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GRADUATE COLLEGE

CHANGES IN VIEWS OF SELF AND PARENTS AMONG A GROUP OF FIRST TIME INCARCERATED DELINQUENT GIRLS

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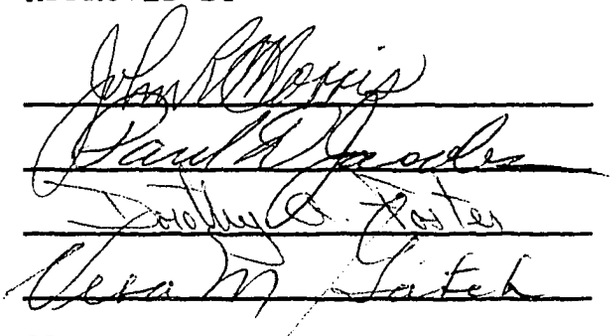
CHANGES IN VIEWS OF SELF AND PARENTS AMONG A GROUP

OF FIRST TIME INCARCERATED DELINQUENT GIRLS

APPROVED BY



DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

Juvenile delinquency is being chosen by an ever increasing number of adolescents in our society. Erikson (1968) considers much of today's delinquency, especially in its organized form, to be an attempt at creating a "psychosocial moratorium." He explains that a psychosocial moratorium is more than a delay of adult commitments. It is a period characterized by society's permissiveness for youthful experimentation and non-conformity. Each society institutionalizes certain moratoria for the majority of its young people. Generally these moratoria coincide with roles and behaviors which are in line with the society's values.

Some delinquency undoubtedly has been institutionalized moratorium for parts of our society for many years. The fact, however, that so many adolescents today are finding delinquency attractive and compelling requires consideration. According to Erikson, ". . . a label or a diagnosis one acquires during the psychosocial moratorium is of the utmost importance for the process of identity formation" [p. 157].

Erikson discusses identity formation in adolescence as a process in which there is a selective altering and a mutual assimilation of childhood identifications into a new and unique configuration. This configuration in turn is dependent on community recognition. He explains:

> A community's ways of identifying the individual, then, meet more or less successfully the individual's ways of identifying himself with others. If a young person is 'recognized' at a critical moment as one who arouses displeasure and discomfort, the community sometimes seems to suggest to the young person that he change in ways that to him do not add up to anything 'identical with himself'. To the community, the desirable change is nevertheless conceived of as a mere matter of good will or of will power ('he could if he wanted to') while resistance to such change is perceived as a matter of bad will or, indeed, of inferiority, hereditary, or otherwise. Thus the community often underestimates to what extent a long, intricate childhood history has restricted a youth's further choice of identity change, and also to what extent the community could, if it only would, still help to determine a youth's destiny within these choices [Erikson, 1968, p. 160].

The young person who is at odds with his family and community because he feels unable to meet their expectations of being what he is supposed to be, often sees only one alternative. He turns toward becoming what he is least supposed to be, and in so doing, he can at least escape the painful anxiety of continuing failure.

The adolescent experimenting with delinquency as a way of handling his confusion and anxiety about whom and what he is supposed to be runs a double risk. First, in an

effort to regain some sense of control in a situation where positive identity choices cancel each other out, he crystallizes prematurely for himself a final identity--a negative one.

> . . . many a sick or desperate late adolescent, if faced with continuing conflict, would rather be nobody or somebody totally bad or, indeed, dead--and this by free choice--than be not-quite-somebody [Erikson, 1968, p. 176].

Second, the risk of those who are community and society representatives confirming and treating him

> . . . as a criminal, as a constitutional misfit, as a derelict doomed by his upbringing, or indeed as a deranged patient, a young person who, for reasons of personal or social marginality, is close to choosing a negative identity, that young person may well put his energy into becoming exactly what a careless and fearful community expects him to be and make a total job of it [Erikson, 1968, p. 196].

The moratorium then has failed, says Erikson.

> . . . the individual is defined too early, and he has committed himself because of circumstances or, indeed, authorities have committed him [p. 158].

In a not dissimilar way, but staying within his own theoretical framework, Ausubel (1952; 1954) writes of adolescence in our society as being a prolonged transitional period in which a definite interim status has been formalized. This provides the young person with some degree of social recognition, the opportunity for attaining some self-esteem, and a frame of reference for selecting certain attitudes, values, and goals for himself and rejecting others.

However, regardless of how seemingly adequate this interim status appears, it does not remove from adolescence its highly transitional and marginal character.

> . . . for the individual is still desperately striving to attain the coveted status of an adult, the prerogatives of which society just as carefully keeps beyond his reach. The interim status he enjoys can be no more than a makeshift way-station . . . [Ausubel, 1954, p. 61].

The sharp distinctions made between child and adult status demand profound changes in attitudes and behavior during adolescence. It frequently comes as an unpleasant shock to the young adolescent that attaining physical maturity does not result in his automatically being granted adult status. This is a reaction stemming out of his idealized conceptions during childhood of the privileges, prerogatives, and status accorded adolescents in our society. As a child, he failed to grasp the significant difference in status separating adults from adolescents since, in his child's perception, both groups were "grown-ups". The young adolescent then may experience disappointment and anger to discover he still does not have any standing in the adult world. Indeed, in many respects he is still treated as a child although he no longer is granted the protected status of childhood. At one and the same time he is told to behave as an adult, but is expected to continue to accept adult authority as gracefully as a well-behaved child [Blos, 1962]. This paradoxical situation is not ameliorated by the

opportunity to experiment with actual role playing experiences in the workaday adult world as it is in some other societies, as for instance the kibbutzim of Israel, where as Bettelheim (1969) notes, there is little delinquency.

Ausubel (1954) discusses delinquency as being one way for adolescents in this society to express the conflicts they experience during the long transitional period. He points out that some delinquency is quite temporary and situationally based, involving no serious problems in personality development, reflecting primarily " . . . the transitory pressures of adolescent emotional instability and the exposure to the delinquent or ambivalent moral values of neighborhood peer groups . . . " [Ausubel, 1954, p. 523]. This type of delinquency, unless strongly reinforced by adverse circumstances, seldom becomes chronic.

On the other hand there is more serious delinquency which, Ausubel says, reflects failure either in the pre-adolescent period " . . . the residual childhood defects in character development (in non-satellizers)", a failure which becomes obvious only in adolescence, or failure in accomplishing the maturational tasks of adolescence itself " . . . the maturational defects in character referable to the developmental tasks of adolescence (especially in satellizers)" [1954, p. 524].

As defined by Ausubel (1952), a satellizer is an individual who, in the course of childhood development, has

relinquished his sense of infantile "omnipotence" and established a psychologically dependent relationship with his parents. This, in turn, allows the satellizer to experience acceptance and status within the family and to identify with his parents. During adolescence, however, if the maturational process takes place normally, there is a period of de-satellization from parents in which the young person increasingly grows psychologically independent of his parents, seeking other adults and adolescent peer groups around whom to satellize. Ausubel writes that de-satellization is hindered and, in some instances, prevented if parents hold attitudes highly unfavorable for de-satellization, that is, if their relationship with the child has been one of overprotection and underdomination.

The adolescent for whom de-satellization is hindered or prevented fails, to a greater or lesser degree, to accomplish the maturational tasks of adolescence. These tasks according to Ausubel, being (1) greater volitional independence (making decisions for self and reliance on others than parents for support) and (2) goal setting for self and executive independence accompanied by a rise in self-esteem [Ausubel, 1952].

In contrast, the non-satellizer as an adolescent does not go through the de-satellization process since he, as either an "extrinsically valued" child (valued only for a positive reflection on his parents) or a rejected child,

did not form a psychologically dependent relationship with his parents. Instead, he retained his infantile sense of volitional independence and quite early learned to value and develop those skills perceived as being most useful in coping with the world around him. The non-satellizer, however, lacks the built-in reservoir of self-esteem which only evolves out of identification with parents and the making of their values one's own. Thus, the non-satellizer relies exclusively on external props for ego enhancement and esteem.

Ausubel writes about the development of the non-satellizer:

> . . . instead of a sense of obligation developing in relation to a general attitude of value subservience, loyalty, and need for approval and retention of derived status, the non-satellizer continues to conform to parental standards for the same expediential reasons as during infancy. He is sensitive to prestige suggestion at the hands of parents, but only because he recognizes the latter's objectively greater knowledge and competence--not because he is motivated by strong need to unconditionally reflect their value judgements. Fear of deprivation and loss of succorance rather than guilt avoidance keep him in line and check the overt expression of his hostility and aggression. Moral obligations are assimilated on a selective basis only, that is, if they are perceived as leading to ego enhancement [1954, p. 256].

It is from this group, the non-satellizers, that there is the greatest rate of delinquency during adolescence.

> . . . it is not surprising that the incidence of delinquency is so much greater under conditions of child rearing that lead to an absence

> of satellization, when parents are rejecting and neglectful and make children feel unloved, unwanted, and insecure in affectional relationships [Ausubel, 1954, p. 528].

The rejected child, a non-satellizer by definition, has by adolescence developed an inner core of distrust and hostility, tending to perceive others as wanting only to exploit. Ausubel writes of the rejected individual:

> . . . (he) gradually accumulates a reservoir of resentment and hostility which eventually overflows with such violence as to rupture existing relationships beyond repair [Ausubel, 1952, pp. 240-241].

Similarly, Sullivan (1953) discusses the relationship between the individual's early perceived experiences of rejection and exploitation and his later turning back on others this hostility and hate in aggressive and oftentimes, self-aggrandizing behavior. Sullivan used the term "malevolent transformation" in describing this behavior.

Erikson too discusses this in the context of his theory:

> . . . The child's inborn proclivity for feeling powerless, deserted, ashamed, and guilty in relation to those on whom he depends is systematically utilized for his training, often to the point of exploitation . . . with the result that impotent rage is stored up where energy should be free for productive development [1968, pp. 75-76].

Ausubel (1954) writes that many rejected individuals do have a latent capacity for forming satellizing-like relationships with non-threatening persons. The rejected non-satellizer who still possesses satellizing potential may,

under favorable circumstances, find adults and peers on whom he can depend and with whom he may be able to partially identify. However, the non-satellizer's fear of repetition of rejection makes him extremely cautious and guarded in relationships, behavior which frequently "pulls" from others hostility and rejection. Consequently, by the time such an individual reaches mid or late adolescence his repeated interpersonal difficulties seemingly have destroyed all potential for forming satisfactory dependency relationships. At this point, the crystallization of a negative identity choice as posited by Erikson (1968) may well occur.

Because delinquent adolescents appear to be a "high-risk" group in terms of the number laying claim to a negative identity, they are a promising group to study in understanding changes in views of self and others which occur.

Any investigator approaching a study of delinquency is immediately faced with the controversial question: What is a delinquent? Probably the most generally accepted definition of a juvenile delinquent is a person who is legally a minor (usually under 18 years of age) who has violated the law. More directly relevant for this paper is Eisner's (1969) approach. He thinks that regardless of the controversy surrounding this subject, from an operational point of view, a delinquent is any youth whose actions

society restricts and whom society labels as a delinquent. Eisner considers the labeling process as definitive and as having long-term consequences for the young person.

This viewpoint appears not essentially different from Erikson's statement ". . . a label . . . one acquires during the psychosocial moratorium is of utmost importance for the process of identity formation" [1968, p. 157].

One group of adolescents for whom the label "juvenile delinquent" is clearly definitive are those who are removed from their families and local communities and placed in correctional institutions. While it is generally accepted that such institutions do control and modify delinquent behavior during the time the youth is incarcerated, much less is known about changes, or the absence of change, in views of self and others during institutionalization.

A survey of the literature reveals few studies directed toward investigating changes in self view among incarcerated delinquents. Hamner (1968) reports on an unpublished study for a doctoral dissertation by R. J. Balester. This study compared Q-sort scores of four groups of delinquents; recently incarcerated first offenders, already incarcerated first offenders, recently incarcerated repeaters, and already incarcerated repeaters. Balester found that the two groups of first offenders were more alike than they were like either group of repeaters. The two

groups of delinquent repeaters were found to be more like one another than they were like first offenders. The first offenders generally were found to have higher positive scores than did the repeaters.

Hamner (1968) also reports on an unpublished doctoral dissertation by J. A. Lefeber which employed a self concept scale to successfully differentiate first offenders from recidivists. Lefeber writes, "Lower scores obtained by the delinquent recidivists indicate that a high degree of self-devaluation exists among this population" [p. 20].

More directly related to the present paper are two studies reported by Fitts (1967). One is an unpublished study by G. H. Joplin investigating self concept changes in a group of delinquent boys during their first incarceration in a correctional institution. This institution has a treatment program which stresses personal adjustment rather than vocational and academic training. The average length of institutional stay for Joplin's subjects was eight months. Joplin found that significant self concept changes occurred in the 28 delinquent boys between their admission and discharge. These changes were in a positive direction with subjects described as being more open and able to be self-critical, more certain of what they are, and as viewing themselves more consistently on discharge than they did on admission.

A follow-up two years later revealed that 11 of the 28 boys had become recidivists while the other 17 had remained non-recidivists. Fitts (1967) using the original data on these subjects reclassified them into two groups: the R (Recidivist) Group and the NR (Non-recidivist) Group and performed several additional analyses. He reports that the two groups were appreciably different on admission with the NR Group originally presenting a more negative and more deviant self concept view than the R Group. Fitts (1967) speculates about this unexpected finding saying that individual scores on the self concept instrument used indicate the NR Group was initially less defensive and generally experiencing more discomfort and distress about themselves than the R Group. Both groups showed appreciable changes from pre-test to post-test but since the NR Group changed more than the R Group, the two groups were found to differ very little on the post-test.

Fitts (1967) also reports on a study carried out by himself and his associates on self concept changes of female prisoners incarcerated in a state prison for women. The treatment program at this institution is described as being a milieu program with heavy emphasis upon vocational training. Fitts reports a significant trend toward positive change over a four-month period although actual changes on most individual scores were slight. However, when the entire group was split on the basis of positive versus

negative change, there were 23 subjects showing positive change and 11 showing negative change. The positive change group was found not only to have been far more deviant in self concept views than the negative change group but also to have made greater change.

Truax, Worgo, and Silber (1966) investigated changes in views of self and of parents over a three-month period of time. Their subjects were three groups of incarcerated delinquent girls. They report that subjects placed in group psychotherapy made greater positive changes in views of self and of parents than did subjects not placed in a group or in a less therapeutically-oriented group. The girls making the greater positive changes were reported to be significantly more successful in earning an earlier release from the institution and had a lower rate of recidivism during a one-year follow-up period.

Conversely, some theorists (as Sullivan, Grant, & Warren, 1957) say that no "core" personality changes will take place in delinquents during their incarceration in correctional institutions.

A study that is especially relevant to the present paper is one made by Brown (1968) investigating the personality differences between adolescent delinquent girls and adolescent neglected girls. At the time of the study the two groups were institutionalized, the delinquent girls in a state supported training school, the neglected girls in

a state supported home for dependent children. The measuring techniques employed were the MMPI, the Leary Interpersonal Checklist (ICL), and the multiple-choice Rorschach. Brown reports that the neglected girls tended to be much more of a "type" than the delinquent girls. Almost without exception the neglected subjects viewed themselves as being cooperative and affiliative, a view which served to wall off the awareness of and the identification with their underlying hostility and vengefulness. While the majority of the delinquent girls were very like the neglected girls, a greater number were aware of and identified with their hostility. These girls were seen as having made a negative identity choice. Brown (1968) states that the "reservoir of hostility" of the rejected individual as hypothesized by Ausubel (1952) was clearly demonstrated; it was supported by all the delinquent subjects and all but a few of the neglected subjects. A crucial similarity between the delinquent and the neglected girls in Brown's study was their defensiveness against dependency. This finding lent support to the initial assumption that the majority of both groups were non-satellizers. Brown speculated about how much potential for dependency remains for the non-satellizing delinquents, positing that for those who had not yet claimed for themselves a negative identity, some capacity for dependency may yet be intact.

In an earlier study comparing delinquent girls with non-delinquent girls, Brown (1964) found the delinquent girls to be solidly entrenched in their view of themselves as hostile and untrusting toward others. This, however, was not found with the delinquent girls in the later study (Brown, 1968). In discussing this unpredicted finding, Brown points out that the delinquent girls in the later study were about 18 months younger than the girls in the earlier study, suggesting that such a period of time in early adolescence may well be of critical importance in self perception.

Garner (1969) using as subjects the population of the same state training school approximately a year after Brown's study, found that the majority of the girls described themselves (at the level of self-report) as being hostile and non-dependent, even those judged by the institutional staff to be making satisfactory adjustment. Garner made a comparison between the reported self view of her subjects and Brown's (1968) delinquent and neglected subjects' self views (both investigators employed the ICL to obtain these descriptions of self perception). Garner (1969) reports a shift toward a more hostile and non-dependent self view in her subjects as compared with the delinquent girls in Brown's (1968) study.

Because some adolescents who are delinquent lay claim to a negative identity while others do not, an

investigation of views of self and others and the changes, or lack of change, in these views among delinquent girls during their first incarceration in a state training school appears a worthwhile area of study.

CHAPTER II

PROBLEM

This study is directed toward investigating changes in self view and in view of parents reported by adolescent delinquent girls during their first commitment in a state supported training school. This study also will be concerned with searching out differences in views of self and parents between various age groups within the experimental group.

A system of measurement designed by Leary (1957) was chosen because of the dual nature of this study. The Leary system is a multilevel measure of interpersonal behavior which allows for measurement of self attitudes at different levels of personality as well as measurement of attitudes toward significant others. This technique makes possible the comparison of differences in self view operating at various levels of personality as well as the comparison of changes in self view between any of these levels.

The Leary system is based on operationally defined levels, three of which are employed in this study. These three levels are derived from the MMPI and the ICL. In the present study a shortened form of the MMPI was used,

the Mini-Mult. This form was developed by Kincannon (1968) and is composed of 71 items from the standard validity and clinical MMPI scales. The Mini-Mult appeared more suitable for use with delinquents since typically they tend to have a low tolerance for frustration and frequently manifest a short attention span.

In addition to the Mini-Mult, the Pd and Mf scales of the MMPI were administered in their entirety as these scales are used to derive Level III in Leary's system.

Level I of Leary's system is designated as the level of public communication. By this is meant the impact an individual makes on another. Leary (1957) indicates that Level I behavior is, or can be, nonconscious and involuntary and is the individual's spontaneous method of reacting to others. Describing the characteristics of behavior at this level, Leary says it is more than a mere social facade being closer to what Wilhelm Reich called "character armor". Level I measurements are considered indices of the kind of pressures one person puts on another, which "pulls" from the other complementary behavior. Thus it involves the "training of" the other. For instance, a sullen distrustful person "pulls" exasperated rejection from another, and indeed, "trains" him to respond in this fashion. Leary emphasizes that the salient aspects of this process is what is "done to" rather than what is said, that is, the communication is conveyed primarily via "body language".

Level I is derived from the symptomatic and validity scales of the MMPI. Dominance and Love scores can be plotted at a single point on the circular diagnostic grid (see Appendix C). The Love index is Hy + K - F - Sc; the Dominance index is Ma + Hs - D - Pt.

Level II is the level of conscious communication. It is concerned with the individual's perceptions of himself in relation to his world as he reports them. It involves the interpersonal motives attributed by the individual to himself or another, how these motives are experienced, and how behavior is perceived. Level II allows for diagnostically useful indices within the multilevel system. For instance, if Level I and Level II are similar, the individual can be described as having a reasonably accurate perception of the messages he sends: if they are highly disparate, however, he sends communications which he is not cognizant of, although he may be aware of the feelings underlying the communications. Level II also provides a measure of the individual's conscious identifications with significant others. The similarity or difference with which the person describes himself and others can be measured in Leary's system and are referred to as identification and disidentification respectively.

Level II is derived from the ICL, a checklist of 128 words and phrases descriptive of interpersonal attitudes and behaviors. (See Appendix D).

Level III is the level of private perception, and represents the symbolic expression of the imagined and the fantasied. It may be in awareness sometimes and outside awareness at other times, this varying widely in different individuals. For example, with a highly constricted individual the content of his private perceptions very likely may be outside of his awareness much of the time. Leary (1957) indicates that Level III can be considered as a more central level of self than either Level I (as character armor) or Level II (as social facade).

There are different ways in which Level III can be derived within the Leary system. It can be derived through ratings of projective tests or the ratings of fantasies and dreams. It also can be derived by plotting the T-scores of the Pd and Mf scales of the MMPI as provided by Leary's technique (1956). When derived from the MMPI, Level III can be considered to be predictive of the types of themes that would emerge under other situations.

The multilevel system makes possible the testing of some specific predictions having to do with views of self and others as reported by a group of delinquent girls during their first incarceration in a training school.

From the theories and research discussed earlier, it appears age may be a differentiating factor in ways which adolescent delinquents see themselves. That is, while both a 14 year old and a 17 year old delinquent girl

can be expected to be similar at levels of experience associated with emotional background (Levels I and III), their perceptions of themselves at the level of direct report (Level II) may be quite different. For instance, a 14 year old delinquent girl having been subjected to repeated experiences of rejection and exploitation can be expected to reflect distrust and hostility towards others at a central level of self (Level III), as can her older counterpart. However, the 14 year old may still possess some potential for dependency and not yet have opted for a total view of herself as a rejecting and hostile person. This, however, may not be true of the 17 year old who may well have moved toward making a total commitment, and this, to a negative identity.

In an effort to search out these kinds of fine but crucial differences, the adolescent girls in this study were divided into three age-based groups designated as the younger, middle, and older groups.

Based on the theoretical and research work presented in Chapter I, the following hypotheses were formulated:

Hypothesis 1. Subjects will be reflected as being distrusting and rejecting of others at Levels I and III (scores falling within the Non-Dependent vectors 1234) on both pre- and post-test.

Hypothesis 2. At Level II, the older subjects will report themselves as distrusting and rejecting more often

than will the younger subjects on both pre- and post-test.

Hypothesis 3. Individual scores of the older group will be similar at Levels I and II more often than will the scores of the middle and younger groups on both pre- and post-test.

Hypothesis 4. The older group will isolate Level II from Levels I and III less often than will the younger and middle groups on both pre- and post-test.

Hypothesis 5. Subjects will be reflected as being hostile toward others at Level III (scores falling within the Negative vectors 2345) on both pre- and post-test.

Hypothesis 6. Subjects will describe both mother and father as hostile and rejecting on pre-test.

Hypothesis 7. Subjects will describe both mother and father as less hostile and rejecting on post-test than they did on pre-test.

Hypothesis 8. The older group will be more similar in their Level II description of self and description of mother and father than will the younger and middle groups on pre-test.

CHAPTER III

METHOD

Setting of the Study

This study was conducted at Girls' Town, a state supported institution for delinquent girls, at Tecumseh, Oklahoma. Each of the girls had been declared delinquent by the state courts of Oklahoma for offenses ranging from truancy and running away from home to stealing and sexual misbehavior.

The average population of the school is about 130, this number varying throughout the year. The school is integrated. The ages of the girls range from 12 to 18 years. Upon admission each girl stays in the Reception Center for a period of evaluation before she is placed in the cottage of her age group. At the present time there are five cottages. Each of these cottages are administered by a cottage committee consisting of co-ordinator, social worker, chief house parent, and a teacher. The committee is responsible for the majority of the decisions affecting girls during their stay at the school. Frequent interaction with the girls on both an individual and group level provides the opportunity for each committee member to get to

know the girls well. For instance, group meetings involving all the residents of the cottage are held twice weekly. Each girl also is a member of a small therapy group where she is encouraged to talk about herself. It is the committee who works with each girl in formulating future plans for herself and who makes the recommendations for visits to her home and for trail leave when they consider the girl is ready to leave the institution. The cottage committees are a part of the larger interdisciplinary staff comprised of psychologists, social workers, teachers, cottage and work supervisory personnel, engaged in carrying out the therapeutic and rehabilitative programs under the superintendent of the institution.

Selection of Subjects

The subjects in this study were delinquent girls completing their first commitment in Girls' Town. Each of these girls had been judged by her cottage committee to have made maximal use of the rehabilitative and therapeutic programs of the school and was being recommended for trial leave. The number of subjects available was limited by such factors as their having taken the Mini-Mult and the ICL on their admission to the school (a few girls for various reasons had not taken these tests) and those deemed ready for trial leave during the period of this study (approximately six months). The total number of subjects used in this study was 60. They ranged in age from 13

years, five months, to 17 years, four months.

Appendix A includes information regarding race, age, length of stay in the institution for each subject, as well as individual grid diagnosis at the three levels on pre- and post-tests. Grid diagnosis of Level II descriptions of self and parents also are shown in Appendix B.

For statistical analysis subjects were divided into three groups on the basis of age. Subjects ranging in age from 13 years, five months through 14 years, eight months composed the youngest group. Subjects ranging from 14 years, nine months through 16 years, made up the middle group. The oldest group was composed of subjects ranging from 16 years, one month to 17 years, four months. There were 15 girls in the youngest group, 26 girls in the middle group, and 19 in the oldest group. Table 1 gives data concerning age.

PROCEDURES

Following her admission to the school each subject was administered the Mini-Mult, the Pd and Mf scales of the MMPI, and the ICL, usually within her first two weeks there. The second administration of these tests took place just prior to the subject's being placed on trial leave from the school.

Standard instructions for the tests were given at both testings. At the second testing (post-test) the subjects were told they were participating in a research study and were assured that their test responses would in no way

Table 1

Number of Subjects, Ranges of Age, and Average Length of Institutionalization of Younger, Middle, and Older Groups

	N	Range	Months
Younger	15	13-5 - 14-8	8
Middle	26	14-9 - 16-0	6
Older	19	16-1 - 17-4	6

effect their trial leave status.

At the time of the initial testing (pre-test) of 30 of the subjects the Pd and the Mf scales of the MMPI were not given. As these scales are used to derive Level III in Leary's system (1957), Level III on the pre-test could not be computed for these subjects. With this exception, three levels of self description were derived (see Chapter 2) for each subject on pre-test and post-test and plotted on the diagnostic grid (Appendix C).

Subjects' descriptions of mother and father on pre- and post-tests also were plotted on the diagnostic grid (Appendix D), and compared with Level II self descriptions (see Chapter 2).

Hypotheses and exploratory questions related to Levels I, II, and III self descriptions and descriptions of mother and father were analyzed by the Chi square technique. Unless otherwise stated the .05 level of significance was used throughout the analysis.

CHAPTER IV

RESULTS

Since eighteen of the subjects in this study are non-white, preliminary to testing the main hypotheses, several Chi Square tests were made to determine whether there were differences in pre- or post-test scores which could be attributed to race. No significant differences were found between the non-white and white group scores, thus race was not differentiated as a variable in the remainder of the analysis.

The eight research hypotheses were tested and the results are as follows:

Hypothesis 1. At Levels I and III, subjects will be reflected as being distrusting and rejecting of others (scores falling within the Non-Dependent vectors 1234) on both pre- and post-test. This hypothesis was supported, with 93% of the subjects shown as distrusting and rejecting at Level I pre-test and 97% on post-test. At Level III, 77% were reflected as distrusting and rejecting on the pre-test, 82% on the post-test (Tables 2 and 3).

Hypothesis 2. At Level II, the older subjects will report themselves as distrusting and rejecting (scores

Table 2

Distribution of Delinquent Subjects on the Dependent, Non-Dependent Grid Division at Levels I and III on Pre-test

	D	N-D	X^2	P
Level I	4	56	25.86	.001
Level III	7	23	8.52	.01

Table 3

Distribution of Delinquent Subjects on the Dependent, Non-Dependent Grid Division at Levels I and III on Post-test

	D	N-D	X^2	P
Level I	2	58	26.13	.001
Level III	11	49	24.06	.001

falling within the Non-dependent vectors 1234) more often than will the younger subjects, pre- and post-test. This hypothesis was supported for the pre-test but not the post-test (Tables 4 and 5). The younger and middle groups were pooled (pre-test), and it was found that the older group did report themselves as being non-dependent at Level II on pre-test significantly more often than did the younger and middle groups (Table 4).

Since 77% of all the subjects reported themselves as dependent at Level II pre-test while only 60% did so on post-test, the data were analyzed to determine if this shift was significant (McNemar, 1949). A significantly greater number of the younger and middle subjects changed to a non-dependent view of self at Level II on the post-test then changed to a dependent view of self. The older subjects did not change significantly from their pre-test report of themselves as generally dependent, in fact, changes tended to be toward a dependent position on post-test (Table 6).

Hypothesis 3. Individual scores of the older group will be similar at Levels I and II more often than will the scores of the middle and younger groups on both pre- and post-test. Operationally, "similar" was defined as being in the same vector at the two levels (a discrepancy score of less than 44). This hypothesis was not supported (Tables 7 and 8).

Table 4

Distribution of Older vs. Middle and Younger Subjects on the Dependency-Non-Dependency Grid at Level II on Pre-test*

	D	N-D
Older	11	8
[Middle / Younger]	35	6

$X^2 = 3.97$

$p < .05$

*The analysis was applied to data pooled as indicated by the brackets.

Table 5

Distribution of Older, Middle, and Younger Subjects on the Dependency-Non-Dependency Grid at Level II on Post-test

	D	N-D
Older	10	9
Middle	18	8
Younger	8	7

$X^2 = 1.60$

Not Significant

Table 6

Change on Level II Score Between Pre- and Post-Test in Dependency-Non-Dependency by Separate Age Groups

	Change			
	N-D to D	D to N-D	X^2	P
Older	4	6	.1	N.S.
Middle	1	9	4.90	$< .05$
Younger	0	7	5.14	$< .05$

Table 7

Distribution of Older, Middle, and Younger Subjects in Similarity of Individual Scores between Levels I and II on Pre-test

	Alike	Not-alike
Older	3	16
Middle	6	20
Younger	4	11

$X^2 = .57$

Not Significant

Table 8

Distribution of Older, Middle, and Younger Subjects in Similarity of Individual Scores between Levels I and II on Post-test

	Alike	Not-alike
Older	6	13
Middle	12	14
Younger	9	6

$X^2 = 2.62$

Not Significant

Hypothesis 4. The older group will isolate Level II from Levels I and III less often than will the middle and younger groups. Operationally, "isolate" was defined as those cases in which the discrepancy score between Levels I and III was the least of the three discrepancy scores computed for each subject (discrepancy scores between Levels I and II, Levels II and III, and Levels I and III were derived using the Leary system, 1956). This hypothesis was not supported (Tables 9 and 10). On the contrary, a reversal of the prediction was indicated in the post-test data. The middle and younger groups were pooled and with this application it was shown that they isolated significantly less often than did the older group (Table 11).

Hypothesis 5. Subjects will be reflected as being hostile toward others at Level III (scores falling within the Negative vectors 2345) on both pre- and post-test. This hypothesis was supported, with 90% of the subjects reflected as hostile on pre-test and 78% on post-test (Tables 12 and 13).

Hypothesis 6. Subjects will describe both mother and father as being hostile and rejecting on pre-test. This hypothesis was not supported for either parent (Table 14). In fact, the predicted direction was reversed on description of mother, 79% of the subjects described mother as non-hostile on pre-test (Table 14).

Table 9

Distribution of Older, Middle, and Younger Subjects Isolating Level II from Levels I and III on Pre-test

	Isolate	Non-Isolate
Older	2	6
Middle	4	9
Younger	4	4

$X^2 = 1.15$

Not Significant

Table 10

Distribution of Older, Middle, and Younger Subjects Isolating Level II from Levels I and III on Post-test

	Isolate	Non-Isolate
Older	14	5
Middle	11	15
Younger	6	9

$X^2 = 5.16$

Not Significant

Table 11

Distribution of Older vs. Middle and Younger Subjects Isolating Level II from Levels I and III on Post-test*

	Isolate	Non-Isolate
Older	14	5
Middle / Younger	17	24

$X^2 = 5.44$

$p < .05$

*The analysis was applied to data pooled as indicated by the brackets.

Table 12

Distribution of Delinquent Subjects on Hostile-Non-Hostile Grid Division at Level III on Pre-test

	Hostile	Non-Hostile
Level III	27	3

$X^2 = 19.20$

$p < .001$

Table 13

Distribution of Delinquent Subjects on Hostile-Non-Hostile Grid Division at Level III on Post-test

	Hostile	Non-Hostile
Level III	47	13

$X^2 = 19.26$

$p < .001$

Table 14

Description of Mother and Father With Regard to Hostile-Non-Hostile Grid Division on Pre-Test and Post-Test

		Hostile	Non-Hostile	X^2	P
Mother	Pre-Test	12	45	18.28	< .001
Father		28	26	.06	NS
Mother	Post-Test	24	33	1.04	NS
Father		32	22	1.84	NS

Hypothesis 7. Subjects will describe mother and father as less hostile and rejecting on post-test than they did on pre-test. This hypothesis was not supported (Table 15).

The predicted direction was again reversed in description of mother, only 58% of the subjects described mother as non-hostile on post-test compared to the 79% on pre-test (Table 14 and 15).

Hypothesis 8. The older group will be more similar in their Level II description of self and description of mother and father than will the middle and younger groups on pre-test. Operationally, "similar" was defined as those discrepancy scores between Level II self and description of mother and father which were less than 44 (these discrepancy scores were computed by the Leary system, 1956). This hypothesis was not supported (Tables 16 and 17).

Table 15

Change in Description of Mother and Father Between Pre- and Post-Test on Hostile-Non-Hostile Grid Division

	Change			
	H to N-H	N-H to H	X^2	P
Mother	4	17	6.86	$<.01$
Father	10	12	.05	N.S.

Table 16

Distribution of Older, Middle, and Younger Subjects in Similarity of Level II Description of Self and Description of Mother on Pre-test

	Alike	Not-Alike
Older	8	9
Middle	11	14
Younger	7	8

$X^2 = .02$

Not Significant

Table 17

Distribution of Older, Middle, and Younger Subjects in Similarity of Level II Description of Self and Description of Father on Pre-test

	Alike	Not-Alike
Older	6	9
Middle	9	16
Younger	5	9

$X^2 = .06$

Not Significant

CHAPTER V

DISCUSSION

The results of this study have supported the idea that among a group of first time incarcerated delinquent girls there would be similarities in ways of perceiving self and others, as well as some fine but distinguishable differences between older and younger subjects. Some of these differences appeared to be present at the time of their initial commitment, others occurred during the period of institutionalization itself.

It is to be noted that several of the specific predictions were not supported, while others were found to reverse the direction of the prediction. It appears that there were some differences between the delinquent subjects in this study and delinquent girls investigated in previous studies.

Based on theory and results of previous research, the assumption was made that the older delinquent girl in this study would be more likely to recognize and integrate her underlying substructure of hostile experience than would her younger counterpart. That is, the older subject's self-report at the three levels of personality under study,

would be more consistent than would the self report of the younger subject. This was found to be only partially true, and only at the time of commitment. The impact of institutionalization appeared to be reacted to and handled somewhat differently by the younger and older girls

The following discussion is an attempt to understand and to explain the findings of this study.

The delinquent girls in this study almost without exception, reported themselves as being distrustful and non-dependent on others at Levels I and III (Tables 2 and 3). This unequivocal position of the group as a whole indicated the majority of these subjects are non-satellizers as posited by Ausubel (1952, 1954). Also supportive of this was the hostile stance of the subjects at Level III (Tables 13 and 14). These findings clearly demonstrate what is probably the most crucial similarity of these delinquent girls, regardless of the age differences, and lends support to the initial assumption that a majority of these subjects are rejected non-satellizers. In a highly related way, these delinquent girls' hostility toward others and their distrust and rejection of others both are defenses against dependency.

The subjects were found to be distrustful and non-dependent at Level I (level of public communication) as they were on their Level III self (level of private perception). This finding was in agreement with Ausubel's

(1954) notion that the rejected non-satellizer's fearfulness of the repetition of rejection from others frequently is expressed in such ways as to be disruptive of his interpersonal relationships. The majority of the subjects' impact on others was reflected as being controlling and rejecting, behavior which in turn, "pulls" from others frustration and rejection. This finding may help clarify why those working with delinquents often experience exasperated frustration and a sense of helpless impotency. The delinquent girls in this study clearly were reflected as putting pressures on others which in turn, "pulls" from the other reciprocal complementary responses, in this case, frustration and rejection (Leary, 1957).

The histories of many of these delinquent girls typically reflect open rejection and exploitation from those significant persons on whom the subjects needed to depend during childhood and later. What evolves out of such unsatisfactory interpersonal interaction is a profound fear of dependent relationships. By adolescence, this fearfulness appears to be communicated to others, via the individual's spontaneous methods of responding, as a refusal to trust or to become dependent.

Institutionalization appears to intensify rather than modify this position, at least for the subjects in this study. At Level I, as well as at Level III, they were reflected as being more distrustful and rejecting at

the time of their approaching trial leaves than they were at the time of their commitment to the training school.

At the behavioral level many of the subjects verbalize their distrust and rejection of help from others. For instance, often heard comments are "They don't ever tell you the truth" or "They just want to keep me here, they aren't trying to help me go home." Many girls are more direct in their expression as illustrated by a remark made to a staff member "You only work in this place to get money, not because you want to help us girls."

At the level of direct self-report (Level II), differences in self views between younger and older subjects were found. It was predicted that the older delinquent girl would be more cognizant and accepting of her distrust and rejection of others than would her younger counterpart. It was found that while a proportionally greater number of the older subjects did report themselves as being distrustful and rejecting (at Level II) at the time of their commitment, a majority of all the subjects reported themselves to be trusting and dependent at this time. This position of the group as a whole suggests that a majority of these delinquent girls see themselves as dependent, a view which is highly disparate with their Level I and Level III views of self. It appears that a majority of the subjects were defending against the awareness of their hostility at Level III as well as the distrust and rejection they

communicate to others at Level I. These subjects, at the time of their commitment to the training school, apparently valued social propriety with only a very few totally identifying with their negative self view (at all three levels of personality). This kind of self structure is what Erikson (1968) terms a fake ego identity; any experience which would seriously threaten the individual's "front" is denied and not allowed to enter conscious awareness.

However, this was not shown to be the case following institutionalization. Only 60% of the entire group (compared to the 77% on commitment) reported themselves as trusting and dependent at the time of release (Tables 2 and 3). Analysis of individual changes was made. It was found the younger girls changed to a non-dependent and rejecting stance while older subjects tended to move toward a more trustful and dependent stance in their Level II descriptions of themselves. The impact and experience of incarceration appears to have had a more powerful and negative effect on the younger girls than it did on the older girls. The older delinquent girl, past mid-adolescence upon her entrance to the training school, seems to have moved toward a somewhat more affiliative and dependent view of herself (at Level II) during her period of institutionalization, while her younger counterpart (early and mid-adolescence) appears to have identified with her negative and rejecting self views and reported this at Level II.

Some alternative explanations of these findings offer themselves. First, the older subjects already were past the mid-teens when they were committed to the training school indicating that these girls had been able to, however marginally, get along at home and in the larger community well enough to avoid incarceration earlier. It can be speculated that these girls had some investment in perceiving themselves as affiliative and dependent regardless of their negative and rejecting experiences. Perhaps for a 17 year old girl, the label of "delinquent" has a less powerful and less negative impact than it does for a younger adolescent girl. Perhaps too, the experience of institutionalization itself is not perceived as wholly punitive and negative by the older delinquent girl.

There is also the possibility that the older subjects "faked good" on their Level II self descriptions. It well may be that they did not trust the assurance that their test responses would in no way affect their trial leave status and so carefully chose those items on the Interpersonal Checklist which would enhance a description of self at Level II.

Since it predominately was the younger delinquent girls who described themselves as more rejecting and non-dependent following institutionalization than they did on commitment, it is these early and mid-adolescent subjects who apparently moved toward claiming a negative identity

for themselves. Institutionalization seems to have been a period when they became more accepting of their rejection and distrust of others and more aware of their underlying hostility. Only seventeen of the forty-one subjects in the middle and younger age groups isolated Level II from Levels I and III as compared to the fourteen older girls out of a group of nineteen (Table 11). Brown (1968) introduced the construct "isolating" in relation to this kind of pronounced disparity between Level II description of self and Levels I and III self views. In discussing isolating as a defense Brown states:

> People whose self system is characterized by this defense make an impact on others (Level I) which is consistent with their fantasies (Level III) but not what is integrated in awareness. These people do not have protective social facades, but facades only for themselves. Projection appears to be a major defense in maintaining this self structure. . . . "Isolating" people apparently are those who interpret others' behavior so rigidly in accord with their own expectations ("they hate me") that they not only misinterpret others' behavior when it is friendly but also precipitate hostile reaction, a reaction which then validates the assumption. "Isolaters" probably alienate others consistently without a clear notion of the part they play in the process [1968, p. 64].

Brown found that fewer delinquent girls isolated Level II from Levels I and III than did her neglected subjects. In this regard, the older delinquent girls in the present study were very similar to her neglected girls. The fact that the older delinquent subjects had managed to avoid commitment until past their mid-adolescence would

support the notion.

Committal for the delinquent girl means loss of freedom; the girl loses what she perceives as her "independence" and her parents temporarily lose all right and power to control her. On the girl's part the reaction to commitment is intense and often stormy. Superimposed on a background of insecurity and fearfulness provoked by the unknown future, there is likely to be manifest in varying degrees of intensity; despair, resentment, rejection, and depression. It may be that for a 14 or 15 year old girl the separation from family coupled with the unknown time factor, the duration of a new way of life without the freedom of "outside" community life, is perceived as more final and catastrophic than it is by a 17 year old.

The younger delinquent girl perhaps is more susceptible to peer pressures and persuasions than her older counterpart. This may have been a contributing factor to her problems with family and authorities prior to commitment and to her incarceration at 14 or 15 years of age. It also may play a large part in the ways in which she reacts and responds to the other girls in the training school during her first incarceration. That is, the 14 year old may more solidly identify with the prevailing delinquent attitude of distrust and rejection of adult values and authority than does her older counterpart.

The non-dependence discussed here probably is perceived by the subjects themselves as being independent. Observations of delinquent girls' behavior in the training school and an inspection of their past histories suggest that a common strategy seems to be based on the rationale, "If I don't depend on others and reject any overture of help, then I can take care of myself." Lacking in this pseudo-independence is any real sense of responsibility for their activities or for changing any aspects of themselves or their lives. Independence, then for some of the delinquent girls in this study seems to be equated with, "I'll reject you before you can reject me."

In views of parents, about half of the subjects described father as being hostile and rejecting on their admission to the training school, while only 21% described mother in such negative fashion (Table 14). This was a reversal of the prediction that both mother and father would be perceived as hostile and rejecting. It can be speculated that the impact of being removed from their parents' custody, the experience of being brought into court and committed to a state correctional school, and then finding themselves in such an institution, would serve to intensify separation anxiety and doubts of their parents ever accepting them back into the home. Denial and suppression of views of parents as hostile and rejecting could well be expected under these circumstances.

This supposition is strengthened by the finding that at the time of their release from the training school only 58% of the subjects described mother as loving and responsible. A comparison of Tables 15 and 16 will show that subjects tended toward a more negative and rejecting description of both mother and father at the time of their release than they had at the time of their commitment to the school. This finding reversed the direction of the stated prediction which was based on trends in previous research in this area.

In the context of the findings in the present study, it appears that the subjects' perceiving and reporting their parents as hostile and rejecting coincided with their increasing recognition and acceptance of themselves as distrustful and rejecting of others. At least for the delinquent girls in this study, it can be stated that being away from their parents and incarcerated in a training school for a period of several months did not serve to make them view their mother and father in a more positive manner than they had earlier reported.

Brown (1968) reports in her study of delinquent and neglected girls, a "slight but crucial" difference between the delinquent and neglected subjects' Level III self views. The mode of the neglected girls at Level III (level of fantasy) was in the competitive-narcissistic vector (octant 2); the mode for the delinquent girls was the aggressive-sadistic vector (octant 3). Brown writes:

> The neglected girl appears to gain some satisfaction in fantasies of being admired and envied, indicating she has some motivation toward social adeptness without jeopardizing her basic rejection of others. She does not need to be warmly disposed toward others in order to inveigle or coerce them into an admiring relationship with her. Indeed, it would be quite to her disadvantage to feel warmly. . . . The delinquent girl, on the other hand, quiets her anxieties with fantasies of direct revenge, leaving her without any motivation toward social adroitness. She is walled off with her hostility--her fight with the world appears to be her major concern [1968, p. 59].

In the present study the majority of the subjects' Level III scores fell into two vectors, the competitive-narcissistic vector (octant 2) and the aggressive-sadistic vector (octant 3). The scores were relatively evenly distributed between these two vectors across the three age groups (see Appendix F).

The subjects' Level I (level of public communication) scores were, in most instances, distributed among three vectors, the managerial-autocratic vector (octant 1), the competitive-narcissistic vector (octant 2), and the Aggressive-sadistic vector (octant 3) (refer to Appendix F).

Leary (1957) discusses the kinds of behaviors which are found in individuals scoring in these cifferent vectors at Level I. Persons scoring within the managerial-autocratic vector seek to exert control over their interpersonal environment since they apparently are quite fearful of being weak and submissive. Such an individual attempts to maintain security and self-esteem and to avoid derogation and rejection by means of power-oriented operations. While

he may generate power struggles with others, such an individual, if he is not too controlling, may be seen by others as being competent and independent. Individuals scoring in the competitive-narcissistic vector (at Level I) have something of a self-righteous attitude, an attitude which, if not too cold and rejecting may be seen by others as being assured and self respecting. On the other hand, those individuals scoring in the aggressive-sadistic vector at Level I have an air of rebelliousness and distrust which generally pulls from others irritated disapproval and rejection.

The question that arises in regard to the delinquent girls discussed in this study is: How much potential for dependency yet remains and can this potential be detected and predicted from the data. While this study was not designed to specifically answer such questions, it can be speculated about in terms of the somewhat different needs reflected among the subjects in this study. It would seem probable that a girl who is motivated to not displease others (the narcissistic mode at Level III), and who does not pull from others consistent disapproval and rejection (managerial or narcissistic mode at Level I), and who has not laid claim to a negative identity (Level II self report falling within the non-hostile-dependent vectors, octants 678) may well possess such potential. Predictively, a first-time committed delinquent girl with this pattern could be considered to have a better chance at re-adjusting

successfully to family and community life than her counterpart with a less adaptive self view. This of course, only could be determined by a follow-up study of these subjects.

This study, as a whole, suggests that the labeling process of delinquency and the impact of incarceration itself have somewhat different effects on the self views of the younger and older adolescent delinquent girl. Further research is indicated; for instance, a follow-up study of the subjects used in this study would allow for the consideration of the relationship between potential for dependency and recidivism. Another question that could be answered by such a follow-up is whether any specific pattern of multi-level diagnosis, as discussed earlier, is predictive of future adjustment in the community.

Further, the next extension appears to be a study matching delinquent girls placed in settings other than a correctional institution with girls in such an institution, in an effort to determine if differential changes in self-views occur between the groups.

Finally, an institutional type study comparing first-time committed delinquent girls with recidivists to investigate differences in views of self would increase understanding of the relationship between the delinquent girl's negative self view and chronic delinquent behavior.

CHAPTER VI

SUMMARY

The purpose of this study was to investigate some differences in views of self and parents between younger and older adolescent delinquent girls during their first incarceration in a state training school. Levels of self view were the focus of the attempted differentiation, since how an individual perceives himself has experiential validity and predictive importance in regard to behavior. The assumption that the majority of the subjects are rejected non-satellizers was based on Ausubel's theoretical formulations and previous research by Brown (1964, 1968). Expectations of the differentiating impact of the labeling process of delinquency, and of incarceration on younger and older subjects were based primarily on Erikson's theoretical views.

The total number of subjects was 60, with 15 in the younger group, 26 in the middle group, and 19 in the older group. The Interpersonal Check List, the Mimi-Mult, and the Pd and Mf scales of the MMPI were administered twice; at the time of admission and just prior to release. The tests were used to compute three levels of self view as

formulated by Leary. Level I is the level of public communication, the interpersonal messages which "pull" reciprocal behavior from others; Level II is the level of conscious communication, how the individual describes himself interpersonally; Level III is the level of private perception, the imagined and fantasied self.

Descriptions of mother and father were obtained on the ICL.

The major findings were that the majority of the subjects reported themselves as rejecting and non-dependent at Levels I and II and trusting and dependent at Level II. Most of the subjects also had scores which were overwhelmingly hostile at Level III. These findings lend support to Ausubel's (1954) conceptualization of the delinquent very often being a rejected non-satellizer. More subject reported themselves as rejecting and non-dependent at Level II on the post-test than on the pre-test. This suggests that during their period of institutionalization an increasing number committed themselves to a negative identity as described by Erikson (1968).

A difference was found between the groups at Level II. More of the older subjects described themselves as distrustful and non-dependent on the pre-test as was predicted. On the post-test, however, a greater number of the younger and middle group subjects had changed to a non-dependent view of self at Level II. This finding suggests

that institutionalization had a more negative effect on the younger girls, in that more of them appeared to crystallize, and to accept a negative identity choice for themselves during incarceration.

A majority of the subjects described both mother and father as being non-rejecting and non-hostile. Changes between the pre- and post-test reflected a trend toward a rejecting and hostile description of both mother and father by the subjects.

Suggestions for future research were considered, with the emphasis on follow-up studies in order to determine the predictive importance of self view as related to behavior.

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APPENDIX A

Subject Data

	Subject No.	Age	Months Institutionalized	*Grid Diagnosis I	II	III	**Grid Diagnosis I	II	III
	1	13-5	14	1	8		3	1	3
	2	14-1	5	3	3	5	2	5	2
	3	14-3	5	1	6	1	2	2	2
	4	14-3	8	3	3	5	3	2	3
Non-white Subjects	5	14-6	9	3	8		3	2	2
*Pre-test	6	14-10	5	1	8	1	2	1	3
**Post-test	7	15-4	6	1	7		2	7	2
	8	15-5	8	3	8		2	1	2
	9	15-6	6	2	8		1	1	3
	10	15-7	7	8	7		2	7	3
	11	15-11	6	3	8		8	8	3
	12	16-4	6	3	8	4	3	8	3
	13	16-5	5	1	6		2	7	1
	14	16-5	6	2	1		2	1	2

	Subject No.	Age	Months Institutionalized	*Grid Diagnosis I	II	III	** Grid Diagnosis I	II	III
Non-white Subjects	15	16-5	6	2	8		2	1	3
	16	16-7	6	3	1	1	2	7	2
*Pre-test	17	16-9	4	3	1		3	2	2
**Post-test (continued)	18	16-11	7	3	7	3	2	1	3

Note: Underline in grid diagnosis indicates extreme score as defined by Leary.

	Subject No.	Age	Months Institutionalized	*Grid Diagnosis I	II	III	**Grid Diagnosis I	II	III
	19	13-10	8	4	2	3	3	2	2
	20	13-11	5	3	8	2	3	8	3
	21	14-0	5	3	8		1	8	4
White Subjects	22	14-1	8	2	5		3	4	5
	23	14-1	7	3	8		2	1	3
*Pre-test	24	14-1	6	1	8	6	1	8	1
**Post-test	25	14-2	6	2	7		2	7	2
	26	14-3	6	2	8	4	2	1	7
	27	14-6	8	2	8	2	2	2	3
	28	14-6	5	7	7		1	7	2
	29	14-9	6	1	8		2	8	3
	30	14-10	5	2	1	2	1	8	8
	31	14-11	4	2	6	4	2	1	2
	32	14-11	6	4	7		2	6	2

	Subject No.	Age	Months Institutionalized	*Grid Diagnosis I	II	III	**Grid Diagnosis I	II	III
	33	15-1	6	3	8		3	8	3
	34	15-1	6	3	8		2	2	2
	35	15-2	5	2	7	3	2	7	3
White Subjects	36	15-3	4	1	8	4	2	7	7
*Pre-test	37	15-3	6	1	6	3	2	5	3
**Post-test (continued)	38	15-5	4	3	6	5	1	7	7
	39	15-6	9	2	7	1	2	1	2
	40	15-7	6	8	8	2	2	8	8
	41	15-7	4	1	8	4	8	1	8
	42	15-7	4	2	8		2	8	5
	43	15-8	5	1	4		3	4	4
	44	15-9	6	3	7		1	3	2
	45	15-11	6	1	5	6	1	5	6

	Subject No.	Age	Months Institutionalized	*Grid Diagnosis I	II	III	**Grid Diagnosis I	II	III
	46	15-11	9	4	5		3	3	4
	47	16-0	5	2	3	6	1	2	6
	48	16-0	7	2	8	4	2	8	2
White Subjects	49	16-3	5	2	7	4	2	5	2
*Pre-test	50	16-3	4	2	8		2	1	2
**Post-test (continued)	51	16-4	5	2	8		2	8	3
	52	16-4	5	2	8		1	8	1
	53	16-6	6	3	1		1	7	1
	54	16-6	6	2	2		2	7	4
	55	16-6	5	1	8	3	3	1	3
	56	16-6	6	4	8	3	2	2	3
	57	16-9	4	2	2	5	2	3	7
	58	16-9	6	8	8	2	2	8	3

	Subject No.	Age	Months Institutionalized	*Grid Diagnosis I	II	III	**Grid Diagnosis I	II	III
	59	17-2	6	2	1	3	2	1	2
	60	17-4	8	4	7		2	3	4

White Subjects

*Pre-test

**Post-test

(continued)

Note: Underline in grid diagnosis indicates extreme score as defined by Leary.

APPENDIX B

	Subject No.	Age	*II Self and Mother		**II Self and Mother		*II Self and Father		**II Self and Father	
	1	13-5	8	1	1	2	8	2	1	2
	2	14-1	3	2	5	8	3	2	5	8
	3	14-3	6	1	2	1	6	1	2	2
Non-White Subjects	4	14-3	3	1	2	2	3	2	2	2
	5	14-6	8	7	2	2	8	8	2	2
*Pre-test	6	14-10	8	8	1	2	8	8	1	2
**Post-test	7	15-4	7	8	7	1	7	1	7	2
	8	15-5	8	8	1	1	8	8	1	2
	9	15-6	8	8	1	2	8	1	1	2
	10	15-7	7	8	7	8	7	8	7	8
	11	15-11	8	1	1	2	8	2	1	2
	12	16-4	8	8			8	8		
	13	16-5	6	8	7	8	6	1		
	14	16-5	1	1	1	1	1	2	1	1

	Subject No.	Age	*II Self and Mother		**II Self and Mother		*II Self and Father		**II Self and Father	
	15	16-5	8	4	1	2				
	16	16-7	1	1	7	2	1	1	7	2
	17	16-9	1	1	2	2	1	2	2	3
	18	16-11	7	1			7	1		

Non-White Subjects

*Pre-test

**Post-test

(continued)

Note: Underline in grid diagnosis indicates extreme score as defined by Leary.

	Subject No.	Age	*II Self and Mother		**II Self and Mother		*II Self and Father		**II Self and Father	
	19	13-10	2	2	2	2	2	2	2	1
	20	13-11	8	8	8	8	8	2	8	3
	21	14-0	8	8	8	7	8	1	8	8
	22	14-1	5	2	4	1	5	3	4	2
White Subjects	23	14-1	8	1	1	2	8	2	1	2
*Pre-test	24	14-1	8	1	8	1	8	3	8	2
**Post-test	25	14-2	7	2	7	1	7	1	7	1
	26	14-3	8	1	1	1	8	1	1	2
	27	14-6	8	1	2	2	8	2	2	2
	28	14-6	7	3	7	2	7	2		
	29	14-9	8	1	8	1	8	1	8	2
	30	14-10	1	8	8	1	1	2	8	2
	31	14-11	6	1	1	2	6	2	1	1
	32	14-11	7	1	6	1	7	2	6	8

	Subject No.	Age	*II Self and Mother		**II Self and Mother		*II Self and Father		**II Self and Father	
	33	15-1	8	1	8	2	8	1		
	34	15-1	8	8	2	3	8	1	2	1
	35	15-2	7	7	7	8	7	8	7	8
	36	15-3	8	1			8	1		
White Subjects	37	15-3	6	1	5	1	6	3	5	8
*Pre-test	38	15-5	6	1	7	8	6	2	7	2
**Post-test (continued)	39	15-6	7	1	1	3	7	2	1	2
	40	15-7	8	1	8	1	8	8	8	8
	41	15-7	8	1	1	1	8	4	1	1
	42	15-7	8	1	8	1	8	1	8	1
	43	15-8	4	1	4	1	4	3	4	2
	44	15-9	7	3	3	3	7	2	3	2
	45	15-11	5	8	5	8	5	2	5	2
	46	15-11	5	1	3	7	5	1	3	2

	Subject No.	Age	*II Self and Mother		**II Self and Mother		*II Self and Father		**II Self and Father	
	47	16-0	3	2	2	2	3	3	2	2
	48	16-0	8	8	8	8	8	8	8	1
	49	16-3	7	2	5	2	7	8	5	2
	50	16-3	8	1	1	4	8	1	1	2
White Subjects	51	16-4	1	1	8	1	1	1	8	1
*Pre-test	52	16-4	8	1	8	1	8	1	8	1
**Post-test (continued)	53	16-6	1	1	7	2	1	3	7	2
	54	16-6	2	3	7	3	2	3	7	3
	55	16-6	8	8	1	1	8	3	1	2
	56	16-6	8	1	2	2	8	4	2	3
	57	16-9	2	1	3	1	2	1	3	1
	58	16-9	8	8	8	1	8	1	8	1
	59	17-2	1	2	1	1	1	1	1	1
	60	17-4	7	2	3	2	7	3	3	1

Note: Underline in grid diagnosis indicates extreme score as defined by Leary.

APPENDIX C

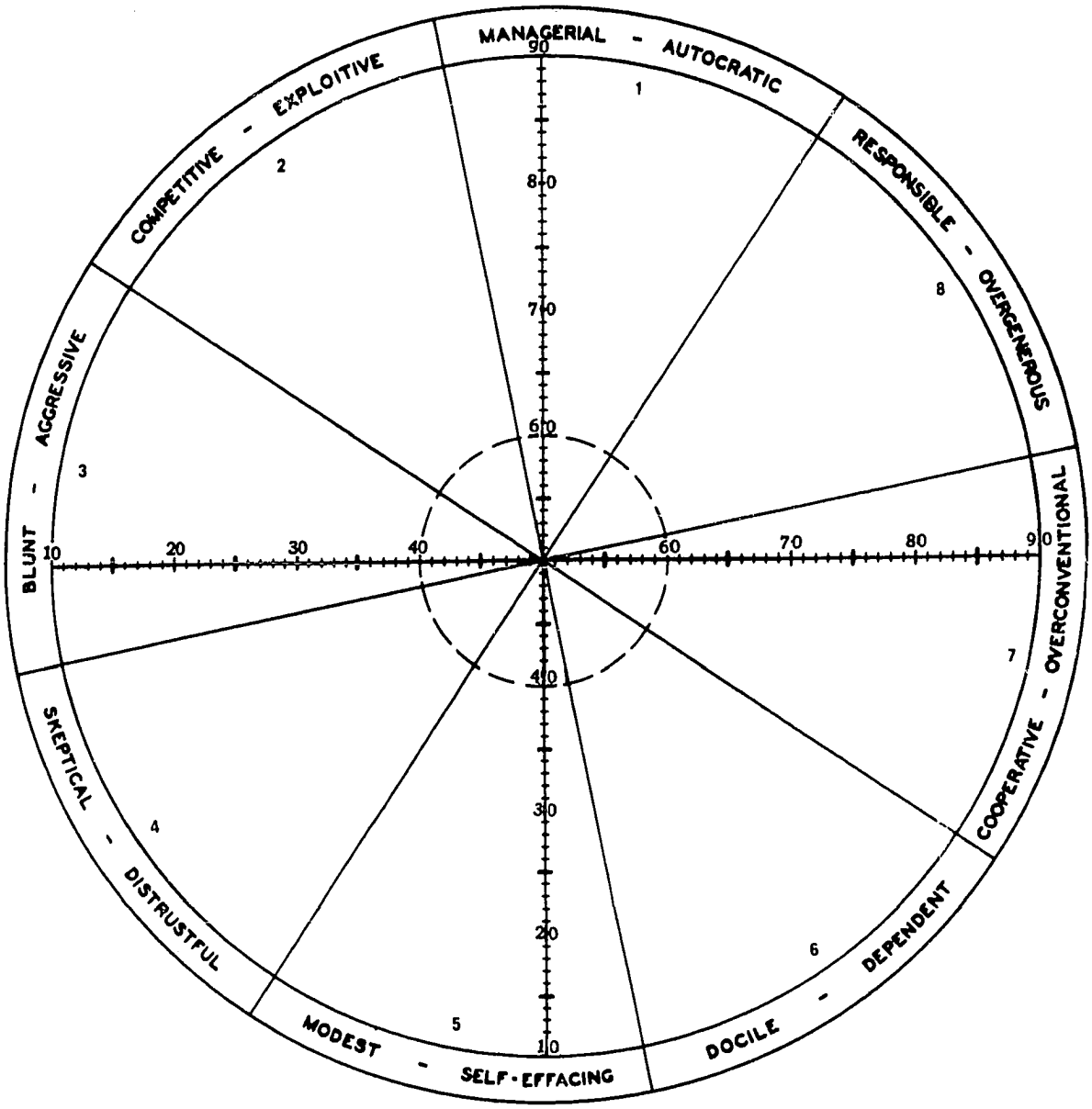

Illustration of the Leary Diagnostic Grid
of eight vectors

APPENDIX D

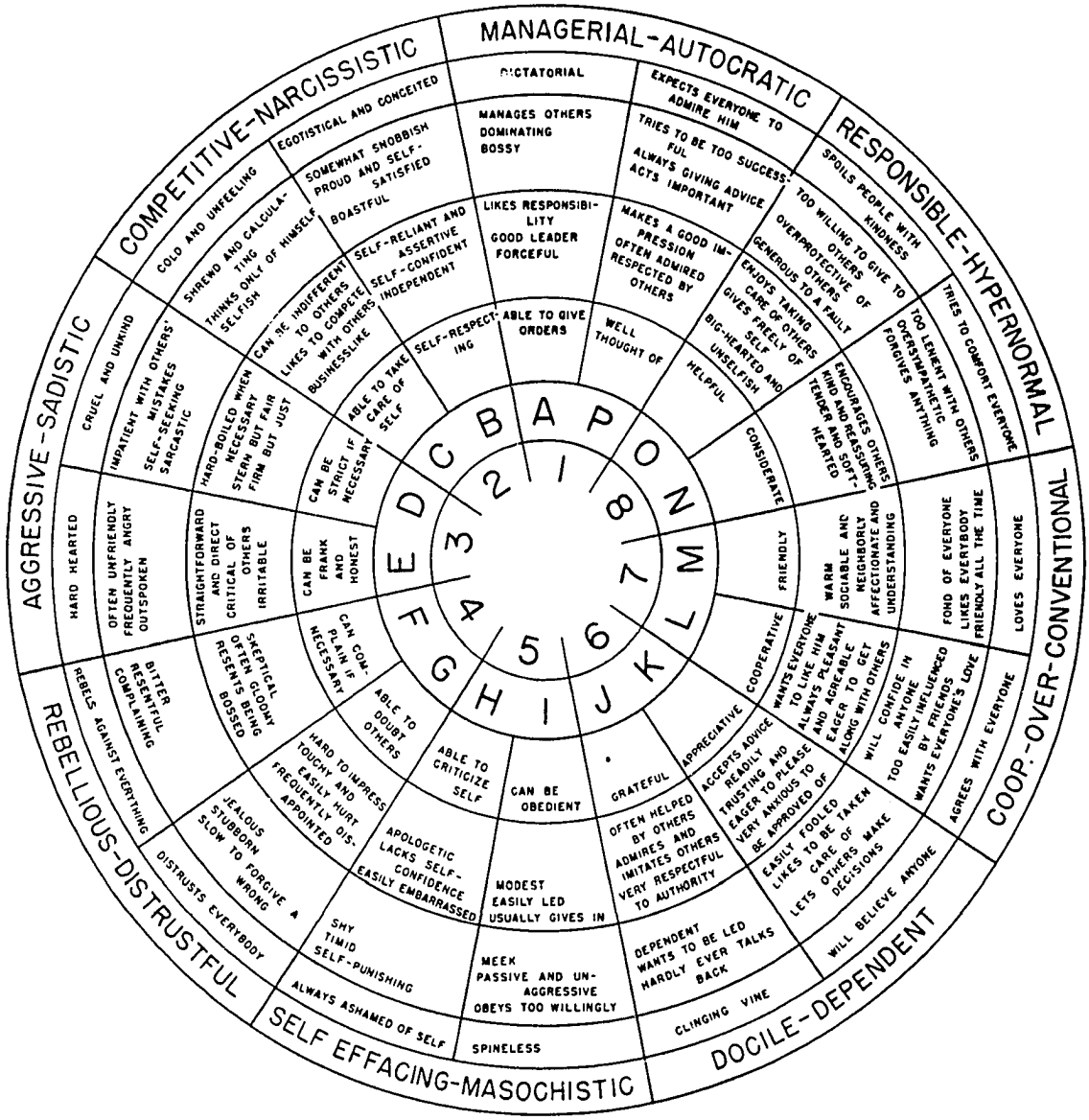

Illustration of the Leary diagnostic grid defining specific interpersonal attitudes by vector

APPENDIX E

Distribution of Grid Scores for Younger, Middle, and Older Groups at Levels I, II, and III on Pre-test

Distribution of Grid Scores for Younger, Middle, and Older Groups at Levels I, II, and III on Pre-test

	1	2	3	4	5	6	7	8	Total
Level I:									
Younger	3	4	6	1	0	0	1	0	15
Middle	8	8	6	2	0	0	0	2	26
Older	2	9	5	2	0	0	0	1	19
Total	13	21	17	5	0	0	1	3	60
Level II:									
Younger	0	1	2	0	1	1	2	8	15
Middle	1	0	1	1	2	3	6	12	26
Older	5	2	0	1	0	1	2	8	19
Total	6	3	3	2	3	5	10	28	60
Level III:									
Younger	1	2	1	1	2	1	0	0	8
Middle	2	2	2	4	1	2	0	0	13
Older	1	1	4	2	1	0	0	0	9
Total	4	5	7	7	4	3	0	0	30

APPENDIX F

Distribution of Grid Scores for Younger, Middle, and Older Groups at Levels I, II, and III on Post-test

Distribution of Grid Scores for Younger, Middle, and Older Groups at Levels I, II, and III on Post-test

	1	2	3	4	5	6	7	8	Total
Level I:									
Younger	3	6	6	0	0	0	0	0	15
Middle	7	12	5	0	0	0	0	2	26
Older	3	11	5	0	0	0	0	0	19
Total	13	29	16	0	0	0	0	2	60
Level II:									
Younger	2	2	2	1	0	1	2	5	15
Middle	3	2	2	1	2	1	5	10	26
Older	6	1	2	0	1	1	3	5	19
Total	11	5	6	2	3	3	10	20	60
Level III:									
Younger	1	6	5	1	1	0	1	0	15
Middle	0	8	8	2	1	2	2	3	26
Older	3	6	7	2	0	0	1	0	19
Total	4	20	20	5	2	2	4	3	60