

**RELATIONSHIP OF HIGH SCHOOL STUDENTS' KNOWLEDGE
OF CHILD DEVELOPMENT TO POTENTIAL
FOR CHILD ABUSE**

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TABLE OF CONTENTS

MANUSCRIPT FOR PUBLICATION	Page
Title Page.	1
Abstract.	2
Introduction.	3
Method.	8
Subjects	8
Instruments.	8
Procedure.	10
Results	11
Discussion.	15
References.	20
APPENDICES	23
APPENDIX A - LITERATURE REVIEW.	23
APPENDIX B - INSTRUMENTS.	40
APPENDIX C - VARIABLE CODE LABELS	49
APPENDIX D - RAW DATA	52
APPENDIX E - STATISTICAL ANALYSES	58

**Relationship of High School Students' Knowledge
of Child Development to Potential
for Child Abuse
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Abstract

This study was conducted to determine how much high school seniors know about children's normative development and whether this knowledge is correlated with a potential to abuse. The Knowledge Inventory of Child Development and Behavior: Infancy to School-Age (KIDS) and the Child Abuse Potential Inventory (CAP) were administered to 233 high school seniors (150 females and 83 males). The results indicated that high school seniors scored only 57% correct on the measure of child development knowledge. High school senior males knew less than high school senior females. The negative correlation between potential for abuse and total child development knowledge proved to be highly significant, $F(1,231) = 12.01, p < .0006$. These findings suggest a need for parent education, which includes education for childhood development, in order to minimize the effects that limited knowledge may have on potential for abuse.

RELATIONSHIP OF HIGH SCHOOL STUDENTS' KNOWLEDGE
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Recent research has indicated that parents who are knowledgeable about how children grow and develop are better able to establish healthy relationships with their own children. Moxley-Haegert and Serbin (1983) studied the effects of developmental education on parental motivation and children's development in families with developmentally delayed infants. They found in a one-year follow-up that parents who had received developmental education continued to participate more than other parents in their child's treatment program. Developmental education appeared to enable the parents to discriminate small developmental gains, which facilitated the intrinsic motivation involved in working with their children.

Stevens (1984) examined the relationship between parents' knowledge of child development and their ability to design a quality home learning environment. Two hundred and forty-three mothers of infants were administered measures of child development knowledge and parenting skill. In the final analysis, parents who knew more about critical environmental factors and infant normative development scored higher on the parenting skill measure.

According to a study done by Twentyman and Plotkin in 1982, knowledge of child development seemed to reduce the chance for child abuse. When Twentyman and Plotkin (1982) examined levels of child development knowledge in both abusive and nonabusive parents, they found that parents who had abused or neglected their children were less knowledgeable about children's developmental processes.

DeLissovoy (1973) came to a similar conclusion when he studied 48 couples of adolescent parents. The young parents in the study found parenting to be a trying experience and were "prone to use physical punishment with their children" (p. 22). DeLissovoy (1973) contended that the restrictive and sometimes punitive behavior of the parents could be credited in part to their unrealistic developmental and behavioral expectations of their children, which were generated by a lack of child development and childrearing knowledge.

Johnson, Loxterkamp and Albanese (1982) used the Iowa Child Development Test to study high school students' knowledge of child development in relation to the effects on their disciplinary approaches. Results of the study indicated a relationship between the lack of child development knowledge and abusive approaches to discipline problems. Data further revealed that the males in the study had selected harsh disciplinary responses more frequently than the females.

Showers and Johnson (1984) conducted a study of college students' knowledge of child development and found similar results. The Iowa Child Development Test was utilized with this college sample as well. The results of the study suggested that not only did the college students have inadequate knowledge concerning child development, but that the students who were least knowledgeable about child development were those that chose harsh disciplinary methods most frequently.

In a later study by Showers and Johnson (1985), the Iowa Child Development Test was administered to a sample of urban adolescents to determine their knowledge of child development and child health and its relationship to disciplinary approaches in child rearing. Again the researchers found there was a relationship between lack of knowledge of child health and development and frequency with which punitive responses were selected in simulated child discipline situations. The males in this study also exhibited a poorer performance in scoring than females.

In our society today, no preparation or training is required in order to become parents. Roehl, Herr, and Applehaus (1985) have emphasized that parenting is a highly significant task for which systematic instruction is received by only a few adults. Thus, they have contended that many parenting techniques are simply survival strategies. Larsen and Juhasz (1985) contended that two false assumptions have pervaded American

attitudes toward families and child rearing: (1) that the ability to raise children wisely is a natural talent possessed by most parents, and (2) that child rearing is always a joyful, positive experience. In actuality, parenting is a complex and difficult task that does not always develop naturally and is not always a happy experience.

The difficulty of parenting does not take away its importance. Steinhauer (1983) maintained that "all children need a family that is both caring and able to provide the quality and continuity of parenting that will foster optimal development" (p. 468). Parents, in order to meet the needs of children and provide this optimal development, need to be knowledgeable about child growth and development. Larsen and Juhasz (1985) have maintained that social and emotional maturity, as well as some knowledge of child development, are prerequisites for effective, responsible parenting.

The responsibilities and skills required to guide a child in our society from helpless infancy to mature adulthood are unrelenting and challenging to even the most mature adult (Larsen and Juhasz, 1985). Larsen and Juhasz (1985) additionally stated "the complexities of parenting are even greater for teenage parents who are generally less able financially, emotionally, and cognitively than adults to nurture and care for their children" (p. 823-824). Markham and Jacobsen (1976) found that most teenage

girls in the United States were not prepared to cope with the day-to-day needs of a baby. Unfortunately, the incidence of teenage childbearing is quite high. In 1978 over 1.1 million teenage pregnancies resulted in about 550,000 live births, which constituted approximately one sixth of all U.S. births for that year (Alan Guttmacher Institute, 1981). In 1984, the state of Oklahoma was reported to have a teenage fertility rate that was 28.9% higher than the national teenage fertility rate (Oklahoma Teenage Fertility Fact Sheet, 1986).

In cognition of the fact that in our society today teenagers are at a high risk for parenthood, and thus perhaps a high risk for child abuse, there exists a need to carefully examine the level of child development knowledge that adolescents possess. The present study was designed to examine the level of child development knowledge of high school seniors and its relationship to potential child abuse. The following hypotheses were formulated in relation to the study: (1) male high school seniors are less knowledgeable about child development than are female high school seniors; (2) high school seniors who originate from large families will be more knowledgeable about child development than their classmates who originate from smaller families; (3) high school seniors who have younger siblings will be more knowledgeable about child development than their classmates who are the youngest child or are only

children; and (4) high school seniors whose knowledge of child development is low tend to score higher on a measure of child abuse potential.

Method

Subjects

The subjects were high school seniors enrolled in Family Living Classes at Bartlesville High School in Bartlesville, Oklahoma. Included in the final analysis were responses of 233 high school students who ranged in age from 16 to 19 years (all but five were 17 or 18 years). Responses were collected from 150 females and 83 males.

Instruments

Two questionnaires were utilized in gathering the data. The Knowledge Inventory of Child Development and Behavior: Infancy to School-Age (KIDS) (Anderson and Fulton, 1986) was utilized to gather students' knowledge of child development. The Child Abuse Potential Inventory (CAP) (Milner, 1980) was used to identify each student's potential toward abusive interactions with children.

Anderson and Fulton (1986) developed the KIDS Inventory in order to assess levels of child development knowledge. The KIDS Inventory is composed of 48 items, which describe characteristics of children at different ages. Subjects are asked to think about the age at which they would expect a child to be when he/she first exhibits the behavior described. A key is provided for use when

thinking about their answers. After thoughtful consideration, the subjects are instructed to circle the age at which they think most children are when they first exhibit the behavior described. Responses for the described behaviors are:

I = Infancy (birth to 12 months)

T = Toddler (1 and 2 year olds)

P = Preschooler (3 through 5 years)

S = School-age (6 through 12 years)

A total of five scores are calculated by the researcher: the total score plus four subscale scores. The subscale scores measure knowledge of infant development, knowledge of toddler development, knowledge of preschool development, and knowledge of school-age development. Content validity was determined by submitting the instrument to a panel of five authorities in the field of child development. Reliability of .8309 was found, using Cronback's alpha coefficient of internal consistency, with the high school seniors in this study. (See Appendix B).

The CAP Inventory was developed by Milner (1980) in order to assess a person's child abuse potential. The CAP Inventory requires subjects to simply agree or disagree with 160 different statements concerning themselves, their feelings, and their relations with family and others. Scores are weighted and can range from 0 to 486. The higher the score, the greater the potential is for the subject to abuse. Six subscale scores are calculated:

(1) distress score, (2) rigidity score, (3) unhappiness score, (4) problems with child and self score, (5) problems with family score, and (6) problems with others score. The scores of these six subscales are added together to determine the abuse score of the subject. The CAP has shown a 94% correct classification of abusing versus nonabusing subjects. Milner and colleagues (cited in Milner, 1980) reported split-half and KR-20 reliability coefficients for the CAP ranging from .92 to .98 for abuse, high risk, and control groups. An 18-item Lie scale is included in the CAP in order to isolate those individuals who attempt to "look good," "look bad," or who are confused. The scores in the Lie subscale can range from 0 to 18. However, a nonsignificant relationship was found between CAP abuse and lie scores in previous studies conducted by Ellis and Milner (cited in Milner, 1980). (See Appendix B).

Procedure

The data was collected in March of 1987. The subjects were given advance notice that the questionnaires would be administered. The researcher, assisted by the three Family Living Teachers, administered the questionnaires during six regularly scheduled class periods. Stapled together with one copy of each questionnaire was a personal data sheet for each of the 239 subjects. (See Appendix B). The responses of six subjects were excluded from analysis because the personal

data sheets, or one of the two questionnaires, were improperly completed. The instructions concerning the completion of the instruments appeared on the instruments themselves. In addition, the researcher orally outlined the instructions prior to the administration of the instruments to the subjects. No student was required to participate in the study. The subjects were given the entire 55-minute class period to complete the two questionnaires and the demographic information sheet.

Following the completion of the instruments and demographic information sheet, the subjects were asked to turn the questionnaires over at their seats. The teachers assisting the researcher then collected the completed questionnaires and placed them in a box at the front of the classroom. After all questionnaires had been completed in each Family Living Class, the researcher randomly assigned a number to each questionnaire for coding purposes. The numbers were used exclusively for statistical analysis.

Results

For the 233 high school seniors surveyed in this study, the mean score for total child development knowledge was 27.14 out of a possible 48 points. In examining the subscales on the KIDS Inventory, the mean scores for the subjects were 5.6 (possible 13) on infancy development, 5.9 (possible 11) on toddler development, 7.3 (possible 12) on preschool development, and 8.4 (possible

12) on school-age development. Student scores on the total KIDS Inventory averaged 57% correct. Subscale scores averaged 43% correct on infancy development, 54% correct on toddler development, 60% correct on preschool development, and 69% correct on school-age development. Although the percentage correct on the two latter subscales indicated a higher level of knowledge concerning child development in the later childhood years, the overall knowledge for child development was low. Mean scores do indicate a limited amount of child development knowledge among high school seniors.

In examining the first hypothesis, the t-test was used to compare the mean level of knowledge between the sexes on the KIDS total score and each of the four subscales. The t-test revealed significant differences between the sexes in three of the five scores. High school senior girls scored significantly higher than their male counterparts on knowledge of infancy development $F(142,77) = 1.18, p < .0001$, toddler development $F(142,77) = 1.03, p < .0001$, and total score $F(77,142) = 1.56, p < .0001$. No significant difference was found between the sexes on the knowledge of preschool or school-age development. Thus, the hypothesis that males would be less knowledgeable about child development was only partially substantiated.

A second hypothesis in this study examined the relationship of number of children in the family to level of child development knowledge on the KIDS Inventory. Subjects (n=222) were placed in four mutually exclusive categories based on one, two-three, four-five, or six-or-more children in the family. Eleven subjects were excluded from analysis in this category due to missing variable information. A one-way analysis of variance was used to determine the difference between the means of the four groups. Of the 222 high school seniors, 6.9% were the only child, 73% were from families with 2 or 3 children, 15.8% from families with 4 or 5 children, and 4.3% were from families with 6 or more children. Thus, 93.1% should have had some experience dealing with siblings. However, data analysis revealed that no significant difference was found relating number of siblings with knowledge of child development. The second hypothesis, therefore, was not supported by the data.

A third hypothesis examined the relationship between ordinal position and level of child development knowledge. Students (n=222) were placed in six mutually exclusive categories based on whether they were an only child, first born, second born, third born, fourth born, or fifth born or greater. The percentage of subjects that were either the youngest child in the family or an only child was 44.2. This indicates that 55.8% should have had some experience dealing with younger siblings at home.

However, when a one-way analysis of variance was done, the birth position was unrelated to knowledge of child development at any level on the KIDS. Therefore, the third hypothesis was not supported by the data.

The fourth hypothesis in the study examined the relationship between abuse score and level of child development knowledge. The high school seniors in this study had a mean abuse score of 141.9, which is lower than the mean abuse score that was reported for high school students (188.6) by Harris and Milner (cited in Milner, 1980). Pearson Product Correlations were used to individually compare each of the abuse scores with the total score on the KIDS and each of the KIDS subscale scores. These correlations revealed whether the calculated abuse potential of each subject related to his/her score on the measure of child development knowledge (KIDS Inventory). Highly significant correlations were found on three scales of the KIDS Inventory. The correlation between potential abuse and total child development knowledge proved to be highly significant, $F(1,231) = 12.01, p < .0006$. The correlation between potential abuse and infancy development yielded a high level of significance, $F(1,231) = 9.62, p < .0022$. When the abuse score was correlated with the toddler development score, it proved to be significant, $F(1,231) = 5.82, p < .0166$. In these instances, the fourth hypothesis was substantiated. For each of these instances, when the

score on the measure of child development knowledge was low the the abuse score that was reported was high. However, when abuse scores were correlated with preschool and school-age development, no observed level of significance was found.

Discussion

The results obtained in this study support previous research that suggests that high school students have inadequate knowledge of child development. This study confirms the earlier findings of Johnson, Loxterkamp and Albanese (1982) and Showers and Johnson (1985). The adolescents in this study scored 3%-9% higher than those tested in the two previously mentioned studies; however, they scored 57%--not even a "passing grade" according to high school grading standards (Teacher's Handbook, 1986). It is interesting to note that the high school students' mean scores were higher for preschool and school-age development than for infancy and toddler development. This higher mean score may be due to the fact that they were able to remember their own experiences at these ages. A similar finding, in which 78% of adolescents surveyed identified normal abilities of a six year old, has been noted by Showers and Johnson (1985).

Since the safety of these adolescents' future children is at stake, the finding that lack of child development knowledge existed among high school students is of concern to educators. Lack of knowledge about child

development is related to unrealistic developmental expectations of children (DeLissovoy, 1973), which are associated with child abuse (Bamford, 1981). Analysis of the data revealed that as the abuse score increased in subjects, the mean score for child development knowledge decreased. Those high school seniors who were most knowledgeable about child development were least likely to have a high abuse score. These results were similar to those found by Johnson et al. (1982), Showers and Johnson (1984), and Showers and Johnson (1985). The results of this study should be examined with the idea that correlational analyses that were used for this part of the study allow for the explanation of degree of relationship, but do not allow for substantiation of cause-effect relationships.

Although the mean abuse score of these high school seniors is lower than that reported by Harris and Milner (cited in Milner, 1980), it is still higher than that reported by college students (Milner, 1980). This sample included only high school seniors and the other sample that was studied by Harris and Milner (cited in Milner, 1980) included high school students from various grade levels. The higher level of education could account for the lower mean abuse score. If this supposition were true, then it is understandable that these high school seniors did have a lower mean abuse score than the reported college students. Johnson et al. (1982) found

that the percentage of abuse responses selected by both high school boys and girls declined as grade level increased. This finding lends support to the idea that higher education could be related to a smaller potential for abuse.

The poorer performance of males on the measure of child development knowledge is worthy of concern and examination. When analysis of scores between the sexes was completed, the scores of the boys were lower on infant and toddler development, as well as total child development. No difference was found between male and female scores on the measures of preschool and school-age knowledge. Although it is encouraging to note that there was an improvement in knowledge with an increase in age of child, it is disheartening to learn that one of the prime caretakers of a child would have such inadequate knowledge about the child's first years of growth and development.

The lack of a relationship, between family size or ordinal position and child development knowledge, that was found in this study could lead to the assumption that amount of child development knowledge gained within families is the same. Perhaps this knowledge that is learned within the family is inadequate to meet the needs of a child in these changing times. Johnson et al. (1982) and Showers and Johnson (1984) both found that students indicated most of their knowledge of children and child raising came from their families. Yet the students in

those studies were found to have limited knowledge of child development as well.

Clearly, knowledge of how a child develops must be learned through another medium besides the family. Since knowledge of child development has been associated with healthier parent-child relationships, a parent education program that incorporated education for normative child development would be optimal. A prime mechanism for teaching parenthood education to adolescents would be the schools since a majority of adolescents attend the institution. However, the education for parenthood should be integrated into classes that require both male and female participation. Such a maneuver would insure that girls would be educated for motherhood and boys would be educated for fatherhood. Community health programs that offered parent education classes could reach those adolescents who might not receive the needed education in the schools. Of utmost importance, however, is that exposure to parenting, and child development knowledge, occurs prior to the time that these adolescents actually become parents.

This early preparation, however, does not guarantee a lifetime of preparation. Children do not live a lifetime as an infant, or a toddler, or a preschooler. They grow from one stage of childhood into another. In order for parents to meet the needs of children at these different stages, they need to be educated about them. This

education would be most effective if it were taught at "the most teachable moment"--the point in time when parents need it the most. Education for infant development would be optimal for those parents with infants. Education for toddler development would be optimal for those parents with toddlers. In summary, parent education needs to be a continuous process that meets the needs of both parents and children at each stage of their development.

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Appendix A
Literature Review

RELATIONSHIP OF HIGH SCHOOL STUDENTS' KNOWLEDGE
OF CHILD DEVELOPMENT TO POTENTIAL
FOR CHILD ABUSE

The present research will identify what high school seniors know about the development of a child, and whether this knowledge, or the lack of it, could indicate a potential for later child abuse. Two broad areas of literature have a bearing on this work: child abuse studies that deal with unrealistic parental expectations and lack of child development knowledge as causative factors, and literature that studies the lack of training that is required to parent, both for adults and teenagers or adolescents. The literature relative to child abuse will be presented first followed by a discussion of parenting and teenage or adolescent parenting.

Unrealistic Parental Expectations as Associated
With Child Abuse

Child abuse is acknowledged by our society today to be a serious problem. Children, after all, are the future of our society. When this "future," or these children, are put in jeopardy, society considers it a problem. Kempe and Helfer (1980) have reported that an estimated 1.7 million children are physically abused by their parents in a year. Each year increased numbers of cases of child abuse are reported. Kempe and Helfer (1980) have confirmed this statement:

One and one-half percent of the children in the

United States are reported annually to protective service units as victims of suspected abuse and neglect. The important word in the previous sentence is annually. Every year another one and one-half percent is added to the toll (p. xiii).

Martin (1980) has stated that "at least one of every 100 children in the United States is significantly mistreated through physical abuse or neglect" (p. 347). The statistics concerning child abuse are alarming.

The results of child abuse are just as alarming. In 1981, 2,000 children were reported to have died as a direct result of parental abuse and neglect in the United States (Newberger, 1982). Victims of child abuse possess serious developmental deficits in comparison with non-abused peers. Hoffman-Plotkin and Twentyman (1984) reported that abused and neglected children had significant cognitive deficits and exhibited less readiness to learn. Social and emotional deficits have been noted in maltreated children. Hoffman-Plotkin and Twentyman (1984) reported that abused children experienced a fewer number of interactions with both peers and adults. Schneider-Rosen and Cicchetti (1984) found that abused infants formed a significantly greater proportion of insecure attachments than nonmaltreated infants. Hoffman-Plotkin and Twentyman (1984) also reported that children who experienced abuse at home were more physically and verbally aggressive and exhibited less

social maturity. These serious deficits in abused children may last a lifetime.

Research has been conducted that focuses on the multiple determinants of child abuse. One important determinant involves unrealistic parental expectations of appropriate child behavior. Alford, Martin, and Martin (1985) reported of abusing parents that "in many cases. . .parents tended to set unreasonable standards for their child's behavior, expecting the child to perform tasks inconsistent with normal development" (p. 145). Pollock and Steele (1972) discovered from direct observations of parents with children, as well as parental descriptions of how they dealt with their children, that abusive parents viewed infants and children as if they were much older than their chronological age, and as if they possessed much greater intellectual development and physical ability than they actually did.

Research in the area of unrealistic parental expectations in child abusers suggests that these unrealistic expectations stem from a lack of child development knowledge. Helfer and Kempe (1976) reported that quite frequently abusive parents were simply ignorant of what constituted appropriate behavior in relation to normal development. Twentyman and Plotkin (1982) found in their study that parents who had abused or neglected their children were less knowledgeable about children's developmental processes than were matched controls.

Parenting

In the literature relating to child abuse, it was noted that abusive parents who developed unrealistic expectations for their children were lacking in knowledge of how a child develops. This section of the literature review on parenting explores how this lack of child development knowledge might have evolved, and the implications it might have for parents today.

In society today, there seems to be a pervasive assumption that parenting skills develop naturally as people become parents. Larsen and Juhasz (1985) affirmed that specifically two false assumptions have pervaded American attitudes toward families and child rearing: (1) that the ability to raise children wisely is a natural talent possessed by most parents, and (2) that child rearing is always a joyful, positive experience. In the past, there may have been some truth to these suppositions.

Traditionally, the means for developing parenting skills in American society was diffusion (Roehl, Herr, & Applehaus, 1985). From older generations within the family unit, younger generations of parents gathered knowledge of children and childrearing techniques, which they invariably passed on to still younger generations. Since people grouped together and lived in extended families, sometimes for several generations, this mode of diffusive education was possible (Roehl, Herr, &

Applehaus, 1985). The solidity and stability of yesteryear's extended family allowed "transference" to be the major means of parent education. However, time has brought changes to both society and parent education. The valuable source of the family is no longer available to a great number of parents. A decrease in family size, an increase in working mothers and single-parent families, and less family members living together in a centralized location has caused intergenerational knowledge of child development, childrearing, and parenting that was once learned in the home to abate considerably (Roehl, Herr, & Applehaus, 1985). Swick (1985) has stated that today's parent functions in a socially complex situation with few supports and more demands within the family and the community. In addition, Strom (1985) has noted that more and faster cultural change means that more and more children's experiences were not encountered by preceding generations; therefore, parents cannot continue to rely on memories of growing up as a sufficient base for providing guidance to their children. Thus, it seems that the examples of parenting that youth do witness may not teach them valuable child development knowledge, childrearing techniques, or parenting skills at all.

Rheingold (1973), in regard to rearing a child, stated that ". . . children are our greatest natural resource. Yet, the world behaves as though they were no resource at all" (p. 45). The world, or society, fails to

recognize the importance of how a child is raised, or reared. Rheingold (1973) continued:

The most difficult, the most important task in the world--the rearing of a child--at the present time is judged by our society to require no training at all. We behave as though the ability to conceive and bear a child, as though the acts of conception and birth, automatically confer on a mother, or a father, knowledge on how to rear that child (p. 45).

Roehl, Herr, and Applehaus (1985) emphasized that parenting is a highly significant task, yet systematic instruction for the task is received by only a few adults. They elaborated ". . .Most parents undertake the duty with limited knowledge of child development; consequently, many of their parenting techniques are simply survival strategies" (p. 20). Parents need to have more than just survival strategies to raise the world's "greatest natural resource." White (1975) found that the direct or indirect actions of a mother with her child of one to three years had the most significant effect on the development of that child during the preschool years. Steinhauer (1983) has maintained that "all children need a family that is both caring and able to provide the quality and continuity of parenting that will foster optimal development" (p. 468). In order to meet the needs of children and provide this optimal development, parents need to be knowledgeable about child growth and

development. However, Larsen and Juhasz (1985) have stated that knowledge alone is not sufficient to ensure effective parenting:

A person also must be socially and emotionally mature enough to center on another person and be emphatically aware of and sensitive to the needs of that person. These are prerequisites for effective, responsible parenting (p. 824).

Parenting, effective or otherwise, is not an easy task. Hoff (1978) has stated that parenthood places continuous demands on a person from the time of an infant's conception until at least the child's eighteenth birthday. Parenting requires the constant giving of self and should not be entered into lightly (Ford, Massey, and Hyde, 1986). Roehl, Herr, and Applehaus (1985) have contended that parenting is a demanding job that requires considerable knowledge and preparation.

Teenagers' Knowledge of Child Development/Parenting

The task of parenting is not an easy one. The responsibilities and skills required to guide a child in our society from helpless infancy to mature adulthood are unrelenting and challenging to even the most mature adult (Larsen and Juhasz, 1985). Children require a great deal of nurturance and care. In order for parents to cope with raising a child, they must have a solid foundation from which to work cognitively, emotionally, and financially. Otherwise, stress and frustration can result.

For teenage parents, the task is even more difficult due to the fact that their foundational abilities have not yet reached maturity. Most teenage girls in the United States are not prepared to cope with the day-to-day needs of a baby (Markham and Jacobsen, 1976). In addition, teenage parents of today's society are lacking in child development knowledge (DeLissovoy, 1973; Field, Widmayer, Stringer & Ignatoff, 1980; Roosa & Vaughan, 1984; Gullo, 1985).

In a classic study on child care by adolescent parents, DeLissovoy (1973) noted that caring for their children proved to be a trying experience for the teen parents in the majority of the 48 couples. In addition, the author stated:

I found the young parents in this study to be, with a few notable exceptions, an intolerant group--impatient, insensitive, irritable and prone to use physical punishment with their children (p. 22).

DeLissovoy's (1973) contention was that the restrictive and sometimes punitive behavior of the young parents in the study was due in part to the unrealistic developmental and behavioral expectations of children, which were generated by a lack of child development and childrearing knowledge.

Research done by Field, Widmayer, Stringer, and Ignatoff (1980) yielded similar results. The researchers investigated developmental expectations and child-rearing attitudes of both teenage mothers with infants and adult mothers with infants. Results of the study indicated that the teenage mothers showed less realistic developmental expectations and less desirable or more punitive childrearing attitudes than did the adult mothers.

Showers and Johnson(1984) conducted a study of college students' knowledge of child development and found similar results. In the study, the Iowa Child Development Test (ICDT) was administered to 299 college students in order to determine their knowledge of child health and child development in relation to the effects on their disciplinary approaches. The results of the study suggested that not only do college students have inadequate knowledge concerning child development, but that the students who were least knowledgeable about child development were those that chose harsh disciplinary methods most frequently.

Johnson, Loxterkamp, and Albanese (1982) administered the Iowa Child Development Test (ICDT) to a sample of high school students in rural Iowa during an earlier study. Results of that study also indicated a relationship between the lack of child development knowledge and abusive approaches to discipline problems. In this study, just as in the college study conducted by Showers and

Johnson (1984), males selected harsh disciplinary responses more frequently than females.

In a later study by Showers and Johnson (1985), the ICDT was administered to a representative sample of urban adolescents from one major city in Ohio. The study was undertaken to determine urban adolescents' knowledge of child development and child health and its relationship to disciplinary approaches in child rearing. Results of this study confirmed what was found in the two previous studies utilizing the ICDT. The researchers found there was a relationship between lack of knowledge of child health and development and frequency with which punitive and abusive responses were selected in simulated child discipline situations. Once again male adolescents exhibited a poorer performance in scoring than females. Showers and Johnson (1985) found this general lack of child development knowledge among adolescents to be alarming since the selected test was designed to measure acquisition of minimal basic knowledge.

Anderson and Fulton (1986) administered the ICDT to 194 undergraduate students enrolled in courses in the Department of Family Relations and Child Development at Oklahoma State University. Findings of this study indicated that a lack of adequate child development and health maintenance existed among these young, adult undergraduate students. Additionally, the females in the study tended to score higher than the males.

In a study done by Roosa and Vaughan (1984), teenage mothers' knowledge of child development was compared to that of older mothers. The results of this study indicated that teenage parents were less knowledgeable in the area of child development than older mothers. The researchers stated:

It would appear that the teenage mothers would be slightly less likely than older mothers to know appropriate developmental schedules, to know the types and amounts of stimulation a child of a particular age needs, or to know how to respond appropriately to the child's behavior at various ages (p. 263).

Gullo (1985) conducted a study that compared knowledge of infant development of adolescent mothers, older mothers, and never pregnant teenagers. The subjects (40 never pregnant teenagers, 20 adolescent mothers, and 20 older mothers) were administered a 56-item questionnaire concerning infant's development of motor skills, language skills, cognitive skills, and social skills. The results of the study indicated that the older mothers more accurately predicted the emergence of infant behaviors than either of the other groups.

Shaner, Peterson, and Roscoe (1985) designed a study to further investigate different age groups' knowledge of developmental norms of children, focusing on older adolescent female university students. Results of the

study indicated that knowledge of normal development was both over- and under-estimated regardless of age of student or year in school. In conclusion, the researchers stated:

. . . knowledge of child development, and hence the potential well-being of young children, is being left to trial-and-error learning that may occur too late (p. 58).

Several research studies have found that adolescents and adolescent parents lack knowledge of when certain developmental milestones occur (DeLissovoy, 1973; Field, Widmayr, Stringer, and Inगतoff, 1981; Gullo, 1985; Roosa and Vaughan, 1984; and Showers and Johnson, 1985). This lack of child development knowledge among adolescents and adolescent parents causes not only stress and frustration, but the development of unrealistic expectations for children. An inability to develop realistic expectations for children is believed to be a contributory factor in child abuse (Bamford, 1981).

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Appendix B

Instruments

Instrument Reliability

KIDS Inventory

The Knowledge Inventory of Child Development and Behavior: Infancy to School-Age (Anderson & Fulton, 1986) uses five scales (four subscales plus one total scale) to assess levels of child development knowledge. For each childhood behavior listed on the inventory, the subject is asked to find the age at which that behavior would be displayed. (See pp. 42-43 for questionnaire). Five authorities in the field of child development found the validity of the KIDS to be very good. In previous work with the KIDS Inventory, reliability for a young, adult population was obtained using Cronbach's alpha coefficient of internal consistency. In April, 1987, reliability analysis, with $n=83$, resulted in the following reliability: .7021 for the total test, .7559 for the infancy subscale, .5070 for the toddler subscale, .3282 for the preschool subscale, and .5649 for the school-age subscale. The present study was used to determine KIDS reliability for a younger population. Cronbach's alpha coefficient was again used to determine reliability. Results indicated higher reliability with the younger population: .8309 for the total test, .6721 for the toddler subscale, .6564 for the preschool subscale, and .6388 for the school-age subscale. The reliability for the infancy subscale was found to be .6949, which is lower than the infancy subscale reliability for the older group.

K I D S

(Knowledge Inventory of Development and
Behavior: Infancy to School-age)

INSTRUCTIONS: KIDS describes the characteristics of children at different ages. Think about the age you would expect a child to be when he or she first shows the behavior described. Use this key when thinking about your answers:

I = Infancy (birth to 12 months)
T = Toddler (1 and 2 year olds)
P = Preschooler (3 through 5 years)
S = School-age (6 through 12 years)

Circle the age to the right which you think MOST children are at when they FIRST show the behavior described.

At which age would you first expect most children to

- | | | | | | |
|-----|--|---|---|---|---|
| 1. | cut most of their permanent teeth..... | I | T | P | S |
| 2. | boast or brag about what they can do..... | I | T | P | S |
| 3. | feed themselves with a spoon..... | I | T | P | S |
| 4. | attempt to imitate sounds made by people..... | I | T | P | S |
| 5. | identify and name basic shapes (circle, square, etc.)..... | I | T | P | S |
| 6. | like being played with, talked to and held..... | I | T | P | S |
| | | | | | |
| 7. | play games that require following rules and taking turns
(checkers, monopoly, team sports, etc.)..... | I | T | P | S |
| 8. | pull themselves to a standing position | I | T | P | S |
| 9. | use scissors to cut paper..... | I | T | P | S |
| 10. | use the toilet with <u>little</u> adult assistance..... | I | T | P | S |
| 11. | be able to pick up small objects (raisins, beads, dimes, etc.)..... | I | T | P | S |
| 12. | enjoy pushing large objects, such as boxes, across the floor | I | T | P | S |
| | | | | | |
| 13. | want to play almost exclusively with children their own sex..... | I | T | P | S |
| 14. | hold and drink from their own cup or glass..... | I | T | P | S |
| 15. | want to do things by themselves even though they
aren't yet capable of doing the task on their own..... | I | T | P | S |
| 16. | develop an interest in collections and clubs..... | I | T | P | S |
| 17. | learn to ride a bicycle (two wheeler without training wheels)..... | I | T | P | S |
| 18. | point to their nose when asked to do so | I | T | P | S |

I = Infancy (birth to 12 months)
 T = Toddler (1 and 2 year olds)
 P = Preschooler (3 through 5 years)
 S = School-age (6 through 12 years)

At which age would you first expect most children to

- | | | | | | |
|-----|---|---|---|---|---|
| 19. | know that they are a boy or a girl..... | I | T | P | S |
| 20. | imitate grownup roles in their play (firefighter, teacher, etc.)..... | I | T | P | S |
| 21. | practice simple skills with objects (dropping and throwing,
opening and closing, putting together and taking apart, etc.)..... | I | T | P | S |
| 22. | enjoy playing near other children even though they have
difficulty with cooperating and sharing..... | I | T | P | S |
| 23. | enjoy telling jokes and riddles..... | I | T | P | S |
| 24. | <u>usually</u> understand what is being said to them even though they
don't always do as requested..... | I | T | P | S |
| 25. | develop the skills needed to play ordinary games (ball,
hopscotch, tag, jump rope, etc.)..... | I | T | P | S |
| 26. | touch, handle and taste everything within reach..... | I | T | P | S |
| 27. | be concerned about what others think of them..... | I | T | P | S |
| 28. | hop on one foot..... | I | T | P | S |
| 29. | have strong feelings about being treated fair..... | I | T | P | S |
| 30. | run to adults with complaints about other children..... | I | T | P | S |
| 31. | show fear or cry when a stranger approaches..... | I | T | P | S |
| 32. | put two or three words together in a sentence..... | I | T | P | S |
| 33. | be concerned with gaining approval from their friends..... | I | T | P | S |
| 34. | cut their first tooth..... | I | T | P | S |
| 35. | scribble when given a crayon or pencil..... | I | T | P | S |
| 36. | cry or be startled by strange objects or loud sounds and voices..... | I | T | P | S |
| 37. | do craft work with tools that require some skill and manipulation
(making potholders, needlework, model airplanes, etc.)..... | I | T | P | S |
| 38. | pick out the larger of two circles when asked, "which is bigger?"..... | I | T | P | S |
| 39. | identify and name pictures of familiar objects
(ball, truck, doll, etc.)..... | I | T | P | S |
| 40. | object when mother leaves and squeal with joy when she returns..... | I | T | P | S |
| 41. | be eager to help around the house..... | I | T | P | S |
| 42. | sit alone..... | I | T | P | S |
| 43. | sleep through most nights without wetting..... | I | T | P | S |
| 44. | recognize and respond to familiar people (mother,
father, sister, brother, etc.)..... | I | T | P | S |
| 45. | be able to cooperate and share with other children as they play..... | I | T | P | S |
| 46. | frequently say "NO!" to questions or requests..... | I | T | P | S |
| 47. | imitate simple movements such as clapping hands..... | I | T | P | S |
| 48. | understand that 10 pennies is the same as one dime..... | I | T | P | S |

CAP INVENTORY FORM VI

Joel S. Milner, Ph.D.
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INSTRUCTIONS: The following questionnaire includes a series of statements which may be applied to yourself. Read each of the statements and determine if you **AGREE** or **DISAGREE** with the statement. If you agree with a statement, circle **A** for agree. If you disagree with a statement, circle **DA** for disagree. Be honest when giving your answers. Remember to read each statement; it is important not to skip any statement.

●○○○

-
- | | | |
|---|---|----|
| 1. I never feel sorry for others | A | DA |
| 2. I enjoy having pets | A | DA |
| 3. I have always been strong and healthy | A | DA |
| 4. I like most people | A | DA |
| 5. I am a confused person | A | DA |
| 6. I do not trust most people | A | DA |
| 7. People expect too much from me | A | DA |
| 8. Children should never be bad | A | DA |
| 9. I am often mixed up | A | DA |
| 10. Spanking that only bruises a child is okay | A | DA |
| 11. I always try to check on my child when it's crying | A | DA |
| 12. I sometimes act without thinking | A | DA |
| 13. You cannot depend on others | A | DA |
| 14. I am a happy person | A | DA |
| 15. I like to do things with my family | A | DA |
| 16. Teenage girls need to be protected | A | DA |
| 17. I am often angry inside | A | DA |
| 18. Sometimes I feel all alone in the world | A | DA |
| 19. Everything in a home should always be in its place | A | DA |
| 20. I sometimes worry that I cannot meet the needs of a child | A | DA |
| 21. Knives are dangerous for children | A | DA |
| 22. I often feel rejected | A | DA |
| 23. I am often lonely inside | A | DA |
| 24. Little boys should never learn sissy games | A | DA |
| 25. I often feel very frustrated | A | DA |
-

●○○○

26.	Children should never disobey	A	DA
27.	I love all children	A	DA
28.	Sometimes I fear that I will lose control of myself	A	DA
29.	I sometimes wish that my father would have loved me more	A	DA
30.	I have a child who is clumsy	A	DA
31.	I know what is the right and wrong way to act	A	DA
32.	My telephone number is unlisted	A	DA
33.	The birth of a child will usually cause problems in a marriage	A	DA
34.	I am always a good person	A	DA
35.	I never worry about my health	A	DA
36.	I sometimes worry that I will not have enough to eat	A	DA
37.	I have never wanted to hurt someone else	A	DA
38.	I am an unlucky person	A	DA
39.	I am usually a quiet person	A	DA
40.	Children are pests	A	DA
41.	Things have usually gone against me in life	A	DA
42.	Picking up a baby whenever he cries spoils him	A	DA
43.	I sometimes am very quiet	A	DA
44.	I sometimes lose my temper	A	DA
45.	I have a child who is bad	A	DA
46.	I sometimes think of myself first	A	DA
47.	I sometimes feel worthless	A	DA
48.	My parents did not really care about me	A	DA
49.	I am sometimes very sad	A	DA
50.	Children are really little adults	A	DA
51.	I have a child who breaks things	A	DA
52.	I often feel worried	A	DA
53.	It is okay to let a child stay in dirty diapers for a while	A	DA
54.	A child should never talk back	A	DA
55.	Sometimes my behavior is childish	A	DA
56.	I am often easily upset	A	DA
57.	Sometimes I have bad thoughts	A	DA
58.	Everyone must think of himself first	A	DA
59.	A crying child will never be happy	A	DA
60.	I have never hated another person	A	DA
61.	Children should not learn how to swim	A	DA
62.	I always do what is right	A	DA
63.	I am often worried inside	A	DA
64.	I have a child who is sick a lot	A	DA
65.	Sometimes I do not like the way I act	A	DA
66.	I sometimes fail to keep all of my promises	A	DA
67.	People have caused me a lot of pain	A	DA
68.	Children should stay clean	A	DA
69.	I have a child who gets into trouble a lot	A	DA
70.	I never get mad at others	A	DA

71. I always get along with others	A	DA
72. I often think about what I have to do	A	DA
73. I find it hard to relax	A	DA
74. These days a person doesn't really know on whom one can count	A	DA
75. My life is happy	A	DA
76. I have a physical handicap	A	DA
77. Children should have play clothes and good clothes	A	DA
78. Other people do not understand how I feel	A	DA
79. A five year old who wets his bed is bad	A	DA
80. Children should be quiet and listen	A	DA
81. I have several close friends in my neighborhood	A	DA
82. The school is primarily responsible for educating the child	A	DA
83. My family fights a lot	A	DA
84. I have headaches	A	DA
85. As a child I was abused	A	DA
86. Spanking is the best punishment	A	DA
87. I do not like to be touched by others	A	DA
88. People who ask for help are weak	A	DA
89. Children should be washed before bed	A	DA
90. I do not laugh very much	A	DA
91. I have several close friends	A	DA
92. People should take care of their own needs	A	DA
93. I have fears no one knows about	A	DA
94. My family has problems getting along	A	DA
95. Life often seems useless to me	A	DA
96. A child should be potty trained by the time he's one year old	A	DA
97. A child in a mud puddle is a happy sight	A	DA
98. People do not understand me	A	DA
99. I often feel worthless	A	DA
100. Other people have made my life unhappy	A	DA
101. I am always a kind person	A	DA
102. Sometimes I do not know why I act as I do	A	DA
103. I have many personal problems	A	DA
104. I have a child who often hurts himself	A	DA
105. I often feel very upset	A	DA
106. People sometimes take advantage of me	A	DA
107. My life is good	A	DA
108. A home should be spotless	A	DA
109. I am easily upset by my problems	A	DA
110. I never listen to gossip	A	DA
111. My parents did not understand me	A	DA
112. Many things in life make me angry	A	DA
113. My child has special problems	A	DA
114. I do not like most children	A	DA
115. Children should be seen and not heard	A	DA

116.	Most children are alike	A	DA
117.	It is important for children to read	A	DA
118.	I am often depressed	A	DA
119.	Children should occasionally be thoughtful of their parents	A	DA
120.	I am often upset	A	DA
121.	People don't get along with me	A	DA
122.	A good child keeps his toys and clothes neat and orderly	A	DA
123.	Children should always make their parents happy	A	DA
124.	It is natural for a child to sometimes talk back	A	DA
125.	I am never unfair to others	A	DA
126.	Occasionally, I enjoy not having to take care of my child	A	DA
127.	Children should always be neat	A	DA
128.	I have a child who is slow	A	DA
129.	A parent must use punishment if he wants to control a child's behavior	A	DA
130.	Children should never cause trouble	A	DA
131.	I usually punish my child when it is crying	A	DA
132.	A child needs very strict rules	A	DA
133.	Children should never go against their parents' orders	A	DA
134.	I often feel better than others	A	DA
135.	Children sometimes get on my nerves	A	DA
136.	As a child I was often afraid	A	DA
137.	Children should always be quiet and polite	A	DA
138.	I am often upset and do not know why	A	DA
139.	My daily work upsets me	A	DA
140.	I sometimes fear that my children will not love me	A	DA
141.	I have a good sex life	A	DA
142.	I have read articles and books on child rearing	A	DA
143.	I often feel very alone	A	DA
144.	People should not show anger	A	DA
145.	I often feel alone	A	DA
146.	I sometimes say bad words	A	DA
147.	Right now, I am deeply in love	A	DA
148.	My family has many problems	A	DA
149.	I never do anything that is bad for my health	A	DA
150.	I am always happy with what I have	A	DA
151.	Other people have made my life hard	A	DA
152.	I laugh some almost every day	A	DA
153.	I sometimes worry that my needs will not be met	A	DA
154.	I often feel afraid	A	DA
155.	I sometimes act silly	A	DA
156.	A person should keep his business to himself	A	DA
157.	I never raise my voice in anger	A	DA
158.	As a child I was knocked around by my parents	A	DA
159.	I sometimes think of myself before others	A	DA
160.	I always tell the truth	A	DA

Please complete the following information in the space provided

49. Your age _____
50. Sex Male _____ Female _____
51. How many children are in the family in which you grew up, including yourself? _____
52. Which child in the family are you? _____
53. If you have younger brothers and sisters, how many years older are you than your youngest sibling? _____
54. What is your classification?
- _____ A. Freshman
 _____ B. Sophomore
 _____ C. Junior
 _____ D. Senior
55. Have you ever taken any classes related to child growth and development? Yes _____ No _____
56. Describe your family situation.
- _____ A. I live with both my parents.
 _____ B. I live with only one parent all the time.
 _____ C. I live with one parent part of the time and the other parent part of the time.
 _____ D. I live in a stepfamily.
 _____ E. I live with my grandparent/grandparents.
 _____ F. I live with another relative, specify _____
 _____ G. Other, specify _____
57. What is the highest grade or level of education your mother completed?
- _____ A. Graduate or professional school
 _____ B. Graduate of four-year college
 _____ C. Some college
 _____ D. Vocational or educational training
 _____ E. Finished high school
 _____ F. Some high school
 _____ G. Grade school
 _____ H. Don't know
58. What is the highest grade or level of education your father completed?
- _____ A. Graduate or professional school
 _____ B. Graduate of four-year college
 _____ C. Some college
 _____ D. Vocational or educational training
 _____ E. Finished high school
 _____ F. Some high school
 _____ G. Grade school
 _____ H. Don't know

THANK YOU!!

Appendix C
Variable Code Labels

Variable Code Labels

- V1 Subject ID number
- V2 Age
- V3 Sex (A = male, B = female)
- V4 # of children in family of origin (A = 1, B = 2-3,
C = 4-5, D = 6-or-more)
- V5 Ordinal Position (A = only child, B = 1st born,
C = 2nd born, D = 3rd born, E = 4th born, F = 5th or
greater born)
- V6 Years older than youngest sibling
- V7 Classification (A = freshman, B = sophomore,
C = junior, D = senior)
- V8 Previous child development class (A = yes, B = no)
- V9 Family living situation (A = both parents, B = one
parent always, C = one parent some, other parent some,
D = stepfamily, E = grandparents, F = other relative,
G = other)
- V10 Mother's education (A = graduate or professional
school, B = graduate of 4-yr. college, C = some
college, D = vocational/educational training,
E = finished H.S., F = some H.S., G = grade school,
H = don't know)
- V11 Father's education (same as above)
- V12 KIDS total score
- V13 KIDS infancy subscale score
- V14 KIDS toddler subscale score
- V15 KIDS preschool subscale score

- V16 KIDS school-age subscale score
- V17 Inventory blanks on CAP (N = normal, E = elevated)
- V18 Lie scale score on CAP
- V19 Random response scale score on CAP
- V20 Inconsistency scale score on CAP
- V21 Faking good (N = normal, E = elevated)
- V22 Faking bad (N = normal, E = elevated)
- V23 Random response (N = normal, E = elevated)
- V24 Abuse scale score on CAP
- V25 Distress scale score on CAP
- V26 Rigidity scale score on CAP
- V27 Unhappiness scale score on CAP
- V28 Problems with child and self scale score on CAP
- V29 Problems with family scale score on CAP
- V30 Problems from others scale score on CAP

Appendix D

Raw Data

OB	SI	AGE	SEX	KN	OR	PO	YS	CL	PC	MOT	F	E	K	IN	DU	KS	AS	UN	LI	RR	FN	FA	RA	AB	DI	RI	UN	PR	PR	PR
S	D	E	X	D	P	S	S	SS	DC	EDU	EDU	TS	UB	UB	UB	UB	UB	VR	SS	SS	SS	CO	AN	US	TS	IT	HA	RW	RW	RW
1	1	19	B	201	2	1	6	D	B	E	B	25	30	8	5	9	N	7	0	7	E	N	N	148	94	27	13	0	6	8
2	2	18	B	202	2	2	0	D	A	E	C	29	50	7	8	9	N	6	2	3	N	N	N	216	147	10	0	0	38	21
3	3	17	B	202	2	2	0	D	B	B	B	21	30	6	6	6	N	0	2	3	N	N	N	303	225	12	22	0	20	24
4	4	18	B	404	4	4	0	D	A	D	D	33	70	7	11	8	N	1	2	5	N	N	N	139	109	17	6	1	6	0
5	5	18	A	301	3	1	9	D	B	B	A	26	50	2	7	12	N	2	4	8	N	N	N	223	136	5	14	6	38	24
6	6	18	A	202	2	2	0	D	B	C	B	26	20	4	11	9	N	2	6	3	N	E	N	16	2	0	13	1	0	0
7	7	17	B	101	1	1	0	D	A	B	B	30	80	5	6	11	N	1	3	4	N	N	N	172	134	12	3	10	0	13
8	8	17	A	303	3	3	0	D	B	E	C	23	50	7	5	6	N	1	1	1	N	N	N	59	28	21	3	6	0	1
9	9	17	B	201	2	1	4	D	A	D	B	29	90	7	7	6	N	1	2	4	N	N	N	126	52	15	2	6	38	13
10	10	18	B	201	2	1	0	D	A	C	C	27	31	10	6	8	N	2	3	1	N	N	N	82	52	12	3	0	0	15
11	11	17	B	201	2	1	6	D	B	E	R	27	70	6	6	9	N	3	1	2	N	N	N	89	55	19	7	0	0	8
12	12	18	B	303	3	3	0	D	B	H	H	34	50	9	9	11	N	6	0	5	N	N	N	73	33	21	5	0	0	14
13	13	18	B	201	2	1	4	D	A	B	A	24	30	5	8	8	N	5	3	1	N	N	N	34	21	6	6	0	0	1
14	14	17	A	704	7	4	1	D	A	B	A	25	70	5	4	9	N	1	2	5	N	N	N	105	36	19	14	0	25	11
15	15	17	B	303	3	3	0	D	A	C	C	32	80	8	8	8	N	4	2	4	N	N	N	47	27	5	8	0	6	1
16	16	17	B	302	3	2	4	D	A	B	A	40	121	10	7	11	N	2	3	4	N	N	N	314	199	25	55	1	20	14
17	17	17	B	202	2	2	0	D	B	B	A	25	60	5	6	8	N	1	3	5	N	N	N	323	205	55	16	0	38	9
18	18	17	B	202	2	2	0	D	A	E	B	35	80	8	10	9	N	2	5	3	N	N	N	102	33	31	0	6	20	12
19	19	17	B	301	3	1	8	D	A	C	B	34	110	7	10	6	N	2	4	4	N	N	N	157	137	8	2	2	0	8
20	20	18	A	402	4	2	2	D	B	H	E	24	40	4	6	10	E	6	3	5	N	N	N	127	63	9	3	1	38	13
21	21	18	B	201	2	1	4	D	A	E	E	19	10	8	5	5	N	0	0	5	N	N	N	271	212	13	13	6	6	21
22	22	17	B	100	1	0	0	D	A	E	A	33	70	8	9	9	N	1	1	2	N	N	N	94	58	0	16	0	0	20
23	23	17	A	402	4	2	10	D	A	C	A	17	0	5	7	5	N	1	7	7	N	N	E	310	219	32	5	0	32	22
24	24	18	B	201	2	1	1	D	B	B	C	26	50	7	8	6	N	4	2	3	N	N	N	55	23	26	3	0	1	2
25	25	17	B	201	2	1	10	D	A	C	C	24	50	5	6	8	N	0	1	5	N	N	N	217	160	19	2	1	13	22
26	26	18	B	401	4	1	15	D	A	C	B	32	81	10	5	9	N	4	1	4	N	N	N	121	77	21	5	1	6	11
27	27	17	B	301	3	1	4	D	A	C	B	31	70	8	7	9	N	4	4	3	N	N	N	74	49	7	10	0	6	2
28	28	18	B	301	3	1	6	D	R	B	B	29	60	4	9	10	N	2	3	4	N	N	N	113	62	27	11	0	6	7
29	29	18	B	303	3	3	0	D	A	D	C	25	30	6	6	10	N	4	1	4	N	N	N	97	69	22	3	1	0	2
30	30	18	B	201	2	1	2	D	A	B	B	28	40	4	10	10	N	4	1	8	N	N	N	197	93	22	21	7	38	16
31	31	17	B	202	2	2	0	D	A	A	B	33	60	8	11	8	N	0	2	7	N	N	N	220	128	20	17	7	32	16
32	32	18	A	201	2	1	11	D	B	B	A	29	80	3	8	10	N	5	2	4	N	N	N	94	56	21	8	8	0	1
33	33	17	B	202	2	2	6	D	B	C	B	33	80	7	7	11	N	6	5	3	N	N	N	97	66	9	5	0	0	17
34	34	17	A	302	3	2	4	D	R	B	A	26	40	3	8	11	N	2	3	3	N	N	N	90	42	25	8	6	0	9
35	35	17	B	303	3	3	0	D	A	B	A	32	70	9	6	10	N	5	3	3	N	N	N	13	1	3	0	0	0	9
36	36	18	A	201	2	1	5	D	B	B	A	26	70	4	6	9	N	1	4	8	N	N	N	215	157	24	5	1	19	9
37	37	18	A	101	1	1	0	D	B	C	A	18	0	0	7	11	N	3	2	3	N	N	N	246	209	16	6	0	6	9
38	38	17	A	303	3	3	0	D	B	C	B	24	20	3	9	10	N	1	2	2	N	N	N	72	34	13	10	0	6	9
39	39	17	B	601	6	1	12	D	B	B	B	33	70	9	8	9	N	0	2	4	N	N	N	136	86	4	8	4	25	9
40	40	17	A	402	4	2	5	D	A	B	B	30	50	4	10	11	N	0	1	0	N	N	N	44	24	7	6	0	6	1
41	41	17	A	201	2	1	1	D	A	A	A	21	30	3	7	8	N	3	2	4	N	N	N	139	92	22	11	0	6	8
42	42	18	A	101	1	1	0	D	A	B	A	22	30	3	8	8	N	4	3	2	N	N	N	103	65	3	5	1	6	23
43	43	17	B	202	2	2	0	D	A	E	H	24	40	4	6	10	N	8	1	3	E	N	N	171	99	42	13	0	6	11
44	44	18	B	303	3	3	0	D	B	C	A	29	80	8	8	5	N	10	3	4	F	N	N	32	2	16	3	10	0	1
45	45	17	B	403	4	3	4	D	B	U	H	24	50	3	6	10	N	5	1	8	N	N	N	209	155	17	9	0	6	22
46	46	18	B	404	4	4	0	D	A	E	Γ	30	60	5	7	12	N	11	2	4	F	N	N	28	15	3	3	0	6	1
47	47	18	B	302	3	2	2	D	B	B	A	39	80	8	11	12	N	4	3	2	N	N	N	51	37	0	8	0	6	0
48	48	18	B	202	2	2	0	D	A	E	B	35	80	7	10	10	N	4	2	2	N	N	N	54	34	9	2	0	0	9

OBS	ID	AGE	SEX	NKID	NK	DRPOS	YOTYS	CLAS	PCDC	MOT	FAT	FAT	KTS	KINS	DTOS	KPRS	KSA	INVB	LIES	RRSS	INCC	FAKF	FAKB	RANR	ABUS	DISTR	RIGIT	UNHA	PRWC	PRWF	PRWO
49	49	18	B	202	2	2	6	D	A	E	C	29	90	6	5	9	E	2	2	11	N	N	N	167	115	15	0	1	13	23	
50	50	17	B	201	2	1	3	D	B	F	C	28	50	7	8	8	N	2	0	2	N	N	N	113	57	26	13	0	0	17	
51	51	17	B	602	6	2	10	D	A	D	C	32	60	9	12	5	N	1	1	8	N	N	N	219	108	40	22	0	25	24	
52	52	17	B	302	3	2	7	D	A	F	E	29	81	10	6	5	N	9	5	1	E	N	N	66	48	9	8	0	0	1	
53	53	18	B	201	2	1	6	D	B	B	B	28	50	7	8	8	E	8	4	3	E	N	N	120	34	40	5	0	32	9	
54	54	16	B	202	2	2	0	D	B	B	B	22	40	4	4	10	E	2	2	1	N	N	N	48	28	9	11	0	0	0	
55	55	18	A	303	3	3	0	D	B	D	C	21	20	1	7	11	N	2	1	4	N	N	N	248	163	46	3	8	12	16	
56	56	18	B	201	2	1	1	D	B	E	E	34	60	8	8	12	N	4	2	3	N	N	N	30	0	5	10	0	6	9	
57	57	19	A	706	7	6	2	D	A	B	B	22	0	5	5	12	N	4	3	4	N	N	N	60	19	16	8	1	0	16	
58	58	18	A	302	3	2	5	D	B	C	A	26	80	7	8	3	N	1	2	4	N	N	N	232	175	12	13	17	0	15	
59	59	17	B	301	3	1	9	D	A	D	H	22	30	2	6	11	N	0	1	4	N	N	N	324	249	18	28	0	13	16	
60	60	17	B	202	2	2	0	D	A	E	A	29	50	5	8	11	N	4	1	3	N	N	N	208	164	6	14	0	0	24	
61	61	17	B	201	2	1	6	D	A	E	C	25	60	8	5	6	N	11	1	3	E	N	N	96	83	4	0	0	0	9	
62	62	18	B	403	4	3	1	D	B	E	A	28	70	5	5	11	N	5	1	3	N	N	N	78	37	22	3	0	0	16	
63	63	17	B	202	2	2	0	D	A	C	A	32	80	7	7	10	N	6	2	4	N	N	N	51	16	12	0	1	0	22	
64	64	17	B	301	3	1	2	D	B	E	D	29	30	6	10	10	N	8	3	2	E	N	N	49	0	42	6	0	0	1	
65	65	18	B	202	2	2	0	D	A	F	D	31	60	3	11	11	N	14	2	6	E	N	N	178	81	10	15	12	38	22	
66	66	17	B	503	5	3	11	D	A	F	D	25	20	3	9	11	N	3	1	4	N	N	N	239	186	7	3	8	13	22	
67	67	18	B	202	2	2	0	D	B	B	A	29	60	7	6	10	N	1	4	5	N	N	N	168	125	21	5	0	0	17	
68	68	18	B	201	2	1	3	D	B	C	A	28	60	8	7	7	N	3	0	1	N	N	N	88	56	12	5	0	6	9	
69	69	18	B	805	8	5	3	D	A	F	D	30	51	10	6	9	N	2	5	10	N	N	N	330	235	47	12	1	13	22	
70	70	18	B	302	3	2	7	D	A	B	C	17	0	1	10	6	N	7	4	6	E	N	N	175	102	44	11	0	6	12	
71	71	17	B	302	3	2	2	D	A	C	C	28	50	9	7	7	N	1	0	4	N	N	N	278	178	54	0	7	6	24	
72	72	17	A	201	2	1	2	D	A	B	A	21	30	3	8	7	N	3	0	3	N	N	N	216	144	34	8	12	0	18	
73	73	18	B	101	1	1	0	D	A	C	B	23	60	4	7	6	N	0	1	5	N	N	N	203	182	9	3	1	0	8	
74	74	18	B	202	2	2	0	D	B	E	D	29	70	6	9	7	N	1	0	3	N	N	N	349	222	37	36	0	32	22	
75	75	18	B	401	4	1	15	D	B	A	A	29	60	6	9	8	N	3	4	3	N	N	N	47	29	5	10	0	0	3	
76	77	18	A	202	2	2	0	D	A	B	A	25	20	9	9	5	N	3	5	3	N	N	N	341	245	14	52	0	6	24	
77	78	18	A	301	3	1	18	D	A	C	A	10	20	4	3	1	N	3	2	10	N	N	N	245	138	41	9	11	32	14	
78	79	17	B	302	3	2	4	D	B	E	B	28	120	5	3	8	N	2	5	3	N	N	N	224	158	7	6	0	32	21	
79	80	18	B	301	3	1	0	D	B	D	C	24	50	6	7	6	N	4	2	2	N	N	N	57	28	12	3	0	0	14	
80	81	17	A	303	3	3	0	D	B	B	A	30	60	4	10	10	N	2	3	0	N	N	N	26	14	5	6	0	0	1	
81	82	18	B	202	2	2	0	D	B	E	E	38	111	10	8	9	N	8	1	4	E	N	N	66	32	28	5	0	0	1	
82	83	17	A	101	1	1	0	D	A	B	C	32	70	6	8	11	N	4	2	4	N	N	N	151	87	21	11	0	32	0	
83	84	18	A	404	4	4	0	D	B	B	A	31	61	10	8	7	N	4	3	5	N	N	N	49	38	8	3	0	0	0	
84	85	17	B	202	2	2	0	D	A	B	B	24	40	5	7	8	N	5	2	3	N	N	N	90	55	25	7	0	0	3	
85	86	17	A	403	4	3	4	D	B	B	A	24	60	7	7	4	N	1	3	5	N	N	N	154	91	8	35	0	6	14	
86	87	18	A	404	4	4	0	D	A	C	H	29	70	5	8	9	N	1	5	5	N	N	N	355	259	9	50	1	13	23	
87	88	17	A	201	2	1	6	D	B	C	A	26	50	4	7	10	N	5	8	7	N	N	E	118	63	17	11	0	6	21	
88	89	17	A	101	1	1	0	D	A	A	A	28	40	5	10	9	N	1	2	4	N	N	N	238	195	21	8	0	0	14	
89	90	18	A	301	3	1	7	D	B	E	A	33	70	4	12	10	N	2	2	1	N	N	N	43	16	5	16	0	0	6	
90	91	18	B	601	6	1	15	D	B	D	D	22	30	4	7	8	N	5	3	2	N	N	N	104	77	24	3	0	0	0	
91	92	18	A	505	5	5	0	D	A	C	D	38	100	8	10	10	N	7	5	2	E	N	N	69	21	11	10	0	18	9	
92	93	17	A	302	3	2	6	D	B	H	E	20	20	8	3	7	N	11	1	4	E	N	N	57	5	26	3	0	6	17	
93	94	17	B	604	6	4	6	D	B	D	B	31	71	10	9	5	N	2	4	2	N	N	N	96	63	19	13	0	0	1	
94	95	17	B	202	2	2	0	D	B	B	A	31	70	8	6	10	N	5	4	4	N	N	N	46	30	5	10	0	0	1	
95	96	17	B	202	2	2	0	D	B	E	E	27	80	4	4	11	N	5	5	4	N	N	N	299	230	35	13	0	0	21	
96	97	17	B	303	3	3	0	D	B	A	B	28	60	6	6	10	N	3	3	2	N	N	N	187	181	3	3	0	0	0	

OBS	ID	AGE	SEX	NKID	NK	ORPOS	YOTYS	CLAS	PCDC	MOT	FAT	KTS	KINSUBSC	DTOSUBSC	KPRSUBSC	KSSUBSC	INVB	LIESCSC	RSSCSC	INCS	FAKFO	FAKBA	RANRES	ABUS	DIRTS	RIGITS	UNHAPS	PRWC	PRWF	PRWO
97	98	17	A	201	2	1	1	D	B	A	B	18	50	2	3	8	N	7	11	10	N	N	E	135	62	23	12	6	20	12
98	99	17	A	202	2	2	0	D	B	B	B	22	50	6	4	7	N	1	2	2	N	N	N	145	89	38	3	0	0	15
99	100	17	A	404	4	4	0	D	A	B	B	28	20	5	11	10	N	4	3	3	N	N	N	184	94	63	11	0	0	16
100	101	17	A	303	3	3	0	D	A	C	B	22	40	3	7	8	N	1	2	7	N	N	N	214	135	50	16	0	12	1
101	102	17	A	201	2	1	3	D	A	B	B	24	40	4	7	9	N	0	3	6	N	N	N	123	69	32	5	2	0	15
102	103	18	A	101	1	1	0	D	A	C	H	21	10	5	6	9	N	4	2	7	N	N	N	218	134	58	3	0	6	17
103	104	18	A	101	1	1	0	D	B	F	C	23	50	4	7	7	N	5	3	7	N	N	N	190	125	35	3	10	0	17
104	105	18	A	202	2	2	0	D	A	E	B	26	40	7	6	9	N	8	2	3	E	N	N	169	128	11	0	6	0	24
105	106	18	B	703	7	3	16	D	B	F	H	31	100	9	6	6	N	2	1	2	N	N	N	239	174	3	7	1	38	16
106	107	18	B	201	2	1	2	D	A	F	D	28	70	7	6	8	N	10	1	6	E	N	N	107	38	51	2	0	6	10
107	108	18	B	201	2	1	2	D	A	F	D	28	70	4	6	11	N	3	2	6	N	N	N	236	151	10	22	0	32	21
108	109	18	A	302	3	2	5	D	B	B	B	15	0	1	4	10	N	5	5	4	N	N	N	92	36	31	3	2	0	20
109	110	18	B	303	3	3	0	D	B	B	B	21	10	8	7	5	N	9	4	5	E	N	N	52	9	20	8	0	6	9
110	111	18	B	202	2	2	0	D	B	F	E	19	20	3	7	7	N	3	3	2	N	N	N	332	243	31	28	0	6	24
111	112	17	B	301	3	1	2	D	B	F	E	30	51	10	7	8	N	1	1	7	N	N	N	124	75	25	2	0	7	15
112	113	17	B	301	3	1	7	D	A	B	B	36	100	6	9	11	N	2	3	2	N	N	N	86	46	26	13	0	0	1
113	114	18	A	202	2	2	0	D	A	C	A	26	50	5	6	10	N	6	4	3	N	N	N	91	68	13	2	0	6	2
114	115	18	B	101	1	1	0	D	A	C	C	27	120	8	2	5	N	0	6	5	N	E	N	198	126	13	5	0	32	22
115	116	17	B	303	3	3	C	D	A	C	C	25	80	7	5	5	N	7	4	1	E	N	N	21	0	11	2	0	0	8
116	117	17	A	101	1	1	0	D	B	B	B	36	100	7	9	10	N	7	2	8	E	N	N	201	151	12	20	1	6	11
117	118	18	B	201	2	1	9	D	B	B	C	33	100	9	5	9	N	3	1	5	N	N	N	120	75	30	8	0	0	7
118	119	18	A	202	2	2	0	D	A	B	A	31	50	8	11	7	N	2	3	5	N	N	N	247	202	4	19	0	0	22
119	120	18	A	401	4	1	3	D	B	E	C	23	60	7	7	3	N	1	4	4	N	N	N	161	99	33	6	0	6	17
120	121	17	A	201	2	1	7	D	A	A	A	25	70	5	5	8	N	1	3	3	N	N	N	83	45	31	7	0	0	0
121	122	18	B	302	3	2	2	D	A	D	A	37	110	9	9	8	N	0	1	2	N	N	N	75	42	24	8	0	0	1
122	123	17	B	303	3	3	0	D	A	C	B	21	0	7	6	8	N	1	3	3	N	N	N	210	176	17	2	0	6	9
123	124	17	A	503	5	3	11	D	A	H	H	34	60	6	11	11	N	3	1	6	N	N	N	150	77	5	14	0	32	22
124	125	17	B	401	4	1	12	D	B	B	B	30	71	10	8	5	N	2	1	4	N	N	N	164	95	13	3	0	38	15
125	126	17	A	301	3	1	9	D	B	D	A	30	60	8	10	6	N	0	3	6	N	N	N	167	98	27	0	1	20	21
126	127	18	B	201	2	1	3	D	B	D	D	33	100	7	8	8	N	3	1	4	N	N	N	127	105	9	3	0	0	10
127	128	17	A	303	3	3	0	D	A	D	A	21	0	7	6	8	N	2	3	2	N	N	N	38	15	15	5	0	0	3
128	129	17	B	201	2	1	3	D	A	D	B	30	50	5	10	10	N	0	2	3	N	N	N	353	239	19	33	0	38	24
129	130	17	B	201	2	1	2	D	B	B	B	29	100	6	4	9	N	1	2	2	N	N	N	80	65	0	5	10	0	0
130	131	18	B	202	2	2	0	D	A	B	B	26	70	9	5	5	N	0	2	2	N	N	N	86	56	15	6	0	0	9
131	132	17	B	101	1	1	0	D	B	D	C	32	101	10	7	5	N	1	3	4	N	N	N	111	75	9	3	1	0	23
132	133	17	A	401	4	1	11	D	B	C	C	28	70	4	8	9	N	3	1	5	N	N	N	158	76	21	0	0	38	23
133	134	18	B	201	2	1	3	D	A	C	C	23	50	9	4	5	N	3	5	4	N	N	N	208	154	11	3	18	0	22
134	136	18	B	303	3	3	0	D	A	B	B	31	80	4	8	11	N	3	2	3	N	N	N	42	19	12	2	0	7	2
135	137	18	B	301	3	1	9	D	A	C	C	36	80	8	8	12	N	5	3	2	N	N	N	51	36	0	13	1	0	1
136	138	18	B	201	2	1	4	D	A	E	D	20	10	2	7	10	N	4	1	8	N	N	N	180	135	16	13	0	0	16
137	139	17	B	101	1	1	0	D	B	B	B	27	20	3	11	11	N	1	2	4	N	N	N	272	204	10	5	0	38	15
138	140	18	B	201	2	1	3	D	B	B	B	36	80	9	10	9	N	5	1	2	N	N	N	60	24	34	2	0	0	0
139	141	17	A	201	2	1	3	D	A	E	A	21	40	9	5	3	N	1	2	0	N	N	N	57	32	19	6	0	0	0
140	142	17	A	404	4	4	0	D	A	E	E	29	40	9	8	8	N	2	4	5	N	N	N	68	32	16	6	0	12	2
141	143	17	B	302	3	2	4	D	A	B	A	24	70	3	4	10	N	2	0	8	N	N	N	94	65	10	2	1	0	16
142	144	18	B	301	3	1	9	D	B	B	A	27	50	4	9	9	N	4	0	5	N	N	N	277	202	42	11	7	0	15
143	145	17	B	502	5	2	15	D	A	E	E	27	50	3	9	10	N	1	2	2	N	N	N	71	32	24	6	0	6	3
144	146	17	B	402	4	2	12	D	A	F	E	29	60	8	8	7	N	3	2	5	N	N	N	138	71	30	15	0	7	15

OBS	ID	AGE	SEX	NKID	ORPK	YOTS	CLASS	PCDC	MOT	FATE	KETS	KJNS	DTOS	KPRS	KSAS	INVB	LIES	RRSC	INCC	FAKF	FAKB	FRAN	ABUS	DISR	RIGI	UNHA	PRWC	PRWF	PRWO		
145	147	17	B	201	2	1	2	D	A	F	E	24	50	5	7	7	N	3	2	4	N	N	N	232	165	3	8	18	38	0	
146	148	17	B	303	3	3	0	D	B	B	B	A	36	120	7	6	11	N	2	1	2	N	N	N	49	15	11	23	0	0	0
147	149	18	B	202	2	2	0	D	B	B	B	B	21	40	4	6	7	N	1	2	3	N	N	N	134	83	4	2	1	38	6
148	150	18	B	302	3	2	17	D	B	B	E	C	31	60	6	7	12	N	1	1	6	N	N	N	285	184	17	32	1	38	13
149	151	18	A	301	3	1	3	D	B	F	B	B	31	70	6	9	9	N	4	3	2	N	N	N	70	38	4	2	6	0	20
150	152	18	B	201	2	1	3	D	A	E	B	B	30	91	11	3	7	N	4	1	5	N	N	N	148	106	17	3	1	6	15
151	153	18	A	201	2	1	2	D	A	C	C	C	27	40	6	8	9	N	3	1	5	N	N	N	232	183	7	25	0	6	11
152	154	18	B	201	2	1	0	D	A	C	C	B	27	60	4	8	9	N	3	2	1	N	N	N	58	20	3	3	0	26	6
153	155	18	B	302	3	2	1	D	B	A	C	A	26	70	6	9	4	N	8	1	5	E	N	N	48	16	15	0	0	6	11
154	156	17	A	806	8	6	7	D	A	A	A	A	21	40	1	7	9	N	5	0	3	N	N	N	116	82	11	3	0	6	14
155	157	17	B	404	4	4	0	D	B	E	C	A	32	60	8	10	8	N	4	1	2	N	N	N	76	69	7	0	0	0	0
156	158	17	B	201	2	1	17	D	B	B	E	D	29	80	8	6	7	N	3	1	4	N	N	N	155	112	36	0	0	6	1
157	159	18	B	302	3	2	2	D	B	B	B	E	31	60	8	7	10	N	1	1	5	N	N	N	125	102	8	8	1	6	0
158	160	18	B	303	3	3	0	D	A	E	E	E	31	60	7	9	9	N	12	2	0	E	N	N	116	81	17	11	0	6	1
159	161	18	B	201	2	1	1	D	A	D	B	B	25	70	6	9	3	N	6	1	4	N	N	N	60	17	27	7	0	6	3
160	162	17	B	201	2	1	5	D	A	D	C	B	26	30	6	8	9	N	1	5	5	N	N	N	260	198	36	11	0	0	15
161	163	18	B	303	3	3	0	D	B	B	C	B	26	80	7	4	7	N	2	3	6	N	N	N	73	49	8	2	2	0	12
162	164	17	B	302	3	2	2	D	B	E	C	B	21	10	3	8	9	N	5	2	4	N	N	N	57	13	36	8	0	0	0
163	165	18	B	502	5	2	4	D	B	H	H	B	28	50	5	8	10	N	10	0	7	E	N	N	203	145	46	10	0	0	2
164	166	18	B	201	2	1	4	D	B	D	B	B	30	70	4	9	10	N	2	4	2	N	N	N	330	245	37	29	0	6	13
165	167	18	B	303	3	3	0	D	B	B	B	B	24	30	4	6	11	N	1	5	3	N	N	N	268	187	15	20	0	32	14
166	168	18	B	202	2	2	0	D	B	B	B	B	27	70	4	5	11	N	7	2	1	E	N	N	39	19	18	2	0	0	0
167	169	17	B	302	3	2	6	D	A	B	B	B	25	30	8	6	8	N	2	2	3	N	N	N	117	63	32	0	0	0	22
168	170	18	A	201	2	1	7	D	B	B	B	B	12	20	3	4	3	N	7	10	8	N	N	E	169	81	9	33	20	20	6
169	171	18	A	301	3	1	5	D	B	A	A	A	8	0	2	4	2	N	7	10	8	N	N	E	249	142	28	48	14	1	16
170	172	17	A	202	2	2	0	D	A	D	B	A	21	30	3	7	8	N	2	6	2	N	E	N	149	46	55	6	20	0	22
171	173	18	B	202	2	2	0	D	A	E	A	A	28	50	7	8	8	N	4	2	7	N	N	N	172	77	51	19	1	7	17
172	174	17	B	202	2	2	0	D	B	B	A	A	30	50	7	8	10	N	3	2	5	N	N	N	168	137	11	3	1	6	10
173	175	17	B	401	4	1	2	D	A	B	B	C	33	81	11	9	5	N	4	3	2	N	N	N	36	7	5	11	11	0	2
174	176	18	A	301	3	1	5	D	B	E	E	E	28	50	6	10	7	N	0	4	4	N	N	N	271	197	5	3	20	32	14
175	177	17	B	202	2	2	0	D	B	D	D	D	30	90	7	7	7	N	5	5	4	N	N	N	93	57	1	3	8	0	24
176	178	17	A	202	2	2	0	D	A	C	C	C	29	50	6	8	10	N	5	3	4	N	N	N	147	52	29	16	7	32	11
177	179	17	B	403	4	3	6	D	B	E	C	E	29	80	6	7	8	N	1	1	2	N	N	N	78	35	2	8	0	32	1
178	180	18	A	201	2	1	3	D	A	D	E	E	25	50	5	9	6	N	1	4	3	N	N	N	102	30	11	8	0	38	15
179	181	17	A	303	3	3	0	D	A	B	A	A	26	10	6	10	9	N	4	3	5	N	N	N	174	102	23	22	1	25	1
180	182	18	A	202	2	2	0	D	B	B	A	A	19	20	4	8	5	N	6	7	10	N	N	E	298	174	45	16	20	37	6
181	183	17	A	201	2	1	8	D	B	C	B	B	27	60	8	8	5	N	0	3	5	N	N	N	181	125	31	0	2	0	23
182	184	17	A	202	2	2	0	D	B	B	B	B	25	60	6	6	7	N	6	8	4	N	E	N	111	46	19	19	1	19	7
183	185	18	B	201	2	1	5	D	A	B	A	A	34	70	9	9	9	N	0	4	1	N	N	N	73	44	8	5	0	0	16
184	187	17	B	202	2	2	0	D	A	B	A	A	36	71	11	8	10	N	6	1	5	N	N	N	197	117	38	14	0	6	22
185	188	17	A	202	2	2	0	D	B	E	B	E	26	70	4	9	6	N	4	2	1	N	N	N	45	16	12	11	0	6	0
186	189	17	B	201	2	1	3	D	A	C	B	A	34	110	7	9	7	N	0	2	0	N	N	N	165	120	17	0	6	0	22
187	190	18	B	404	4	4	0	D	B	E	A	A	29	100	6	6	7	N	1	2	4	N	N	N	163	87	50	2	0	0	24
188	191	18	A	202	2	2	0	D	B	D	E	E	32	80	8	9	7	N	2	3	4	N	N	N	276	199	17	4	0	38	18
189	192	18	B	202	2	2	0	D	A	B	B	B	24	50	6	4	9	N	4	2	6	N	N	N	171	124	3	5	6	32	1
190	193	17	B	202	2	2	0	D	A	E	E	C	13	0	5	6	2	N	0	1	3	N	N	N	289	213	13	27	7	6	23
191	194	17	B	401	4	1	1	D	A	E	E	E	26	50	5	6	10	N	4	4	7	N	N	N	270	226	13	3	0	6	22
192	195	17	B	201	2	1	1	D	A	C	C	C	30	60	5	10	9	N	8	3	4	E	N	N	209	130	11	22	0	32	14

OBS	ID	AGE	SEX	NKID	ORPOS	YOTYS	CLASS	PCDC	MOTEDU	FATEUS	KINSUBSC	DTOSUBSC	KPRSUBSC	KASUBSC	INVBBL	LIESCSC	RRSCSC	INCSOCD	FAKFOCD	FAKBAAS	RANRES	ABUSSES	DISTRSSC	RIGITSSC	UNHAPSSC	PRRWCSS	PRRWF	PRWO		
193	196	18	B	401	4	1	6	D	B	F	B	29	60	7	10	6	N	7	0	3	E	N	N	237	149	7	20	0	38	23
194	197	17	B	202	2	2	0	D	B	D	B	28	60	4	9	9	N	1	3	2	N	N	N	75	52	0	13	8	0	2
195	198	18	B	202	2	2	0	D	B	E	B	23	30	7	7	6	N	2	2	3	N	N	N	54	19	3	0	0	32	0
196	199	17	B	101	1	1	0	D	A	E	B	36	70	8	10	11	E	2	2	2	N	N	N	89	62	15	3	0	0	9
197	200	18	B	201	2	1	4	D	A	B	C	30	30	8	11	8	N	8	1	4	E	N	N	84	63	17	3	0	0	1
198	201	18	A	402	4	2	4	D	A	B	B	19	30	1	4	11	N	1	4	2	N	N	N	312	198	44	12	6	38	14
199	202	18	A	303	3	3	0	D	A	B	A	15	20	2	4	7	N	4	6	7	N	N	E	132	73	32	11	0	6	10
200	203	17	B	201	2	1	3	D	A	B	A	34	70	9	9	9	N	3	1	3	N	N	N	136	115	7	5	0	6	3
201	204	17	B	403	4	3	3	D	A	D	B	27	70	4	6	10	N	0	3	1	N	N	N	80	64	8	7	0	0	1
202	206	18	A	303	3	3	0	D	B	B	B	27	70	4	8	8	N	3	2	6	N	N	N	121	85	1	13	0	0	22
203	208	18	A	202	2	2	2	D	B	C	A	26	70	4	6	9	N	1	2	2	N	N	N	65	23	3	5	1	32	1
204	209	18	B	101	1	1	0	D	A	D	D	31	81	10	6	7	N	1	4	4	N	N	N	268	183	12	5	6	38	24
205	210	17	A	401	4	1	2	D	B	B	B	22	50	4	7	6	N	1	4	4	N	N	N	98	30	34	11	0	6	17
206	211	17	A	302	3	2	2	D	A	E	A	31	70	3	9	12	N	2	2	3	N	N	N	92	54	23	6	0	0	9
207	212	18	B	202	2	2	0	D	B	C	A	28	70	6	5	10	N	0	1	2	N	N	N	55	45	8	0	0	1	1
208	213	18	B	202	2	2	0	D	A	C	D	27	50	6	7	9	N	1	2	2	N	N	N	59	43	4	5	0	6	1
209	214	17	B	201	2	1	8	D	A	D	B	23	30	5	7	8	N	0	2	4	N	N	N	295	211	28	8	1	32	15
210	215	18	A	302	3	2	3	D	B	C	A	19	10	2	6	10	N	4	5	8	N	N	N	173	119	12	17	2	6	17
211	216	18	A	202	2	2	0	D	A	B	B	27	60	6	7	8	N	3	2	3	N	N	N	81	33	24	16	0	0	8
212	217	18	A	202	2	2	0	D	A	E	B	23	50	7	2	9	N	9	2	2	E	N	N	24	13	10	0	0	0	1
213	218	18	B	202	2	2	0	D	A	C	B	29	61	10	4	9	N	0	2	1	N	N	N	75	64	0	3	0	0	8
214	220	16	B	303	3	3	0	D	A	B	B	31	80	6	9	8	N	1	1	0	N	N	N	57	32	9	8	0	0	8
215	221	17	B	401	4	1	14	D	A	C	B	26	70	2	9	8	N	11	2	3	E	N	N	34	0	16	11	0	6	1
216	222	18	B	202	2	2	0	D	A	D	B	28	60	5	8	9	N	1	3	9	N	N	N	174	123	32	10	0	1	8
217	223	17	B	302	3	2	4	D	A	D	A	34	90	8	9	8	N	3	4	0	N	N	N	20	12	1	5	0	0	2
218	224	18	B	402	4	2	7	D	A	B	B	24	50	3	7	9	N	2	2	1	N	N	N	50	36	11	2	0	0	1
219	225	18	A	404	4	4	0	D	A	E	B	29	60	6	6	11	N	9	1	5	E	N	N	73	21	26	2	6	0	18
220	226	17	A	404	4	4	6	D	B	C	A	30	60	9	5	10	N	3	2	6	N	N	N	303	215	37	22	0	6	23
221	227	17	B	201	2	1	2	D	B	B	C	18	30	3	6	10	N	7	5	2	E	N	N	36	3	30	3	0	0	0
222	228	17	A	303	3	3	0	D	A	A	A	25	30	5	7	10	N	7	3	2	E	N	N	36	21	0	6	0	0	9
223	229	18	B	302	3	2	5	D	B	D	C	33	90	6	11	7	N	8	1	2	E	N	N	25	6	0	3	1	6	9
224	230	17	B	201	2	1	5	D	A	B	B	30	50	8	8	9	N	3	2	2	N	N	N	27	23	4	0	0	0	0
225	231	19	B	201	2	1	2	D	A	C	B	27	30	4	9	11	N	7	1	3	E	N	N	96	51	12	11	0	6	16
226	232	17	A	202	2	2	3	D	A	C	A	26	50	6	10	5	N	2	5	2	N	N	N	90	56	3	16	0	6	9
227	233	17	A	1003	10	3	6	D	A	C	B	31	80	6	6	11	N	2	5	4	N	N	N	123	85	7	3	0	25	3
228	234	17	B	201	2	1	2	D	A	C	B	31	60	7	6	12	N	0	2	3	N	N	N	102	65	27	2	1	0	7
229	235	18	B	404	4	4	0	D	A	E	F	34	50	8	9	12	N	6	3	3	N	N	N	58	39	17	0	0	1	1
230	236	18	A	301	3	1	2	D	A	E	A	22	40	2	5	11	N	7	2	5	E	N	N	203	116	31	8	0	37	11
231	237	18	A	303	3	3	0	D	A	E	A	32	50	6	10	11	N	1	4	4	N	N	N	270	188	45	5	8	0	24
232	238	18	A	201	2	1	5	D	A	E	B	21	40	6	7	4	N	4	3	3	N	N	N	136	89	20	11	0	6	10
233	239	18	A	101	1	1	0	D	B	A	B	11	50	3	2	1	N	9	11	13	N	N	E	223	85	29	37	18	38	16

Appendix E
Statistical Analyses

T-test Procedure for Comparison of Male and Female Scores
on the KIDS Inventory

TTEST PROCEDURE

VARIABLE	KTS	KIDS TOTAL SCORE								
SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
FEMALE	144	28.56250000	4.60725902	0.38393825	13.00000000	40.00000000	UNEQUAL	5.2187	131.2	0.0001
MALE	78	24.61538462	5.75524779	0.65165349	8.00000000	38.00000000	EQUAL	5.5718	220.0	0.0001
FOR HO		VARIANCES ARE EQUAL, F' = 1.56 WITH 77 AND 143 DF			PROB > F' = 0.0225					

VARIABLE	KINSUBSC	KIDS INFANCY SUBSCALE SCORE								
SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
FEMALE	144	6.15277778	2.57290738	0.21440895	0	12.00000000	UNEQUAL	4.9890	169.1	0.0001
MALE	78	4.43589744	2.37732658	0.26917923	0	10.00000000	EQUAL	4.8728	220.0	0.0001
FOR HO		VARIANCES ARE EQUAL, F' = 1.17 WITH 143 AND 77 DF			PROB > F' = 0.4456					

VARIABLE	DTOSUBSC	KIDS TODDLER SUBSCALE SCORE								
SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
FEMALE	144	6.56944444	2.23028355	0.18585696	1.00000000	11.00000000	UNEQUAL	5.4621	159.9	0.0001
MALE	78	4.87179487	2.20011201	0.24911363	0.00000000	10.00000000	EQUAL	5.4399	220.0	0.0001
FOR HO		VARIANCES ARE EQUAL, F' = 1.03 WITH 143 AND 77 DF			PROB > F' = 0.9078					

VARIABLE	KPRSUBSC	KIDS PRESCHOOLER SUBSCALE SCORE								
SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
FEMALE	144	7.38888889	1.95441444	0.16286787	2.00000000	12.00000000	UNEQUAL	0.6094	140.7	0.5432
MALE	78	7.20512821	2.24105132	0.25374909	2.00000000	12.00000000	EQUAL	0.6347	220.0	0.5263
FOR HO		VARIANCES ARE EQUAL, F' = 1.31 WITH 77 AND 143 DF			PROB > F' = 0.1606					

VARIABLE	KSASUBSC	KIDS SCHOOL-AGE SUBSCALE SCORE								
SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
FEMALE	144	8.48611111	2.07545129	0.17295427	2.00000000	12.00000000	UNEQUAL	1.1056	128.8	0.2710
MALE	78	8.10256410	2.65598928	0.30073157	1.00000000	12.00000000	EQUAL	1.1885	220.0	0.2359
FOR HO		VARIANCES ARE EQUAL, F' = 1.64 WITH 77 AND 143 DF			PROB > F' = 0.0114					

**Class Level Information for Analysis of Variance Using
Number of Children in Family**

ANALYSIS OF VARIANCE PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
NKINFO	4	1 CHILD 2-3 CHILDREN 4-5 CHILDREN 6 OR MORE

NUMBER OF OBSERVATIONS IN DATA SET = 222

**Analysis of Variance Procedure Using KIDS Total Score
and Number of Children in Family**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KTS		KIDS TOTAL SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	3	59.77554828	19.92518276	0.69	0.5603	0.009378	19.8042
ERROR	218	6314.37310036	28.96501422				
CORRECTED TOTAL	221	6374.14864865					
					ROOT MSE		KTS MEAN
					5.38191548		27.17567568
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
NKINFO	3	59.77554828	0.69	0.5603			

**Analysis of Variance Procedure Using KIDS Infancy
Subscale Score and Number of Children in Family**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KINSUBSC		KIDS INFANCY SUBSCALE SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	3	6.44914829	2.14971610	0.31	0.8200	0.004213	47.6517
ERROR	218	1524.50580667	6.99314590			ROOT MSE	KINSUBSC MEAN
CORRECTED TOTAL	221	1530.95495495				2.64445569	5.54954955
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
NKINFO	3	6.44914829	0.31	0.8200			

**Analysis of Variance Procedure Using KIDS Preschool
Subscale Score and Number of Children in Family**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KPRSUBSC		KIDS PRESCHOOLER SUBSCALE SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	3	13.99119195	4.66373065	1.10	0.3483	0.014969	28.0578
ERROR	218	920.65745669	4.22319934			ROOT MSE	KPRSUBSC MEAN
CORRECTED TOTAL	221	934.64864865			2.05504242		7.32432432
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
NKINFO	3	13.99119195	1.10	0.3483			

**Analysis of Variance Procedure Using KIDS School-Age
Subscale Score and Number of Children in Family**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KSASUBSC KIDS SCHOOL-AGE SUBSCALE SCORE							
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	3	3.16108433	1.05369478	0.20	0.8981	0.002710	27.6621
ERROR	218	1163.43351027	5.33685096			ROOT MSE	KSASUBSC MEAN
CORRECTED TOTAL	221	1166.59459459				2.31016254	8.35135135
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
NKINFO	3	3.16108433	0.20	0.8981			

**Class Level Information for Analysis of Variance
Using Ordinal Position**

ANALYSIS OF VARIANCE PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ORBORN	6	FIFTH OR GREATER FIRST BORN FOURTH BORN ONLY CHILD SECOND BORN THIRD BORN

NUMBER OF OBSERVATIONS IN DATA SET = 222

**Analysis of Variance Procedure Using KIDS Total Score
and Ordinal Position**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KTS		KIDS TOTAL SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	126.90667004	25.38133401	0.88	0.4969	0.019910	19.7896
ERROR	216	6247.24197861	28.92241657			ROOT MSE	KTS MEAN
CORRECTED TOTAL	221	6374.14864865				5.37795654	27.17567568
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
ORBORN	5	126.90667004	0.88	0.4969			

**Analysis of Variance Procedure Using KIDS Infancy
Subscale Score and Ordinal Position**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KINSUBSC		KIDS INFANCY SUBSCALE SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	8.83617472	1.76723494	0.25	0.9391	0.005772	47.8343
ERROR	216	1522.11878024	7.04684620			ROOT MSE	KINSUBSC MEAN
CORRECTED TOTAL	221	1530.95495495				2.65458965	5.54954955
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
ORBORN	5	8.83617472	0.25	0.9391			

**Analysis of Variance Procedure Using KIDS Toddler
Subscale Score and Ordinal Position**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: DTOSUBSC		KIDS TODDLER SUBSCALE SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	19.47047971	3.89409594	0.69	0.6278	0.015832	39.6316
ERROR	216	1210.36735813	5.60355258				
CORRECTED TOTAL	221	1229.83783784				ROOT MSE	DTOSUBSC MEAN
					2.36718241		5.97297297
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
ORBORN	5	19.47047971	0.69	0.6278			

**Analysis of Variance Procedure Using KIDS' Preschool
Subscale Score and Ordinal Position**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KPRSUBSC		KIDS PRESCHOOLER SUBSCALE SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	17.94981023	3.58996205	0.85	0.5185	0.019205	28.1267
ERROR	216	916.69883842	4.24397610			ROOT MSE	KPRSUBSC MEAN
CORRECTED TOTAL	221	934.64864865			2.06009129		7.32432432
SOURCE		ANOVA SS	F VALUE	PR > F			
ORBORN	5	17.94981023	0.85	0.5185			

**Analysis of Variance Procedure Using KIDS School-Age
Subscale Score and Ordinal Position**

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: KSASUBSC		KIDS SCHOOL-AGE SUBSCALE SCORE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	33.93030007	6.78606001	1.29	0.2675	0.029085	27.4200
ERROR	216	1132.66429453	5.24381618		ROOT MSE		KSASUBSC MEAN
CORRECTED TOTAL	221	1166.59459459			2.28993803		8.35135135
SOURCE		DF	ANOVA SS	F VALUE	PR > F		
ORBORN		5	33.93030007	1.29	0.2675		

**Mean Scores for Abuse Scale, KIDS Total Scale, and KIDS
Four Subscales/Correlation of Abuse Score with Total
KIDS Score and KIDS Four Subscale Scores**

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
ABUSESC	233	141.91416309	86.31963164	33066.00000000	13.00000000	355.00000000
KTS	233	27.14592275	5.28295838	6325.00000000	8.00000000	40.00000000
KINSUBSC	233	5.57939914	2.58875312	1300.00000000	0.00000000	12.00000000
DTOSUBSC	233	5.95278970	2.32534822	1387.00000000	0.00000000	11.00000000
KPRSUBSC	233	7.28326180	2.04402485	1697.00000000	2.00000000	12.00000000
KSASUBSC	233	8.35193133	2.27726927	1946.00000000	1.00000000	12.00000000

PEARSON CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / N = 233

	ABUSESC
KTS	-0.22230
KIDS TOTAL SCORE	0.0006
KINSUBSC	-0.20031
KIDS INFANCY SUBSCALE SCORE	0.0021
DTOSUBSC	-0.15676
KIDS TODDLER SUBSCALE SCORE	0.0166
KPRSUBSC	-0.05153
KIDS PRESCHOOLER SUBSCALE SCORE	0.4337
KSASUBSC	-0.09214
KIDS SCHOOL-AGE SUBSCALE SCORE	0.1610

Analysis of Variance for Abuse Scale and Five KIDS Scales

DEP VARIABLE: KTS

KIDS TOTAL SCORE

ANALYSIS OF VARIANCE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	1	319.98791	319.98791	12.009	0.0006
ERROR	231	6155.05071	26.64524118		
C TOTAL	232	6475.03863			
ROOT MSE		5.161903	R-SQUARE	0.0494	
DEP MEAN		27.14592	ADJ R-SQ	0.0453	
C.V.		19.01539			

PARAMETER ESTIMATES

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > T	VARIABLE LABEL
INTERCEP	1	29.07673016	0.65175722	44.613	0.0001	INTERCEPT
ABUSESC	1	-0.01360546	0.003926054	-3.465	0.0006	ABUSE SCALE

DEP VARIABLE: KINSUBSC KIDS INFANCY SUBSCALE SCORE

ANALYSIS OF VARIANCE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	1	62.38162455	62.38162455	9.656	0.0021
ERROR	231	1492.39949	6.46060386		
C TOTAL	232	1554.78112			
ROOT MSE		2.541772	R-SQUARE	0.0401	
DEP MEAN		5.579399	ADJ R-SQ	0.0360	
C.V.		45.55637			

PARAMETER ESTIMATES

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > T	VARIABLE LABEL
INTERCEP	1	6.43191116	0.32093167	20.041	0.0001	INTERCEPT
ABUSESC	1	-0.006007237	0.001933228	-3.107	0.0021	ABUSE SCALE

DEP VARIABLE: DTOSUBSC KIDS TODDLER SUBSCALE SCORE

ANALYSIS OF VARIANCE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	1	30.82704809	30.82704809	5.819	0.0166
ERROR	231	1223.65364	5.29720190		
C TOTAL	232	1254.48069			
ROOT MSE		2.301565	R-SQUARE	0.0246	
DEP MEAN		5.95279	ADJ R-SQ	0.0204	
C.V.		38.66364			

PARAMETER ESTIMATES

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > T	VARIABLE LABEL
INTERCEP	1	6.55208123	0.29060246	22.547	0.0001	INTERCEPT
ABUSESC	1	-0.004222916	0.001750531	-2.412	0.0166	ABUSE SCALE

DEP VARIABLE: KPRSUBSC KIDS PRESCHOOLER SUBSCALE SCORE

ANALYSIS OF VARIANCE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	1	2.57385383	2.57385383	0.615	0.4337
ERROR	231	966.73087	4.18498211		
C TOTAL	232	969.30472			
ROOT MSE		2.045723	R-SQUARE	0.0027	
DEP MEAN		7.283262	ADJ R-SQ	-0.0017	
C.V.		28.088			

PARAMETER ESTIMATES

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > T	VARIABLE LABEL
INTERCEP	1	7.45642839	0.25829906	28.867	0.0001	INTERCEPT
ABUSESC	1	-0.001220221	0.001555941	-0.784	0.4337	ABUSE SCALE

DEP VARIABLE: KSASUBSC KIDS SCHOOL-AGE SUBSCALE SCORE

ANALYSIS OF VARIANCE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB>F
MODEL	1	10.21402626	10.21402626	1.978	0.1610
ERROR	231	1192.92760	5.16418876		
C TOTAL	232	1203.14163			
ROOT MSE		2.272485	R-SQUARE	0.0085	
DEP MEAN		8.351931	ADJ R-SQ	0.0042	
C.V.		27.2091			

PARAMETER ESTIMATES

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T FOR HO: PARAMETER=0	PROB > T	VARIABLE LABEL
INTERCEP	1	8.69689285	0.28693074	30.310	0.0001	INTERCEPT
ABUSESC	1	-0.002430776	0.001728413	-1.406	0.1610	ABUSE SCALE

VITA ²

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