

LIFE STYLE ASSESSMENT OF CHILDREN  
EXPERIENCING PARENTAL SEPARATION  
OR DIVORCE

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## CHAPTER I

### INTRODUCTION

Divorce appears to be an escalating problem facing society. Year after year, the incidence of divorce continues to mount. During 1975, more than 1,000,000 divorces were granted in the United States. This represents a six percent increase over the number of divorces for 1975. It is estimated that 1,123,000 children under the age of eighteen were involved in divorce during 1975, which represents the fourth consecutive year that at least 1,000,000 children were affected by divorce. The total number of immediate family members involved in divorce (husbands, wives, and children) is recorded as being 3,195,000 individuals (HEW, 1975). This indicates a doubling of the number of immediate family members involved in divorce since 1965 (see Appendix A).

Severance of the marital tie by divorce, especially where there are children involved, creates serious emotional, financial, and social problems of long duration and great intensity (Rice, 1970). Since adults initiate separation and divorce, children often become the unwelcome victims for the consequences of whatever may take place (Phillips, 1976). During the divorce or separation processes, parents possibly may be preoccupied with their own self-preservation and welfare and therefore, the child or children may become isolated, both physically and emotionally from parental support. During this time



period the child possibly may experience a large number of uncertainties, despite the best reassurance of either one or both of the parents (McDermott, 1968).

#### Need For The Study

The decaying process of the family structure often is evident to the child before the actual legalities of the divorce proceedings. Parents often fail to inform the child that disintegration of their relationship is occurring, however the child may be aware of it. The child in a divorce situation intuitively knows that something is happening to the family unit but is often unable to express the difficulty (Silvern and Yawkey, 1974).

The child, as with the parents, experiences various feelings in divorce situations. Most often the child's feelings are manifested in guilt (Despert, 1953; Freudenthal, 1959; Heatherington, 1973). Guilt seems to manifest itself mainly due to the child's feeling of responsibility for the parental divorce. As a byproduct, the child possesses feelings of failure for not being able to prevent the termination of the marital relationship. Consequently, the child's concept of self may experience deterioration from this feeling of responsibility for the breakdown of the family unit.

Physical separation from the absent parent creates additional anxiety and stress for the child. The child's reaction to the divorce may be to view the absent parent as the one who has abandoned him/her. The child is likely to develop hostile behavior toward the absent parent (Despert, 1953).

Conversely, over-dependence on the parent with custody may be facilitated by the absence of the other parent. The child who exhibits over-dependence is establishing what he feels is a relationship where the parent with custody must remain to care for him/her (Silvern and Yawkey, 1974).

Not only are emotional problems evident in divorce and separation, but changes in school achievement may be observed among father-absent homes. Reading and arithmetic achievements suffer especially among school age children with I.Q. ratings over 100. Sciara (1975) states that it is as if the more that might be expected of the child on the basis of ability, the more the achievement-ability gap occurs. As a result of this achievement-discrepancy, both teachers and parents need to examine various approaches of working with children in divorce situations and to modify and adapt these approaches to fit specific instances. An understanding teacher and parent may be able to decode the signs of disturbances and help guide the child through this difficult time (Silvern and Yawkey, 1974).

There appear to be many problems associated with the divorce or separation of parents. Research is needed to explore possible procedures that may facilitate the readjustment patterns of the offspring involved in parental divorce or separation. School personnel, particularly the school counselor, need to examine various techniques that could be implemented in facilitating this adjustment process.

#### Basic Assumptions

The following assumptions are basic to this research:

1. Divorce should be recognized as a crucial time for pre-

adolescent children (Steinzor, 1969).

2. Marital conflict engenders tensions that can adversely affect the child's growth (Esmon, 1971).
3. When separation and divorce occur, the personal repercussions for each child depends upon the child's age, sex, relationship with the departing parent, relationship with the parent of custody, the circumstances of the divorce, the relationship between and among siblings, and the child's personal developmental history (Westman, 1972).
4. A safe non-threatening atmosphere should be provided for children to express their innermost feelings and fears with regard to parental separation and divorce (Magid, 1975).

#### Statement of the Problem

There are many processes and techniques available to the school counselor in working with children who are experiencing the effects of parental divorce or separation. One such process is the use of group counseling in the school setting. This study is designed to answer the following question: Will a structured group process facilitate attitudinal changes in children who have experienced parental divorce or separation?

#### Definition of Terms

1. Early Recollections: Early recollections consist of vividly recalled and single event memories before eight years of age. They reflect a person's perceptual framework within which he/she interprets life's experience (Mosak, 1958).

2. Group Counseling: A form of counseling process in which a group of from five to ten persons meet with a leader in a specified place for a specified time for the purpose of interaction at a feeling level (Bailey, 1973).

3. Life Style Assessment: Characteristic patterns of an individual's responses which indentifies the uniqueness of an individual (Kopp & Dinkmeyer, 1975). The following are components of the life style assessment which are interpreted from early recollections (Ansbacher, 1967; Ansbacher and Ansbacher, 1965; Dreikurs, 1953; Shulman, 1965, 1973; and Allen, 1971).

- a. Self-concept: an individual's evaluation and perception of self in relation to others.
- b. World Image: an individual's evaluation of his own life situation in relationship to himself and the world.
- c. Image of Others: an individual's perception of his interaction and relationship with others.
- d. Motivational Goals: an individual's desires, purposes and intentions.
- e. Behavior for Achieving Goals: methods which facilitate or interfere with one's purposes and intentions.

#### Limitations

The following are limitations with regard to this investigation:

1. The sample is limited to children currently enrolled in grades six, seven, and eight in one school district.
2. Subjects were given a choice as to whether they chose to participate in the group experience. However, the children may have

felt social pressure to participate when they actually lacked the desire to do so.

3. Considerable differences in the readjustment process may exist with the subjects as the precise time of parental divorce was unable to be determined.

4. The use of early recollections in determining life style assessment is essentially subjective in nature. However, since repercussions to parental divorce or separation are individual in nature, an ideographic assessment technique was selected.

5. The treatment procedure was extended for a two week period, two sessions a week for two weeks. Other time periods may be more or less facilitative.

6. Changing intrafamilial dynamics could influence the results of this investigation during the treatment period.

#### Hypotheses

An alpha level of .05 was specified as necessary to reject the following null hypotheses:

Hypothesis I: There is no significant difference in self-concept as interpreted from early recollections for children in the experimental and control groups.

Hypothesis II: There is no significant difference in the world image as interpreted from early recollections for children in the experimental and control groups.

Hypothesis III: There is no significant difference in the image of others as interpreted from early recollections for children in the experimental and control groups.

Hypothesis IV: There is no significant difference in the motivational goals as interpreted from early recollections for children in the experimental and control groups.

Hypothesis V: There is no significant difference in the behavior for achieving goals as interpreted from early recollections for children in the experimental and control groups.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Considering all the problems related to divorce and separation, the concerns of the reactions and welfare of children have been the least studied, understood, and prepared for by the courts and society. Children come into the divorce and separation picture from a vastly different vantage point than do adults. They have different interests, needs, and capabilities at stake and have different futures than they previously had (Phillips, 1976).

This chapter begins with a review of related literature concerning the influence of divorce and/or separation on school age children and continues with considerations concerning the use of group counseling in the elementary school. The final portions of this chapter presents a review of the literature pertaining to early recollections and their use in life style assessment.

#### The Grieving Process in Divorce

Evidence exists that school age children are often profoundly influenced and affected by divorce and separation. Research conducted by Kelley and Wallerstein (1975) indicated that children experienced sadness and longing for the absent father and anger and blame toward the mother. Children's preliminary reactions to the divorce or separation was panic. Children seem to suddenly experience a breakdown and

shattering of their present world and, therefore, may possess insufficient coping mechanisms.

Buckley (1971) studied the mourning reactions of children to separation and divorce. He found that children experience an object loss which precipitates a mourning reaction. He continued that later adjustment depends on how effectively this mourning period is handled. Kubler-Ross (1969) has delineated a model which depicts the mourning process for children. The stages of mourning are presented as follows.

#### Phase I--Denial

In this stage, a child attempts to reject the realism of divorce and separation. The child struggles with divorce because it is fairly typical for parents to postpone any notification of separation and divorce until the process is imminent. Denial in children is most observable through attempts at self-isolation. Typically the shy and introverted child may exhibit aggressive and obnoxious behavior. Conversely, the usually active and overt behavioral-oriented child may evolve into a passive and lethargic individual (Kubler-Ross, 1969).

#### Phase II--Anger

This predictable stage of adjustment to separation and divorce manifests itself in anger. The child resorts to destructive attitudinal beliefs toward those involved. Often, the child attacks other authority figures, such as school personnel. This behavior seems to exemplify the guilt feelings the child subsequently acquires in feeling responsible for the parental separation and divorce. Evidence appears to indicate that this portrays the child's attempt to compensate for the disintegration of his present world.



### Phase III--Bargaining

After successfully progressing through the former stages, the child begins to formulate a bargaining plan for the reunification of his/her parents. To be demonstrative with the plan, children often attempt to "overplease" when specific opportunities arise; they believe that "being very good" will bring the parents to a reconciliation. The bargaining stage involves labeling parents as to the rightness or wrongness and blaming one parent for the separation and divorce (Kubler-Ross, 1969).

### Phase IV--Depression

Depression often rises when the bargaining power is of no value and bargaining proves to be futile. Regrets are considered at this point for the opportunities and experiences the child is missing with the previous structure of the family. The child withdraws from social activities and begins to prepare himself for the impending division of the family unit. A type of mourning usually occurs at this time (Kubler-Ross, 1969).

McDermott (1970) reveals that children usually have not been given an opportunity to grieve for the lost family unit because of the circumstances of the divorce. They often deny having cried or in other ways having been consciously unhappy. This results in quickly turning from the state of passive helplessness to acting out behavior in order to avoid and defend against the oncoming depression.

### Phase V--Acceptance

The acceptance stage is not necessarily happy nor unhappy. Hozman and Froiland (1976) state that this stage need not be resignation or despair. Rather, the child becomes cognizant that his/her individual worth is intrinsically, rather than extrinsically, determined. Basically, the one advantageous aspect presented is that after having encountered a difficult crisis, the child experiences psychological and emotional growth. Both self-confidence and self-esteem have experienced a period of rejuvenation and expansion (Kubler-Ross, 1969).

### Divorce and Death

Bernard (1978) differentiates between divorce-stress and death-stress for children. Death is at a specified time being quick and certain, while divorce is experienced through feelings of ambiguity and slowness. Uncertainty also is experienced through divorce, as opposed to death. Likewise, death is ceremonial while divorce is not specified by a mourning period.

With divorce, children are often hopeful that the absent parent will return. However, death is irreversible and children are not encouraged to hope for the return of the absent parent. Society accepts the expression of anger toward an absent parent by divorce, but not by death. Children from divorced homes often experience anger and aggressive behavior while children of a deceased parent experience more depression and anxiety (Hetherington, 1972).

Effects of Parent Absence  
on Children of Divorce

The single parent family remains vulnerable in the eyes of society as an integral family unit (Klingermaier, 1972). Social prejudices against the single-parent family may prejudice sex role development in children and make long range adjustment more difficult for children in the aftermath of divorce (Burgess, 1973).

The single-parent, mother-run family unit may experience some special problems. Gould (1976) states that of one-parent families headed by women, forty percent belong at the poverty level. Langer (1969) studied children without fathers in the home and concluded that children without fathers in the home experienced more psychological impairment than children with fathers in the home. Hetherington (1973) noted that father-absence effects showed up more noticeably among adolescent girls than any other age group. Male children, especially between the ages of six and nine, experiencing father-absence were found to exhibit aggressive behavior (McGord, 1962; Ryker, 1971).

A social stigma often attaches itself to a one-parent, especially a father-absent, home. A fatherless home is frequently regarded as a mutilated familial structure, rather than a separate entity possessing strengths, as well as weaknesses (Nass and Nass, 1976). Thus, single-parent families encounter problems which often increase adjustment difficulties in children.

Emotional Effects of Separation  
and Divorce

The severity of the effects of separation on the individual child and the child's ability to successfully tolerate the stresses generated depend upon a variety of factors, particularly age, sex, maturity, number of siblings, economic status of the family, circumstances leading to the divorce, and the preparation and emotional support that the child receives from the adults involved (Pecot, 1970). McGord (1962) found that children who were emotionally prepared did not suffer the trauma of divorce as greatly as children who were not prepared. Emotional support appears to be the one significant factor that enhances the readjustment phase of children. Despert (1953) states:

Let nothing come between you and them if you can possibly prevent it. The first aim of your campaign is to keep their confidence and strengthen their reliance on your level (p. 12).

Freudenthal (1959) found that children who felt supported by their parents did not express the same harsh emotional reaction as children who felt their parental support was lacking. Silvern and Yawkey (1953) further states that preparation to an impending separation or divorce is important for the child. He suggests that a parent follow these guidelines for preparing the child:

1. Inform the children that there is trouble between parents. The adult does not have to explain details to children, but should state that they are unhappy or have problems they cannot work out.
2. Although some things are wrong, not everything is amiss. Love should continue to be conveyed to the children. It is only the parents who are experiencing difficulty.

3. The child is not to blame. Parents should promote a no-fault approach toward their children. Despite the children's often futile strategies, the problem lies with the parental incompatibility.

4. Children often do not internalize the meaning the first time they experience or are informed of the impending separation or divorce. Consequently, in such an emotional situation, children must be reassured often.

5. Avoid slighting the absent parent. Such lapses into self-vindication will only cause resentment and hostility in children, not only toward the absent parent, but also toward the remaining parent and relationships with significant others.

6. Do not evade the truth. If the parents are separating and the departing parent may return, tell the children of this possibility. However, do not tell them stories that will never come true.

7. Give the child opportunity to express his/her fears. There are aspects that children may not understand. Children often ask questions by expressing their fears. One understands children by knowing what they are feeling, and allowing them to express these feelings openly and honestly.

8. Parents do not have all the answers. Through mutual sharing and concerns, children may develop a feeling of togetherness in the approach of problem-solving pertaining to separation and divorce.

9. Do not make value judgements about the other parent. Children have enough problems without encountering statements that have not always been true to them.

Gardner (1956) presents several possible responses to separation and divorce that the child may feel when false explanations are given

for an absent or leaving parent. One such feeling may be that father left because he did not love us. Children may lose their sense of self-worth and feel their mother was not completely worthy of love. Another feeling may be that mother cannot get along with father. Mother is viewed as depriving and the fear of being sent away like father is inevitable. A third type of response may be that father could not support us. The child gets the impression that fathers or mothers may abandon their families. This response may lead children to think their mother also may abandon them. A fourth feeling involves thinking that the absent parent is dead. In time the child will learn the truth and will not trust the remaining parent.

#### Legal Aspects of Separation and Divorce for Children

Freed and Foster (1974) state that some evidence exists that no-fault divorce laws make matters easier on children. They suggest that sex discrimination between parents is being reduced or eliminated and that children's interests are being upgraded. Grollman (1969) concludes that difficulty arises when custody rights are being determined by the courts. He notes that in this situation, the courts take into consideration: 1) the child's age, health, and sex; 2) the performance of the child if he/she is of an age and can express a rational and logical choice; 3) the character of the disputing parents; 4) economic circumstances of the father and mother; and 5) comparable factors. Grollman further states that the courts should determine what is in the best interest of the child.

Ideally, divorce would terminate the conflict experienced by a married couple. However, Cline and Westman (1971) indicate that the aftermath of divorce is often more turbulent for the affected adults and children. As a result, courts are often called to settle disputes involving litigation.

Unresolved legal conflicts over custody of offspring have specific influences on the child. Tessman (1978) concludes that the following difficulties are common in custody suits when children are involved:

1. The suing parent has a great need to establish publicly that the other parent is at fault, demonstrating incompetency as a parent and human being.
2. The suing parent frequently expresses an identification with the child as hurt or neglected by the spouse. The parent also feels that need to express the hurt through the supervision and care for the child.
3. Once the custody suit is resolved, it becomes clear the child cannot meet the emotional needs of the parent. The parent may rapidly lose interest in the child (p. 279).

#### Group Counseling in the Schools

Swails and Herr (1976) suggest that group counseling is a useful technique in dealing with a number of concerns of school children. They continue that group counseling is more effective than a program based on individual counseling.

In general, the function of the school guidance program is to identify and implement procedures that facilitate learning and development (O'Keefe, 1971). O'Keefe provides the following rationale for counseling groups in the schools. He suggests that the guidance program should be organized to help children develop positive attitudes toward themselves and toward life and should foster the development of

communication with peers and with significant adults in their lives. He emphasizes that schools should be encouraging the development of competencies to cope with frustrations and conflicts that children may experience as they grow and attempt to survive in our culture.

O'Keefe (1971) continues that children need to verbalize their feelings and attitudes and that group procedures hold much promise for accomplishing this. Muro and Dinkmeyer (1970) conclude that the group counseling process in the schools can be a value-forming element. Group counseling provides the opportunity for children to explore problems, opinions, feelings, assumptions, and convictions in an attempt to modify attitudes and the perceptual field. Accordingly, Muro and Dinkmeyer (1970) provide the following rationale for group counseling. Group counseling attempts to teach members to deal with each other as equals and provides a safe and non-threatening psychological climate. This process also assists children in mastering developmental tasks confronting normal healthy personalities. Likewise, group counseling helps children realize that they are not alone with problems and the process helps them generate possible problem solutions. Additional assets ascribed to group counseling are the potential of helping children develop self-understanding, providing children with immediate feedback, and providing children with a rehearsal area for newly acquired or modified behaviors.

Grams (1966) states that man is a rational being who achieves self-realization through meaningful interaction with fellow human beings. He continues that children require acceptance, a sense of belonging, and a supportive nurturant environment in which a firm sense of trust can develop. Therefore, the opportunity to participate



in the group experience provides children with the realization that they are not alone and that others of their age are dealing with many of the debilitating fears, anger and frustration.

#### Group Composition

Many factors should be considered in the composition of the group. Combs, Cohn, Gibian, and Sniffen (1963) recommend a group size of four to six school-aged children. Gazda (1970) concludes that the group should be balanced in the sense that no more than one aggressive child be included. Selection should take into account the need for inclusion of appropriate models since children learn much of their behavior through imitation (Gazda, 1970).

Age range of group members also is an important consideration. Slavson (1950) and Churchill (1965) both report that children can differ in age by two years and still function positively within the group. Age range appears to determine to a great extent the success or failure of the group, according to these researchers.

#### Scheduling Considerations

Yunker (1970) reports that the school counselor is responsible for helping children realize that their time in counseling is regulated by a closely maintained limit. He continues that at the onset of the group experience the leader must assign a definite date of closure. A consistent and firm compliance with this element of reality is essential for group success since it contributes to the security for all concerned parties (Moustakas, 1953).

Early Recollections in  
Life Style Assessment

Dreikurs (1953) reports that early memories of childhood are always significant. He states:

The dynamics of memory explain the fact that we choose to remember from the thousands of experiences of our early childhood only those which fit our general and still pleasant outlook in life (p. 2).

Early recollections, therefore, are indicative of one's current outlook on life.

To further explain the significance of early recollections, Saul, Snyder, and Sheppard (1956) suggest that early memories are specific and characterize each individual. They further state that early recollections represent each person's psychodynamics and motivations.

Many advantages appear in the use of early recollections as a projective technique. Mosak (1958) states that early recollections have the advantage of being completely unstructured, for the individual does not respond to some external stimulus. He further concludes it is possible to deduce from early recollections some clues demonstrating how an individual perceives himself in relationship to his perceived environment.

Life style assessment, according to Kopp and Dinkmeyer (1975), enable students, teachers, and counselors to become aware of the student's goals. The approach to life style assessment is of particular importance in gaining insight into the origin of student motivation. Kopp and Dinkmeyer (1975) suggest that the teacher may find constructive ways of meeting students' needs within the classroom through interpretation of early recollections.

Early recollections are significant in the group process even though collection is done individually. Most important is the fact that early recollections are a device for assessing an individual's outlook on life instead of dealing with a test score and observations in attempting to understand the child. This ideographic approach represents a holistic picture of basic beliefs and motives for each individual (Knopp and Dinkmeyer, 1975).

Coleman (1964) suggests that an individual's pattern of assumptions gained from early recollections lead to consistent ways of perceiving, thinking, and acting. Coleman (1964) emphasizes:

Each individual tends to establish an unique relatively consistent life style. He has a characteristic way of going, thinking, reacting, and growing that tends to distinguish him from everyone else. He puts his personal stamp on every role he plays and every situation he encounters . . . consistent with his self-concept (p. 69).

Adler (1956) states that individuals' life styles represent their style of acting, thinking, and perceiving which is demonstrative of a cognitive framework within which they select the specific operations which enable them to cope with the tasks of life. Furthering this concept, Mosak (1968) reveals that life styles express a central theme through which behavior can be understood. While individuals may not be consciously aware of their life styles, they act congruently through their verbal and nonverbal behavior (Mosak, 1968). Dinkmeyer and Dinkmeyer (1977) conclude that the only legitimate method of knowing a child's perception is to ask the child directly. They continue that other data reveal little about the child's perception of the world. Early recollections meet this criterion by providing an economical technique for gaining insight into the goals, attitudes, and beliefs of an individual (Dinkmeyer & Dinkmeyer, 1977).

### Summary

Separation and divorce possibly may have a profound effect upon the lives of some children. Literature related to the effects of family disintegration emphasizes that changes in school achievement as well as personal and social aspects of the child's life may occur. The school counselor is in a position to facilitate the readjustment process of children experiencing separation and divorce. One approach often recommended for use in this situation is the group counseling model. The opportunity to participate in a group experience may provide children with the realization that they are not alone and that others are experiencing many similar fears, anger, and frustrations. In identifying a child's current feelings toward his/her life situation, early recollections may be collected. From these early recollections a child's life style may be interpreted.

## CHAPTER III

### INSTRUMENTATION

The intent of this chapter is to present a description of the instrumentation and methodology utilized in the investigation. The structured group process comprising the treatment will be presented in detail, as will the process of collecting early recollections utilized in writing life style assessments. The chapter concludes with discussions of the procedure used in training judges and the method of reporting results.

#### Early Recollections

Kopp (1972) developed the following procedure for collecting early recollections. This procedure has been standardized and is recommended for purposes of research. Three early recollections for each subject were collected following this procedure:

Think as far back as you can to the first thing you can remember . . . something that happened when you were very young (it should be before you were seven or eight years old). It can be anything at all--good or bad, important or unimportant--but should be something you can describe as a one-time incident (something that happened only once), and it should be something you can remember very clearly or picture in your mind, like a scene.

Now tell me about an incident or something that happened to you. Make sure that it is something you can picture, something specific and something where you can remember a single time it happened (p. 24).

Additional recommendations, as follows, facilitate in the assessment of early recollections:

Do you remember how you felt at the time or what reaction you had to what was going on? If so, please describe it. Why did you feel that way or have that reaction? (p. 24).

Which part of the memory stands out most clearly from the rest--like if you had a snapshot of the memory, it would be the very instant that is most vivid and clear in your mind. How did you feel (What was your reaction) at that instant? (p. 24).

Kopp and Dinkmeyer (1975) indicate that individuals eight years or older can produce early recollections which are of value. Mosak (1958) suggested that only those memories before the age of eight should be used.

#### Life Style Assessment

Saul, Snyder and Sheppard (1956) found that when individual's attitudes change in counseling, their early recollections also change. The client either produces new memories, forgets some of the old memories, furnishes the same memory with a different emotional tone, or relates additions and omissions to the original memories to the extent that the message it provides the counselor is different.

Adler (1929) states that early recollections may be regarded as a prototype of the individual's fundamental attitudes. Mosak (1958) reports that early recollections are a description of an individual's behavior. An example of life style assessment through collecting early recollections (Kopp and Dinkmeyer, 1975) is provided in order to clarify the procedure.

### Early Recollection Number 1

Once my dad came in from work and I just bit him on the knee. That was telling him 'hello.' He giggled when I did it. He picked me up and sat down beside me and my leg was under him--he did it on purpose. I told him to get off--I was mad at him. Biting him stands out most--I wanted to say 'hello' and I didn't know how to say anything then.

### Early Recollection Number 2

James (Ernie's brother) climbed up in the barbecue. I saw him get in and I got in and took a bath in it. James got the ashes in his hands and rubbed it all over my face and hair. As soon as my mom and dad came out to see what we were doing. I just took a bunch and threw it at my brother and he threw it at my mom and dad. They spanked him and sent him to bed. I thought it was funny because he got in trouble.

The life style assessment interpreted from these early recollections is as follows:

Self-concept: I am small and sneaky (p. 26).

World image: The world is a place to have fun and make mischief (p. 26).

Image of others: Other (adults) are strong and powerful; they can overpower and punish me (p. 26).

Motivational goals: I want to impress others, to make mischief without having to pay the consequences, to defend myself when I feel pinned down (p. 26).

Behavior for achieving the goals: I will do the unexpected, be sneaky and clever, protest when I'm overpowered (p. 26).

## Methodology

### Research Design

The posttest-only control group design was employed as a means of evaluating this investigation (Campbell and Stanley, 1963). This design appears most appropriate for this particular study due to the evaluative procedure.

## Subjects

The subjects for this experimental investigation were students attending the Stillwater Middle School, Stillwater, Oklahoma, a predominately small urban population, heavily influenced by a university environment. All subjects were currently enrolled in the sixth, seventh or eighth grade and had experienced separation and divorce within their immediate family units. The sample population, 24 students, were assigned to the experimental or the control group. Therefore, each group was planned to be composed of 12 children. However, one of the children randomly assigned to the experimental group moved and two were absent from school the days the group meetings were held. Therefore, nine children received the experimental treatment while 12 children comprised the control group.

## Treatment

Individual Pre-Group Interviews. All subjects were given an opportunity to participate in the group counseling process. The following statements concerning the structure of the group were given to all potential volunteers:

1. All group participants will be peers who have experienced divorce and separation.
2. Group members will have the opportunity to share their feelings.
3. The group will meet for two 30-minute sessions a week for two weeks.
4. If a potential member chooses to participate in the group, he/she is responsible for attending all sessions.



Subjects were informed that a notification would be sent to them stating specific details of the time, place and exact dates for their group (see Appendix B). A written commitment to participate was obtained from each student in the experimental and control groups (see Appendix B). Children were also told that a note would be sent to their parents informing them of the purpose of the group (see Appendix B) and that their parents would also be contacted by phone. The control group students participated in the group process after all data for this study were collected.

Group Process. The group process was conducted in a quiet room in the Stillwater Middle School. Treatment was conducted by a Masters level counseling practicum student two days a week for a two-week period. Each treatment session lasted 30 minutes. This was the maximum time that teachers would allow students to be gone from their classes.

Session I: Introduction and group rules. The rules include mutual respect, listening, and the necessity for all group members who participated to attend each session.

Activity 1: Naming each other. The counselor asked, "Is there anyone in the group who can name everyone else?" The counselor then stated "Often people have trouble when they work in a group. What might be some guidelines to help us?" The list was composed.

Activity 2: Sharing a secret. The counselor stated, "We all know something about each other. But we also have our secrets. A good method to get to know each other better is to share something

about ourselves." The counselor cited a personal example. The children shared their secrets and the counselor pointed out similarities and differences.

Session II: Personal self-disclosure.

Activity 1: Pleasant and unpleasant feeling words. The counselor stressed the importance of recognizing and sharing feelings in relating to each other. The children listed many feeling words. The counselor emphasized both negative and positive feelings. When difficulty was encountered, examples such as, "How do you feel on your birthday?" or "How do you feel when you lose a game?" were supplied.

Session III: Familial related self-disclosure.

Activity 1: Personal shield. Discussed feelings the children had come to associate with their immediate family. The counselor passed out a personal shield divided into three parts. The following directions were given:

1. Write a sentence about a good time you have had with your family.
2. Share with us about an unpleasant time you have had with your family.
3. Write a sentence about something you would like to see happen to your family in the next year.

Session IV: Summary

Activity 1: Positive feedback. The use of the "feedback chair" in this activity helped the students relate positive and pleasant thoughts about others. One child sat in a chair and others made positive statements concerning that person. Volunteers were given the opportunity to use the chair.

Activity 2: Evaluation (written).

1. Did you like being in the group?
2. Would you like to be in a similar group again?
3. What did you like best about the group?
4. What would you like to see changed in the group?
5. How do you feel about sharing your feelings with others?

Individual Post-Group Interviews. The group facilitator collected three early recollections from each experimental and control subject within a two-day period after cessation of the experimental group process. The early recollections were collected randomly. Individual interview sessions were utilized to avoid any substantial influence from peers.

These interviews collecting three early recollections from each of the experimental and control subjects were tape recorded. Permission to record was secured from each subject.

In-Service for Teachers. Teachers who had children in their classes at the designated time for the group attended an in-service seminar informing them about the study. A comprehensive written summary of the process was provided for each teacher (see Appendix B).

Training Judges

Three judges, doctoral candidates in the area of Student Personnel and Guidance at Oklahoma State University, were selected. Each agreed to serve as a judge for this study.

The judges received the following training in the life style assessment procedure. Each judge had previous exposure to the Adlerian

approach to counseling during doctoral level course work. However, the principles of Adlerian psychology were reviewed at the beginning of the training session.

The second phase of the training consisted of a short lecture and discussion relative to the collection of early recollections and the components of effective life style assessments. At the end of the training session, two articles (Kopp and Dinkmeyer, 1975, and Nikelly and Verger, 1971) were distributed for additional individual study.

#### Judges' Responsibilities

The judges were instructed to write life style assessments individually on each of the twenty-one subjects. Typed scripts of the recorded post-group individual sessions were provided. Judges were asked to write the five components of the life style assessment in a randomized order. In other words, the judges did not all begin with component one, self-concept.

After each of the judges completed the twenty-one life style assessments they were asked to rank order them from the most positive (1) to the least positive (21) in each of the five variables. Therefore, the judges rank-ordered subjects' responses from most positive to least positive on 1) self-concept, 2) world image, 3) image of others, 4) motivational goals, and 5) behavior for achieving goals.

#### Statistical Treatment

The Mann-Whitney U Test (Siegel, 1956) was utilized to statistically treat the data. Siegel (1956, p. 116) states that this test is

one of the most powerful of the non-parametric tests. Each hypothesis was tested separately using the median rank ordering provided by the judges. When ties occurred, the average of the tied ranks was used.

## CHAPTER IV

### DATA ANALYSES

The purpose of this chapter is to report the findings of this study. The five hypotheses will be restated along with the results of the statistical analyses. The three early recollections and the resulting life style assessments for each of the twenty-one children are presented in Appendix C. The rank orders assigned by the three judges relative to the five dimensions are presented in Appendix D.

#### Hypothesis I

There is no significant difference in self-concept as interpreted from early recollections for children in the experimental and control groups.

Table I (p. 32) presents the results of the Mann-Whitney U statistic relative to self-concept. A calculated value of 52.5 was found. This indicates there was no difference between the experimental and control groups at the .05 level of confidence. Children from divorced and separated homes receiving the treatment process were found not to significantly differ from those not receiving the treatment process relative to self-concept as interpreted from early recollections.

TABLE I  
 MANN-WHITNEY U VALUE FOR SELF-CONCEPT  
 INTERPRETED FROM EARLY RECOLLECTIONS  
 FOR THE TWO GROUPS

	Experimental Group	Control Group
Number of cases	9	12
U'	55.5	
U		52.5*

\*Values required for significance at the .05 level of confidence is 26.

#### Hypothesis II

There is no significant difference in the world image as interpreted from early recollections for children in the experimental and control groups.

Table II (p. 33) presents the results of the Mann-Whitney statistic relative to world image. A calculated value of 48 was found. This result indicates there is no difference between the experimental and control groups at the .05 level of confidence. Children from divorced and separated homes receiving the treatment process were found not to differ significantly from those not receiving a treatment on their concepts of world image as interpreted from early recollections.

#### Hypothesis III

There is no significant difference in the images of others as interpreted from early recollections for children in the experimental and control groups.

TABLE II  
 MANN-WHITNEY U VALUE FOR WORLD IMAGE  
 INTERPRETED FROM EARLY RECOLLECTIONS  
 FOR THE TWO GROUPS

	Experimental Group	Control Group
Number of cases	9	12
U'	60.0	
U		48*

\*Value required for significance at the .05 level of confidence is 26.

Table III (p. 34) presents the results of the Mann-Whitney U statistic relative to the children's perceptions of the image of others. A calculated value of 48 was found. This indicates there is no significant difference between the experimental and control groups at the .05 level of confidence. Children from divorced and separated homes receiving the treatment process were found not to differ significantly from those not receiving the treatment on their image of others as interpreted from early recollections.

#### Hypothesis IV

There is no significant difference in the motivational goals as interpreted from early recollections for children in the experimental and control groups.

Table IV (p. 34) presents the results of the Mann-Whitney U statistic relative to children's motivational goals. A calculated value of 49.5 was found. This indicates there is no difference between the



experimental and control groups at the .05 level of confidence. Children from divorced and separated homes receiving the treatment process were found not to differ significantly from those not receiving the treatment process relative to motivational goals as interpreted from early recollections.

TABLE III

MANN-WHITNEY U VALUE FOR IMAGE OF OTHERS  
INTERPRETED FROM EARLY RECOLLECTIONS  
FOR THE TWO GROUPS

	Experimental Group	Control Group
Number of cases	9	12
U'	60.0	
U		48*

\*Value required for significance at the .05 level of confidence is 26.

TABLE IV

MANN-WHITNEY U VALUE FOR MOTIVATIONAL GOALS  
OF CHILDREN INTERPRETED FROM EARLY  
RECOLLECTIONS FOR THE  
TWO GROUPS

	Experimental Group	Control Group
Number of cases	9	12
U'	58.5	
U		49.5*

\*Value required for significance at the .05 level of confidence is 26.

## Hypothesis V

There is no significant difference in the behavior for achieving goals as interpreted from early recollections for children in the experimental and control groups.

Table V presents the results of the Mann-Whitney U statistic relative to behavior for achieving goals. A calculated value of 53.5 was found. This indicates there is no difference between the experimental and control groups at the .05 level of confidence. Children from divorced and separated homes receiving the treatment were found not to differ significantly from those not receiving the treatment process relative to behavior for achieving goals as interpreted from early recollections.

TABLE V  
MANN-WHITNEY U RESULTS FOR BEHAVIOR  
FOR ACHIEVING GOALS INTERPRETED  
FROM EARLY RECOLLECTIONS  
FOR THE TWO GROUPS

	Experimental Group	Control Group
Number of cases	9	12
U'	54.5	
U		53.5*

\*Value required for significance at the .05 level of confidence is 26.

### Summary

Several possibilities exist that could have attributed to the finding of this investigation. The lack of significance could be attributed to the evaluative procedure, the early recollections. Many of the subjects in this investigation encountered frustration when asked to retrieve early memories during the individual post-group meeting. Subjects may have produced any early memory to avoid embarrassment and compound their frustration. Therefore, a true representation of the subject's current attitudes may not have been obtained.

The lack of previous small group facilitation experience by the Master's level counseling practicum student may have influenced the outcome of this investigation. Also, if the subjects and the facilitator had established rapport prior to the treatment process less inhibition and apprehension might have existed. This lack of a sound counseling relationship with the leader and the leader's inexperience in conducting small counseling groups may have produced reticent feelings and contributed to the lack of significant differences between the experimental and control groups.

The possibility does exist that the subjects in this study had accepted the parental divorce or separation and were not experiencing hostility, frustration, or other concerns cited in the literature as common for children experiencing family disintegration. The lack of significance between the experimental and control groups may indicate that counseling is not necessary in facilitating the adjustment of some youngsters experiencing parental divorce or separation.

## CHAPTER V

## SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

The primary objective of this investigation was to study the effects of a structured group counseling process with children from divorced and separated parents. The basic purpose was to identify any significant attitudinal changes as a result of a four-session structured group counseling process. The following five hypotheses were tested:

Hypothesis I: There is no significant difference in the self-concept as interpreted from early recollections for children in the experimental and control groups.

Hypothesis II: There is no significant difference in the world image as interpreted from early recollections for children in the experimental and control groups.

Hypothesis III: There is no significant difference in the image of others as interpreted from early recollections for children in the experimental and control groups.

Hypothesis IV: There is no significant difference in the motivational goals as interpreted from early recollections for children in the experimental and control groups.

Hypothesis V: There is no significant difference in the behavior for achieving goals as interpreted from early recollections for children in the experimental and control groups.

Subjects for this investigation were sixth, seventh and eighth grade students enrolled at the Stillwater Middle School, Stillwater, Oklahoma. All participants had experienced parental separation and divorce. Each subject was asked individually at a pre-group interview if he/she wished to participate in the group process. Subjects were then randomly assigned to the experimental and control groups.

Early recollections were collected from the nine members of the experimental group and the twelve members of the control group during individual sessions after completion of the experimental treatment. Three trained judges, doctoral candidates in Student Personnel and Guidance, wrote life style assessments from each subject's three early recollections. The life style assessments included the following five dimensions: 1) self-concept, 2) world image, 3) image of others, 4) motivational goals, and 5) behavior for achieving goals. The judges then rank ordered from 1 to 21 each of these five dimensions for all subjects.

The Mann-Whitney U Statistic was used to determine if significant differences existed between the experimental and control groups relative to the five dimensions of life style assessments. No differences were found at the .05 level of confidence.

### Conclusions

Since no differences existed at the .05 level of confidence between children in the experimental and control group, then it is possible to conclude that the structured group counseling process did not facilitate attitudinal changes according to the criteria of this investigation for sixth, seventh and eighth grade children.

1. Perhaps the structured group activities selected for the experimental treatment were not appropriate. The basic objective of this investigation was to measure significant attitudinal changes in children from divorced and separated homes. Perhaps selecting group activities dealing specifically with aspects of divorce and its effect on children may have been more facilitative.

2. The lack of significance in this investigation may have been influenced by the short length of time of each individual group session, as well as, the total number of group sessions. Extending the time period of each group session and the total number of sessions may have been facilitative.

3. The evaluative procedure may have been inappropriate. The use of early recollections and the resulting life style assessments may not be an appropriate evaluative measure when used with a short treatment period.

#### Recommendations

Previous research has indicated that the effects of separation and divorce may have adverse reactions for children. However, this study failed to demonstrate that a short-term structured group counseling process according to this investigation and the established guidelines, promotes attitudinal changes. Therefore, the following recommendations are made for future research:

1. Initially, it is recommended that a structured longer-term group counseling process be implemented to measure attitudinal changes. The present investigation utilized a four session group counseling process, two sessions a week for two weeks. Therefore, it is recom-

mended that a minimal number of six group counseling sessions be implemented for a total of one session a week for six weeks.

2. It is recommended that each group counseling session be extended past a 30-minute time period. Perhaps a 45-minute group experience would be more appropriate for middle school-aged children.

3. The length of time since each subject's parental divorce could not be determined for this study. The variance in the stages of adjustment for each child may have influenced the results. Therefore, determining the date of the parental divorce is recommended for future research. Perhaps all children experiencing family disintegration will not necessarily need counseling.

4. Research should be conducted using a variety of and different combinations of structured small group activities as the treatment process.

5. An experienced small counseling group facilitator should be used when conducting research relative to the group process.

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APPENDIX A

ESTIMATED NUMBER OF CHILDREN INVOLVED

IN DIVORCES AND ANNULMENTS

UNITED STATES, 1954-1975

ESTIMATED NUMBER OF CHILDREN INVOLVED  
IN DIVORCES AND ANNULMENTS  
UNITED STATES, 1954-1975

Year	Estimated number of children involved	Average number of children per decree
1975	1,123,000	1.08
1974	1,099,000	1.12
1973	1,079,000	1.17
1972	1,021,000	1.20
1971	946,000	1.22
1970	870,000	1.22
1969	840,000	1.31
1968	784,000	1.34
1967	701,000	1.34
1966	669,000	1.34
1965	630,000	1.32
1964	613,000	1.36
1963	562,000	1.31
1962	532,000	1.29
1961	516,000	1.25
1960	463,000	1.18
1959	468,000	1.18
1958	398,000	1.08
1957	379,000	0.99
1956	361,000	0.95
1955	347,000	0.92
1954	341,000	0.90

APPENDIX B

LETTERS

Dear Parent,

We appreciate the opportunity to work with your child in a group experience. It's a pleasure to work with such supportive parents concerning the welfare of our school children. We would appreciate your demonstration of support for our efforts in working with your child.

---

Parent signature

Thanks so much,  
Clayton Rogers and Linda Benson  
Counselors

I agree to meet with our group for four sessions for thirty minutes during school time.

Signed \_\_\_\_\_



Name: \_\_\_\_\_

This letter is to let you know that your group will be starting soon. The group you are in will meet on the following days: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Your meeting time is from \_\_\_\_\_ to \_\_\_\_\_. We will meet in room \_\_\_\_\_. Your teacher will allow enough time for you to get there. If you lose this letter, go to the counselor's office to find out the times and dates of your group.

See you soon,

Linda Benson

Teacher's Name: \_\_\_\_\_

As a part of our professional studies, we are endeavoring to research the effects of group counseling on children from divorced and separated homes.

We will be meeting with 24 children, 12 for an experimental group and 12 for a control group. Both groups will receive the treatment procedure. The group will involve four sessions over a two-week period for approximately thirty minutes per session.

The children from your \_\_\_\_\_ hour class will meet from \_\_\_\_\_ to \_\_\_\_\_ on these dates: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Please instruct the children to go to room \_\_\_\_\_ on the dates indicated and allow enough time so they can make it to the group on time. The group will begin at \_\_\_\_\_ sharply. We will not be able to get around to all of the children to inform them of the group's meeting time or place. Will you please see to it that they get there?

The results of this study will be available upon request. Thank you so much for your time and assistance with this.

Clayton Rogers, Project Chairperson

Linda Benson, Group Facilitator

APPENDIX C

EARLY RECOLLECTIONS

Group member AA:

1. When I was about three, I was chewing on my little brother's tractor, and we lived in Germany. I went down three flights of stairs. I didn't have any teeth after I went down. Everyone was real upset. I had to go to the dentist.
2. I had to go to the doctor a whole bunch because I had a hole in my eye. The kids couldn't make me cry because I'd turn purple and pass out. I was born with it. They always had to watch out. They couldn't make me cry or anything. Someone had to be with me at all times. I remember twelve doctors looking down at me on this little table. It was uncomfortable.
3. I remember we lived in El Paso, Texas. Every weekend we'd go somewhere as a family. Every Sunday after church we'd go somewhere as a family. It was real neat. I remember all the real neat museums. This hedge was cut to look like a man on a horse at the museum. It looked really neat.

Self-concept:

Judge 1: Seeking attention.

Judge 2: Feels good about self; confident in belonging in the family.

Judge 3: I am passive-aggressive, fragile, and prone to getting hurt.

World image:

Judge 1: The world is a place to get attention.

Judge 2: Interesting, and safe place.

Judge 3: The world is uncomfortable and a place where you can get hurt.

Image of others:

Judge 1: Want others to ascribe to my needs.

Judge 2: People (especially family) will pay attention to me and care for me.

Judge 3: Others are unaccepting of me.

Motivational goals:

Judge 1: Attention getting.

Judge 2: To have fun; be a part of the family; do exciting and new things.

Judge 3: I want to be in a family and receive the support and affection from the family.

Behavior for achieving goals:

Judge 1: Aggressive behavior to get attention, "poor me" behavior to hold attention.

Judge 2: Curious, adaptive.

Judge 3: I will seek attention through my physical complaints.

Group member BB:

1. I was out at my Grandad's place. He wanted me to haul wood up by his house. I was with my sister and she was helping. She dropped one on my finger; smashed it and the fingernail came off. I really yelled.
2. It was about my bike. I had to fix it because it wasn't very good. I had to fix the back wheel and stuff like that. It needed work done on it . . . a piece of junk.
3. At Christmas I got two or three great big 'ole Tonkawa trucks. I had a lot of fun with them.

Self-concept:

- Judge 1: I'm not worth much of anything.  
 Judge 2: I am capable.  
 Judge 3: I am responsible, autonomous and self-reliant.

World image:

- Judge 1: The world doesn't give you any breaks.  
 Judge 2: Not much consideration of anything beyond immediate environment; boundaries of world are "close in" to self.  
 Judge 3: The world is okay, some good and some bad things happen.

Image of others:

- Judge 1: Others often cause pain.  
 Judge 2: Not much concerned with others; focus on self; sometimes other people enter world when they hurt self.  
 Judge 3: Others are unreliable. I must depend upon myself.

Motivational goals:

- Judge 1: Get what you can but don't expect much.  
 Judge 2: To take care of self and complain loudly when someone interferes with that.  
 Judge 3: I want to become more self-sufficient.

Behavior for achieving goals:

- Judge 1: Passive-aggressive.  
 Judge 2: Play, fix things, yell when things don't go my way.  
 Judge 3: I will work hard to develop my own skills.

Group member CC:

1. I can remember back to kindergarten. I was about seven. This was when just me and my mom and my brother and a few relatives were over to Arizona to see my grandma. When we got there we went to the

zoo and we went to the Grand Canyon. Then we went down to Mexico and we got to buy a lot of stuff. Then we drove up to Disneyland in California. My brother, mother, youngest cousin, and my grandma were with us. My mom and my grandma had my little cousin I guess he was about two. Me and my brother were supposed to go back to this place and get a carriage. We got the carriage and we were pushing it around and we got lost. We couldn't find out where we were. We ran around in circles for a couple of hours. Finally we found my grandma and she was just sitting there praying. So we finally got back.

2. Me and my brother always went up to Kansas to my uncle's house. I was about seven, my brother was about eight. We really hated to go up there. It was terrible because I really didn't like this aunt and uncle. There was always a lot to do but they would make us go to bed about 9:30. Back then, I always stayed up real late during summer so I thought I shouldn't go to bed this early. We always got mad. I have always been a hearty eater and have always eaten a lot between meals. They would always tell us to eat now, which would be like during breakfast or lunch. I'd roam in about an hour later and they wouldn't feed us. You were to eat when you're supposed to or you don't. My mom asked me a couple of years ago if I wanted to go back and I said no. I hated that place bad. There was a big sand pile across the street and we always played in it. It had all of these little toys. The kid across the street stole one. I pushed him down and I took it back. He told me it was his but it was mine.
3. I guess I was about four, my brother was about five. There was this dog that lived next to us. Me and my brother found a couple cans of spray paint. We went up to this dachshound and just killed it with yellow spray paint. We got it all over the garage door and the car. What I remember most is the beating I got.

Self-concept:

- Judge 1: I want to be noticed. I don't think I'm responsible for what I do.
- Judge 2: I'm not real sure of myself, especially if I had to be alone without my brother. I get in trouble a lot.
- Judge 3: I am aggressive and lack strong inner controls.

World image:

- Judge 1: I can do what I want!
- Judge 2: There are a lot of bad experiences out there if you stray too far from home.
- Judge 3: The world is a place for me to act out my aggression rather than keeping it inside.

Image of others:

- Judge 1: You can count on but a few people (brother) to be really close to.

Judge 2: Really look up to my brother even though we get in trouble a lot. Not so sure need or can depend on anyone else.

Judge 3: Others are my support.

Motivational goals:

Judge 1: Wants to do what he wants; to meet his needs immediately, no delay of gratification.

Judge 2: To stick around with my brother and do what he does.

Judge 3: I want to do what I want--regardless of others.

Behavior for achieving goals:

Judge 1: Impulsive, self-centered acting out.

Judge 2: Follower, not an initiator.

Judge 3: I will hurt others to get my own way or do something I want to do. I will disregard order and rules.

Group member DD:

1. I had this little red tricycle and I left it out by the trash can and the trash people came to pick it up. My brother and I tried to go out and stop it but it was already mashed up. Then I got a new one. I just keep thinking about the bicycle going through the garbage truck.
2. When we lived in California we had to move around because my dad kept changing jobs. I had this real good friend in another town and we had to move. I didn't know anybody in the new town. We kept writing letters then but I was only about five years old. I remember when we were leaving she was out on the front porch waving.
3. My brother had this lamb that he had for a show. He became a pet and we had to go to the auction and we had to auction him off. We were sad about that because he had to go for meat and stuff. I remember my brother walking the lamb around the ring.

Self-concept:

Judge 1: I am not worthy of lasting relationships. Things and people leave me. I must be no good to have such a bad deal. I have little control and feel helpless.

Judge 2: I don't have much effect on things; bad things keep happening to me and I can't do anything about it.

Judge 3: I am irresponsible at times and regretful later. I am somewhat ashamed and doubt my own abilities.

World image:

Judge 1: The world is a cruel place. There is little continuence.

Judge 2: You lose the things that are really important to you.

Judge 3: The world is a lonely place, unstable, changing and cruel at times.

Image of others:

Judge 1: Others have little regard for me.

Judge 2: People my own age are OK, but I can't trust adults because they keep taking things away.

Judge 3: Others are not very helpful and show little compassion.

Motivational goals:

Judge 1: I want to reach out, but people always leave me.

Judge 2: To feel bad because I keep losing things I like.

Judge 3: I want safety and security.

Behavior for achieving goals:

Judge 1: Just be passive cause I have no control anyway.

Judge 2: Stick pretty close to brother and not trust others very much, quiet; drawn-back.

Judge 3: I will be passive because I've been hurt and I will not actively seek what I want most.

Group member EE:

1. I was three years and my mom left some glue on the table. I took the glue and spread it every place. . . .I see myself sitting up on the stool drawing pictures in the glue.

2. When I was 2½ years old, I was in my trailer house and was bugging my mom to get my clarinet down. We had a bunch of stuff stolen out of the trailer. I found out that was gone too.

3. I was about 1½ and my dad came home from working on a ranch. He found this little snake and put it in his pocket. He forgot about it when he got home. He was reading the paper and it kind of crawled up out of his pocket. It was a baby copperhead and he had forgotten about it. . . .I see his (snake) shadow on the newspaper and crawling out of his pocket.

Self-concept:

Judge 1: Fearful and uncertain in new situations. Impulsive with new situations.

Judge 2: I'm pretty sure of myself--get into mischief and bug people sometimes, but that's okay.

Judge 3: I am angry and act-out in an aggressive manner.

World image:

Judge 1: Unpredictable place with lots of bad surprises.



Judge 2: It's my world and I know what's going to happen most of the time.

Judge 3: The world is not meeting my needs.

Image of others:

Judge 1: They shouldn't be trusted.

Judge 2: Don't know about other people, sometimes they do things that kind of scare me or get me in trouble.

Judge 3: Others are making me angry, especially my mother.

Motivational goals:

Judge 1: To control his world and be on guard.

Judge 2: To have fun.

Judge 3: I want my father's affection and for my mother to leave.

Behavior for achieving goals:

Judge 1: Extreme caution to the point that he finally reacts impulsively.

Judge 2: Just do whatever there is to do.

Judge 3: I will mistreat my mother and seek my father's attention.

Group member FF:

1. I got a bike for Christmas when I was about seven or eight. . . .I was happy that I got a bike. It was just sitting in the living room.

2. I was learning how to ride a wheely. . . .Just learning how to ride real good. I remember falling down.

3. When we went to Six Flags I remember Big Ben and the roller coaster the most. . . .I remember being on the roller coaster going up and down.

Self-concept:

Judge 1: I am a person who loves excitement, but it's hard to predict what will happen to me.

Judge 2: I'm just sort of average, don't do much to change things; things sort of just happen to me. I'm kind of tough, though.

Judge 3: I am fairly confident, uninhibited and secure.

World image:

Judge 1: The world has lots of adventure, but it holds some disappointments.

Judge 2: A pretty nice place, good things happen to me most of the time.

Judge 3: The world is a fun place.

Image of others:

- Judge 1: People are okay.  
 Judge 2: More interested in self than others.  
 Judge 3: Others are pretty good to me.

Motivational goals:

- Judge 1: Experience new things.  
 Judge 2: Have fun and do dangerous things sometimes.  
 Judge 3: I want to excel, to achieve.

Behavior for achieving goals:

- Judge 1: Try different and new situations, even when there is risk.  
 Judge 2: Rough and tumble play. Passive, just hanging around.  
 Judge 3: I will pursue my interests and strive for achievement.

Group member GG:

1. One time my sister and I were riding in the forest and this motor-cycles came up behind us. We started to take off real fast. I fell and busted my head open. I remember the horse and me falling off.
2. When I first got a minibike and started riding. It was just real neat because I thought I would never get a minibike. . . .I remember just learning to ride and shift gears.
3. One time we had to build a fence on one of our farms. I was sitting on one of the stretched wires and it busted and scraped my back up.

Self-concept:

- Judge 1: I am fragile. I get hurt a lot.  
 Judge 2: I'm adventurous, get in trouble sometimes but mostly its not my fault. I can take care of myself pretty good.  
 Judge 3: I am struggling for autonomy because others cannot be depended upon.

World image:

- Judge 1: Although the world may be an exciting place, it is full of hurts.  
 Judge 2: A good place to do lots of new and interesting things; sometimes it hurts you.  
 Judge 3: The world is dangerous. One can get hurt.

Image of others:

- Judge 1: Others don't seem important.

Judge 2: Sometimes strangers scare me.

Judge 3: Others don't take care of me. I must watch out for myself.

Motivational goals:

Judge 1: I need to keep from getting hurt.

Judge 2: Do interesting things. Have some excitement.

Judge 3: I want to take care of myself-- to avoid pain.

Behavior for achieving goals:

Judge 1: I will avoid those situations that may hold physical or psychological danger for me.

Judge 2: Try new things.

Judge 3: I will be more cautious to protect myself from pain.

Group member HH:

1. When I was five in kindergarten for the first time. Mom took me in and she stayed for a while. She left and I started crying . . . .I remember being alone and used to being with mom.
2. I went to get my first bike. I got training wheels. I was at my grandma's and was trying to learn and took the training wheels off. I got up in the street and I turned around; I was always falling down. I would make it so far and start crying but I'd try again. I kept falling until I got it. I was over at my grandma's. It was something I wanted to do.
3. We were living in a little house and we went over to our friends to eat. My dad was sort of a cowboy then. He had a horse with an electric fence around it and he was going to ride it. He got on and it started bucking and everything. It went to the electric fence and tore up his clothes and burned him a little. I didn't feel too good about it.

Self-concept:

Judge 1: I am trying to be brave. I feel the hurts but I keep trying. I care about myself and others.

Judge 2: I can get along okay if I really have to. But I'd rather have someone to depend on.

Judge 3: I am dependent, lacking autonomy and subject to feelings of loneliness.

World image:

Judge 1: There are ups and downs, but I want to be here.

Judge 2: Fairly narrow view--includes self and family. Probably safer with family--some pretty bad things can happen out there.

Judge 3: The world is insensitive to my needs. It's a cold place.

Image of others:

Judge 1: I care about others. They are important to me.

Judge 2: They don't help too much.

Judge 3: Others are too helpful sometimes. I can depend upon others more than myself.

Motivational goals:

Judge 1: I want to continue to grow and meet the demands in my life and enjoy the victory of conquering them.

Judge 2: Keep trying until I get what I want. Get used to the things I have to.

Judge 3: I want success, to make it on my own.

Behavior for achieving goals:

Judge 1: Perseverance.

Judge 2: Do what I'm told.

Judge 3: I will try to succeed by my efforts. But, I have a low tolerance for failure.

Group member II:

1. There was this one stupid memory, a tricycle race. Me and a bunch of friends went out looking for a bunch of tricycles. We went into the park and had a race. I guess that's as far back as I can remember. I guess I was about four years old. I felt excited because I won. That's one reason I remember it.
2. See my uncle in California, I was about four years old then. We went on this real long trip to go mountain climbing non-stop from Stillwater to San Francisco. It was a non-stop drive and we kept on driving and driving. We drove overnight and I slept in the back seat, my parents didn't even sleep. When we got there, we finally slept and I didn't wake up until 3:00 the next afternoon. In the afternoon we went mountain climbing and I can just remember it real well. We stopped at this gas station and there was this big 'ole air-filled donkey. I told my dad I wanted it. He talked to the guy and got it for me. I played with it the whole trip.
3. We lived in Edmond my first day of nursery school. My mom took me and I didn't want to go or anything. I wanted to stay out in the hall. . .just before I enrolled. It was kind of in the middle of the year and I was coming right in the middle of the class. I was waiting in the hall for the teacher to come in and my mom was with me. I didn't want to go so I started crying. I remember this fish tank I kept on playing with. My mom was there and she had a long talk with me about school, and said that I would face it the rest of my life. Finally, the teacher came and I went on in and I felt real comfortable. We played games and everything.

Self-concept:

- Judge 1: I am happy and feel able and good about who I am.  
 Judge 2: I'm pretty neat most of the time. Sometimes I get scared, not often.  
 Judge 3: I am resistant to change, but I adjust easily once I've made the change. Also, I'm competitive.

World image:

- Judge 1: The world is a little scary, but it's an okay place to be!  
 Judge 2: It's a big world with good things mostly. Lots to see.  
 Judge 3: The world is a challenge.

Image of others:

- Judge 1: People are kind and rational.  
 Judge 2: Lots of people out there that didn't even know me and they did good things for me.  
 Judge 3: Others are helpful.

Motivational goals:

- Judge 1: I want to experience all of my life to the fullest.  
 Judge 2: Find some excitement. Have some fun.  
 Judge 3: I want to achieve success. I enjoy winning. I am very competitive.

Behavior for achieving goals:

- Judge 1: Meets life head on.  
 Judge 2: Assert self to ask for things wanted.  
 Judge 3: I will strive to do my best.

Group member A:

1. When I was in the first grade I got tired of school so I just left during lunch, went to the campus (OSU), my dad works there. One of his friends picked me up and took me to him.
2. We lived in Utah; we used to always go out and eat. We were going out to some place for hot dogs, a dollar for five of them.
3. One time we had everyone come down with all their gifts and stuff. Everybody that is our relative was at our house.

Self-concept:

- Judge 1: I do what I please regardless of external prohibitions.  
 Judge 2: I am safe and taken care of and can do things for myself.  
 Judge 3: I am bored sometimes and I seek the company of others. I am somewhat dependent upon others.

World image:

- Judge 1: The world imposes restrictions on me.  
 Judge 2: Pretty friendly place.  
 Judge 3: The world is just okay--not especially exciting, but not a bad place either.

Image of others:

- Judge 1: Others are there to impose their will on me.  
 Judge 2: Helpful. Trustworthy. They like me.  
 Judge 3: Others are helpful and good to me.

Motivational goals:

- Judge 1: I must get what I want.  
 Judge 2: To do interesting things and be involved.  
 Judge 3: I want to be with other people for their help and support.

Behavior for achieving goals:

- Judge 1: I will do what I feel the need to do to get what I want.  
 Judge 2: Generally very direct--just do it. (Specifically, I don't know.)  
 Judge 3: I will leave unpleasant situations and seek to be with people I know and trust.

Group member B:

1. We were on a plane, a DC-10, the first time in my life. It is a jet, not a real jet, but a big plane and you can walk around on it.
2. I went to St. Louis to see my relatives for the first time. I got to go to Mississippi for the first time--we goofed around.
3. We were at a family reunion and we went over to get some ice cream with some friends I met, not relatives. So we went over to get some ice cream, and we came back and got in trouble.

Self-concept:

- Judge 1: I have little control over what happens to me and in my life.  
 Judge 2: Good.  
 Judge 3: I am confident and trust myself. Others seem to respect me also. I am not inhibited and enjoy new experiences.

World image:

- Judge 1: The world seems to call most of the shots without considering me.  
 Judge 2: Exciting place, new and interesting things and people.  
 Judge 3: The world is a place to be explored, it's exciting.

Image of others:

Judge 1: Others are undependable and unreliable and unpredictable.

Judge 2: We can have fun together; but sometimes they get me in trouble.

Judge 3: Others are interesting and friendly.

Motivational goals:

Judge 1: Seeks contact with others--desires to be with others.

Judge 2: Explore, learn, and have fun.

Judge 3: I want to reach out to others for excitement and fun.

Behavior for achieving goals:

Judge 1: Anyway that I can meet people is okay! Even though consequences may be unpleasant.

Judge 2: Apt to do the first thing that pops into my head, without thought for consequences.

Judge 3: I will be friendly and open to new experiences.

Group member C:

1. Lost my money. I was flying a kite and it broke off. I went to find it. I lost my billfold and I was looking for it. I was mad, there was \$30.00 in it.
2. I got hit in the eye with a rock--got 3 stitches. I was riding a bike around this corner and these kids were throwing rocks on a well-thing by this house. I came off the side and hit me in the eye.
3. I cut my hand with a razor. I can't remember what I was doing, but I cut it when I was in my bed.

Self-concept:

Judge 1: I am defeated. Everything goes wrong for me. I get hurt.

Judge 2: I don't have much control over what happens to me.

Judge 3: I am forgetful and make mistakes and sometimes it's just bad luck. But usually my bad luck is due to carelessness.

World image:

Judge 1: The wor'd is full of bad breaks!

Judge 2: A place to get in trouble--I'll hurt you even when you don't expect it.

Judge 3: I am forgetful and make mistakes and sometimes it's just bad luck. But usually my bad luck is due to carelessness!

Image of others:

Judge 1: People are out to hurt me.

Judge 2: Prefers to be alone rather than interact with others. Other people hurt me.

Judge 3: Others are hard to predict. Everyone seems careless.

Motivational goals:

Judge 1: I want to be an active participant in the script of my life.

Judge 2: Get someone to take care of me.

Judge 3: I want to be safe and avoid hurt.

Behavior for achieving goals:

Judge 1: I will be aggressive and make myself known to others.

Judge 2: Getting hurt.

Judge 3: I will continue to be forgetful and thus less protective of myself. Safety is difficult to achieve.

Group member D:

1. I had to remember my address in order to take a plant home, and I didn't remember it.

2. We were having a party, Valentine's Day, in the third grade.

3. I remember our old house better than I do our new one.

Self-concept:

Judge 1: I am inadequate. (I should just give up).

Judge 2: Negative, unhappy with present self.

Judge 3: I am inadequate in my cognitive abilities and dependent upon others for help. There are some things I'd rather forget.

World image:

Judge 1: The world asks me to perform. The world is unfair.

Judge 2: Limited view, not much in touch with present reality.

Judge 3: The world is changing and sometimes it's difficult to keep up with these changes.

Image of others:

Judge 1: Others ask difficult things of me.

Judge 2: Little contact with other people, adults or peers.

Judge 3: Others are alien to me. I keep to myself, but I need their help.



Motivational goals:

Judge 1: Withdrawal, passivity.

Judge 2: To go back to a more pleasant time.

Judge 3: I want to improve myself because others are not there when I need them.

Behavior for achieving goals:

Judge 1: Avoid getting in situations where I know I will fail.

Judge 2: Daydreaming, forgetting.

Judge 3: I will be passive so as not to cause any trouble and I will resist change in a passive manner.

Group member E:

1. I can remember when I was about five and we were all getting together for Christmas. I was super shy when I was that young. Me and my cousin had to dress alike. So we were there and we always had to take some pictures. I didn't want to. That night when I met my cousins, I really got close to them. I like that. My whole family took a picture. I got to meet my older cousin. We took a picture where I was on top of his shoulders.
2. I got my first bike. I remember being with my dad and he was teaching me how to ride a bike. I thought that was fun. I remember when my dad first let go of the bike.
3. We had a big tricycle and I got to sit in the back in the basket. Two doberman pinchers started barking at me. I got real scared. They started to come at me. I threw the bike at one of the dogs and I ran to the house.

Self-concept

Judge 1: I can do things when I try. I can solve problems. I'm okay.

Judge 2: I have fun, enjoy things and people, and can take care of myself.

Judge 3: I am self-conscious and inhibited.

World image:

Judge 1: The world is a place of challenges

Judge 2: Pretty friendly place most of the time, even exciting sometimes.

Judge 3: The world is frightening sometimes.

Image of others:

Judge 1: Others are accessible and helpful.

Judge 2: I like people; they like me.

Judge 3: Others are helpful and comforting once you give them a chance.

Motivational goals:

Judge 1: Striving to achieve.

Judge 2: To have fun and get to know people better.

Judge 3: I want to learn new things, but uncertainty scares me.

Behavior for achieving the goals:

Judge 1: I will do everything I can to do right.

Judge 2: Outgoing and direct.

Judge 3: I will avoid fearful situations.

Group member F:

1. At Christmas time when I had a cake, I smashed it and threw it all over.
2. I remember when I first rode my bike. It had training wheels on it. It was given to me and I kept trying to ride it. I had to always start on the porch. One time I wrecked and I hurt my knee pretty bad.
3. I can remember when I was little and I'd stay at my grandpa's in the summer time and a bunch of Mexicans every year would come and stay at his house.

Self-concept:

Judge 1: I am angry. I get hurt when I try to do things.

Judge 2: I destroy things and get hurt.

Judge 3: I am self-reliant. Others cannot be depended upon and I must strive to be autonomous to avoid being disappointed by others.

World image:

Judge 1: The world is unpredictable.

Judge 2: A place where things go wrong.

Judge 3: The world is not supportive. It is sometimes uncomfortable and foreign to me.

Image of others:

Judge 1: Distrustful toward others.

Judge 2: Strange people shouldn't be able to come into my world. Others are threatening to me.

Judge 3: Others are not very helpful. I must work hard to accomplish things on my own.

Motivational goals:

Judge 1: When I try, I get hurt.

Judge 2: Get attention.

Judge 3: I want to be respected for my accomplishments and competencies.

Behavior for achieving goals:

Judge 1: I will try and get hurt or angry.

Judge 2: Getting hurt and destroying things and being angry.

Judge 3: I will be destructive and resistant in some situations. Whereas, in other situations which enhance my sense of accomplishment, I will strive to achieve through continued hard work and commitment.

Group member G:

1. When I was four years old, I was at my birthday party and a girl was there. I had been to her birthday party and she started opening the packages. I was taking the packages and running off with them. Everybody was chasing me. I remember hitting her on the head with the boxes.
2. We went to my grandparents and they have a movie projector. We had a movie when my little sister came home from the hospital. I was trying to carry her into the house. My aunt was over there having a fit because she knew I was going to drop her.
3. We lived in this apartment house when I was about four or five. It was by a big highway. I got out of the fence and crossed all six lanes of the highway. My dad came and got me and spanked me all the way home.

Self-concept:

Judge 1: I always make mistakes. I can't do anything right.

Judge 2: I'm pretty capable of taking care of myself. Get in trouble though.

Judge 3: I am not secure in the affection of others. I am self-reliant, but others don't appreciate me. I see myself as independent, but others are critical and do not trust my autonomy.

World image:

Judge 1: The world is the stage for me to perform my mistakes.

Judge 2: Place for trying new things and having fun.

Judge 3: The world is antagonistic. There are too many authorities who don't trust me and who punish me.

Image of others:

Judge 1: Everyone expects me to screw up! Nobody trusts me to do anything right.

Judge 2: Try to push me aside and get all the attention for themselves.

Judge 3: Others are critical of me and don't understand me. They do not respect my abilities and judgement.

Motivational goals:

Judge 1: I will do the things that everyone expects of me. I will carry out the blunders that I am expected to make.

Judge 2: Getting attention.

Judge 3: I want to make others appreciate me and accept the fact that I can take care of myself. I want others to like me and show me respect and attention.

Behavior for achieving goals:

Judge 1: Aggressive, acting out behavior.

Judge 2: Scaring other people.

Judge 3: I will demand through my actions that others notice me and give me some attention. I will test the limits of others to see how they feel about me.

Group member H:

1. My dad taught me how to water ski when I was about 5½ years old. My dad sat in the boat and told me how to do it. He gave me courage.
2. My dad bought me a pony. He let me name it anything I wanted. That was the first pet I had. He taught me how to ride it. I remember when we were riding in the park together.
3. I remember when my mom and dad got me my first bicycle. I came out of my room at Christmas. My dad was bringing my bicycle through the front door.

Self-concept:

Judge 1: I am small with much to learn.

Judge 2: Good; family loves me and I am able to do all sorts of interesting things.

Judge 3: I am responsible, and trust my own abilities and possess a sense of autonomy.

World image:

Judge 1: The world is a place to learn and gain from others.

Judge 2: Safe place with wonderful new things to do.

Judge 3: The world is a good place to be. It is comfortable and non-threatening, and it provides many challenges.

Image of others:

Judge 1: I see others (Dad) as having the answers.

Judge 2: Parents will always take care of me, and help me.

Judge 3: Others are helpful, encouraging and supportive. Others respect me.

Motivational goals:

Judge 1: I will look to others to teach me things and show me the way to be.

Judge 2: To please parents (wonders if this generalizes to other adults).

Judge 3: I want to receive the assistance from others and their affection in order to gratify my needs.

Behavior for achieving goals:

Judge 1: Passively waiting for others to meet my needs.

Judge 2: By learning the things they teach me.

Judge 3: I will try to be cooperative and learn from others. I will receive what others have to give to me.

Group member I:

1. I got a bike when I was five or six. I remember joy and laughter.

2. I remember a place, a circus type place, when I was about two. There were circus acts every fifteen minutes. There was an elephant.

3. One of our vacations when I was six, we went to Willow Springs. We took pictures of our vacation.

Self-concept:

Judge 1: I am happy and like to have fun.

Judge 2: I think I'm pretty special.

Judge 3: I am treated well. I see myself as adequate, and without shame or doubt.

World image:

Judge 1: The world is a fun and exciting place to be. The world is an accomodating place.

Judge 2: Good place. Exciting.

Judge 3: The world is a fun place. It is a friendly, nonthreatening and comfortable place.

Image of others:

Judge 1: Others (parents) care about me--are kind to me.

Judge 2: Satellites to self.

Judge 3: Others are good to me. They respect me and do things for me. Others are seen as supportive and helpful.

Motivational goals:

- Judge 1: I want to experience exciting things, have a good time always.  
 Judge 2: To get what I want.  
 Judge 3: I want to enjoy what others do for me. I am eager to please and to receive the affection of others.

Behavior for achieving the goals:

- Judge 1: I will engage in new, interesting, fun and exciting experiences whenever I can.  
 Judge 2: Please people.  
 Judge 3: I will appreciate and enjoy what others do for me. I will also be cooperative.

Group member J:

1. When we were in San Francisco our Volkswagon had a flat. Dad thought we had better learn how to fix a flat. We started changing it and taking pictures of doing it.
2. I remember the Golden Gate Bridge in San Francisco. I went to the docks and had a boat ride around the harbor--seeking all the big ships. I remember how big the ships were.
3. Our dad got a rifle and we went out hunting with it, shooting bottles and stuff. It was pretty fun, but we shouldn't have been handling it at our young age. I remember watching the bottles shatter. I was feeling destruction and power. It was pretty neat.

Self-concept:

- Judge 1: I am small compared to others. I have little power and when it is available to me, I am frightened by its effect on me.  
 Judge 2: I feel small and need someone to tell me what to do and how to do it. I'm kind of mixed-up about things.  
 Judge 3: I am inferior in some areas and dependent upon others for instruction and supervision.

World image:

- Judge 1: The world is full of obstacles (that I would like to eliminate).  
 Judge 2: It's too big--you can get in trouble.  
 Judge 3: The world is a big place and I am rather insignificant.

Image of others:

- Judge 1: Others (Dad) seem to have the knowledge and power that I lack!

Judge 2: Dads aren't dependable--sometimes they take care of you and sometimes they don't.

Judge 3: Others are helpful, but don't really recognize my abilities.

Motivational goals:

Judge 1: I want to know as much as others and be in control.

Judge 2: Don't really want anything special, maybe to feel powerful.

Judge 3: I want to be recognized and confident in my own abilities.

Behavior for achieving goals:

Judge 1: I will take control when it is available to me, even though I may not be able to handle the implications of maintaining it.

Judge 2: Just do whatever comes up. Maybe destroy things.

Judge 3: I will be cooperative most of the time, but sometimes I feel like being more aggressive.

Group member K:

1. When we were in California at that big bridge, we were going across and a drunk Mexican ran out. This was when I was three years old.
2. I remember when I had my tonsils out. They tried to put a black mask on my nose and I took it off.
3. We had a friend that collected snakes and he put a snake around my neck. The snake was about five feet long. I was kind of scared.

Self-concept:

Judge 1: I have got to maintain control to keep from being hurt.

Judge 2: Not very capable of handling self in the world. Need to be constantly on guard.

Judge 3: I am fearful and lacking confidence. I am preoccupied with my own safety.

World image:

Judge 1: Hostile place, unpredictable place.

Judge 2: A place you can't trust very much. Unexpected and frightening things keep happening.

Judge 3: The world is dangerous and unpredictable at time.

Image of others:

Judge 1: Others try to "get me."

Judge 2: Strange adults are not to be trusted.

Judge 3: Others cannot be trusted always. One must be protective against the actions of others.

Motivational goals:

Judge 1: Need for control.

Judge 2: Keep pretty close to home and family where things are predictable.

Judge 3: I want to be safe and trust the stability of my existence.

Behavior for achieving goals:

Judge 1: Defensive behavior; on-guard behavior.

Judge 2: Watchful. Suspicious.

Judge 3: I will guard against the world and others to protect myself against harm.

Group member L:

1. I remember when I got my first bike. The first time I tried to ride it, I ran into two trees.

2. I remember when my Mom and Dad split up. My mom just left. I really didn't know what was going on at that time.

3. I remember when I had to go to the hospital for an operation on my eye. I was playing with a knife and cut myself. You see, I am blind in one eye.

Self-concept:

Judge 1: I am constantly met with painful experiences.

Judge 2: Pretty low. Can't take care of self and Mom doesn't want to take care of me either.

Judge 3: I am insecure and feel inadequate.

World image:

Judge 1: The world is scary and full of frightening things.

Judge 2: Place where bad things happen.

Judge 3: The world is a difficult place to understand. It provides nothing for me.

Image of others:

Judge 1: Others are unreliable and unbelievable.

Judge 2: They're pretty foreign and powerful. Do things to me that I don't understand.

Judge 3: Others are difficult to understand. They seem to do things without reason.

Motivational goals:

Judge 1: I need to stake out some good things for myself.

Judge 2: Get someone to take care of me.



Judge 3: I want to control others to meet my own needs for safety and affection.

Behavior for achieving goals:

Judge 1: I have little control over what occurs. I feel helpless.

Judge 2: Hurting self.

Judge 3: I will harm myself for punishment and to seek the sympathy of others.

APPENDIX D

JUDGES' RANKINGS OF EARLY RECOLLECTIONS

JUDGES' RANKINGS OF EARLY

RECOLLECTIONS

Group Member	Self-concept			World image			Image of others			Motivational goals			Behavior for achieving goals		
A	21	2	7	11	2	6	10	2	4	15	4	4	7	2	8
B	8	8	2	9	4	1	17	6	3	3	3	1	12	7	1
C	11	19	16	17	18	14	14	13	19	4	19	21	15	17	13
D	12	21	15	13	19	9	9	20	14	16	21	9	10	21	9
E	4	7	14	4	9	13	5	4	8	7	2	14	5	1	15
F	18	16	10	15	16	10	13	10	12	19	17	10	14	12	12
G	9	13	11	12	7	12	19	8	16	20	16	13	16	10	11
H	6	1	1	3	1	2	7	5	2	11	11	3	19	15	3
I	2	4	3	1	5	4	1	19	1	1	10	2	2	14	2
J	20	15	9	10	15	8	8	15	7	12	15	6	6	11	7
K	7	18	21	20	20	15	21	14	21	13	12	20	9	20	21
L	19	20	17	19	21	11	16	11	18	10	20	15	21	18	20
Judges	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
AA	14	3	18	8	3	19	6	3	17	8	1	17	13	4	12
BB	10	5	4	14	13	7	15	18	15	18	5	12	17	6	5
CC	16	14	20	6	12	21	18	7	9	9	14	16	8	13	17
DD	13	17	8	21	17	18	20	12	13	21	18	18	18	19	19
EE	17	10	19	16	8	16	12	17	20	14	7	19	20	8	18
FF	5	11	6	7	11	5	4	21	6	6	9	8	3	9	6
GG	15	6	12	18	10	20	11	16	11	17	6	17	11	5	14
HH	3	12	13	5	14	17	3	9	10	2	13	11	4	16	10
II	1	9	5	2	6	3	2	1	5	5	8	5	1	3	4

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