community clubhouse. Shortly after you arrive, he accepts an invitation to go out in a canoe with another friend, leaving you with a group of strangers to whom you have been introduced. They talk with you, but while some of them have canoes, for some reason no one asks you to go canoeing. Your friend, on the other hand, seems to be very popular that day. He looks as if he is having a wonderful time. As he paddles past, he calls out to you, "Why do you go out in one of the canoes?"

What would your ACTUAL reaction be?

61. I'd say sarcastically, "I'm not canoeing because I'd rather watch you."
62. I'd tell him that I really didn't feel like going out in a canoe.
63. I'd wonder what's wrong with me.
64. I'd tell him that it's easier to get to know his friends by talking to them than it would be by going out in a canoe.
65. I'd get up and leave because he apparently wants to embarrass me.

What would you IMPULSIVELY (in fantasy) want to do?

66. Assure him that I am perfectly satisfied and happy, so he won't worry.
67. I'd like to punch him in the nose.
68. Point out that you cannot expect to be everybody's friend on your first day in a strange place.
69. Tell him that now I know what sort of a "friend" he really is.
70. I'd like to sink into the ground and disappear.

What THOUGHT might occur to you?

71. He has it in for me.
72. I should never have come here in the first place.
73. I'm glad my friend is enjoying himself.
74. Something like this can't be avoided in a place where you don't know the crowd.
75. I'll make him sorry for his behavior.

How would you FEEL and why?

76. Upset, because I was so unsuccessful.
77. Furious, at him for the embarrassment.
78. Resigned, because this is the kind of situation every newcomer must put up with once in a while.
79. Angry to find that my friend is so disloyal.
80. Grateful, for having had such a pleasant day.

m.

You have a summer job cutting grass at a golf course and you want to impress upon the foreman who hired you that you are more competent than your fellow workers. One day a new power mower is brought onto the golf course. The foreman calls all the summer help together and asks whether anyone knows how to operate it. You sense the chance you have been waiting for, so you tell the foreman that you have used a machine like that and would like a chance to try your hand at this one. He refuses, saying "Sorry, we can't take a chance," and calls over a kid who worked there last summer to try to get the machine started. No sooner has the older kid pulled the starter, than sparks begin to fly and the machine grinds to a halt. At this point the foreman asks you if you still want a chance to try and start the machine.

What would your ACTUAL reaction be?

81. I'd say that I don't think I could do it either.
82. I'd tell the other help that the foreman wants to hold me responsible for the machine's crack-up.
83. I'd tell the foreman that I appreciated his giving me the chance.
84. I'd say "no," cursing the foreman under my breath.
85. I'd tell the foreman that I would try because one must never back down from a challenge.

What would you IMPULSIVELY (in fantasy) want to do?

86. Tell the foreman that he'll not put the blame for a broken machine on me.
87. Thank the foreman for not letting me try it first.
88. Tell the foreman that he should try to start the broken machine himself.
89. Point out to the foreman that he was wrong to think that just being older and having worked longer guarantees success.
90. Kick myself for talking myself into a no-win situation.

What THOUGHT might occur to you?

91. That foreman is really a pretty decent person.
92. Damn the foreman and the blasted machine.
93. This foreman is out to get me.
94. Machines don't always work right.
95. How could I be so stupid to even think of running that machine.

How would you FEEL and why?

96. Uncaring, because if somebody doesn't appreciate what you are able to do, you lose your enthusiasm.
97. Angry that I was asked to do an impossible job.
98. Glad that I didn't wreck the machine.
99. Annoyed that I was purposely put on the spot.
100. Disgusted with myself because I risked making a fool out of myself.

t.

On your way to school, you are hurrying through a narrow street lined with tall buildings. Suddenly a piece of brick comes crashing down from a roof where some repairmen are working. The brick bounces off the sidewalk, bruising you leg.

What would you ACTUAL reaction be?

101. I'd tell the repairmen I was going to get my parents after them.
102. I'd be mad at myself for having such bad luck.
103. I'd hurry on so I wouldn't be late for school.
104. I'd continue on my way, happy that nothing worse had happened.
105. I'd try to discover who those irresponsible people were.

What would you IMPULSIVELY (in fantasy) want to do?

106. Remind the repairmen that they should be more careful.
107. Make sure the repairmen knew that nothing serious had happened.
108. Give them a piece of my mind.
109. Kick myself for not having watched where I was going.
110. See to it that those careless workers pay for their negligence.

What THOUGHT might occur to you?

111. Those repairmen don't know how to do their jobs right.
112. I'm lucky that I wasn't badly hurt.
113. Damn those men!
114. Why do such things always happen to me?
115. One can't be too careful these days.

How would you FEEL and why?

116. Angry, because I was hurt.
117. Furious, because I could have been killed by their carelessness.
118. Calm, because one should always be able to keep one's cool.
119. Upset by my bad luck.
120. Thankful that I'd gotten away with no more than a scratch.

p.

You are at day camp and it is time for your swimming session. There are several groups, each of which has a special time in the pool. The time is up for the last group and it is now your turn to swim. Some children from that group have delayed in getting out of the pool. You dive in while some of the children are nearby but you make sure not to hit them as you dive. The counselor comes over and makes you sit out your swimming period because people from the last group were still in the pool when you made your dive.

What would you ACTUAL reaction be?

121. I'd blame myself for having been careless.
122. I'd go to my parents and try to get the counselor in trouble.
123. I'd ask the counselor why he has such a grudge against me.
124. I'd try to cooperate with the counselor, after all, he is a good person.
125. I'd accept punishment without question, since the counselor is just doing his duty.

What would you IMPULSIVELY (in fantasy) want to do?

126. Tell the counselor that he can't use his position to push me around.
127. Kick myself for not having waited for the kids to get out of the pool.
128. Thank the counselor for saving me from a possible accident.
129. Stand up for my rights as a matter of principle.
130. I would like to leave the camp.

What THOUGHT might occur to you?

131. He's doing the right thing, actually I ought to thank him for teaching me an important lesson.
132. Each person must carry out his job as he sees it.
133. This counselor ought to wash dishes instead of trying to run a pool.
134. How could I be so thoughtless?
135. I bet he gets a kick out of punishing people.

How would you FEEL and why?

136. Boiling anger, because he's making trouble for me.
137. Resentment, because he is picking on me.
138. Ashamed, because I was careless.
139. Shrug it off, after all, this sort of thing happens all the time.
140. Relieved, because I might have hurt somebody.

f.

You have spent the last two summers working in a bicycle repair shop. At the time you started you had a choice between bicycle repair or working with your father. You preferred the other job despite your father's advice. Now that the repair shop is closed, you find that there are no other jobs for the summer. You can either go to work with your father or you can do odd jobs. You would like to repair the bikes of kids in the neighborhood but you don't have the necessary tools. After a great deal of hesitation, you decide to ask your dad to put up the money. After listening to your ideas, he reminds you that he wanted you to work for him instead of at the repair shop. Then he tells you, "I'm not prepared to throw away my hard-earned money on your crazy schemes. It's time you started helping me in my business."

What would your ACTUAL reaction be?

141. I'd accept his offer since everyone depends on everyone else in this world.
142. I'd admit to him that maybe he could lose his money if something went wrong.
143. I'd tell him off very strongly.
144. I'd tell him that I'd always thought that he had a grudge against me.
145. I'd thank him for still wanting me to work for him.

What would you IMPULSIVELY (in fantasy) want to do?

146. Go to work for him and make him happy.
147. Give up trying and end it all.
148. Take my father's offer since jobs don't grow on trees.
149. Let him know what a miser everyone thinks he is.
150. Tell him that I wouldn't work for him if he were the last person on earth.

What THOUGHT might occur to you?

151. He'll get what's coming to him one day.
152. You have to stand on your own two feet since your family won't always be around.
153. Why was I so stupid as to bring the subject up.
154. I must admit that my father is acting for my own good.
155. This proves what I've suspected all along, that my father has never believed in me.

How would you FEEL and why?

156. Angry, because he doesn't want me to succeed on my own.
157. Grateful, for his offer of a job.
158. Resentful, that he is hurting me.
159. Resigned, since you can't leave everything your own way all the time.
160. Hopeless, because my father won't help me.

g.

You and John, one of your best friends, are playing catch. Unexpectedly Tammy, another friend from the next street, drops over. You introduce Tammy to John and you all play ball together. You are supposed to go to the amusement park with Tammy in two days and you are really looking forward to it. The day that you are supposed to go, Tammy calls you up and says she can't go with you because she has to go over to her grandmother's. You decide to join some other friends going to the amusement park. At the amusement park you see Tammy and John riding the roller coaster.

What would your ACTUAL reaction be?

161. I'd snub them because I'm sure they'd try to pretend that they didn't see me.
162. I'd greet them politely as a civilized person should.
163. I'd curse them under my breath.
164. I'd tell them that I was glad that they had become friends.
165. I'd go home and sulk in my room.

What would you IMPULSIVELY (in fantasy) want to do?

166. Hide somewhere in order to avoid facing them.
167. Punch them in the nose.
168. Show them that I didn't mind that they were together.
169. Ask John if stealing your friend is the only way he knows of getting to the amusement park.
17Ø. Show that you understand why they became friends.

What THOUGHT might occur to you?

171. Naturally Tammy liked John since he is so much better looking than I am.
172. Getting what you want can cause you to be disloyal to a friend.
173. They certainly are a pair of double-crossers.
174. I hope they get what they deserve.
175. They really seem to get along well together.

How would you FEEL and why?

176. Pleased that my friends get along so well.
177. Upset, because I shouldn't have been so trusting.
178. Shrug it off because one has to take things like this in one's stride.
179. Really mad because they lied to me.
18Ø. Furious at them, because of what happened.

c.

You and a school friend are competing for president of your class. Although both of your chances seem about equal, your friend has been in school longer and is therefore more popular. Recently, however, you have had a party at which everyone in the class has had a good time. You are sure you are now very well-liked by all of them. However, your friend wins as president.

What would your ACTUAL reaction be?

181. I'd try to find out which persons in the class didn't vote for me and get even.
182. I'd do my best to continue to behave as I did before the election, as a true friend should.
183. I'd accept the outcome as proof that I wouldn't have made as good a president as my friend.
184. I'd refuse to cooperate with the new president.
185. I'd congratulate my friend on this victory.

What would you IMPULSIVELY (in fantasy) want to do?

186. Support the results as a good citizen should.
187. Kick myself for ever running for president, when I knew I wasn't as good as the other candidate.
188. Show the class how mistaken they had been in voting for such an incompetent person.
189. Help my friend to be a good president.
190. Break the neck of each and every member of the class who voted against me.

What THOUGHT might occur to you?

191. I guess I just don't have what it takes to be president.
192. I probably wouldn't like being president as much as I thought I would.
193. There certainly is something fishy about the class decision.
194. You can't let a failure get you down.
195. Who cares about the future of this class, anyway!

How would you FEEL and why?

196. Happy that I still have my old friends.
197. Upset because my defeat is known throughout the school.
198. Furious at the class because of their treatment of me.
199. Shrug it off, because that's the way the cookie crumbles.
200. Angry, because I have been the victim of an unfair decision.

APPENDIX F

FEMALES

DMI/SITUATIONAL SURVEY

INSTRUCTIONS: Read carefully. (Do not make any marks on this booklet).

On each of the following pages is a short story. Following each story are four questions with a choice of five answers. The four questions relate to the following four kinds of behavior: actual behavior, impulsive behavior in fantasy, thoughts, and feelings. Of the four, it is only actual behavior which is outwardly expressed; the other three take place only in the privacy of one's mind and, therefore, have no external repercussions.

What we want you to do is to select the one answer of the five which you think is the most representative of how you would react, and mark the number corresponding to that answer on the computer answer sheet by darkening in the space marked three (3) next to that number. Then select the one answer you think is least representative of how you would react and mark it by darkening the space marked one (1) next to that number. The other three responses should be marked as two (2).

Read all of the five answers following the question before you make your selections. In marking your answers on the computer sheet, be sure that the number of the answer agrees with the number on the computer sheet.

b.

You are waiting for the bus at the edge of the road. The streets are wet and muddy after the previous night's rain. A motorcycle sweeps through a puddle in front of you, splashing your clothing with mud.

What would your ACTUAL reaction be?

1. I would try and remember the biker's face so I could find him later.
2. I'd wipe myself off with a smile.
3. I'd yell obscenities after the biker.
4. I'd scold myself for not having at least worn a raincoat.
5. I'd shrug it off since things like that happen all the time.

What would you IMPULSIVELY (in fantasy) want to do?

6. Wipe that biker's face in the mud.
7. Tell the police about the biker since he probably does this all the time.
8. Kick myself for standing so close to the edge of the road.
9. Let the biker know that I really didn't care that he splashed me.
10. Let the biker know that bystanders also have rights.

What THOUGHT might occur to you?

11. Why do I always get myself into things like this?
12. To hell with that biker!
13. I am sure that basically that biker is a nice person.
14. You can expect something like this to happen on wet days.
15. I wonder if that biker splashed me on purpose.

How would you FEEL and why?

16. Satisfied, after all, it could have been worse.
17. Depressed, because of my bad luck.
18. Like shrugging my shoulders, because a person can't let things like that bother him.
19. Resentment, because the biker was so careless and mean.
20. Furious, that motorcyclist got me dirty.

a.

You have a paper route on which there are many people. You have to work very hard because you need the money and jobs are scarce. It is your responsibility to make sure everything runs smoothly. You have a classmate who helps you deliver the papers. Recently many people have been complaining about not getting their papers. You know you have been careful in doing your job, so you decide to fire your helper. That same day your boss from the paper drops over at your house. Without letting you explain, your boss says the paper route is being taken away from you because you are careless. Your assistant is assigned your job and you are now in the position of helper.

What would your ACTUAL reaction be?

21. I'd be a good sport about it, since the boss is only doing his job.
22. I'd blame the boss for having made up his mind against me even before the visit.
23. I'd be thankful to get rid of such a tough job.
24. I'd look for a chance to make things hard for the assistant.
25. I'd blame myself for not being good enough for the job.

What would you IMPULSIVELY (in fantasy) want to do?

26. Congratulate my assistant on getting the paper route.
27. Try to find out if the boss from the paper and my helper had worked together to fix it so I would lose the paper route.
28. Tell my assistant to go to hell.
29. I'd like to kill myself for not having done something about my helper sooner.
30. I'd like to quit, but I don't know where I could get another job.

What THOUGHT might occur to you?

31. The boss deserves a screw ball for a paper carrier.
32. To sell papers you have the right person in the right job.
33. There is no doubt that this was just an excuse to get rid of me.
34. I'm really lucky that I only lost my job and didn't have to pay for papers not delivered.
35. How could I be so dumb?

How would you FEEL and why?

36. Resentful, because the boss had it in for me.
37. Angry, at my assistant for getting my job.
38. Pleased that nothing worse had happened.
39. Upset that I am a failure.
40. Resigned, after all, you have to be satisfied with having done all that you can.

u.

You are living with your aunt and uncle who have been treating you like their own child. They have taken care of you since you were very young. On night you plan to sleep outside with your friends. This is part of an initiation for a club that all of your friends belong to and you very much want to join. Unfortunately, there is a storm outside. Your aunt and uncle insist that you call and cancel your plans because of the weather and the late hour. You are about to disregard their wishes and go out the door when your uncle says in a commanding voice, "Your aunt and I have said that you can't go, and that is that."

What would your ACTUAL reaction be?

41. I would do as my uncle said because he has always wanted what is best for me.
42. I'd tell them that I always knew they didn't want me to grow up.
43. I would cancel my campout since you must not stir up trouble in the family.
44. I'd tell them it was none of their business and go out anyway.
45. I'd agree to remain at home and apologize for having upset them.

What would you IMPULSIVELY (in fantasy) want to do?

46. Knock my head against the wall.
47. Tell them to stop running my life since they don't really care about me because they are not my real parents.
48. Thank them for being so concerned about me.
49. Leave, slamming the door in their faces.
50. Go out camping anyway since one should not allow the weather to alter one's plans.

What THOUGHT might occur to you?

51. Why don't they shut up and leave me alone?
52. They never have really cared about me.
53. They are so good to me, I should follow their advice without question.
54. You can't take without giving something in return.
55. It is my fault for wanting to go out in such bad weather.

How would you FEEL and why?

56. Annoyed, that they think I am a baby.
57. Miserable, because there is nothing much I can do.
58. Grateful, that they care about me.
59. Resigned, after all you can't get your own way all the time.
60. Furious, because they interfere with my life.

d.

You are spending your vacation visiting an old friend who has moved with her parents to another town. She invites you to go with her to a fair given that weekend at the community clubhouse. Shortly after you arrive, she accepts an invitation to go out in a canoe with another friend, leaving you with a group of strangers to whom you have been introduced. They talk with you, but while some of them have canoes, for some reason no one asks you to go canoeing. Your friend, on the other hand, seems to be very popular that day. She looks as if she is having a wonderful time. As she paddles past, she calls out to you, "Why do you go out in one of the canoes?"

What would your ACTUAL reaction be?

61. I'd say sarcastically, "I'm not canoeing because I'd rather watch you."
62. I'd tell her that I really didn't feel like going out in a canoe.
63. I'd wonder what's wrong with me.
64. I'd tell her that it's easier to get to know her friends by talking to them than it would be by going out in a canoe.
65. I'd get up and leave because she apparently wants to embarrass me.

What would you IMPULSIVELY (in fantasy) want to do?

66. Assure her that I am perfectly satisfied and happy, so she won't worry.
67. I'd like to punch her in the nose.
68. Point out that you cannot expect to be everybody's friend on your first day in a strange place.
69. Tell her that now I know what sort of a "friend" she really is.
70. I'd like to sink into the ground and disappear.

What THOUGHT might occur to you?

71. She has it in for me.
72. I should never have come here in the first place.
73. I'm glad my friend is enjoying herself.
74. Something like this can't be avoided in a place where you don't know the crowd.
75. I'll make her sorry for her behavior.

How would you FEEL and why?

76. Upset, because I was so unsuccessful.
77. Furious, at her for the embarrassment.
78. Resigned, because this is the kind of situation every newcomer must put up with once in a while.
79. Angry to find that my friend is so disloyal.
80. Grateful, for having had such a pleasant day.

m.

You have a summer job cutting grass at a golf course and you want to impress upon the foreman who hired you that you are more competent than your fellow workers. One day a new power mower is brought onto the golf course. The foreman calls all the summer help together and asks whether anyone knows how to operate it. You sense the chance you have been waiting for, so you tell the foreman that you have used a machine like that and would like a chance to try your hand at this one. He refuses, saying "Sorry, we can't take a chance," and calls over a kid who worked there last summer to try to get the machine started. No sooner has the older kid pulled the starter, than sparks begin to fly and the machine grinds to a halt. At this point the foreman asks you if you still want a chance to try and start the machine.

What would your ACTUAL reaction be?

81. I'd say that I don't think I could do it either.
82. I'd tell the other help that the foreman wants to hold me responsible for the machine's crack-up.
83. I'd tell the foreman that I appreciated his giving me the chance.
84. I'd say "no," cursing the foreman under my breath.
85. I'd tell the foreman that I would try because one must never back down from a challenge.

What would you IMPULSIVELY (in fantasy) want to do?

86. Tell the foreman that he'll not put the blame for a broken machine on me.
87. Thank the foreman for not letting me try it first.
88. Tell the foreman that he should try to start the broken machine himself.
89. Point out to the foreman that he was wrong to think that just being older and having worked longer guarantees success.
90. Kick myself for talking myself into a no-win situation.

What THOUGHT might occur to you?

91. That foreman is really a pretty decent person.
92. Damn the foreman and the blasted machine.
93. This foreman is out to get me.
94. Machines don't always work right.
95. How could I be so stupid to even think of running that machine.

How would you FEEL and why?

96. Uncaring, because if somebody doesn't appreciate what you are able to do, you lose your enthusiasm.
97. Angry that I was asked to do an impossible job.
98. Glad that I didn't wreck the machine.
99. Annoyed that I was purposely put on the spot.
100. Disgusted with myself because I risked making a fool out of myself.

t.

On your way to school, you are hurrying through a narrow street lined with tall buildings. Suddenly a piece of brick comes crashing down from a roof where some repairmen are working. The brick bounces off the sidewalk, bruising you leg.

What would you ACTUAL reaction be?

101. I'd tell the repairmen I was going to get my parents after them.
102. I'd be mad at myself for having such bad luck.
103. I'd hurry on so I wouldn't be late for school.
104. I'd continue on my way, happy that nothing worse had happened.
105. I'd try to discover who those irresponsible people were.

What would you IMPULSIVELY (in fantasy) want to do?

106. Remind the repairmen that they should be more careful.
107. Make sure the repairmen knew that nothing serious had happened.
108. Give them a piece of my mind.
109. Kick myself for not having watched where I was going.
110. See to it that those careless workers pay for their negligence.

What THOUGHT might occur to you?

111. Those repairmen don't know how to do their jobs right.
112. I'm lucky that I wasn't badly hurt.
113. Damn those men!
114. Why do such things always happen to me?
115. One can't be too careful these days.

How would you FEEL and why?

116. Angry, because I was hurt.
117. Furious, because I could have been killed by their carelessness.
118. Calm, because one should always be able to keep one's cool.
119. Upset by my bad luck.
120. Thankful that I'd gotten away with no more than a scratch.

p.

You are at day camp and it is time for your swimming session. There are several groups, each of which has a special time in the pool. The time is up for the last group and it is now your turn to swim. Some children from that group have delayed in getting out of the pool. You dive in while some of the children are nearby but you make sure not to hit them as you dive. The counselor comes over and makes you sit out your swimming period because people from the last group were still in the pool when you made your dive.

What would you ACTUAL reaction be?

121. I'd blame myself for having been careless.
122. I'd go to my parents and try to get the counselor in trouble.
123. I'd ask the counselor why he has such a grudge against me.
124. I'd try to cooperate with the counselor, after all, he is a good person.
125. I'd accept punishment without question, since the counselor is just doing his duty.

What would you IMPULSIVELY (in fantasy) want to do?

126. Tell the counselor that he can't use his position to push me around.
127. Kick myself for not having waited for the kids to get out of the pool.
128. Thank the counselor for saving me from a possible accident.
129. Stand up for my rights as a matter of principle.
130. I would like to leave the camp.

What THOUGHT might occur to you?

131. He's doing the right thing, actually I ought to thank him for teaching me an important lesson.
132. Each person must carry out his job as he sees it.
133. This counselor ought to wash dishes instead of trying to run a pool.
134. How could I be so thoughtless?
135. I bet he gets a kick out of punishing people.

How would you FEEL and why?

136. Boiling anger, because he's making trouble for me.
137. Resentment, because he is picking on me.
138. Ashamed, because I was careless.
139. Shrug it off, after all, this sort of thing happens all the time.
140. Relieved, because I might have hurt somebody.

f.

You have spent the last two summers working in a bicycle repair shop. At the time you started you had a choice between bicycle repair or helping your mother at home. You preferred the other job despite your mothers's advice. Now that the repair shop is closed, you find that there are no other jobs for the summer. You can either go to work for your mother or you can do odd jobs. You would like to repair the bikes of kids in the neighborhood but you don't have the necessary tools. After a great deal of hesitation, you decide to ask your mom to put up the money. After listening to your ideas, she reminds you that she wanted you to work for her instead of at the repair shop. Then she tells you, "I'm not prepared to throw away my hard-earned money on your crazy schemes. It's time you started helping me at home."

What would your ACTUAL reaction be?

141. I'd accept her offer since everyone depends on everyone else in this world.
142. I'd admit to her that maybe she could lose her money if something went wrong.
143. I'd tell her off very strongly.
144. I'd tell her that I'd always thought that she had a grudge against me.
145. I'd thank her for still wanting me to work for her.

What would you IMPULSIVELY (in fantasy) want to do?

146. Go to work for her and make her happy.
147. Give up trying and end it all.
148. Take my mother's offer since jobs don't grow on trees.
149. Let her know what a miser everyone thinks she is.
150. Tell her that I wouldn't work for her if she were the last person on earth.

What THOUGHT might occur to you?

151. She'll get what's coming to her one day.
152. You have to stand on your own two feet since your family won't always be around.
153. Why was I so stupid as to bring the subject up.
154. I must admit that my mother is acting for my own good.
155. This proves what I've suspected all along, that my mother has never believed in me.

How would you FEEL and why?

156. Angry, because she doesn't want me to succeed on my own.
157. Grateful, for her offer of a job.
158. Resentful, that she is hurting me.
159. Resigned, since you can't leave everything your own way all the time.
16Ø. Hopeless, because my mother won't help me.

e.

You and Shelly, one of your best friends, are playing catch. Unexpectedly Tom, another friend from the next street, drops over. You introduce Shelly to Tom and you all play ball together. You are supposed to go to the amusement park with Tom in two days and you are really looking forward to it. The day that you are supposed to go, Tom calls you up and says he can't go with you because he has to go over to his grandmother's. You decide to join some other friends going to the amusement park. At the amusement park you see Shelly and Tom riding the roller coaster.

What would your ACTUAL reaction be?

161. I'd snub them because I'm sure they'd try to pretend that they didn't see me.
162. I'd greet them politely as a civilized person should.
163. I'd curse them under my breath.
164. I'd tell them that I was glad that they had become friends.
165. I'd go home and sulk in my room.

What would you IMPULSIVELY (in fantasy) want to do?

166. Hide somewhere in order to avoid facing them.
167. Punch them in the nose.
168. Show them that I didn't mind that they were together.
169. Ask Shelly if stealing your friend is the only way she knows of getting to the amusement park.
170. Show that you understand why they became friends.

What THOUGHT might occur to you?

171. Naturally Tom liked Shelly since she is so much better looking than I am.
172. Getting what you want can cause you to be disloyal to a friend.
173. They certainly are a pair of double-crossers.
174. I hope they get what they deserve.
175. They really seem to get along well together.

How would you FEEL and why?

176. Pleased that my friends get along so well.
177. Upset, because I shouldn't have been so trusting.
178. Shrug it off because one has to take things like this in one's stride.
179. Really mad because they lied to me.
180. Furious at them, because of what happened.

c.

You and a school friend are competing for president of your class. Although both of your chances seem about equal, your friend has been in school longer and is therefore more popular. Recently, however, you have had a party at which everyone in the class has had a good time. You are sure you are now very well-liked by all of them. However, your friend wins as president.

What would your ACTUAL reaction be?

181. I'd try to find out which persons in the class didn't vote for me and get even.
182. I'd do my best to continue to behave as I did before the election, as a true friend should.
183. I'd accept the outcome as proof that I wouldn't have made as good a president as my friend.
184. I'd refuse to cooperate with the new president.
185. I'd congratulate my friend on this victory.

What would you IMPULSIVELY (in fantasy) want to do?

186. Support the results as a good citizen should.
187. Kick myself for ever running for president, when I knew I wasn't as good as the other candidate.
188. Show the class how mistaken they had been in voting for such an incompetent person.
189. Help my friend to be a good president.
190. Break the neck of each and every member of the class who voted against me.

What THOUGHT might occur to you?

191. I guess I just don't have what it takes to be president.
192. I probably wouldn't like being president as much as I thought I would.
193. There certainly is something fishy about the class decision.
194. You can't let a failure get you down.
195. Who cares about the future of this class, anyway!

How would you FEEL and why?

196. Happy that I still have my old friends.
197. Upset because my defeat is known throughout the school.
198. Furious at the class because of their treatment of me.
199. Shrug it off, because that's the way the cookie crumbles.
200. Angry, because I have been the victim of an unfair decision.

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