To the Graduate Council:

I am submitting herewith a thesis written by Christi Nichole Nash entitled "Relationships between Birth Order and Adjustment in Adolescents from Post-Divorced Families." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Counseling.

_____

Joel Diambra, Major Professor

We have read this thesis and
recommend its acceptance:

_____

Shawn Spurgeon

_____

Jeannie Studer

Accepted for the Council:

_____

Carolyn R. Hodges, Vice Provost and
Dean of the Graduate School

Relationships between Birth Order and Adjustment in Adolescents from Post-Divorce Families

A Thesis Proposal Submitted as Partial Fulfillment

for the Master of Science Degree in Counseling.

The University of Tennessee, Knoxville

Christi Nichole Nash

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Abstract

This study proposal seeks to examine the relationship between actual birth order, psychological birth order and adjustment in adolescence from post-divorced homes. Both actual birth and psychological orders are included in this particular study to investigate correlations, commonalities, and trends associated with each order and its affect on adjustment. The targeted group consists of freshmen attending the University of Tennessee, Knoxville. Participants who identify their parents as currently divorced from each other within the past five years will be eligible to complete the research process. Participants will be administered both the Campbell-White Psychological Birth Inventory and Adult Behavior Checklist online to determine their psychological birth order and level of adjustment following their parents' divorce. Actual birth order will be ascertained through a demographic questionnaire. This study proposal seeks to investigate relationships between birth order and external and internal adjustment to identify information that will be beneficial to mental health counselors.

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CHAPTER ONE

INTRODUCTION

Adolescence marks a period of not only dramatic hormonal and biological maturation, but social and identity manifestations tend to occur as well. On its own, adjustment during adolescence can be challenging and unpredictable, and with additional outside factors to consider, some experiencing adolescence might view this period in either extremity. With various factors such as family dynamics, intimate relationships, and relocated due to school matriculation, individuals may process adjustment in this stage differently from others. If so, which aspects of these outside factors influence how an individual might adjust during adolescence, particularly family dynamics?

Adlerian Theoretical Foundation

Belonging is natural and essential for healthy human growth, development and adjustment. Because this concept stems from core principals found in Individual Psychology, Adlerian theory will provide the theoretical foundation for this study. Unlike his predecessors and peers, Adler believed that individuals were motivated by final goals, in which he based the foundation of his theory. These final goals were innate, and ultimately connected to what Adler called *Gemeinschaftsgefühl*, or Social Interest (Oberst & Stewart, 2003). Theoretically arguing from a holistic aspect, Adler viewed the personality as an extension of the individual; all thoughts, emotions, and actions were motivated by the individual's final goal (Oberst & Stewart). Adlerian theory also encompasses additional concepts such as fictionalism, or the notion that individuals create both conscious and non-conscious thoughts as a means of perceiving

themselves, others, and surroundings in a way so that their own beliefs and emotions are in congruence with those thoughts (Oberst & Stewart, 2003). Adler also discussed the concept of finality in terms of holism: an individual has only one motivating factor, which Adler labeled as the fictionate final goal. This goal, either known by the individual or hidden unconsciously, is established early in life and impacts all behaviors and decisions made by the individual. Two Adlerian concepts most relevant to this study include belonging and roles, which stem from Adler's notion of social interest, in which Adler argued that an individual's interest in his/her surrounding and community was so innate and instinctive that his/her development and personality were greatly influenced by this interest (Oberst & Stewart). Adler (1956) once stated that "all of us want to belong and we establish a final, fictional goal that directs us as to what we should be or accomplish in order to belong" (as cited in Mosak & Maniacci, 1999, p. 16). It is almost instinctive to connect or attach one's self to others, including one's familial, peer, and social environments (Prout & Brown, 1999). In fact, the family environment can be considered to be the initial setting in which children are influenced to establish a unique family position and subsequently develop their personality based on that position in the family (Prout & Brown, 1999). Additionally, researchers (Ansbacher & Ansbacher, 1956; Baumeister & Leary, 1995) argue that this environment not only provides the basis and foundation of role development for children and adolescents, but often times shapes the initial and basic characteristics, by which children and adolescents seek to be identified within the family environment (as cited in Stewart, Stewart, & Campbell, 2001). Adler initially labeled this position as *birth order*, and later added the concept of *psychological or perceived order* to address the notion that children often choose

or perceive themselves to have a specific role rather than fall into an "assigned" role based on the order of their birth.

Children rely heavily on their family environment and interaction to shape and create their own unique personality because these are the initial stimuli to which children are exposed. In this environment, children begin to develop their own behavioral traits and characteristics that are often utilized outside the home. Thus, children tend to develop their own personalities, based on their roles in the home, which manifest into social roles (Mosak & Maniacci, 1999). Because heavy emphasis is placed on the influences interaction and family environment have on the development of children, from an Adlerian perspective, negative reactions and maladjustment to possible changes within the environment can subsequently occur. Adolescence, a sensitive period marked with events such as puberty and identity crisis, on its own can play a significant factor in the development of an individual's self-perception. Additional external changes and factors, such as the birth of a new sibling or introduction of a step sibling that accompanies a second marriage, may also influence the actual or psychological birth role of an adolescent. Traumatic or subsequent, such as parental divorce, also have been considered to affect a child (Carter & McGoldrick, 1989).

Research indicates that adolescent adjustment and reactions to an environmental disruption or traumatic event, such as divorce, can vary greatly (Amato, 1999 & 2000; Emery, 1999; Furstenberg & Teitler, 1994; Chase-Lansdale & Hetherington, 1990; Furstenberg & Cherlin, 1991). Amato (1999, 2000), Emery (1999), Furstenberg and Teitler (1994) have collectively found associations between negative outcomes and divorce. Early sexual activity,

non-marital childbirth, and earlier marriage have been linked with parental divorce (Cherlin et al., 1995). Furthermore, children whose parents are divorced have higher risks of developing emotional, behavioral, and educational barriers compared to children whose parents are still together (Chase-Lansdale & Hetherington, 1990; Furstenberg & Cherlin, 1991). Aro and Palosaari (1992) argued that adjustment for children from dissolved homes would not only occur but progress throughout adulthood.

Despite diverse studies on the affects of divorce during adolescence, research targeting adjustment based on the adolescent's actual birth order or psychological birth order has yet to be closely examined. From an Adlerian standpoint, the influence family dynamics has on adjustment, development, and identity provides rationale and justification for further investigation of this particular topic, thus, this study proposal seeks to examine if a relationship will exist between both actual and psychological birth orders and adjustment to divorce.

Significance of Study

In the year 2000, 957,200 cases of divorce were reported, while approximately 1,075,000 children, under the age of 18, were reportedly involved in a parental divorce (Americans for Divorce Reform, 2002; LoveToKnow, 2008). Not only will approximately 50% of all children witness the dissolution of their parent's marriage, but approximately 50% of those children will witness a parent's second divorce as well (Americans for Divorce Reform; LoveToKnow). Compared to rates during earlier decades, the occurrence, and re-occurrence, of divorce has become more common and frequent.

This study proposal seeks to obtain additional and relevant information that could be used to build on existing frameworks and concepts. Because there is limited research done targeting

both actual and psychological birth orders and adjustment patterns, evidence could be provided to support or negate certain interventions and treatment planning. Essentially, this study will provide additional research that is needed to indicate if there is a correlation between actual and psychological birth orders and adjustment after divorce. Findings may be a benefit to mental health and wellness practitioners who can utilize these concepts in attempts to help adolescents transitioning and adjusting after divorce. Although there has been conflicting evidence regarding the level of intensity and impact divorce has on an individual, research does indicate that a traumatic event, such as divorce, still affects that person. In a study conducted by Borrine, Handal, Brown, and Searight (1991) results indicated the effectiveness of therapy despite the various degrees of severity experienced during divorce:

> The conclusion that divorce and remarriage are not uniformly handicapping events should not be interpreted to mean that all children and adolescents will eventually resolve the transitional crisis associated with divorce and remarriage simply by the page of time. Rather authors recommend access to and the provision of mental health services to, individuals experiencing the crisis of divorce and remarriage
>
> (p. 755).

Purpose of Study

Correlations between actual and psychological birth orders and adjustment have yet to be made due to limited research. Furthermore, though research indicating the significance actual birth order has concerning reactions and responses in home environments is limited, prior research has indicated some significance with psychological disorders (Stewart & Campbell, 1998 Watkins, 2006). This study seeks to examine if possible correlations exist between actual

birth order, psychological birth order, and adolescent adjustment in post-divorce homes. Though prior research suggests that older or first-born children interact and behave in ways different from those born later or youngest (Cicirelli, 1977; Deutsch, 1981; Lamb & Sutton-Smith, 1982; Miller & Maruyama, 1976; Snow, Jacklin, & Maccoby, 1981; Sutton-Smith & Rosenberg, 1970), few studies can be found targeting potential correlations between a adolescent's actual and psychological birth orders and possible adjustment during a potentially traumatic event such as divorce.

Definitions of Terms

In order to have a clear understanding of terms used in this study, definitions of key terms are provided and follow:

Adolescents– Adolescents will include university freshmen. Although many freshmen are typically 18 years of age and considered legal adults, they are also considered adolescents by developmental experts (Balk, 1995; Bernard, 1957, 1971; *Understanding*, 1973).

Divorce - The terms divorce and marital dissolution will be used interchangeably during the study to describe the legal termination of marriage.

Actual birth order - Actual birth order will be used to describe the birth position that is established through the adolescent's chronological birth ranking.

Birth order - Specific birth order positions are classified as either *First-Born Middle-Born* (positions including second and third born), *Youngest-Born*, and *Only Child*. While birth order positions start with *First-Born* and end with *Youngest-Born*, positions start over with the *First-Born* position and subsequent to the following positions in families that have over four siblings (Carlson & Englar-Carlson, 2008, 114).

Psychological birth order - Psychological birth order is defined as the birth role adolescents perceived themselves to have in the family. While the definition of actual birth order encompasses the characteristics that can be found in the psychological birth order, it does not emphasize the aspect of perception that is addressed within the psychological birth order concept. Rather, birth order relies more on "assigned" birth roles instead of "chosen" birth roles (as cited in Stewart, Stewart, & Campbell, 2001, 363). Like actual birth order, positions within the psychological birth order are classified as *First-Born*, *Middle-Born*, *Youngest-Born*, and *Only Child*. Psychological birth order positions also start with *First-Born* and end with *Youngest-Born*, but can start over with the *First-Born* position and subsequent to the following positions in families that have over four siblings.

Adjustment - Using the scales and concepts provided in the *Adult Behavior Checklist* (ABCL) adjustment will be defined as both positive manners and negative manners (maladjustment) in which behaviors are exhibited as a result or reaction to divorce. These manners may consist of the internalization and externalization of behaviors such as, aggression, rule-breaking activity, withdrawal, somatic complaints, and may differ in extent to which they are exhibited.

Normal adjustment – Healthy adjustment identified through data comparisons within the *Adult Behavior Checklist* which indicate that healthy adjustment has been exhibited.

Maladjustment – Unhealthy adjustment identified through data comparisons within the *Adult Behavior Checklist* which indicate that "borderline" and "clinical" adjustment has been exhibited.

The previous definitions are provided to clarify how these terms and phrases will be used within the scope of this study.

Research Questions

Research questions are posed to direct the investigation toward and meaningful conclusion. This study seeks to answer the following questions:

(1) What relationship exists between actual birth order and how adolescents from post divorced homes experience adjustment using the *Adult Behavior Checklist* (ABCL)?

(2) What relationship exists between psychological birth order and how adolescents from post divorced homes experience adjustment using the *Adult Behavior Checklist* (ABCL)?

(3) Do adolescents with congruent actual and psychological birth order and adolescents with incongruent actual and psychological birth orders differ in measures of adjustment using *Adult Behavior Checklist* (ABCL)? (See Table 1 for diagram)

Hypotheses

Hypotheses are provided to indicate the researcher's prediction of how data will support each research question. Three hypotheses follow:

(1) A statistically significant correlational relationship ($p \leq .05$) will exist between actual birth order and how adolescents from post divorced homes experience adjustment using the *Adult Behavior Checklist* (ABCL).

(2) A statistically significant correlational relationship ($p \leq .05$) will exist between psychological birth order and how adolescents from post divorced homes experience adjustment using the *Adult Behavior Checklist* (ABCL).

(3) Significant correlational relationships ($p \leq .05$) will exist that will differentiate between congruent actual and psychological birth orders and incongruent actual and psychological birth orders and how adolescents from post divorced homes experience adjustment using the *Adult Behavior Checklist* (ABCL).

Delimitations

Delimitations include purposeful and planned steps taken to narrow the focus of this study proposal. There are several delimitations to this research project. First, though prior research has examined the impact of separated, broken and divorced homes, the present study proposal seeks to examine only the effects of divorce on adolescents. Second, though mother or father-absent environments might fall under the scope of divorce, the study will only target adolescents from families in which both parents were married to each other, but no longer legally married. Additionally this legal termination must have taken placed within 5 years from the time this study is conducted. Third, this study will only target adolescents who lived with at least one of the divorced parents for a considerable number of years during their influential years (L.H. Stewart, 1992), which, for the purposes of this study proposal, will be at least five of the same years following when the divorce occurred. Fourth, only full (i.e., not step siblings), biological siblings that are acknowledged by participants will be factored into participants' actual birth orders.

Limitations

Potential limitations that may impact findings are discussed here. Questions will prompt participants to reflect upon events that may be uncomfortable which may limit participation. Conclusions will be based solely on the perspectives of the participants. Participant subjectivity

may inaccurately reflect the level and manner of adjustment participants actually exhibited in their homes. Additionally, participants are freshmen from one university in the Southeastern U.S. Conclusions from this study cannot be generalized to other demographic regions or populations.

Ethical Considerations

Researchers must be responsible and employ ethical standards of conduct to protect participants. In this spirit, all participants will be provided with information regarding their informed consent prior to participating in the study. This form consists of the study's purpose and terms of agreement (see Appendix A). Additionally, participants will be informed of any potential risks as a result of participation and will be able to receive access to information regarding counseling upon request. All data obtained will be used for purposes of this research only. Participants will be informed of all attempts made to ensure confidentiality which will include securing all data into a password protected computer database in which only this researcher and supervisor will have access. Participants will also be informed that their participation is completely voluntary and that they have the right to discontinue participation at any given time. Any information given by those who chose to discontinue participation will not be used or factored into the research analysis.

The second chapter will review relevant literature specific to the proposed study. The literature review will highlight past research and provide a foundation and framework for this study. The third chapter will outline the methodology proposed to explore the research questions.

CHAPTER TWO

LITERATURE REVIEW

Divorce

Divorce has been used, interchangeably with terms like *family dissolution*, *father absent*, *broken-home*, and *marital dissolution*, to describe the dissociation or separation of two people. Marital dissolution, or divorce, has garnered attention and scrutiny after divorce rates have increased in the past 50 years. Based on current reports, divorce rates have reached 43%-50% for first marriages nationally (Americans for Divorce Reform, 2002; U.S. Department of Health and Human Services 2007; LoveToKnow, 2008). Reports also indicate that this number increases with the number of remarriages: 60%-67% for second marriages and 70%-73% for third marriages (LoveToKnow, 2008).

Concern regarding post-divorce effects on families and children has led to numerous studies researching the complexity of marital dissolution. Outcomes were closely examined to determine if the process of divorce or specific circumstances played a role in possible displays of adjustment in children and adolescents. Over the decades, researchers have come to different, and sometimes conflicting conclusions of how divorce plays a role in adolescent adjustment. For example, in his book, *Family therapy and sibling position*, Toman (1988) argues from a social and intimate perspective that divorce affects children and adolescent on a long-term basis. Toman suggests that children witnessing parental conflict create a belief or expectation based on the interaction exhibited by their parents. Children witness cumbersome and joyless marriages and believe that all future relationships will entail in the same manner. Consequently, these

children are exposed to more strife, anxiety, anger, and hatred in their family (Toman). However, research done by Barber and Eccles (1992) suggested that while divorce had been associated with negative outcomes, many families and adolescents began to exhibit normal functioning and adjustment after the initial crisis period following divorce. Barber and Eccles concluded that outcomes depended on various other factors such as age and sex of child, length of time in single-parent family, and parental conflict prior to and following the divorce.

1980's

The beginning of the 1980's ushered in numerous studies targeting the effects of divorce. In 1984, researchers Slater and Haber targeted adolescent adjustment following divorce. Based on research found in preceding studies done by Emery (1982) and Rutter (1971), Slater and Haber believed that adolescent adjustment in post divorce homes was dependent on marital conflict in the home prior to the divorce, as well as continued parental turbulence after the separation. Slater and Haber also relied on research conducted by Burchinal (1964) to further support this notion. Burchinal believed that children who even resided with one parent adjusted better later on in life than their peers who lived in high conflict two-parent homes. For their study, Slater and Haber selected three public high schools to elicit participants. A total of 150 adolescents were selected and given the *Tennessee Self Concept Scale, Locus of Control Scale for Children*, and the trait form of the *State-Trait Anxiety Inventory*. Results from the study revealed that low conflict in the home did not substantially affect adjustment for adolescents, even if divorced occurred, indicating that adolescent adjustment was contingent more so on the severity of the conflict present in the home, and not necessarily the divorce itself (Slater & Haber,

1984). In 1988, Forehand et al found similar findings in a study that targeted adolescent adjustment to recent parental divorce. In this particular investigation, 96 adolescents were selected and given the *Brief Symptom Inventory* and *National Youth Survey*, which measured internalizing problems and externalizing problems, respectively. Their parents were given the *O'Leary-Porter Scale* to measure the level of parental conflict. Results from the study suggested a possible relationship between parental conflict and adolescent adjustment. Like their predecessors, Forehand et al (1988) could not provide critical evidence that linked divorce with adolescent functioning. Additionally, similar to the 1984 study, findings from the 1988 study suggested that high parental conflict, regardless if it was present before or after divorce, was detrimental to the development and adjustment of adolescents (Forehand et al, 1988).

1990's

The following decade placed more scrutiny on relationships between adjustment occurring with parental divorce and time lapsed after divorced occurred. Consequently, studies among this period had conflicting results. Frost and Pakiz (1990) closely examined effects on adolescents from relatively new divorced parents versus those whose parents had been divorced for a longer period of time. Frost and Pakiz sought to determine if the recentness of marital dissolution played a significant role to adolescent problematic behavior. The longitudinal study, which ultimately consisted of 192 participants, revealed that time, in fact, played a role in the manner adjustment was exhibited Children from recently disrupted home, generally, reported externalizing their adjustment, such as displaying antisocial behaviors, more than other peers from intact homes (Frost & Pakiz). Frost and Pakiz also found that adolescents whose parents

had recently divorced reported smoking cigarettes or marijuana in higher proportions than their counterparts. Frost and Pakiz were able to note that both girls and boys from disrupted families, despite the time elapsed from the divorce, reported exhibiting more delinquent behavior at a higher level than adolescents from intact environments (Frost & Pakiz). In 1992 Aro and Palosaari sought to examine possible effects of divorce. Aro and Palosaari selected ninth - students attending a secondary school in Southern Finland. Over 2000 participants were given questionnaires, which measured various internalizations of adjustment such as somatic and psychological symptoms, as well as personal characteristics regarding self-esteem and school performance. Participants were later contacted six years later and given additional questionnaires similar to the initial ones. Findings revealed that low self-esteem, depression, school performance, premature dating and smoking were all negative products of parental divorce (Aro & Palosaari, 1992). Aro and Palosaari discovered that the higher occurrence of negative life events found in adolescents from divorced families suggested adjustment for this group contained more stressful paths and anguish. Parental divorce appeared to have the potential to be so traumatic regarding coping and adjustment that some children later report somatic complaints, depression, and drug and substance abuse (Aro & Palosaari). However, the researchers noted that the "majority of the children from divorced families also showed good psychosocial adaptation as young adults" (Aro & Palosaari, 1992).

2000's

Current research indicates that divorce does leave a lasting effect on adolescents well into young adulthood. Additional studies imply that adolescents who experience divorce in their

homes are at greater risk for delinquent behaviors and adjustment even later in life despite the amount of time elapsed since the divorce. Laumann-Billings and Emery (2000) conducted a two-part study that revealed that not only did young adults of from divorced homes report more distress about their childhoods than their counterparts who lived in homes where parents were still married, but also reported more negative feelings, beliefs, pain and suffering up to a decade after the divorce had occurred. The two-part study, one involving 193 college undergraduates who were given *The Painful Feelings about Divorce* scale to measure their reaction and current perspective on their parents' dissolutions, was conducted. The second study involved administering the same scale to adolescents and young adults from primarily low-income divorced families. Results from overall study indicated that although the individuals from divorced families were resilient, their turmoil and grief were still considered to be significant as a result of the disruption (Laumann-Billings & Emery, 2000). Data collected from a longitudinal adult twin study indicated premature life transitions and activities for participants who experienced divorce in their home (D'Onofrio et al, 2006). Environment seemed to play a role in the likelihood for behavioral problems and substance use when linked with divorce (D'Onofrio et al). Results established a relationship between parental dissolution and behavioral problems. That is, parental divorce, particularly before the adolescent child is 16, was correlated with several "measures of adjustments and life course outcomes, including lower educational attainment, earlier initiation of sexual activity, earlier age of onset of alcohol and drug use, and earlier emotional problems" (D'Onofrio, et al, p. 495.).

Birth order

In her book *The Birth Order Factor,* Forer (1976) states that experience is more relevant than that actual birth position, "It is not the *position* of birth that is important but rather your experiences with other members of your family as a *result* of being the oldest, middle, youngest, or only child" (Forer, 1976, p. 7). Emphasis is placed on the environment and interaction with others in that the environment impacts the characteristics of a particular position. Adler's concept of "psychological birth order" describes an additional aspect of birth order in regards to family interactions and identities based on perception:

> The family or sibling role that an individual develops, in part through his or her efforts to find a way to belong in the family, depending on the available or ascribed roles that exist in the family. The psychological birth order may be affected by the family atmosphere and the individual's actual birth position, although neither of these influences strongly determines the perceived position
>
> (Oberst & Stewart, 2003 p. 201).

Konig (1963) also noted the affects the family environment had on an individual and their role. Both Forer (1976) and Konig (1963) found similarities within each ordinal position based on the interaction and atmosphere of the family environment.

Children growing up as the only child typically are dominant, verbal, and a perfectionist. They are typically not jealous because their position in the family has never been threatened. Other traits common among this position include preference for solitude, eagerness to please authority figures, withdrawn, observant, independent, eccentric (Forer, 1976; Konig, 1963).

First-borns tend to be meticulous, conscientious, driven, ambitious, and experience more jealousy and envy. Additional traits include traditional, preference for law and order, more likely to be academically successful than siblings, independent, natural-born leader, protective, conventional, authoritative, domineering, prideful, overbearing, obedient, impatient, and cautious (Forer, 1976; Konig, 1963). Middle-born children are more likely to possess diplomatic and negotiating skills. Children born in this position are friendly, resilient, rebellious, unconventional, creative, passive, and supportive (Forer, 1976; Konig, 1963). The youngest sibling is oftentimes charming, playful, lighthearted, spoiled, pampered, indulgent, and a good companion. The youngest can appear to be an outsider, problematic, popular among peers, irresponsible, and lack motivation (Forer, 1976; Konig, 1963).

Wegscheider (1981) also found these characteristics to be similar in chaotic or dysfunctional environments in her book, *Another Chance: Hope and Health for the Alcoholic Family*. During an environmental disruption or traumatic event, children and adolescent continue to maintain roles, or identify with other roles, to maintain the balance and homeostasis of the chaotic environment. The oldest, primarily having the same characteristics as before is defined as "The Hero." The hero typically strives for justice, order and balance in all he does. The hero exhibits "well-behaved" manners and is more likely to experience a high level of success as a result of his high standards and ambition. The second-born typically becomes "The Scapegoat," and tends to exhibit unhealthy and undesirable behaviors as a result of his rebellious and unconventional nature. In environments where more than three children are present, the third-born is labeled as the "Lost" sibling. This individual typically spends the majority of his time

day-dreaming and is often withdrawn and removed from his other siblings due to his introverted and inconspicuous disposition. The last-born is labeled as "The Mascot." Mascots typically function as a source of entertainment, laughter and pleasure for everyone in the family as a result of his charming, playful, and slightly manipulative disposition (Wegscheider, 1981).

Research on actual birth orders in the family has been limited. While there general characteristics have been made for each birth order, few studies have been conducted that target these positions and reactions to various events and situations. Additionally, these studies revealed conflicting data which consequently doubted the significance the effect actual birth order had. Glass, Horwitz, Firestone, and Grinker (1963) conducted a study to examine birth order and reactions to stimuli such as frustration. The data was obtained from a reanalysis of a 1961 study focused on relationships between frustration and aggression. The research, however, revealed contradicting findings and consequently did not indicate any significant correlations between actual birth order and reactions to frustration (Glass, Horwitz, Firestone & Grinker, 1963). Because of conflicted evidence researchers began to look at the effect of the psychological birth order. Ansbacher and Ansbacher (1957) examined Alder's notion that the order a child was born and his own perception of that situation had more effect on his personality and character than that child's order of birth (as cited in Stewart, Stewart & Campbell, 2001). Stewart, Stewart, and Campbell (2001) conducted a study to examine the link between roles based on psychological birth order, social support, and family ambiance. An additional study was conducted to examine correlations between perceived positions and characteristics that were assumed to be associated with that specific position. In this, study 422 undergraduate students,

248 women and 174 men, were selected based their current or recent family dynamics. Participants were measured using the *White-Campbell Psychological Birth Order Inventory*, *Perceived Social Support* portion of the *Friends and Family Scale*, *Family of Origin*, and *Family Environment Scale*. Data collected from the first study suggested that an important relationship between family atmosphere and perceived positions exists. An additional study consisting of 168 women and 122 men from various colleges located in the southeastern region of the U.S was conducted. These participants were given the White-Campbell Psychological Birth Order Inventory, the Marlowe-Crowne Social Desirability Scale, and the Personality Research Form. Although the study received slightly varied evidence, significant data provided strong support for connections between certain positions and characteristics.

Close scrutiny has been placed on divorce and its potential impact over the past three decades. Numerous researchers have sought to identify possible correlations between both long- and short term effects of divorce and adolescent adjustment, as well as parental conflict and adolescent psychopathology. Prior research conducted has significantly supported the effects family environments and atmospheres have on how adolescents perceive themselves, their roles (Stewart, Stewart, & Campbell 2001) and ultimately their future adjustment (Burchinal, 1964; Rutter, 1971; Emery, 1982; Slater & Haber, 1984).

Based on the literature, this study proposal will add a missing component to the literature by investigating correlations between adjustment in adolescents from divorced homes comparing actual and psychological birth orders. The method of this proposed research study will be

discussed in the following chapter. The method will include survey research design, a description of participants, review of instrumentation, implementation procedures, and data analysis.

CHAPTER THREE

METHOD

The proposed study will be conducted using accepted research method practices. These practices will include a cross-sectional survey research design, a thorough description of participants to be used in this research, a review of the proposed instrumentation, implementation steps and procedures, and a description of the quantitative data analysis to be conducted.

Research Design

The design for this study will be a quantitative cross-sectional survey. This particular design is appropriate given the purpose of this study which includes examining correlations between both actual birth and psychological orders and indicated adjustment in adolescents. Additionally this study seeks to examine if certain trends can be implied based on the reports of congruent actual and psychological birth order versus incongruent actual and psychological birth order and adjustment. Consequently, this design will allow the study to closely examine multiple variables for relationship strength and direction in an efficient manner.

Participants

Participants will include University of Tennessee freshmen who are enrolled for the spring 2009 semester. These freshmen will be screened to include only those who indicate that their parents' current marriage status is legally divorced. Additionally, participants must indicate that their parents' divorce took placed within the last five years of current time, as well as report living with at least one of the divorced parents for at least five of those years.

Instrumentation

The study will consist of three instruments. A demographic questionnaire will be initially given to ascertain that all qualifying conditions are met during the primary screening (see Appendix B). Questions from the demographic survey include current parental union status, as well number of siblings and actual sibling status. The demographic questionnaire will also request participant descriptive data such age, race, ethnic origin, actual birth order, number of siblings, etc. Those who qualify to continue participation in the study will be given both the *White-Campbell Psychological Birth Order Inventory* (PBOI) (see Appendix C) and *Adult Behavior Checklist* (ABCL) (see Appendix D for a sample ABCL). A description of these two instruments follows.

The PBOI (Stewart, Stewart and Campbell, 2001; Stewart and Campbell, 1998; Campbell, White and Stewart, 1991) is a 46-item yes or no item survey that conceptualizes events participants experience (as cited in Oberst & Stewart, 2003). The questionnaire is based on Adler's concept of psychological birth orders, or the roles children perceived themselves in their family environment. Responses from the survey are categorized in either first-born, middle-born, youngest-born, or only-child scales. The first born scale consists of circumstances of guidance, direction, motivation, and overachievement while the middle scale entails concepts of rejection, disregard, reclusion, and neglect within the family. Charming, spoiled, humorous, and manipulative are common themes found within the youngest scale, while the only-child scale involves concepts of being overly critiqued, overprotected, and restricted. Studies measuring the validity and reliability of the inventory used test-retest scales that revealed reliability scores ranging from 0.8 to .94. (Oberst & Stewart).

The *Adult Behavior Checklist* (ABCL) is the revised version of the *Young Adult Behavior Checklist* (YABCL), which was originally created by Achenbach (1997) for the purposes of measuring deviant and abnormal behaviors in adults, ages 18 and older. The ABCL is a 116-item survey designed to identify problematic behaviors exhibited by young adults. The inventory includes three major scales that target adjustment. The first major scale, *Total Problems*, encompasses concepts such as "Thought Problems" and "Attention Problems." The *Internalization* scale consists of concepts such as "Anxious/Depressed," "Withdrawal," and "Somatic Complaints," issues that are often inhibited and dormant. The last scale, *Externalization*, includes outwardly and actively concepts such as "Aggressive Behavior," "Rule-Breaking Behavior," and "Intrusive." Statement responses provided on the inventory measures levels of "normal," "borderline," or "clinical" for each subscale which is then used to indicate an overall score for the three major scales ("normal," borderline," or "clinical"). The survey allows clinicians to administer to participants, parents, and teachers on a wider perspective on behaviors being displayed. Reliability and validity were previously assessed and critiqued using the older version the inventory (YABCL). Mean scores of the inventory's test-retest reliability at a one-week interval averaged .87 while long term stability resulted in average scores of .60. An analysis of internal consistency resulted in a range of .88-.95 for the *Internalizing* and *Externalizing* scales, and .96-.97 for the Total Problems scale. A parent comparison analysis using data given by mothers resulted in a reliability of .60, while a subject comparison resulted in a reliability score of .42 (Mental Measurements Yearbook, 14th ed).

Because of the themes and concepts found in this survey, the ABCL will be used to measure adjustment in this specific age range of adolescents.

Procedure

All freshmen will receive an electronic invitation through University email to participate in the study. After reading a brief explanation of the study, participants will be informed that their participation is voluntary and they can withdraw from the study at any time without penalty. Participants will then be provided a hyperlink to the survey and will be informed that they are giving their consent to participate when they open and complete the survey.

An initial demographic survey page will prompt students to provide age, race, ethnic group, and parental marriage status. Those who do not indicate parental divorce or marital dissolution as their parents' current family status, will be prompted that they have completed the survey and thanked for their participation. Those who indicate that their parents' current marriage status as "Divorced From Each Other", will be prompted to continue the survey. All qualifying participants will then be prompted to read the research's informed consent which will explain the study's purpose, confidentiality and duration, and additional instructions to participate in the random drawing for a $100 Visa gift card. All participants will confirm their understanding and research involvement by selecting the "I Accept" option. Participants will be instructed to take both the *Campbell-White Psychological Inventory* and the self report version of the *Adult Behavior Checklist* (ABCL). After both inventories are completed, participants will be given the option of permanently exiting the website or continuing to enter into the random drawing for a chance at winning a $100 Visa gift card. Participants who wish to participate in the random drawing will be asked to provide contact information necessary to compete in the drawing. All

participants will be assured that the electronic link with contact information is stored separately from their other survey results and personal information and will not be connected or traceable.

Data Analysis

Analysis of data will be accomplished through descriptive analysis of the four categories in both actual birth order and psychological birth order (Oldest, Middle, Youngest, and Only). Dichotomy and agreement between each set of scales found in both orders will be achieved through comparison analysis (McNemar & Kappa). This will determine if a commonality or homogeneity exists between the two. Each major scale will be analyzed with a multivariate analysis of variance (MANOVA). This analysis will determine if any possible significance exists between each actual and psychological birth order, as well as congruent and incongruent actual and psychological birth orders, and the extent to which manners (internalization, externalization, and total problems), of adjustment are reported. A significance level of $p = .05$ will be set for this study.

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APPENDICES

Appendix A
Informed Consent

You are being asked to participate in a study that seeks to investigate the relationship between child birth order and adjustment following parental divorce. By participating in this study, you will provide beneficial information that will aid counselors to increase their awareness, knowledge and understanding better enabling them to help their clients. This study is being conducted by C. Nichole Nash, a graduate student of Mental Health and Counseling at the University of Tennessee. She is being supervised by Dr. Joel Diambra, a faculty member in the Department of Educational Psychology and Counseling at the University of Tennessee, Knoxville.

You are eligible to participate in this study if your parents have currently been divorced from each other within five years and you have lived with at least one of those parents for at least five of those years. Participation involves taking a 20-30 minute dual survey. Your identity will remain anonymous and kept confidential. Please note that participation is completely voluntary. You have the right to stop at any point of the study at no penalty to you. If you decide to discontinue participation in the study, your responses will be destroyed and will not be used in the study. Should you complete the survey, your responses will not be traceable to you via your computer IP address. All information received will be kept confidential. Data will be stored in a secured and password protected computer. Only the researchers will have access to this information. No information will be released or shared with outside agencies or programs.

Once you complete the survey, you will be eligible to win a random drawing and receive a Simon Visa gift card in the amount of $100.00. All participants who complete the survey will be eligible for this prize. Your chances of winning depend on the number of people who complete the survey. After completing the survey, you will be given the option of enrolling in the raffle to receive the gift card. If interested, you must click on the link "Win a $100.00 Gift Card" in which you will be required to enter your name and address. This information is for drawing-purposes only and will not be connected to the survey data you submitted.

While there are no direct benefits for participating in the study aside for potentially receiving a $100.00 gift card, information obtained from your participation will be used to increase the counsel awareness of adolescent adjustment and coping. It is hoped that this information will increase counselor awareness, knowledge and understanding leading to more effectiveness treatment.

While this research does not call for any physical activity, participants may be subjected to emotional reactions as a result of completing surveys that ask to describe certain events experienced. While the researcher is not responsible for any emotional or behavioral reaction as a result of participating in the study, participants will be given the opportunity to receive information to access therapeutic services upon participants' requests.

While confidentiality is treated with extreme sensitivity, it is not completely guaranteed. Individuals on behalf of the University of Tennessee, Knoxville Institutional Review Board, Research Protection Program and Federal regulations agencies may examine records related to this study for research quality improvement.

C. Nichole Nash, B.A.

1122 Volunteer Boulevard

Claxton Complex

Knoxville, TN 37996-3452

Phone: 865: 773-9699

Email: cnash@utk.edu

Joel F. Diambra, Ed.D. LPC-MHSP, NCC

1122 Volunteer Boulevard

CC449 Claxton Complex

Knoxville, TN 37996-3452

Phone: 865-974-8774

Fax: 865-974-0135

Email: jdiambra@utk.edu

Additional Resources:

Tennessee Department of Health

http://health.state.tn.us/licensing.htm

“License Verification” for Private Practice

“Licensed Health Facilities Listings” for Facilities and Agencies

I have read the above Information and Consent form, and I agree to participate in this project. I also agree to have all my assessment scores, reported in aggregate, included in any publication or presentation of this study.

Name (printed):_____ Date: _____

Signature: _____

Appendix B
Demographic Questionnaire

Demographic Information Sheet

Age: _____ **Sex**: □M □F

Race/Ethnicity:

□ Caucasian □ African American □ Latino or Hispanic- Specify_____

□ Asian □ Native American □ Other_____

Please check the description that best describes your parents' current marital status:

Currently my parents are:

□ Married to each other

□ Married, but not to each other (i.e. Remarried, or Parents were never initially married to each other)

□ Separated (Not divorced but not currently residing in the same home)

□ Divorced from each other (Marriage is legally terminated and parents are currently not residing in same environment)

□ Other (Please briefly describe family environment): -

_____

_____

_____

_____

_____

(If you indicated that your parents are currently "Married to each other," "Married, but not to each other," or "Separated")---END OF SURVEY

If you indicated that your parents are "Divorced from each other" please indicate how **LONG AGO** divorce occurred:

□ 0-1 Year Ago □ Up to 2 Years Ago □ Up to 3 Years Ago

□ Up to 4 Years Ago □ Up to 5 Years Ago □ More than 5 Years Ago

With whom did you primarily live?

□ Biological mother □ Biological father □ Other

How long did you live with this person?

□ 0-5 Years □ 6-10 Years □11 Years or more

Do you have any full, biological siblings (Siblings who share same set of parents as you)?

□ YES □ NO, because I'm the only child -or- □ OTHER

If "Yes", please list the age and gender of each sibling.

If “Other” please provide details, as well as list age, gender, and relation of the any person who has resided in the same home as you have. Additionally, please indicate the length of time each person has resided in the same home as you have.

Appendix C
White-Campbell Psychological Birth Order Inventory (PBOI)

© 1991 Joanna White, Linda Campbell & Alan E. Stewart

Instructions:

Please read each item and then circle YES or NO according to how you felt when you lived in the family in which you grew up. If you lived in several families, please think of the one that you spent the most time in as you respond to these items. If you had no brothers or sisters you may ignore items that refer to experiences you had with your siblings.

YES NO 1. I believed my parents had high expectations of me.

YES NO 2. I was babied by my family members.

YES NO 3. My family was more involved in my life than I wanted.

YES NO 4. It seemed like I was in a race trying to catch up.

YES NO 5. It was important to me to please adults. YES NO 6. My family did not respect my privacy.

YES NO 7. I felt isolated from others.

YES NO 8. It was easy to talk my brothers and sisters into giving me things.

YES NO 9. My parents worried a lot about me.

YES NO 10. I was taken less seriously than anyone in the family.

YES NO 11. It was important to me to advise my brothers and sisters about right and wrong.

YES NO 12. I was seen as being the most charming in the family.

YES NO 13. It seemed like I never had my parent's full attention.

YES NO 14. My parents tried to control me.

YES NO 15. I am more organized and structured than others in my family.

YES NO 16. I was pampered by my family members.

YES NO 17. Other family members saw me as the least capable.

YES NO 18. It was important to me that others do things right.

YES NO 19. My parents tried to manage my life.

YES NO 20. I was good at getting others to do things for me.

YES NO 21. It seemed like I was less important that other members of my family.

YES NO 22. I wanted to satisfy my parents.

YES NO 23. My parents wanted to know about everything that was going on in my life.

YES NO 24. It was easy to talk my parents into giving me things.

YES NO 25. I often felt less loved than others in my family.

YES NO 26. I felt smothered by my parents.

YES NO 27. It was important to me to do things right.

YES NO 28. When I wanted to I could be the ruler of the family.

YES NO 29. I often felt that I was treated more unfairly than others in the family.

YES NO 30. I was good at getting what I wanted from my family.

YES NO 31. I felt like I lived in a fishbowl.

YES NO 32. It was important to me to make good grades in school.

YES NO 33. I felt disconnected from others in my family.

YES NO 34. My parents considered everything that was my business, their business.

YES NO 35. It was important to me to be the best.

YES NO 36. I could be the boss in the family when I wanted to.

YES NO 37. I felt squeezed out by my brothers and sisters.

YES NO 38. My parents were busybodies.

YES NO 39. I liked order more than other people in my family.

YES NO 40. I was seen as the most adorable in the family.

YES NO 41. It was important to me that my brothers and sisters do things right.

YES NO 42. I was treated less justly than others in my family.

YES NO 43. I wanted others in my family to do things properly.

YES NO 44. I felt like I was less valuable than other members of my family.

YES NO 45. I liked doing things the correct way.

YES NO 46. I felt left out by my brothers and sisters.

Appendix D
Sample of Adult Behavior Checklist

(Not intended for actual use)

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YOUR First Middle Last

FULL

NAME

YOUR GENDER YOUR ETHNIC

AGE GROUP

Male Female

RACE

TODAY'S DATE YOUR BIRTHDATE

Mo. ____ Date ____ Yr. _____ Mo. ____ Date ____ Yr. ____

Please fill out this form to reflect your views, even if other people might not agree. You need not spend a lot of time on any item. Feel free to print additional comments. Be sure to answer all items.

ADULT SELF-REPORT FOR AGES 18-59 Please print your answers.

For office use only

ID#

YOUR USUAL TYPE OF WORK, even if not working now. Please be specific—for example, auto mechanic; high school teacher; homemaker; laborer; lathe operator; shoe salesman; army sergeant; student (indicate what you are studying & what degree you expect).

Your Spouse or partner's

work _____ work _____

PLEASE CHECK YOUR HIGHEST EDUCATION

1. No high school diploma and no GED

2. General Equivalency Diploma (GED)

3. High school graduate

4. Some college but no college degree

5. Associate's Degree

6. Bachelor's or RN Degree

7. Some graduate school

but no graduate degree

8. Master's Degree

9. Doctoral or Law Degree

Other education (specify):

_____

I. FRIENDS:

A. About how many close friends do you have? (Do not include family members.)

None 1 2 or 3 4 or more

B. About how many times a month do you have contact with any of your close friends? (Include in-person contacts, phone, letters, e-mail.)

Less than 1, 1 or 2 3 or 4 5 or more

C. How well do you get along with your close friends?

Not as well as I'd like Average Above average Far above average

D. About how many times a month do any friends or family visit you?

Less than 1, 1 or 2, 3 or 4, 5 or more

II. SPOUSE OR PARTNER:

What is your marital status? Never been married Married but separated from spouse

Married, living with spouse Divorced

Widowed Other—please describe: _____

At any time in the past 6 months, did you live with your spouse or with a partner?

No—please skip to page 2.

Yes—Circle 0, 1, or 2 beside items A-H to describe your relationship during the past 6 months:

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

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ASEBA, University of Vermont, 1 South Prospect St., Burlington, VT 05401-3456

www.ASEBA.org

0 1 2 A. I get along well with my spouse or partner

0 1 2 B. My spouse or partner and I have trouble

sharing responsibilities

0 1 2 C. I feel satisfied with my spouse or partner

0 1 2 D. My spouse or partner and I enjoy similar activities

0 1 2 E. My spouse or partner and I disagree about

living arrangements, such as where we live

0 1 2 F. I have trouble with my spouse or partner's family

0 1 2 G. I like my spouse or partner's friends

0 1 2 H. My spouse or partner's behavior annoys me

Page 1

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Please be sure you have answered all items.

Then see other side.

Please print. Be sure to answer all items.

III. FAMILY:

Compared with others, how well do you:

A. Get along with your brothers? I have no brothers

B. Get along with your sisters? I have no sisters

C. Get along with your mother? Mother is deceased

D. Get along with your father? Father is deceased

E. Get along with your biological

or adopted children? I have no children

1. Oldest child Not applicable

2. 2nd oldest child Not applicable

3. 3rd oldest child Not applicable

4. Other children Not applicable

F. Get along with your stepchildren? I have no stepchildren

IV. JOB: At any time in the past 6 months, did you have any paid jobs (including self-

employment and military service)?

No—please skip to Section V.

Yes—please describe your

job(s):_____

Circle 0, 1, or 2 beside items A-I to describe your work experience during the past 6 months:

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

Worse than Variable or Better than No

Average Average Average Contact

0 1 2 A. I work well with others

0 1 2 B. I have trouble getting along with bosses

0 1 2 C. I do my work well

0 1 2 D. I have trouble finishing my work

0 1 2 E. I am satisfied with my work situation

V. EDUCATION: At any time in the past 6 months, did you attend school, college, or any other educational or training program?

No—please skip to Section VI.

Yes—what kind of school or program?

_____

What degree or diploma are you seeking? _____ Major?

_____

When do you expect to receive your degree or diploma? _____

Circle 0, 1, or 2 beside items A-E to describe your educational experience during the past 6 months:

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2 F. I do things that may cause me to lose my job

0 1 2 G. I stay away from my job even when I'm not sick or not on vacation

0 1 2 H. My job is too stressful for me

0 1 2 I. I worry too much about work

0 1 2 A. I get along well with other students

0 1 2 B. I achieve what I am capable of

0 1 2 C. I have trouble finishing assignments

0 1 2 D. I am satisfied with my educational situation

0 1 2 E. I do things that may cause me to fail

VI.Do you have any illness, disability, or handicap? No Yes—please describe:

VII. Please describe your concerns or worries about family, work, education, or other things: No concerns

VIII. Please describe the best things about yourself:

Page 2 Please be sure you have answered all items.

0 1 2 1. I am too forgetful

0 1 2 2. I make good use of my opportunities

0 1 2 3. I argue a lot

0 1 2 4. I work up to my ability

0 1 2 5. I blame others for my problems

0 1 2 6. I use drugs (other than alcohol and nicotine)

for nonmedical purposes (describe): _____

_____

0 1 2 7. I brag

0 1 2 8. I have trouble concentrating or paying attention

for long

0 1 2 9. I can’t get my mind off certain thoughts

(describe): _____

---

0 1 2 10. I have trouble sitting still

0 1 2 11. I am too dependent on others

0 1 2 12. I feel lonely

0 1 2 13. I feel confused or in a fog

0 1 2 14. I cry a lot

0 1 2 15. I am pretty honest

0 1 2 16. I am mean to others

0 1 2 17. I daydream a lot

0 1 2 18. I deliberately try to hurt or kill myself

0 1 2 19. I try to get a lot of attention

0 1 2 20. I damage or destroy my things

0 1 2 21. I damage or destroy things belonging to others

0 1 2 22. I worry about my future

0 1 2 23. I break rules at work or elsewhere

0 1 2 24. I don't eat as well as I should

0 1 2 25. I don't get along with other people

0 1 2 26. I don't feel guilty after doing something I shouldn’t

0 1 2 27. I am jealous of others

0 1 2 28. I get along badly with my family

0 1 2 29. I am afraid of certain animals, situations, or

places (describe): _____

_____

0 1 2 30. My relations with the opposite sex are poor

0 1 2 31. I am afraid I might think or do something bad

0 1 2 32. I feel that I have to be perfect

0 1 2 33. I feel that no one loves me

0 1 2 34. I feel that others are out to get me

0 1 2 35. I feel worthless or inferior

0 1 2 36. I accidentally get hurt a lot

Please print your answers. Be sure to answer all items.

VIII. Below is a list of items that describe people. For each item, please circle 0, 1, or 2 to describe yourself over

the past 6 months. Please answer all items as well as you can, even if some do not seem to apply to you.

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2 37. I get in many fights

0 1 2 38. My relations with neighbors are poor

0 1 2 39. I hang around people who get in trouble

0 1 2 40. I hear sounds or voices that other people think

aren't there (describe): _____

_____

0 1 2 41. I am impulsive or act without thinking

0 1 2 42. I would rather be alone than with others

0 1 2 43. I lie or cheat

0 1 2 44. I feel overwhelmed by my responsibilities

0 1 2 45. I am nervous or tense

0 1 2 46. Parts of my body twitch or make nervous movements (describe): _____

_____

0 1 2 47. I lack self-confidence

0 1 2 48. I am not liked by others

0 1 2 49. I can do certain things better than other people

0 1 2 50. I am too fearful or anxious

0 1 2 51. I feel dizzy or lightheaded

0 1 2 52. I feel too guilty

0 1 2 53. I have trouble planning for the future

0 1 2 54. I feel tired without good reason

0 1 2 55. My moods swing between elation and depression

56. Physical problems without known medical cause:

0 1 2 a. Aches or pains (not stomach or headaches)

0 1 2 b. Headaches

0 1 2 c. Nausea, feel sick

0 1 2 d. Problems with eyes (not if corrected by

glasses) (describe): _____

_____

0 1 2 e. Rashes or other skin problems

0 1 2 f. Stomachaches

0 1 2 g. Vomiting, throwing up

0 1 2 h. Heart pounding or racing

0 1 2 i. Numbness or tingling in body parts

0 1 2 57. I physically attack people

0 1 2 58. I pick my skin or other parts of my body

(describe): _____

_____

0 1 2 59. I fail to finish things I should do

0 1 2 60. There is very little that I enjoy

0 1 2 61. My work performance is poor

0 1 2 62. I am poorly coordinated or clumsy

Page 3 Please be sure you have answered all items.

Then see other side.

0 1 2 63. I would rather be with older people than

with people of my own age

0 1 2 64. I have trouble setting priorities

0 1 2 65. I refuse to talk

0 1 2 66. I repeat certain acts over and over

(describe): _____

_____

0 1 2 67. I have trouble making or keeping friends

0 1 2 68. I scream or yell a lot

0 1 2 69. I am secretive or keep things to myself

0 1 2 70. I see things that other people think

aren't there (describe): _____

_____

0 1 2 71. I am self-conscious or easily

embarrassed

0 1 2 72. I worry about my family

0 1 2 73. I meet my responsibilities to my family

0 1 2 74. I show off or clown

0 1 2 75. I am too shy or timid

0 1 2 76. My behavior is irresponsible

0 1 2 77. I sleep more than most other people

during day and/or night (describe):

_____

0 1 2 78. I have trouble making decisions

0 1 2 79. I have a speech problem (describe):

_____

0 1 2 80. I stand up for my rights

0 1 2 81. My behavior is very changeable

0 1 2 82. I steal

0 1 2 83. I am easily bored

0 1 2 84. I do things that other people think are

strange (describe): _____

_____

0 1 2 85. I have thoughts that other people would

think are strange (describe): _____

_____

0 1 2 86. I am stubborn, sullen, or irritable

0 1 2 87. My moods or feelings change suddenly

0 1 2 88. I enjoy being with people

0 1 2 89. I rush into things without considering

the risks

0 1 2 90. I drink too much alcohol or get drunk

0 1 2 91. I think about killing myself

0 1 2 92. I do things that may cause me trouble

with the law (describe): _____

_____

0 1 2 93. I talk too much

0 1 2 94. I tease others a lot

0 1 2 95. I have a hot temper

0 1 2 96. I think about sex too much

0 1 2 97. I threaten to hurt people

0 1 2 98. I like to help others

0 1 2 99. I dislike staying in one place for very long

0 1 2 100. I have trouble sleeping (describe): _____

_____

0 1 2 101. I stay away from my job even when I'm not

sick and not on vacation

0 1 2 102. I don't have much energy

0 1 2 103. I am unhappy, sad, or depressed

0 1 2 104. I am louder than others

0 1 2 105. People think I am disorganized

0 1 2 106. I try to be fair to others

0 1 2 107. I feel that I can't succeed

0 1 2 108. I tend to lose things

0 1 2 109. I like to try new things

0 1 2 110. I wish I were of the opposite sex

0 1 2 111. I keep from getting involved with others

0 1 2 112. I worry a lot

0 1 2 113. I worry about my relations with the opposite sex

0 1 2 114. I fail to pay my debts or meet other financial responsibilities

0 1 2 115. I feel restless or fidgety

0 1 2 116. I get upset too easily

0 1 2 117. I have trouble managing money or credit cards

0 1 2 118. I am too impatient

0 1 2 119. I am not good at details

0 1 2 120. I drive too fast

0 1 2 121. I tend to be late for appointments

0 1 2 122. I have trouble keeping a job

0 1 2 123. I am a happy person

124. In the past 6 months, about how many times per

day did you use tobacco (including smokeless

tobacco)? _____ times per day.

125. In the past 6 months, on how many days were

you drunk? _____ days.

126. In the past 6 months, on how many days did you

use drugs for nonmedical purposes (including

marijuana, cocaine, and other drugs, except

alcohol and nicotine)? _____ days.

Page 4

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

Please print your answers. Be sure to answer all items.

Please be sure you have answered all items.

Appendix E
Figures

(1) Actual Birth Order and Adjusment

(2) Psychological Birth Order and Adjustment

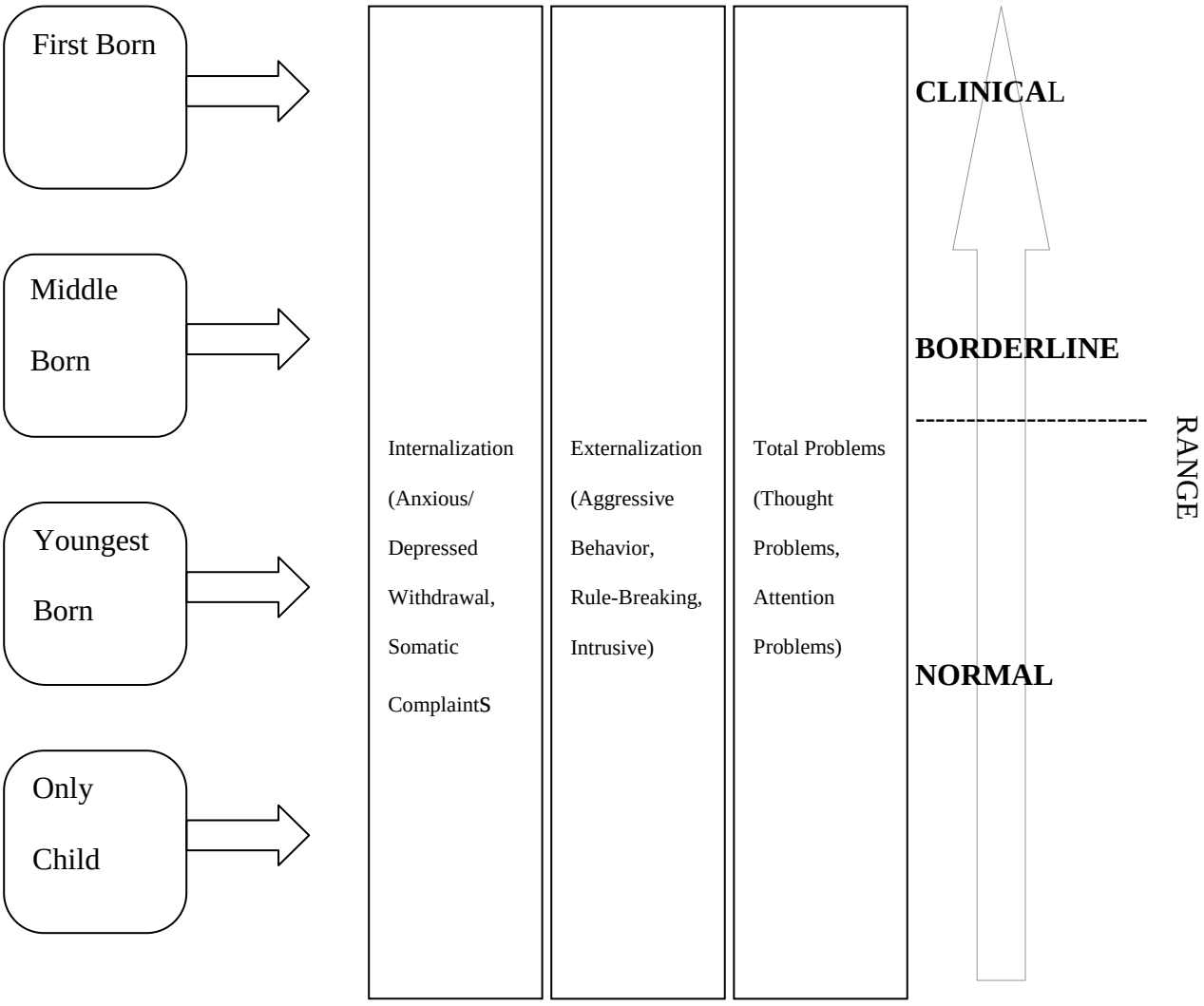

Figure 1

Congruent Actual and Psychological Birth Orders vs. Incongruent Actual and Psychological Birth Orders Regarding Adjustment

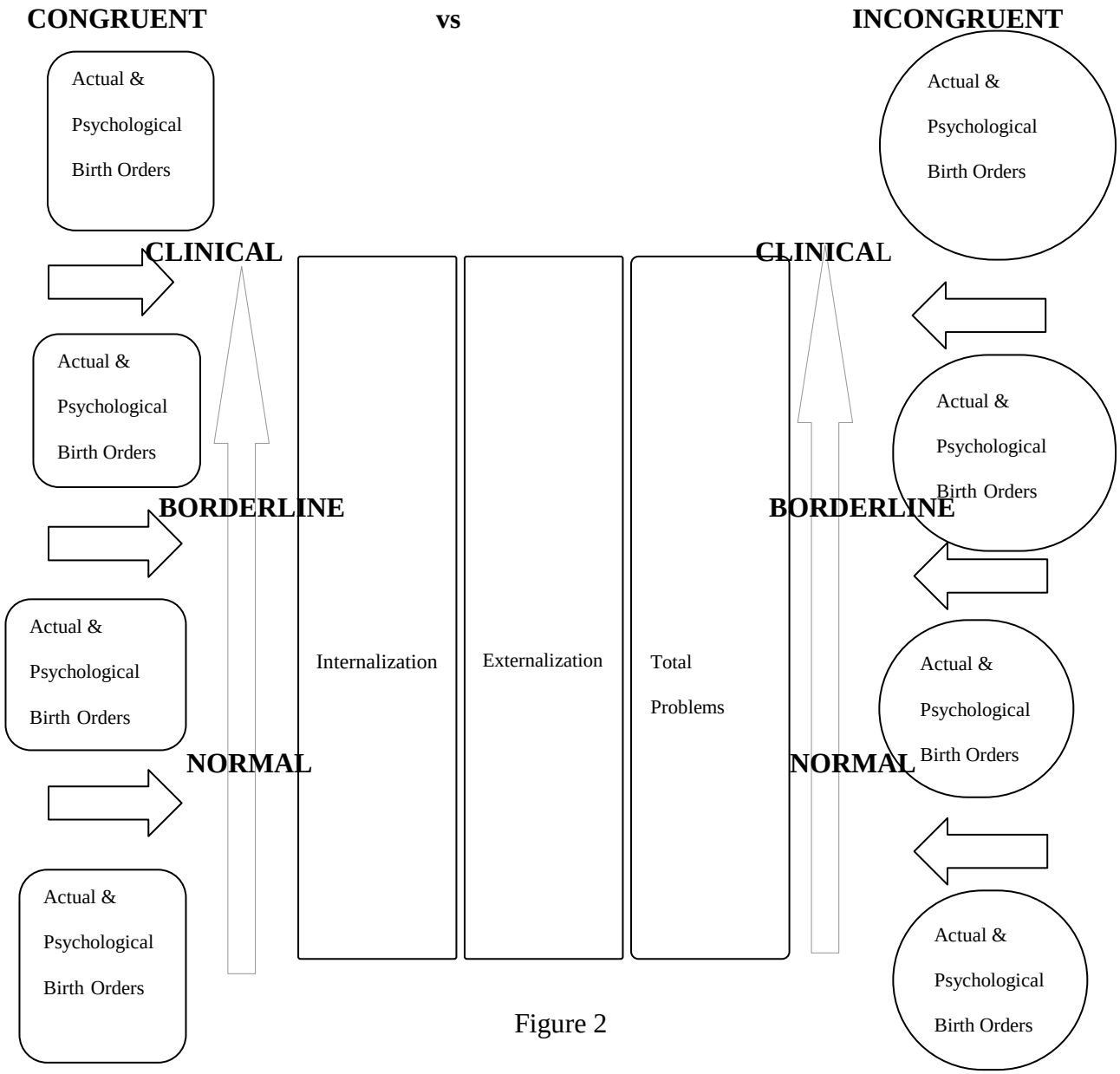

Figure 2

Vita

C. Nichole Nash is originally from Memphis, TN, but has lived in several cities in the southeast region. She received her Bachelor of Art degree in Psychology, with a minor in Child Development.