

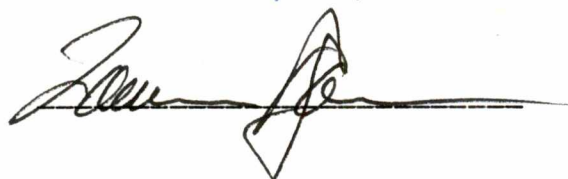
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I am submitting herewith a dissertation written by Paul S. Strand entitled "Predicting Maladaptive Parenting: The Role of Maternal Object Relations." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Clinical Psychology.



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We have read this dissertation
and recommend its acceptance:



Accepted for Council:



Associate Vice Chancellor
and Dean of The Graduate School

Predicting Maladaptive Parenting: The Role of
Maternal Object Relations

A Dissertation
Presented for the
Doctor of Philosophy
Degree
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Paul S. Strand

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DEDICATION

This dissertation is dedicated to my parents,

Paul S. Strand Sr.

(deceased)

and

Donna J. Strand

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ABSTRACT

Thirty-four mother-child dyads participated in a two session experiment investigating the relationship between mother object relations and maladaptive parenting processes in a larger multivariate model. In the first session, trained observers videotaped mothers and their children in natural interaction within their own home. In the second session, mothers completed several questionnaires tapping child behavior, mother depression, socioemotional climate, and mother object relations. Mothers then viewed a portion of the videotape and indicated instances of positive and deviant child behaviors as they would define them. Four maladaptive parenting processes, including mother compliance with disobedient child behavior, mother indiscriminate child-care behavior, and two indices of mother monitoring bias, were derived using a standardized videotape coding procedure. The results of correlation and regression analyses showed that object relations variables accounted for variance that was not explained by the covariates for mother indiscriminance, but not for mother compliance or either index of monitoring bias. These results are discussed within the framework of understanding maladaptive parenting.

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Introduction

Quality of parenting and the nature of the parent-child relationship have been implicated by many psychological theories as vitally important to the contemporary and future functioning of children. Consistent with these theories, empirical research has shown that the nature of parenting is related to a number of child and family problems including conflictual and abusive family relationships (Patterson, 1982; Patterson, DeBaryshe, & Ramsey, 1989), child defiance and antisocial behavior (Crockenberg & Litman, 1990; Kazdin, 1987; McCord, 1990; Vuchinich, Bank, & Patterson, 1992), involvement with antisocial peers (Dishion, Patterson, Stoolmiller, & Skinner, 1991), interpersonal incompetence (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Sroufe, 1988), and poor academic performance (Estrada, Arsenio, Hess, & Holloway, 1987). Recent research efforts have been designed to isolate variables related to maladaptive parenting behaviors (Patterson, et al., 1989; Sansbury & Wahler, 1992). The bulk of this work has related ineffective parenting to a lack of knowledge about this skill, having a temperamentally difficult child, and the parents' own problems with depression and life within a difficult socioemotional climate. Under such conditions, many parents seem unable to meet the demands of child care and integrate these within their ongoing family experiences. While the demands, limitations, and problems clearly

impede a parent's performance, the process by which they do so remains unclear. Thus, the aim of the present study was to replicate and extend previous research to include an index of object relations. Object relations refers to internal representations of past experiences and their influence on behavior within contemporary relationships.

Maladaptive Parenting

Coercive exchanges between mothers and their children are associated with unfortunate outcomes for the child. These include escalation of the dispute into a violent exchange (Patterson & Cobb, 1971; Snyder, 1977) and participation by the child in similar aversive engagements with siblings, peers, and teachers (George & Main, 1979; Lewis, Shanok, Pincus, & Glaser, 1979). Coercive exchanges occur more frequently in clinic-referred mother-child dyads than in controls (Patterson, 1982). Two separate parenting processes shown to be related to coercive exchanges include mother compliance with a child's refusal to obey her instructions, and inconsistent or indiscriminate child-care behavior (Patterson, 1979; Wahler & Dumas, 1986). These parenting behaviors are likely to constitute negative reinforcement of the child's aversive behavior (Wahler, Williams, & Cerezo, 1990), and make such behaviors a functional way for a child to live within an aversive social system (Griest, Wells, & Forehand, 1979; Patterson, 1982; Reid & Hendricks, 1973; Snyder and Patterson, 1986).

A third maladaptive parenting process, having to do with maternal perception, has been hypothesized to be an important aspect of mother indiscriminate child-care behavior (Wahler & Dumas, 1989). One might expect that mothers who are inconsistent towards their children may have peculiarities in the monitoring of their child's behavior. That is, their personal definitions of child prosocial and deviant behavior might be so vague or biased as to preclude them from consistently distinguishing between these two important classes of child behavior (Wahler & Sansbury, 1990).

To my knowledge, three studies have addressed this issue to date. Two of these studies investigated the monitoring behavior differences between mothers of conduct disordered and normal children. Lorber, Reid, & Simard (1979) asked mothers of both types of children to observe a videotape depicting interactions between a mother and child. Mothers were to indicate all instances of child deviant and prosocial responses. Holleran, Littman, Freund, & Schmaling (1982) asked similarly grouped mothers to code written scenarios of hypothetical parent-child interactions. The results of both investigations showed that mothers of conduct disordered children tended to undercode child prosocial behavior, but were no different in the detection of deviant behaviors. In the third study, mothers of conduct disordered children observed tapes of themselves interacting with their own child. Their observations were then

compared to those of trained observers. The results, in the opposite direction of the previous two studies, suggested that troubled mothers were in fair agreement with trained observers in the coding of child positive behaviors, but tended to undercode child aversive responses (Wahler & Sansbury, 1990). The inconsistent results of these three studies suggests that either or both tendencies to misperceive the nature of child-behavior may be related to dysfunctional family processes.

Why might some parents fall victim to maladaptive parenting patterns characterized by compliance with coercive demands, indiscriminate responsivity to their children's behavior, and poor monitoring of child behavior? Three possible contributors to such maladaptive parenting include the child, the parent, and the ecosystem in which they both live. Lytton (1990) and others (Barkely, Karleson, Pollard & Murphey, 1985; Bell, 1977) have argued for the importance of the child's contribution to maladaptive parenting. These theorists outline a control systems model of parent-child interactions in which parental contributions to the dysfunctional interaction are primarily elicited by the child's behavior (Bell, 1977; Bell & Chapman, 1986; Lytton, 1990). Recent empirical evidence supportive of this view showed that the conduct disordered and antisocial behavior of children has a negative effect on the quality of parental discipline behavior (Vuchinich, Bank, & Patterson, 1992).

In addition to being influenced by the child's behavior, parental behavior appears to be related to the nature of the socioemotional climate within which parent-child interactions occur. Raising children under conditions of socioeconomic disadvantage (Loeber and Stouthamer-Loeber, 1986; Robins, 1978), marital distress (Emery, Weintraub, & Neal, 1982), and social isolation (Wahler, 1980) have been shown to be related to maladaptive parenting. Furthermore, there is mixed evidence suggesting a relationship between maternal depression and maladaptive parenting (Forehand, Lautenschlager, Faust, & Graziano, 1986; Panacione & Wahler, 1986; Rickard, Forehand, Wells, Griest, & McMahon, 1981; Webster-Stratton & Hammond, 1988). Depressed mothers have been shown to be less empathic, sensitive, and responsive to their children's concerns and behaviors than nondepressed mothers (Cox, et al., 1987; Field, et al., 1985; Susman, Trickett, Iannotti, Hollenbeck, & Zahn-Waxler, 1985).

In addition to situationally immediate factors such as child behavior and contemporary socioemotional conditions, theoreticians from the psychoanalytic tradition suggest that stable, and relatively enduring representations of self, others, and the world develop out of early relationships, and serve to organize contemporary experience (Klein, 1990; Winnicott, 1971). These internalized patterns, known as object relations, become more complex, differentiated, and flexible

through the course of normal development. According to these theorists, such internal structures determine, in part, the nature of parental behavior and the parent-child relationship. The results of a number of studies influenced by the work of attachment theorists (Bowlby, 1982; Ainsworth, 1982) are supportive of this claim (Crowell & Feldman, 1988; Haft & Slade, 1989; Main, Kaplan, & Cassidy, 1985). Main and her colleagues (1985) have demonstrated a highly significant relationship between mothers' internal representation of their own early attachments (as measured by a structured interview) and the security of their infants' attachment. Similarly, in an investigation of how mothers' own attachment status influenced parenting and parent-child interactions, Crowell and Feldman (1991) reported that mothers' parenting style, the nature of the mother-child interaction, and child behavior were associated with mothers' internalized models of their own attachment relationships. Furthermore, path analyses indirectly linked internalizations of the mothers' past relationships with child behaviors by way of parenting behaviors. Findings such as these suggest that aspects of mothers' past relationships have been internalized and influence caretaking behavior, child's behavior, and the mother-child interactions.

While attachment theorists and researchers have focused on a singular dimension of development, attachment, and have categorized both children and adults into mutually exclusive groups

accordingly, object relations theorists have concerned themselves with identifying numerous lines of development believed to underlie interpersonal functioning (Bellak et al., 1973; Urist, 1980; Kernberg, 1973). Recently, M. B. Bell and colleagues constructed and factor analyzed a self-report inventory designed to operationalize object relations phenomena (Bell, Billington, & Becker, 1986). The factor analysis resulted in a four factor model consistent with the theoretical underpinnings upon which the inventory was based (Bellak et al., 1973). The factors measured include: 1) a lack of basic trust in relationships and an inability to attain a satisfactory level of intimacy, 2) the extent to which one experiences loneliness and an oversensitivity to rejection or abandonment, 3) a pattern of relating and experiencing characterized by mistrust of others' motivation and a tendency to perceive others as existing solely in relation to one's self, and 4) a self-experience of social incompetence in which relationships appear bewildering and unpredictable and may cause anxiety relieved by avoidance and escape from the interpersonal field. According to object relations writers, it is the development of these numerous capacities that determine whether one is capable of creating and maintaining satisfying relationships. Apparently, particular types of object relational deficits should be related to different types of maladaptive interpersonal and intrapersonal processes (Bell et al., 1986; Bell et al., 1988; Bellack et al., 1973).

According to object relations theorists, development of the above capacities depends on early participation in relationships in which one's own characteristics and needs are consistently responded to independent of the characteristics and needs of the other (Winnicott, 1971). Such interpersonal experiences are contingent upon parental assessment and appraisal of the child (Klein, 1990). Parents' ability to clearly and objectively represent to themselves the behavior of their children is determined, in part, by the parents' own level or degree of object relational development. Depending on the differentiation and complexity of their internal object representations, the "needs of the parents will to varying degrees color their delineations of their children and will to varying degrees interfere with empathic responsivity to their children's maturational needs." (p. 108).

Based on these theoretical points, one would expect that a mother whose relationships indicate deficits in object relations would be compromised in her ability to meet her child as an autonomous person separate from her own self. Since such a mother should be less well attuned to her child's behavior than a mother with a more complex set of internal object relations, the former mother should demonstrate more signs of maladaptive parenting than would the latter. More specifically, a mother's monitoring of child behavior and the likelihood of participating in compliance and/or

indiscriminate parenting traps, described earlier, will covary with the quality of her own object relations. The present study was designed to assess this potential relationship and to examine interactions between the influence of object relations and other, better established predictors of maladaptive parenting.

Method

The procedures and forms described below were approved by the Human Subjects Review Committee of the University of Tennessee.

Subjects.

Thirty-four mother-child dyads of children between the ages of 5 and twelve (mean = 8.12 years SD = 1.67) were recruited through the public school system and a YMCA summer youth program in a medium-sized southern city. Appendix A contains the permission form required from the Superintendent of Knox County schools to contact school principals. A total of four schools were contacted and subjects were recruited from three of these. The schools were chosen based on geographic location in order to obtain a socioeconomically heterogeneous population. Appendix B provides a sample of the form that was sent home to parents via children informing them of the study. About 20% of parents responded positively to the request for participation.

For mothers with more than one child within the target age-range, interactions with the youngest were observed. We reasoned that on average, such children would be more demanding of mothers' attention and engage her in more interactional behavior. Forty-seven percent of the present sample of children were girls. Thirty-two children were White, two children were Black.

Procedure

In order to examine natural mother-child interactions, trained undergraduates videotaped mothers and their children in their home for forty-five minutes. Other family members were allowed to be present. The only rules were that the mother and the target child stay within two rooms of the house, leave television sets turned off, and keep incoming phone calls to a minimum. In scheduling observation times, mother's were informed that we were interested in observing normal interactions between mothers and their children, and especially "naturally occurring conflicts." Therefore, in scheduling she should not work around possible temporal patterns of misbehavior, but should find a time when she and her child might be in the midst of activities considered part of the daily routine. If she struggled for more direction, it was suggested that playing a game with the child, doing daily chores, helping the child with homework, or preparing and having dinner were all suitable activities.

Appendix C provides a sample of the Human Subject Informed Consent form used in this study. Prior to videotaping, each mother was asked by the home observer to read this form. She was asked to sign the form if she understood it and agreed to the procedures.

Within one month of the videotaping, mothers met with another experimenter in a university psychology clinic and completed a number of self-report and child-report forms. Each

mother then watched a half-hour segment of the videotaped interaction of herself and her child interacting. She was instructed to point out to the experimenter child behaviors she considered "bad - things you don't want your child to do," and "good - things you like to see your child do." Upon completion of the monitoring task, each mother was asked for her address and social security number and informed that she would receive a check for \$10 dollars in the mail for her participation.

Measures

Maternal object relations. Attempts to empirically measure object relations phenomena have traditionally utilized data from projective techniques such as the Rorschach (Blatt & Ritzler, 1974; Urist, 1977), Thematic Apperception Test (TAT; Westen, 1991), early memories (Mayman, 1968; Ryan & Bellack, 1984), and the manifest content of dreams (Krohn & Mayman, 1974). Such procedures assume that the nature of one's internal object world colors the nature of one's dreams, fantasies, memories, apperceptions, and ways of relating, and can therefore be inferred from situations or tests which allow for the projection of these inner processes. An alternative method for assessing the quality of object relations assumes that object relations "can be discerned from the way an individual conducts his relationships and the way he experiences himself in relation to others." (Bell, et al., 1986, p. 734). This

conception of object relations assessment suggests that how someone describes their experience of relationships tells something about the nature of their internal object relations (Bellak, Hurvich, & Gediman, 1973). It was this rationale that led to the development of the Bell Object Relations Inventory (BORI).

The BORI is a 45 item true-false questionnaire purported to measure one's capacity for developing and maintaining satisfying relationships (Bell et al., 1986), and is included in Appendix D. The BORI consists of 4 subscales derived from factor analysis that tap individual dimensions of object relations. These include Alienation (Aln), Insecure Attachment (IA), Egocentricity (Egc), and Social Incompetence (SI). In a previous study (Bell, et al., 1986), internal consistency and split-half reliability were estimated for each scale using Cronbach's alpha and Spearman-Brown split-half reliability coefficients. For each scale these scores were Aln = .90, .90; IA = .82, .81; Egc = .78, .78; SI = .79, .82, respectively. For the present sample, Cronbach's alpha was, Aln = .67, IA = .75, Egc = .79, SI = .14, indicating that the internal consistency of social incompetence was poor.

The BORI has been shown to be generally free of response bias due to age, sex, or social desirability. The instrument has also been shown to have low correlations with symptom measures of manifest dysfunction and IQ. All four subscales were found to correlate

significantly with depressive mood ($Aln = .37$; $IA = .38$; $Egc = .38$; $SI = .27$; Bell et al., 1986).

In recent empirical investigations, the BORI was used to differentiate between samples of borderline, affective, schizoaffective, and schizophrenic patients, and normal controls (Bell et al., 1986; 1988). Omnibus ANOVAs and Post hoc Scheffe mean comparisons showed that the borderline personality disordered group means were higher than each of the other group means on alienation and insecure attachment (Bell, et al., 1988). Furthermore, as would be expected, a composite scale of object relations derived from the BORI correlated positively with a measure of object constancy ($r = .20$), and negatively with a measure of low self-esteem ($r = -.55$; Randolph & Winstead, 1988).

Socioemotional Climate. The Socioeconomic Disadvantage Index (SDI) is an objective measure of a mother's hardships based on demographic information including gross family income, education level of primary caregiver, degree of crime in one's residential area, marital status, number of children, and whether the target child has been referred for treatment by a human services agency. This instrument is reproduced in Appendix E.

Mother Depression. The Beck Depression Inventory is a self-report questionnaire asking about a mother's perceptions of her living conditions, personal feelings, and personal outlook on life. Previous

studies have established the reliability and validity of the instrument (Beck, Steer, & Harbin, 1988). This instrument is reproduced in Appendix F.

Child behavior. The Child Behavior Checklist (Achenbach & Edelbrock, 1983) is an index measuring maternal views of child behavior. The externalizing dimension of this instrument was used to assess the degree and nature of child oppositional behavior, a known influence on maladaptive parenting (eg. Lytton, 1990). The test-retest reliability for completion by mothers was $r = .89$ (Achenbach & Edelbrock, 1983). Because this instrument is copyrighted it was not reproduced. However, information on obtaining this instrument is presented in Appendix G.

Measures of maladaptive parenting. Forty-five minute taped segments of in-home mother-child interactions were collected and analyzed using a standardized coding package, Standardized Observation Codes - Revised (SOC-R; Cerezo, Keesler, Dunn, & Wahler, 1986). The SOC-R was developed to segment the stream of family exchanges such that different types of coercive and normal exchanges were operationalized. The system calls for the observer to classify interactive and non-interactive behaviors of family members as instances of opposition, compliance, instruction, and approach. Each of these behaviors is described as having either an aversive, positive, or neutral valence. For example, any behavior is deemed

'aversive' if the "subject displays apparent anger, verbally or physically in his/her interactional behavior." (Cerezo et.al., 1986). Therefore, 'aversive' is applied to a mother approach if she relates to her child, in that instant, by yelling, mocking, spanking, hitting, cursing, stomping, etc.

The SOC-R provides two indices of maladaptive parenting behavior: mother indiscriminance and mother compliance. Mother Indiscriminance was defined by a pattern of child-mother interactions marked by mother inconsistency. Mother's inconsistency could be evaluated for every instance in which the child offered two successive social responses (each was coded as positive, neutral, or aversive), and the mother responded to both. Mother's behavior was defined as indiscriminate under the following conditions: 1) The two child social responses were similar in valence and mother's two reactions were different (neutral and positive responses were considered as one class and aversive responses as another). For example, she might react neutrally or positively to one child response and aversively to the second; 2) The child's two responses were different and mother's reaction "matched" one response but not the other. Thus, if the child presented an aversive and then a neutral response, the mother may react in an aversive manner to both responses.

Mother Compliance was defined by a sequence of mother-child responses in which mothers failed to enforce commands. Such compliance was coded for a three response interactive sequence which included mother instruction, child opposition, and mother social approach. This sequence reflected a mother giving in to her child's refusal to obey her command. Previous research results indicated that such mother compliance virtually assured that the child would continue to disobey (Wahler et al., 1990).

Two measures of mother monitoring bias were derived by comparing the total number of prosocial and deviant child behaviors observed by mothers during the 30 minute videotape segment to the total number of prosocial and deviant child behaviors observed by the trained coder over the same time period. Monitoring bias was defined as a difference score based on the discrepancy between mother and observer counts of child aversive and positive behavior. Table 1 presents the mean counts and standard deviations for both mother- and coder-observed child behavior.

Interrater Agreement

Undergraduate coders were intensively trained in the SOC-R system over a two-month period. To assess the reliability of measurement two coders coded 12 randomly selected tapes. The total number of incidents of indiscriminance and compliance were computed and compared. Pearson correlations of .99 and .93 were

obtained between the two raters for mother indiscriminance and compliance, respectively. A pearson r of .99 was also obtained for coder agreement for child aversive and child positive behavior. These scores were used as criteria against which mother observations were compared in the assessment of maternal monitoring bias.

Data analysis

The data were analyzed in three steps using both univariate and multivariate techniques. First, Pearson correlation coefficients were computed between all variables in order to examine the zero-order relationships. Second, partial correlations were computed to evaluate the unique contribution of each separate object relations variable to the prediction of maladaptive parenting, independent of the relationship between maladaptive parenting and the covariates. Finally, hierarchical regression analyses were conducted to determine the unique contribution of all object relations variables to the prediction of maladaptive parenting independent of the covariates, and to determine the maladaptive parenting variance accounted for by the entire multivariate predictor model which included object relations variables and covariates.

Results

Normative data

Table 2 contains normative data on the present sample. In addition, similar data from a clinic-referred sample from the same geographic region are presented for comparison purposes. The scores on the mother-completed Child Behavior Checklist indicated that the present sample of children was within the normal range of functioning with regard to externalizing behavior. The Socioeconomic Disadvantage Index scores indicated that about one-third of the mothers were single parents, and that about one in five mothers reported to be subsisting on an income of less than \$12,000. The average Beck Depression Inventory scores placed this sample within the normal range of symptomatology. Average BORI scores were below the pathological cutoff criterion on each of the four object relations subscales. Frequency data for mother compliance, mother indiscriminance and both mother monitoring bias indices are also presented in Table 2.

The prediction of maladaptive parenting

The zero-order (Pearson) correlation coefficients between all variables were calculated and are presented below the diagonal in Figure 1. There was a statistically significant positive relationship between all object relations subscales. Furthermore, alienation, insecure attachment, and egocentricity were significantly related to

mother indiscriminance. None of the zero-order correlations between object relations subscales and mother compliance or either monitoring bias index were statistically significant. Mother compliance and mother indiscriminance were moderately related to one another. In addition, mother compliance was significantly related to mother depression, and mother indiscriminance was significantly related to both mother depression and child externalizing behavior. There were no statistically significant relationships between either monitoring index and other variables.¹

The present research was guided by the a priori hypothesis that object relations variables would add uniquely to the prediction of maladaptive parenting variance. Therefore, we calculated the partial correlation coefficients between maladaptive parenting and object relations variables holding constant the relationship between maladaptive parenting and child behavior and mother depression.² In this way, we examined if the correlations between individual object relations subscales and maladaptive parenting remained when we controlled for variables whose relationship with maladaptive parenting had been illustrated in zero-order

¹Because the relationship between both monitoring bias indices and all other variables was not significant at the zero-order level, these indices were not explored further.

² The relationship between the index of socioeconomic disadvantage and all criterion variables was not significant. Therefore, this index was excluded from the remainder of the analyses.

correlations and in previous investigations (Wahler & Sansbury, 1992; Wahler et al., 1992). The two rightmost columns of Figure 1 show these eight partial correlations. Only alienation and egocentricity were significantly associated with mother indiscriminance. None of the partial correlations between object relations variables and mother compliance were statistically significant.

In addition to partial correlations, hierarchical regression with both covariates and the four BORI subscales was employed to evaluate the prediction of maladaptive parenting variance. The regression analyses were performed following an evaluation of assumptions of skewness of distributions, normality, linearity, and homoscedacity of residuals. An examination of standardized residual scatterplots and histograms indicated that square root and logarithmic transformations were unnecessary (Tabachnick & Fidell, 1982). Object relations variables were entered into equations predicting both of the maladaptive parenting processes under investigation after child behavior and mother depression were entered. Figure 2 displays the results of these analyses. The variance accounted for by the covariate model is significant for both mother indiscriminance ($r^2 = .37$, $F_{change}(2, 31) = 7.87$, $p < .01$) and mother compliance ($r^2 = .21$, $F_{change}(2,31) = 4.03$, $p < .05$). The addition of object relations variables to the model added significantly

to the prediction of mother indiscriminance variance ($r^2 = .24$, $F_{\text{change}}(6, 27) = 4.58$, $p < .01$), but not to the prediction of mother compliance variance ($r^2 = .12$, $F_{\text{change}}(6, 27) = 1.20$, $p > .05$). An investigation of the t-values of the regression coefficients indicates that egocentricity was the only object relations variable to account for a significant portion of the variance for mother indiscriminance ($p < .01$). The model including all predictors accounted for 60% of the variance of mother indiscriminance ($r^2 = .60$, $F(6, 27) = 6.89$; $p < .001$), and 33% of the variance of mother compliance ($r^2 = .33$, $F(6, 27) = 2.18$, $p < .10$).

Discussion

The results of the present study indicate that object relations variables are differentially related to measures of maladaptive parenting. Univariate analyses showed that three out of four object relations variables, alienation, insecure attachment, and egocentricity, were related to mother indiscriminate child-care behavior. In contrast, none predicted mother compliance with child demands, or mother monitoring bias. Multivariate analyses showed that object relations variables predicted a significant portion of mother indiscriminance variance after variance accounted for by several covariates was controlled for, suggesting that in addition to those variables, object relations may play an important role in certain maladaptive parenting processes.

Unexpectedly, neither index of mother monitoring bias was significantly associated with any other variable investigated. This result is difficult to interpret. However, given the inconsistent findings of the previous studies investigating the monitoring construct (Holleran et al., 1982; Lorber et al., 1979; Wahler & Sansbury, 1990), it appears that this variable may be very sensitive to alterations in methodology and/or population. For example, completion of the battery of self-report and child-report forms prior to watching the videotape may have had an impact on mother's interpretation of the child's behavior. With regard to population,

unlike each of the other studies, the present study did not investigate a dysfunctional sample. Therefore, it is possible that the monitoring differences between mothers and raters is important only for mothers of deviant children. The inconsistent results of the existing studies suggest that future research is necessary to confirm the relationship between poor monitoring and maladaptive parenting processes before attempts are made to understand how poor monitoring relates to object relations variables.

The covariates investigated in the present study included child externalizing behavior, mother depression, and an index of socioeconomic disadvantage, each of which has been shown previously to be related to maladaptive parenting processes (Loeber & Stouthamer-Loeber, 1986; Sansbury & Wahler, 1992; Susman et al., 1985; Vuchinich et al., 1992). Consistent with previous research, mother depression, as measured on a continuum using the Beck depression inventory, was related to maladaptive parenting.³ This supports the notion that emotional conditions under which mother-child interactions occur may play an important role in those interactions (Panacionne & Wahler, 1986). The relationship between mother depression and mother compliance suggests that the more depressed a mother is, the more likely she is to give in to her child's

³ It should be noted that what is referred to here as 'depression' is not synonymous with 'clinical depression' as defined by the Diagnostic and Statistical Manual Third Edition, Revised (American Psychiatric Association, 1987).

refusals to obey, leading to the speculation that depression influences a mother's ability to follow through with limit setting and other disciplinary actions. The relationship between mother depression and mother indiscriminance suggests that a mother's emotional state is related to her capacity to respond to her child's behavior in a consistent and discriminating way. While longitudinal research is necessary to evaluate possible causality, it may be that aspects of depression, such as irritability and poor concentration, lead one to respond inconsistently in interpersonal circumstances (Wahler & Dumas, 1989).

In addition to mother's affective state, child behavior and the socioemotional climate were also assessed and correlated with maladaptive parenting. Interestingly, child externalizing behavior was related to mother indiscriminance but was unrelated to mother compliance. These results were in the opposite direction of a previous study investigating a sample of conduct disordered children (Sansbury & Wahler, 1992). Also surprising in light of the results of the Sansbury and Wahler (1992) study was the failure of the relationship between socioeconomic climate and maladaptive parenting to attain significance. Once again, the observed difference may be related to the fact that the present study sampled from a normal population while the earlier study investigated clinic-referred conduct disordered children. These inconsistencies suggest

that further research is necessary to clarify the relationship between emotional and socioeconomic variables and different maladaptive parenting processes.

The present study was primarily concerned with the relationship between object relations and parenting. Of the three object relations variables shown to be related to mother indiscriminance, two, alienation and egocentricity, added significantly to the variance accounted for by the covariate model. Alienation represents the broadest dimension of object relations, and measures a lack of basic trust in relationships, an inability to achieve intimacy, and hopelessness about maintaining a stable and satisfying level of closeness (Bell, et al., 1986; 1988). Egocentricity, on the other hand, taps three general attitudes toward relationships: mistrust of others' motivations; others are seen only in relation to oneself; and others are to be manipulated for one's own self-centered aims. In a regression model in which covariates and all object relations variables were included, egocentricity was the only object relations variable that added significantly to the prediction of mother indiscriminance.

Interestingly, the items endorsed by persons scoring high on egocentricity bear much similarity to the behaviors that define indiscriminate parenting in the sense that both processes represent a failure of attunement to the behavior of others. Mother

indiscriminance is characterized by inconsistent responding to the social behavior of one's child. Egocentricity is defined by a self-report that one has little or no appreciation for the mutuality of interchange that define synchronous interpersonal interactions. The relationship between egocentricity and indiscriminate parenting behavior is consistent with the predictions of object relations theory: The less developed a mother's capacity is to perceive and respond to another person as separate and autonomous, the greater the likelihood that her child-care behavior will be unresponsive to the needs and desires of her child as they are expressed through overt behavior (Klein, 1990).

The present study examined how parental representations of their own relational functioning are related to child-care behavior. This extends work traditionally focused on mother-infant or mother-toddler interactions to include mother-child dyads of school-age children. Not surprisingly, some of the variables of interest to researchers studying mother-child interactions appear to tap very similar processes, regardless of the age-group of the children under investigation. For example, interactional synchrony (Isabella et al., 1989) and responsiveness to children's emotional cues (Crowell & Feldman, 1991), like indiscriminance, operationalize a mother's attunement to her child's behavior. However, unlike indiscriminance, a variable developed out of the study of conduct

disordered school-aged children, these variables were developed to study mother's interactions with infants and toddlers, respectively. The interest afforded mother attunement by researchers studying children of different age-groups suggests that the importance of this variable is independent of the age or developmental level of the child.

Other parenting variables, on the other hand, appear related to the developmental level attained by the child, and are not typically studied across age-groups. These variables, oftentimes, have to do not so much with attunement as with discipline (Patterson, 1982). It is likely that the age-dependence of such variables owes to the fact that their occurrence depends on the initiation of coercive behavior by the child. Parenting variables whose occurrence depends on such child behavior would have little or no value in the study of children incapable of behaving coercively.

Differentiating between attunement and discipline variables may prove to be important in understanding the results of the present study. Similar to the results of previous investigations of the relationship between internal representations and attunement, mother object relations was related to indiscriminate parenting. However, mother object relations was unrelated to the discipline variable, mother compliance. These findings suggest that the relationship between object relations and parenting behavior may depend on the nature of the parenting variable under investigation.

Object relations may be directly linked to attunement processes that are basic to human interactions and occur across infancy, toddlerhood, and childhood. However, they may be unrelated, or only indirectly related to discipline strategies necessary for coping with certain age-dependent child-initiated conflicts.

The distinction between attunement versus discipline processes is very similar to one drawn by Westerman (1990) in his investigation of the child-directive activity of mothers of compliant versus non-compliant children. Westerman's research suggests that child compliance is a function of a balance between creating a synchronous social context and providing good instruction (Wahler, 1993; Westerman, 1990). However, the causal factors determining the effectiveness of these distinct parenting processes remains enigmatic. The present study appears to be the only one to date to have investigated the relationship between internal representations and both an attunement process and a discipline process. Furthermore, we found no extant studies on the relationship between internal representations and discipline processes. Therefore, while the results of the present study suggest that the distinction between attunement versus discipline processes might be useful for understanding the role of internal representations in parenting behavior, this hypothesis is in need of further empirical investigation.

Object relations theory was the model of choice used by the present researchers in attempting to increase our understanding of maladaptive parenting processes. Because the nature of one's theory influences what one may observe in reality, a word about this theory as a heuristic for understanding the relationship between internal representations and interpersonal behavior is in order. A useful way to elucidate the aspects of object relations theory that concern us is to contrast it with some aspects of attachment theory, a dominant paradigm in developmental psychology.

Attachment theory has its roots in ethology, biology, and psychoanalysis and is concerned, in part, with how past relationships influence current and future relational behavior. The theory offers a single-dimension model for categorizing a person's interpersonal behavior as falling within one of several nominal-level attachment categories. The categories represent separate styles of relational functioning and are, apparently, derived from the nature of one's previous interpersonal experiences (Bowlby, 1982). Such experiences are stored by each of us and act as internal working models which guide our future relational behavior.

Whereas attachment theory affords one the opportunity to define a single style of relational functioning, object relations theory defines numerous dimensions believed to influence interpersonal functioning. According to object relations theory, each dimension

takes a separate but related course of development and can be more or less developed than any other dimension (Bellack et al., 1973). Furthermore, each dimension influences the nature of interpersonal behavior differently. The nature of the influence of each dimension on interpersonal behavior is unclear and open to empirical investigation.

Because behavior is both unilinear and multilinear (Loevinger, 1966; Werner, 1957), it is important to realize that both attachment and object relations conceptualizations offer valid ways of observing the world. Therefore, one must be aware of the advantages and limitations of each heuristic for understanding behavior. Attachment theory has generated research illustrating the usefulness of measuring internal representations of relationships for understanding relational functioning (Zeanah & Anders, 1987). The success of these research efforts is undoubtedly related to defining and operationalizing broad styles of relational functioning. However, the attachment paradigm does not distinguish between different relational processes whose internalization may be very different. Object relations theory, on the other hand, is concerned with elucidating the internalization of numerous dimensions of functioning.

The results of the present study suggest that different dimensions of object relations may be more important than others in

certain parental processes. Specifically, egocentricity and alienation show a greater relationship to mother indiscriminance than insecure attachment or social incompetence. Therefore, the present results suggest that moving from a uni- to a multi-dimensional approach to defining internal representations, in a manner consistent with object relations theory, may allow for greater specification of the relationship between internal processes and interpersonal behavior.

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Object Relations and Parenting

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Appendix A



Knox County
Department of Public Instruction
EARL F. HOFFMEISTER, SUPERINTENDENT

April 10, 1991

Mr. Paul S. Strand
Department of Psychology
307 Austin Peay Building
University of Tennessee
Knoxville, Tennessee 37996-0900

Dear Mr. Strand:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "The Relationship Between Mother's Object Relations and Child-Monitoring Performance." In the Knox County Schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted.

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless specific permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Samuel E. Bratton, Jr.

Samuel E. Bratton, Jr., Coordinator
Research and Evaluation
Telephone: (615) 521-2194

xc: Ms. LaNoka O. Rhodes, Coordinator
Elementary Schools

Project No. 124

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Appendix B

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

Please Sign and Return

September 30, 1991

Dear Parent,

West Hills school and the University of Tennessee are interested in looking at mother-child interactions. The study will include 2 parts:

1) a visit from a UT student to videotape you and your child at home for an hour (just spending time together).

2) a visit by you to West Hills school to look at the videotape and complete questionnaires on yourself and your child.

You will receive \$10 for your participation. If you wish, you can also receive information about what your child interactions were like compared to those of others.

Your child has not been singled out in any way. We are seeking participation from mothers around Knox county, and we would appreciate your participation. The tapes will be analyzed and then destroyed. Results will not be obtained about any person individually.

If you have questions feel free to contact Paul Strand at 974-5990. Please return this form to your child's teacher indicating interest. We hope you will participate.

Sincerely,

Robert G. Wahler

Robert G. Wahler, Ph.D.

Please check one line and return with your child as soon as possible:

_____ I would like more information.

_____ I do not wish to participate at this time.

_____ Yes, I would like to participate.

My name is _____. I can be reached at:

Work phone _____

Home phone _____

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Appendix C

University of Tennessee

Human Subject Consent Form

Principal Investigator: Robert Wahler, Ph.D.
Phone: 974-2165

The purpose of this research is to help understand how different aspects of a mother's world influences how she perceives the actions of her child. If you agree to participate, a "home observer" will come to your home or apartment at a convenient time. He or she will ask you to complete a short questionnaire about your child. Next, you and your child, and any other family members present, will be videotaped interacting together for 30 minutes. You will then be asked to come to the Psychology Department at the University of Tennessee for approximately two hours to: 1) complete two questionnaires and tell stories to six cards depicting people interacting, and 2) view the videotape of you and your child, pointing out your child's "good" and "bad" behaviors.

The procedures require no discomfort and present no foreseeable risks. You can withdraw from this study at any time without penalty.

Each participant will be given feedback regarding her monitoring judgements. Previous research suggests that poor monitoring ability adversely affects a mother's success in parenting her child.

All collected data will be coded with an identification number to ensure confidentiality. All tapes will be analyzed at U.T., and then will be sent to Vanderbilt University for separate analysis, and then erased at a later date.

I CERTIFY THAT I HAVE READ AND UNDERSTAND THE STATEMENT OF PROCEDURE, AND THAT I MAY TERMINATE MY SERVICE AT ANY TIME. I FURTHER CERTIFY THAT I AM AT LEAST EIGHTEEN YEARS OF AGE.

Name of Subject (PRINT)

Signature of Subject

Date

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Appendix D

ATTACHMENT D

Answer according to your most recent experience. Please answer all questions.

1. I have at least one stable and satisfying relationship.
true false
2. I may withdraw and not speak to anyone for weeks at a time.
true false
3. I usually end up hurting those closest to me.
true false
4. My people treat me more like a child than an adult.
true false
5. I can deal with disagreements at home without disturbing family relationships.
true false
6. I am extremely sensitive to criticism.
true false
7. Exercising power over other people is a secret pleasure of mine.
true false
8. At times I will do almost anything to get my way.
true false
9. When a person close to me is not giving me his or her full attention, I often feel hurt and rejected.
true false
10. If I become close with someone and he or she proves untrustworthy, I may hate myself for the way things turned out.
true false
11. It is hard for me to get close to anyone.
true false
12. My sex life is satisfactory.
true false
13. I have no influence on anyone around me.
true false
14. People do not exist when I do not see them.
true false
15. I've been hurt a lot in life.
true false
16. I have someone with whom I can share my innermost feelings and who shares such feelings with me.
true false
17. No matter how hard I try to avoid them, the same difficulties crop up in my most important relationships.
true false
18. I yearn to be completely "at one" with someone.
true false
19. In relationships, I am not satisfied unless I am with the other person all of the time.
true false
20. Relationships with people of the opposite sex always turn out the same with me.
true false

21. Others frequently try to humiliate me.
true false
22. I generally rely on others to make my decisions for me.
true false
23. I am usually sorry that I trusted someone.
true false
24. I often feel nervous when I am around members of the opposite sex.
true false
25. I often worry that I will be left out of things.
true false
26. I feel that I have to please everyone or else they might reject me.
true false
27. I shut myself up and don't see anyone for months at a time.
true false
28. I am sensitive to possible rejection by important people in my life.
true false
28. Making friends is not a problem for me.
true false
29. I do not know how to meet or talk with members of the opposite sex.
true false
30. When I cannot make someone close to me do what I want, I feel hurt or angry.
true false
31. It is my fate to lead a lonely life.
true false
32. People are never honest with each other.
true false
33. I put a lot into relationships and get a lot back.
true false
34. I feel shy about meeting or talking with members of the opposite sex.
true false
35. I believe that a good mother should always please her children.
true false
36. If someone dislikes me, I will always try harder to be nice to that person.
true false
37. I would like to be a hermit forever.
true false
38. If someone whom I have known well goes away, I may miss that person.
true false
39. I tend to be what others expect me to be.
true false
40. No matter how bad a relationship may get, I will hold onto it.
true false
41. I am a very good judge of other people.
true false

42. The most important thing to me in a relationship is to exercise power over the other person.
true false
43. When I am angry with someone close to me, I am able to talk it through.
true false
44. Manipulating others is the best way to get what I want.
true false

Appendix E

FSED SURVEY

Name of Family _____

Clinic File # _____

Place a checkmark after each of the following statements which accurately describe the family of the target child.

1. Gross family income for preceeding year $\leq$ \$12,999.
2. Education of primary caregiver < high school grad. or G.E.D.
3. Primary caregiver is single, separated, divorced, widowed OR has not been living with a common-law spouse for the past year.
4. Family resides in a "high crime" neighborhood (see map).
5. Household includes $\geq$ 3 children (< 18 y.o.).
6. Target child or primary caregiver was referred for treatment by a human services agency.

Place total number of checkmarks in this box.

--

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Appendix F

Beck Depression

NAME:

DATE:

DIRECTIONS: On this questionnaire are groups of statements. Please read each group of statements carefully. Then pick out the ONE statement in each group which best describes the way you have been feeling the PAST WEEK, INCLUDING TODAY. Circle the letter beside the statement you picked. Be sure to read all the statements in each group before making your choice.

1. A. I do not feel sad.
B. I feel blue or sad.
C. I am blue or sad all the time and I can't seem to snap out of it.
D. I am so sad or unhappy that it is quite painful.
E. I am so sad or unhappy that I can't stand it.
2. A. I am not particularly pessimistic or discouraged about the future.
B. I feel discouraged about the future.
C. I feel I have nothing to look forward to.
D. I feel that I won't ever get over my troubles.
E. I feel that the future is hopeless and that things cannot improve.
3. A. I do not feel like a failure.
B. I feel I have failed more than the average person.
C. I feel I have accomplished very little that is worthwhile or that means anything to me.
D. As I look back on my life all I can see is a lot of failures.
E. I feel I am a complete failure as a person (parent, spouse).
4. A. I am not particularly dissatisfied.
B. I feel bored most of the time.
C. I don't enjoy things the way I use to.
D. I don't get satisfaction out of anything any more.
E. I am dissatisfied with everything.
5. A. I don't feel particularly guilty.
B. I feel bad or unworthy a good part of the time.
C. I feel quite guilty.
D. I feel bad or unworthy practically all the time now.
E. I feel as though I am very bad and worthless.

6. A. I don't feel I am being punished.
B. I have a feeling that something bad may happen to me.
C. I feel I am being punished or will be punished.
D. I feel I deserve to be punished.
E. I want to be punished.
7. A. I don't feel disappointed in myself.
B. I am disappointed in myself.
C. I don't like myself.
D. I am disgusted with myself.
E. I hate myself.
8. A. I don't feel I am worse than anybody else.
B. I am critical of myself for my weaknesses or mistakes.
C. I blame myself for my faults.
D. I blame myself for everything bad that happens.
9. A. I don't have any thoughts of harming myself.
B. I have thoughts of harming myself but I would not carry them out.
C. I feel I would be better off dead.
D. I feel my family would be better off if I were dead.
E. I have definite plans about committing suicide.
F. I would kill myself if I could.
10. A. I don't cry any more than usual.
B. I cry more than I used to.
C. I cry all the time now. I can't stop it.
D. I used to be able to cry but now I can't cry at all even though I want to.
11. A. I am not more irritated now than I ever am.
B. I get annoyed or irritated more easily than I used to.
C. I feel irritated all the time.
D. I don't get irritated at all at things that used to irritate me.
12. A. I have lost interest in other people.
B. I am less interested in other people now than I used to be.
C. I have lost most of my interest in other people and have little feeling for them.
D. I have lost all my interest in other people and don't care about them at all.
13. A. I make decisions about as well as ever.
B. I try to put off making decisions.
C. I have great difficulty in making decisions.
D. I can't make any decisions at all any more.

14. A. I don't feel I look any worse than I used to.
B. I am worried that I am looking old or unattractive.
C. I feel that there are permanent changes in my appearance and they make me look unattractive.
D. I feel that I am ugly or repulsive looking.
15. A. I can work as well as before.
B. It takes extra effort to get started doing something.
C. I don't work as well as I used to.
D. I have to push myself very hard to do something.
E. I can't do any work at all.
16. A. I can sleep as well as usual.
B. I wake up more tired in the morning than I used to.
C. I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.
D. I wake up earlier every day and can't get more than 5 hours sleep.
17. A. I don't get any more tired than usual.
B. I get tired more easily than I used to.
C. I get tired from doing anything.
D. I get too tired to do anything.
18. A. My appetite is no worse than usual.
B. My appetite is not as good as it used to be.
C. My appetite is much worse now.
D. I have no appetite at all any more.
19. A. I haven't lost much weight, if any, lately.
B. I have lost more than 5 pounds.
C. I have lost more than 10 pounds.
D. I have lost more than 15 pounds.
20. A. I am no more concerned about my health than usual.
B. I am concerned about aches and pains or upset stomach or constipation.
C. I am so concerned with how I feel or what I feel that it's hard to think of much else.
D. I am completely absorbed in what I feel.
21. A. I have not noticed any recent change in my interest in sex.
B. I am less interested in sex than I used to be.
C. I am much less interested in sex now.
D. I have lost interest in sex completely.

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Appendix G

The Child Behavior Checklist is copyrighted by T.M. Achenbach, University of Vermont, and unauthorized reproduction is forbidden by law. The instrument may be obtained by writing to T.M. Achenbach, Ph.D., 1 S. Prospect St., Burlington, VT 05401.

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Appendix H

Table 1

Means and Standard Deviations of Mother and Coder-Observed Child Behaviors for 30-minute videotape segment.

	Mean	SD
Mother-observed		
Child Positive Behavior	8.71	10.24
Child Deviant Behavior	4.68	4.40
Coder-observed		
Child Positive Behavior	11.06	12.22
Child Deviant Behavior	2.79	3.54

Table 2

Normative Data for the Current Sample of 34 Mother-Child Dyads and a
Clinic-Referred Comparison Sample.

<u>Measures</u>	<u>Current</u>		<u>Comparison^a</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Child Behavior Checklist (externalizing T-score)	55.00	10.27	72.84	9.21
Maternal Depression (BDI score)	5.09	7.42	10.90	8.10 ^b
Object Relations				
Alienation	-.45	.58	.33	.62 ^b
Insecure Attachment	-.63	.60	.62	.79 ^b
Egocentricity	-.42	.73	.43	.62 ^b
Social Incompetence	-.40	.43	.76	.81 ^b
Index of socioeconomic disadvantage (0-5)	0.97	1.11	3.04	1.10
Referred through agency pressure	3%		92%	
Single parent	32%		60%	
Families subsisting on < \$12,000	18%		50%	
Mothers with < 12th grade education	3%		50%	
Families with > 3 children	35%		N/A	
Monitoring Positive	10.24	12.48	N/A	
Monitoring Deviant	3.65	3.95	N/A	
Compliance	11.83	20.02	N/A	
Indiscriminance	6.22	10.15	N/A	

Note. ^a from Wahler et al., 1990.

^b comparison cutoffs based on normative psychometric data (standard score of 60). N/A = not available.

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Appendix I

	CB	MD	SC	Aln	IA	Egc	SI	MP	MD	MC	MI
Child Behavior (CB)	-										
Mother Depression (MD)	.35*	-									
Socioeconomic Climate (SC)	.00	.12	-								
Alienation (Aln)	.47**	.72**	.22	-						.04	.09*
Insecure Attachment (IA)	.46**	.71**	.19	.77**	-					.06	.04
Egocentricity (Egc)	.45**	.72**	.13	.71**	.61**	-				.04	.17**
Social Incompetance (SI)	.32	.36*	.42*	.57**	.43*	.38*	-			.06	.00
Monitoring Positive (MP)	.05	.05	.06	-.10	-.11	-.17	.10	-			
Monitoring Deviant (MD)	.10	-.06	-.10	-.10	.01	-.05	-.03	.12	-		
Mother Compliance (MC)	.18	.45**	.06	.23	.17	.19	-.04	.30	.12	-	
Mother Indiscriminate (MI)	.41*	.56**	.04	.65**	.58**	.72**	.21	-.11	.12	.34*	-

* $p < .05$

** $p < .01$

Note. The two rightmost columns above the diagonal are partial correlations that control for child behavior and mother depression. All others are zero-order correlations.

Figure 1. Zero-Order and Selected Partial Correlation Coefficients Between All Dependent and Independent Variables.

Predictor	B	SE(B)	β	t	ΔR^2
Mother Indiscriminance					
Covariates					
Child Behavior	0.24	0.15	.247	1.61	
Mother Depression	0.64	0.21	.472	3.09**	.37**
Object Relations Scales					
Alienation	6.06	4.10	.348	1.48	
Insecure Attachment	2.53	3.48	.149	0.73	
Egocentricity	7.33	2.67	.530	2.74*	
Social Incompetence	-5.55	3.51	-.234	-1.58	.24**
Entire Model					.61***
Mother Compliance					
Covariates					
Child Behavior	0.03	0.33	.017	0.10	
Mother Depression	1.21	0.46	.448	2.62*	.21*
Object Relations Scales					
Alienation	4.93	10.59	.144	0.46	
Insecure Attachment	-10.45	9.00	-.312	-1.16	
Egocentricity	- 7.88	6.91	-.289	-1.14	
Social Incompetence	-10.51	9.06	-.224	-1.16	.12
Entire Model					.33 ^s

^s $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

Note. B = Unstandardized regression coefficient. B(SE) = Standard error of B. β = Standardized regression coefficient. ΔR^2 = Change in R^2 .

Figure 2. Results of Hierarchical Regression Analyses Predicting Maladaptive Parenting Behavior.

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Vita

Vita

Paul Schreuder Strand was born in Crawfordsville, Indiana on August 30, 1965. He graduated from North Montgomery High School in May, 1984. The following September he matriculated to Butler University and in May, 1988 received the degree of Bachelor of Arts in Psychology with Honors, Cum Laude. In September of 1988 he entered the University of Tennessee, Knoxville and in August, 1993 received the Doctor of Philosophy degree with a major in Psychology.

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