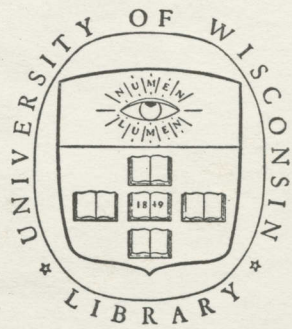


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DEVELOPMENT OF A PROJECTIVE TEST  
OF ADULT EMPATHY FOR YOUNG CHILDREN

by  
Betty Jensen Jones

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

MASTER OF ARTS  
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at the  
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To Helen C. Dawe, who several times  
appears anonymously in this paper as  
one of ". . . two workers . . ." the  
writer wishes to express appreciation  
for much generously given help and  
encouragement.

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## Introduction

The development of objective techniques for measuring dynamic processes of personality is an important and broad area for scientific research which has attracted wide attention only in relatively recent years. Among different personality processes which have received consideration, empathy — the ability to put oneself "in the psychological shoes" of another person and to understand his feelings in a situation — has been discussed by various writers as an important personality characteristic in which individual differences exist and should be measurable. From the viewpoint of the field of child development, the present study views empathy as a personality characteristic particularly deserving of research attention. It is hypothesized that the quality of interpersonal relations between a child and adults is of crucial importance to the developing child; that empathy is a primary factor in the establishment of positive interpersonal relations; and, consequently, that the quality of

child-adult relations will be determined in substantial part by the adult's empathy toward children. It is further hypothesized that adult empathy for children is an ability which varies among adults and which should be measurable by objective techniques. The present study seeks to develop a projective test of adult empathy for young children. \*

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\* The test described in this paper is part of a University of Wisconsin contributing project for North Central Regional Research Project NC 21: Family Influences on Personality.

## I. Survey of the Literature

### Measurement of adult-child relationships: general

The study of adult-child relationships has increasingly become a research area of vital interest to investigators in several scientific disciplines. The literature in this field is extensive and represents a variety of approaches; both teacher-child and parent-child relationships have received consideration. The general hypothesis basic to most of the research may be stated as follows: Relationships between child and adults are crucial in the process of child development.

Current research in this field may be divided into two broad areas:

- 1) Investigation of the dynamics of the adult-child relationship. This area includes studies of the influence of child-rearing practices on child personality, and studies of the influence of adult personality traits on child personality.

- 2) Development of techniques for measuring observed phenomena of individual differences in adult-child relationships. The present study, which takes as a starting point the observation that some adults are better able than others to understand young children's feelings and communicate this understanding to children, falls in this area.

Measurement of adult-child relationships: prediction of success in teaching

In studying individual differences among adults having contact with children, substantial effort has been centered on the problem of success and failure in teaching. Of particular interest in recent years have been attempts to establish methods for the prediction of teaching success, i.e., techniques which can be used with subjects who have not completed teacher training.

Fuller (13) has pointed out the lack of good standardized tests for use in the preservice selection of teachers of young children, and has investigated various standard test scores and academic standing as possible predictors of teaching success. None of the measures investigated proved adequate.

Various studies have dealt with the development of standardized observational techniques for measuring teacher qualities. These techniques, which require observation of the subject in actual interaction with children, are not usable with teacher candidates before they begin training. In addition, since such techniques require the use of trained observers and are very time-consuming, they cannot satisfy the need for simplified types of measurement. They are, however, frequently used in the validation of other types of tests.

A wide variety of questionnaires, attitude scales, and

other non-projective, paper-and-pencil techniques have been used in the evaluation of teachers. Generally such tests seem best suited for measuring the factual knowledge and overt attitudes of subjects, without having the power to elicit information concerning deeper personality characteristics.

It appears essential that techniques for measuring deeper personality characteristics be developed, if better than gross distinctions between "good" and "poor" teachers are to be made. The development of projective techniques for "getting at" underlying personality dynamics has been the focus of intensive interest on the part of a substantial number of research workers. Concentrating specifically on projective techniques for use with teachers have been studies by Goodenough, Fuller and Olson (14), Alexander (2), and Hatch (16). Goodenough, Fuller and Olson had limited success with a word-association test. Alexander has used pictures of the type used in the Thematic Apperception Test, portraying children, in order to predict subjects' acceptance of various types of child behavior and their ability to offer affection to children. Hatch developed a test of adult empathy for children, using photographs of children to elicit subjects' responses.

Empathy: defined

Empathy, as measured by Hatch's study and in the present study, is seen as a subtle, deep-seated personality characteristic which plays a role of vital importance in interpersonal relations.

Bender and Hastorf, discussing social perception, have pointed out:

The most complex problem in the realm of perception is the understanding of other persons. We attempt to resolve our "metaphysical solitude" and feel ourselves into the life of another person in order to understand what the nature of experience is for him. Individual differences in this perceptual ability seem to exist and should be measurable. (7, p. 556)

Several writers have discussed empathy as one important factor present in positive adult-child relationships. Remmers has proposed the hypothesis:

. . . that teachers' ability to empathize with their pupils, especially in the interpersonal areas freighted with attitudes, when measured will be found to be an important factor in the teachers' influence upon personality development of pupils. If this hypothesis is substantiated, it will provide an important basis for selection, placement, guidance, and training of teachers. (23, p. 163)

The present study makes use of this hypothesis, recognizing, however, that in the achievement of success in teaching, various factors other than empathy are also operative.

Empathy, then, is viewed as a type of perceptual ability which appears to facilitate interpersonal relations —

one which is measurable, and which may be especially crucial in adult-child relationships. Various definitions of empathy have been proposed. In addition, several writers have defined other terms (e.g., understanding, acceptance) in a manner similar to some definitions of empathy.

Dymond, who has done extensive research in the area of measuring empathy between adults, has observed:

Some people appear to be very sensitive to cues as to how others are feeling and reacting while others appear to be grossly unaware of the thoughts and feelings of others. This "faculty" of being able to see things from the other person's point of view, while it does not insure more respect or admiration for the other, does seem to assure more effective communication and understanding. (10, p.344)

The same writer defines empathy as:

. . . the imaginative transposing of one's self into the thinking, feeling and acting of another and so structuring the world as he does. (12, p. 127)

And in an article with Cottrell, Dymond has indicated that empathic ability requires that the individual:

. . . take the role of [the other] . . . place himself in the psychological shoes of the [other] and . . . perceive the situation from that perspective; and . . . respond to himself as the [other] responds to him. (9, p. 356)

Hatch (16), whose research concentrated on the measurement of adult empathy for children, has defined empathy as:

. . . the human being's propensity for reacting in social situations by experiencing, both emotionally and intellectually, the reaction of the other person in the situation.

She elaborates this concept in the operational definition used in her test of adult empathy for children:

A person's response is an empathic response if — when observing another person behaving in a situation — his spontaneous response is to move toward the other person's reaction. This "moving toward" is recognized in his expression by signs of positive affect toward the other; by conceptualization of the other as the whole, complex personality which he is; and, by treating the other's reaction as an event caused by the dynamic relation between himself and the situation of which he is a part. (p.54)

Olden (20), writing in The Psychoanalytic Study of the Child on adult empathy for children, explains:

Empathy is the capacity of the subject instinctively and intuitively to feel as the object does. (p. 112-113)

[It is a back-and-forth process,] . . . an interchange of the emotional experience of feeling as the object does and an intellectual process of observing, judging, understanding. (p. 113)

Empathy may be described as a feeling that emerges spontaneously in social contact, that enables the subject instantaneously to sense the object's apparent emotions of shyness, hate, haughtiness, happiness, etc. But empathy goes further. It has the capacity ad libitum to trespass the object's screens of defenses, behind which the real feelings may hide . . . (p. 115)

. . . mature empathy with a child is a process which is quite as independent of theoretical or purely intellectual understanding as it is of liking or not liking. (p. 114)

On the Fels Parent Behavior Rating Scales (5), designed as observational techniques for use in home situations, the variable Understanding is defined as including, and similar to, empathy:

The concept includes an ability to meet the child on his own level, to show insight and empathy in regard to his needs, capacities, and limitations. Thus, it represents not only an intellectual process but an emotional one as well. (p. 10)

[It includes] the parent's ability to see the child's point of view, his capacity and needs, and the degree to which his behavior toward the child shows sensitivity to him as an individual. (p. 78)

Several other definitions of empathy which have been proposed have somewhat more limited applicability than those given above. Rogers (24), drawing on experience in psychotherapy, has discussed empathy as it functions in the clinical situation.<sup>1</sup> The intensive relationship he

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1. As time has gone by we have come to put increasing stress on the "client-centeredness" of the [therapeutic] relationship because it is more effective the more completely the counselor concentrates upon trying to understand the client as the client sees himself.

. . . it is the counselor's function to assume, in so far as he is able, the internal frame of reference of the client, to perceive the world as the client sees it, to perceive the client himself as he is seen by himself, to lay aside all perceptions from the external frame of reference while doing so, and to communicate something of this empathic understanding to the client.

. . . counselor participation becomes an active experiencing with the client of the feelings to which he gives expression, the counselor makes a maximum effort to get under the skin of the person with whom he is communicating, he tries to get within and to

describes as sought in non-directive therapy, in which the empathic relation is seen as the primary therapeutic tool, is neither possible nor desirable of achievement in everyday, non-clinical situations. The teacher, for example, cannot absorb herself completely in the feelings of one child; she must at all times be prepared to take active responsibility within an entire group of children. It does, nevertheless, seem desirable that any individual interacting with others be able to achieve as much empathic understanding as possible given the limits of the particular situation, and to communicate that understanding to the other.

Investigations of empathy made within a social-psychological framework have tended to depart still further

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live the attitudes expressed instead of observing them, to catch every nuance of their changing nature; in a word, to absorb himself completely in the attitudes of the other. And in struggling to do this, there is simply no room for any other type of counselor activity or attitude; if he is attempting to live the attitudes of the other, he cannot be diagnosing them, he cannot be thinking of making the process go faster. Because he is another, and not the client, this understanding is not spontaneous but must be acquired, and this through the most intense, continuous and active attention to the feelings of the other, to the exclusion of any other type of attention.

Even this description may be rather easily misunderstood since the experiencing with the client, the living of his attitudes, is not in terms of emotional identification on the counselor's part, but rather an empathic identification, where the counselor is perceiving the hates and hopes and fears of the client through immersion in an empathic process, but without himself, as counselor, experiencing those hates and hopes and fears. (p. 86)

from the concept of empathy as considered above, insofar as their emphasis has been on developing measures of individuals' ability to predict the attitudes of other individuals or groups. Such prediction would appear to depend upon objective knowledge about the others for whom the predictions are made, rather than upon the utilization of subtle clues in face-to-face situations. This approach has generally been used in order to measure the degree of understanding or, conversely, social distance existing between members of different groups: e.g., subjects drawn from management are asked to predict the responses of a "typical" member of the labor group. The definitions of empathy given by Remmers<sup>2</sup> and Kerr and Speroff<sup>3</sup> are based upon this approach.

Ausubel, Schiff and Gasser (4), while considering relationships between specific individuals, give a still more specialized definition of "sociempathy" — one which is limited to sociometric perceptions.<sup>4</sup>

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2. . . . the ability to predict, or project oneself into, the responses of others, whether individuals or groups, particularly responses of a social-emotional, attitudinal sort. (23, p. 161)

3. . . . the ability to put yourself in the other person's position, establish rapport, and anticipate his reactions, feelings, and behaviors. [Past definitions of empathy] stress mere identity of feeling and omit the practical element of prediction of the other's behavior. (17)

4. . . . a form of social perception which refers to an individual's awareness of his own and others'

Empathy: its relationship to other personality traits — sympathy

Other dynamic processes of personality are frequently discussed in connection with empathy, either in defining empathy itself or in positing personality correlates of empathy. Insight, identification, projection are among the terms sometimes appearing in definitions of empathy; Dymond (10) has carefully defined these terms with reference to empathy.<sup>5</sup>

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sociometric status in a given group of which he is a member. (p.111)

5. Insight may . . . be thought of as a product of the empathic process. Insight into oneself seems to require the ability to stand off and look at oneself from the point of view of others. In order to see ourselves as others see us, we need to structure the situation from their perspective or transpose ourselves into their thinking and feeling. Insight into others also appears to be dependent upon the ability to take the role of others.

Identification appears to be a very special kind of role-taking; one that is more lasting, less frequent, and more emotional than is implied in the term empathy.

There is no implication that one would unconsciously like to be the other person in order to empathize with him, nor does empathy necessarily imply any emotional ties with the other.

Projection seems to be an antithetical process to empathy since projection involves the attribution of one's own wishes, attitudes and behavior to some thing or some one other than the self. If projection is involved, therefore, the thoughts and feelings of the self are attributed to the other rather than those of the other being experienced. The individual who attempts to understand the behavior of others using projection as the mechanism, assumes that "since this is how I feel if I were in his situation, this is how

Sympathy is the process most frequently discussed in relation to empathy. Dymond suggests that:

Empathy is viewed . . . as a neutral process. It may lead to positive feelings and closer social relations, as when it results in sympathy, but this is not necessarily the case. (10, p. 343)

Koestler observes:

Empathy can be described as a process of "projection" or "introjection"; both are metaphors referring to the experience of partial identity between the subject's mental processes and those of another with the resulting insight into the other's mental state and participation in his emotions. Empathy becomes sympathy when to this mental resonance is added the desire to collaborate or help. (18, p. 360)

According to Mead:

The attitude that we characterize as that of sympathy springs from this same capacity to take the role of the other person with whom one is socially implicated. Sympathy always implies that one stimulates himself to his assistance and consideration of others by taking to some degree the attitude of the other person whom one is assisting. The common term for this is "putting yourself in his place." (19, p.366)

These writers are in agreement in considering empathy as a neutral process, distinct from, though related to, sympathy. The tests of empathy developed by Dymond and by Bender and Hastorf (see discussion below) were designed to measure empathy as a neutral process, i.e., simply as the

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he must feel." Predictions based on projection, therefore, may or may not be accurate but one runs the risk of distorting reality by impressing onto others one's own meanings. (pp. 343-344)

ability to predict the responses of others in a defined situation. The situation, however, was in each case essentially an artificial one; Bender and Hastorf observed that subjects found the given task a difficult one because of its unfamiliarity.

In familiar, real-life situations, on the other hand, the distinction between empathy and sympathy is less clear-cut. The same is true also in the use of situational-type tests, designed to simulate real-life situations, for the measurement of empathy; and this is the type of test used both by Hatch (16) and by the present study. Hatch found it necessary to include "signs of positive affect" ("warmth") in her operational definition of empathy. The present study, in which scoring of the test is based upon evidences of adult recognition and acceptance of the child's feelings, has of necessity considered sympathetic action as one indication of the presence of adult empathy for the child in the situation — following the writers quoted above who consider sympathy as an outgrowth of the empathic process. It should be clearly noted that acceptance of the child's feelings does not necessarily imply approval of the child's behavior in a situation.

#### Empathy: an operational definition

The present study deals with the measurement of adult empathy for children in simulated face-to-face situations

of adult-child interaction. We are measuring not empathic ability in the abstract, but empathy-in-action. Empathy empirically considered, as an asset for adults who interact with children, ideally goes beyond silent understanding to manifest itself in appropriate behavior by the adult which communicates the adult understanding to the child.

We propose the following operational definition of adult empathy for children:

§ The empathic adult will respond to a child's expression of needs by quickly recognizing and accepting the child's feelings in the situation. It is proposed that this empathic understanding will manifest itself, and thus be communicated to the child, in the taking of appropriate action to meet the child's needs and in the showing of warmth and sympathy toward the child. It is expected that the empathic adult, as well as feeling with the child in a situation, will recognize each child as unique, will see a child's reactions in terms of causes, and will be able to think clearly, richly, in well-organized fashion about the total personality structure of a child.

As evidence of successful communication between adult and child, it is expected that the empathic adult will be sought out by children, and that relationships between this adult and children will be characterized by feelings of mutual satisfaction.

Empathy: techniques of measurement

Although empathic ability has been described as a personality characteristic in which individual differences exist and should be measurable, only a few descriptions of attempts to develop techniques for measuring empathy are to be found in the literature.

As measures of empathy between adults in face-to-face situations, Dymond (10, 12) and Bender and Hastorf (7) have developed techniques which require subjects to predict the responses, on given personality scales, of other individuals with whom they are fairly well acquainted. Validation in these studies is simply achieved by comparison of responses predicted for the others with their actual responses. An earlier study by Bender and Hastorf substituted short written "personality portraits" for face-to-face acquaintance with the individuals for whom responses were predicted.

Several social-psychological studies which have been concerned with measuring the ability of subjects to predict the attitudes of typical members of other groups on attitude scales have used similar prediction techniques. The degree of reciprocal empathy between members of different racial, religious, and economic groups has been measured in this fashion, by Remmers (23), Sappenfield (29), and others.

Dymond (12) has used subjects' responses on the

Thematic Apperception Test, analyzed for this particular purpose, as a measure of the subjects' capacity for empathy.

While Dymond has adapted the analysis of responses on a standard projective test to the measurement of empathy, to the writer's knowledge only one attempt prior to the present study has been made to develop a projective test specifically designed for measuring empathy. This is the work of Hatch, to be discussed at some length below. In clinical use some projective tests have proved to be remarkably sensitive tools for gaining information about various aspects of personality. In the measurement of empathy, the use of projective techniques makes it possible to simulate real-life situations in which the subject would be expected to demonstrate empathy or the lack of empathy. A characteristic of projective techniques is the concealment from subjects of the significance of the test and test responses — a characteristic which serves to elicit relatively spontaneous, un-self-conscious responses. Such techniques are thus particularly applicable to the measurement of complex, deep-seated factors of personality, of which empathy is defined as one.

A projective test of adult empathy for children (Hatch)

Hatch (16) has developed a projective test of adult

empathy for children, using a series of five photographs of children, and adults and children, as the projective medium. Subjects were instructed: "Write about the things that are interesting to you about these children in these situations. Use your imagination freely." A time limit was set for each response.

Responses were scored on three factors:

1. "Response to Feelings of the Individual in the Situation" (degree of acceptance and attention to the child's feelings);
2. "Cognitive Structuring of Individual's Personality" (degree of well-organized thinking about the child's personality);
3. "Recognition of Dynamic Properties of the Situation for the Individual" (degree of recognition of causative factors in the child's reactions).

Scores thus obtained were not found to differentiate adequately between subjects as rated by judges on their empathic ability as manifested with children in school situations. However, when responses were re-scored according to a "needs-action scale," designed to assess proposals for adult action and to determine how well these proposals met the child's needs in the given situation, a significant difference was found between subjects rated as manifesting high and low empathy in school situations.

This finding seems to indicate that judges did not, or were not able to, separate subjects' empathic ability from their taking of appropriate action when judging them in actual situations of adult-child interaction.

As one of her initial hypotheses, Hatch proposes that:

Empathy for children on the part of the adult makes for positive adult-child relationships. That is, insofar as the adult's manner of response to children is an empathic response — insofar as the response-variables at their empathic levels coexist and are active in the adult personality in adult-child relationships — the resulting relationships are of a cooperative, mutually satisfactory quality. (p. 78)

She goes on to point out:

Dictates of physical being as well as dictates of culture establish the fact that the adult is in control of adult-child relationships. To the extent that this is true, pertinent facts of the personality of the adult in relation to children establish the quality of the resulting relationship. (p. 296)

In accordance with the finding that judges' ratings of subjects' empathy in actual interaction with children correlated with subjects' responses on the test as scored by a needs-action scale, she proposes the following hypothesis:

When an adult responding to children recognizes child needs and proposes adult action appropriate to meeting the needs, indicating that there is some integration of empathic responsiveness with an active adult role in relation to children, the adult's relationships with children are of a cooperative mutually satisfactory quality.

If proposals of this kind are seriously lacking, the relationships are of noncooperative quality regardless of the adult's empathic responsiveness to children and/or his tendencies to propose adult action of any but an appropriate type. (p. 314)

Some observations on the Hatch test as related to the present study

In evaluating Hatch's study, it was felt by the present writer that room for further research existed particularly along the following lines:

1. Increasing the number of pictured situations to which subjects are asked to respond would appear to be advantageous in obtaining a more representative sample of subjects' reactions in a variety of situations. Since it is possible that a subject's empathy for children may vary with variance in age and sex of the child and in the type of situation presented, the desirability of offering a considerable range of situations, in order to obtain a generalized picture of the subject's empathic responsiveness to children, is clear.

2. It seemed likely and desirable that a more simplified, objective system of scoring responses than that used by Hatch could be developed. As her scoring guides are rather heavily loaded with descriptions which seem to depend on subjective interpretation by each scorer (she points out the need for the person using the scoring guides to empathize with the responding subject, making it necessary that scorers be persons of high empathic ability), there is substantial room for improvement in the objectivity of scoring guides.

3. Since responses on the Hatch test were found to be correlated significantly with ratings of actual teaching behavior only when the taking of appropriate adult action (assumed to be a result of empathic understanding) was taken into account, it should be valuable to establish a test in which empathy as manifested in adult action to meet child needs is the quality measured.

That factor which the present study seeks to measure may be described as empathy-in-action, or empathy-plus-action. The concept of empathy-plus-action has sometimes been defined (see discussion above, pp. 13-14) as sympathy. Because, however, in popular usage the term sympathy generally conveys the connotation of "feeling sorry for," we shall continue to use the term empathy. We propose, however, that in real-life or simulated real-life situations it is necessary that adult empathy for children be measured as it manifests itself in appropriate adult behavior, which may be verbal and/or non-verbal, in the situation.

A methodology adaptable to the measurement of empathy:  
the Picture Association Method (Rosenzweig)

The Rosenzweig Picture Association Method for Assessing Reactions to Frustration (Picture-Frustration Study) has been developed as a projective technique which "attempts to evaluate typical modes of response in every-

day situations of stress." (27, p. 141) The method uses a series of simple cartoon-type line drawings which depict only the bare outlines of the situations. No facial expressions are shown. The subject is instructed:

In each of the pictures in this leaflet two people are shown talking to each other. The words said by one person are always given. Imagine what the other person in the picture would answer and write in the blank box the very first reply that comes into your mind. Work as fast as you can.

"It is assumed as a basis for the P-F Study that the subject unconsciously or consciously identifies himself with the frustrated individual in each pictured situation and projects his own bias in the replies given." (27, p.145) The author has suggested that this technique stands midway between word association methods and the Thematic Apperception Test; it is simple to use and relatively easy to score, but it uses pictures to permit identification and is capable of probing more deeply into personality than do word association tests, while remaining considerably more limited than the TAT. The P-F Study may be administered in individual or group situations; individual administration has the advantage of permitting a follow-up inquiry and the notation of reaction times.

The method of the P-F Study, as Rosenzweig has pointed out, should readily lend itself to a variety of uses. The characters portrayed may vary as desired, and the contents of the social situations may be adapted to whatever psy-

chological interest is under study. Further, Hatch (16) has commented favorably upon the degree of objectivity in scoring which it has been possible to work out for the P-F Study. It was felt, therefore, that this method could profitably be adapted for use in the measurement of adult empathy for children.

## II. Method and Procedure

### The Test: development

In the adaptation of the Rosenzweig method to the measurement of adult empathy for children, the Children's Form of the Rosenzweig Picture-Frustration Study was examined in detail. In this test a series of line drawings depict situations designed to promote a particular type of response. In each picture two individuals are shown interacting. The drawings offer no clue to the emotions of the pictured individuals. A balloon provides space for the words of each individual; the words of one individual are given, those of the other left blank.

In order to measure adult empathy for children using this technique, each of the series of pictures should represent interaction between an adult and a child. Several of the pictures in the Children's Form of the Rosenzweig Picture-Frustration Study lent themselves to direct adaptation for this purpose, and these have been so used. Others were not appropriate, and it was necessary to develop original pictures. Other projective tests (15, 16) were also investigated to provide ideas for situations.

In selection of the situations to be pictured, the following criteria were considered:

1. The test should include common situations.

Events pictured should be of the sort which normally take place between adults and children. The setting of all pictures is either indefinite or may be assumed to be a home situation.

2. The situations should represent a variety of common emotional needs of children. From the list of needs given in Stein's manual for the Thematic Apperception Test (30, pp. 30-36) those needs which are relevant to child-adult interaction were selected and used as a check-list on this point.

3. The situations should be of a sort in which different responses are possible within the culture pattern. The pictured child, by his words, leaves the way open for, e.g., approval/disapproval, help/no help, acceptance/rejection, sympathy/no sympathy. The adult in each case may clearly recognize and directly respond to the child's need, may recognize but redirect the child's need, may ignore, reject or deny the child's need. Situations which are likely to evoke only responses within a very narrow range (when health or safety is directly involved, for example) should not be included.

Because of their particular tendency to elicit strong and highly subjective emotional responses, no situations directly relating to sex were included.

4. Three sorts of relationships should be included:
  - a. A child's relationship with his material world, when help or approval from the adult is needed.
  - b. A child's relationship with other children, both peers and younger or older children, when help in working out the relationship is needed from the adult.
  - c. A child's relationship directly with the adult.

In the first two instances, the adult functions as a means to an end for the child; in the third, the relationship with the adult is itself the goal.

5. The children pictured should be of indeterminate age, tending toward the younger levels. The two sexes should be equally represented among both children and adults pictured.

In the Rosenzweig P-F Study the words of one individual in each picture are given; the space for the words of the other, with whom the subject is expected to identify, is left blank to be filled in by the subject. In the present study, several possibilities appeared to exist with regard to the inclusion of words for the pictured individuals — in this test, always an adult and a child:

1. To leave the words of both individuals to be filled in by the subject. This procedure would create a test situation less structured than that of the P-F Study,

allowing the subject more freedom in projecting his own interpretation on the situation. The Thematic Apperception Test, using vague pictures, and Hatch's test for empathy (16), using photographs, are two examples of measuring devices which offer the subject no structured field beyond that provided by the picture itself. However, the particular nature of the cartoon-type drawings used in the present study, which are more clearly organized than the TAT drawings but at the same time lack the facial expressions and other clues present in photographs, appears to make the approach selected, in which the subject is asked to supply the words for only one individual, most feasible.

2. To include the words of the pictured adult, leaving the words of the child to be filled in by the subject. In this event the subject would be asked to predict the response of the child in the situation, a method which might appear comparable to other tests of empathy in which subjects predict the responses of another. (7, 10, 12)

However, in those tests subjects are making predictions for actual persons with whom they are acquainted. In the present test, on the other hand, the child in each situation is drawn only in outline, all elements which would suggest individuality having been eliminated. A subject asked to give words for the child might project himself into the role of the child and respond as he would

respond if he were a child. The aim of the test requires that an entirely different process take place — that the subject respond as an adult to the child in the situation, in order to demonstrate whether or not he as an adult is empathic toward children.

In the nature of the test, then, it is evident that in the measurement of adult empathy for children by this means the logical procedure is:

3. To include the words of the pictured child, leaving the words of the adult to be filled in by the subject. In this way the customary projective situation is set up; the expectation is that the subject projects himself into the role of the adult in the pictured event, responding as he would respond in a comparable real-life situation.<sup>1</sup>

As the first step in the development of the test itself, descriptions of a variety of possible situations to be pictured, using the above-mentioned sources of ideas and keeping the listed criteria in mind, were written. Final choice of the situations to be used was made by two workers in conference. Preliminary rough sketches were made from the descriptions selected, and from these the

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1. The question of whether this process is what actually takes place with subjects in this test will be discussed at length below.

final drawings were made.

The test as used in this study includes twenty-eight pictures. Developers of the Rosenzweig test found that twenty-four pictures were sufficient for their purposes; the number in the present test is comparable, providing a small margin in case some pictures in use are found to be unsuitable. The sequential order in which the pictures appear was determined by random.

The directions for the test are worded as follows:

In each of the pictures on the following pages two people are shown talking to each other. The words said by one person are always given. Imagine what the other person in the picture would answer, and write that answer in the large box on the page opposite the picture. Write the very first reply that comes into your mind. Work quickly.

(These directions were adapted from the directions for the Rosenzweig P-F Study.) In the directions no reference is made to the fact that all the pictures show adult-child situations, in order to increase the likelihood that subjects' responses will be relatively spontaneous and not the result of a conscious pre-set to meet an "approved" pattern. \*

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\* A sample copy of the complete test will be found in Appendix A.

The Test: method of administration

The test was administered by the experimenter, to subjects enrolled in a course in child development, during the scheduled class hour in the regular classroom. The class instructor was not present. Subjects were told that they were free to leave as soon as they completed the task. No other oral directions were given.

The approximate time taken by subjects to complete the test ranged from twenty to fifty minutes.

The Test: subjects

In the present study, test results from a total of 106 completed tests (representing 72 different subjects) are included. All subjects were female senior child development majors at the University of Wisconsin, enrolled in Home Economics 179 (Field Work in Home Economics — a year course of supervised teaching in the nursery school, with one class meeting per week).

The first group of subjects (Group I) was composed of thirty-eight subjects enrolled in the course during the academic year 1952-1953. The test was administered to this group at the end of the school year. None had ever taken it before.

Thirty-four subjects enrolled in the course during 1953-1954 were given the test on two occasions: once at

the end of the first semester (Group IIa) and again toward the end of the second semester (Group IIb). Because eight subjects who had been part of Group IIa were not present at the second group administration, subsequent arrangements were made for them to take the test individually (but under otherwise comparable circumstances of administration).

Nineteen of the subjects in Group II had taken the test at the end of the previous academic year, while enrolled in another class.

#### The Test: scoring

For scoring the test a five-point scale was established, ranging from +2 (signifying a highly empathic response) to -2 (signifying a non-empathic response). Responses scorable as +2 or +1 are those considered to show empathy; responses scorable as -2 or -1 are those considered non-empathic; and responses scored 0 are those considered ambivalent or non-committal.

Original plans called for the development of a single set of descriptions of each of the five scoring categories, sufficient for scoring responses given to all twenty-eight pictures. The attempt to put this plan into effect soon demonstrated that it was, although ideal, not practical; variation among the pictured situations is sufficiently

great to necessitate descriptions of each of the five scoring categories, illustrated by sample responses, for each picture.

While it proved necessary to develop a separate scoring guide for each of the twenty-eight pictures, the original goal of establishing comprehensive categories has been retained in part. Efforts to make the scoring categories for all pictures as closely comparable as possible have resulted in a general description of scoring principles which is applicable to the entire test, although not sufficiently detailed for use in scoring individual items. This general description follows:

- +2 Accepts child's expressed feelings without qualification.
- +1 Accepts child's expressed feelings with qualification. ("Qualification" varies somewhat; it includes postponement of compliance with child's request, suggestion of an alternative way of meeting child's need, non-critical attempt to modify child's behavior, apparent reluctance in compliance with child's request.)
- 0 Makes a response in which child's expressed feelings are neither accepted nor rejected, or are both accepted and rejected.
- 1 Rejects or denies child's expressed feelings with qualification. ("Qualification" in this instance is generally an explanation or other softening of the statement which renders it less flatly rejecting than -2 responses.)
- 2 Rejects or denies child's expressed feelings without qualification or with ridicule, strong criticism, or threat of punishment.

The scoring guides for each picture were worked out by a process of independent scoring, consultation, and further independent scoring by two research workers, using the responses of thirty-eight subjects (Group I) as sample reactions. The resulting scoring guides will be found in Appendix B. The sample responses on the scoring guides are, with a few exceptions, verbatim responses of actual subjects. A few types of possible responses have been added by the investigators.

#### The Test: objectivity of scoring

In order to determine the degree of objectivity present in the scoring guides, two workers independently scored the complete test responses of thirty-six subjects — a total of 1008 responses (Group IIa, including two subjects whose results were not included in the final comparisons because they dropped the course at the end of the first semester). These tests had not previously been used in the development of the scoring categories. Of the two workers scoring these tests, one was the present writer, who had been active in the development of the scoring procedure; the other was a graduate student in child development who had not participated in the development of the test, and who worked entirely from the written scoring directions.

As a scoring refinement deemed useful at this point

both to better understand the components of objectivity in scoring and to indicate specific weak points in the existing scoring categories, the two scorers indicated their level of confidence in assigning the score for each response. These levels of confidence were defined as follows:

- A The response clearly fits into one of the scoring categories as given. (This is to be interpreted liberally; if you can score a response without much difficulty and are fairly sure you have it in the right place, mark it A.)
- B The response does not clearly fit into one of the scoring categories as given, but there appears to you to be a place where it does belong, either with reference to the scoring categories or to the general criteria for scoring.
- C<sub>1</sub> The response is one which in your judgment is scorable, but for which a scoring category does not exist in the scoring categories as given.
- C<sub>2</sub> The response is basically unscorable, being very ambiguous or one in which tone of voice is crucial. (Note: While present scoring categories frequently indicate that such responses should be scored 0, they remain basically unscorable and should be so indicated with C<sub>2</sub>.)

These are recognized as crude and subjective definitions; they were established, however, merely in order to indicate strong and weak points in the scoring categories, and they proved useful for this purpose.

Agreement between the two scorers on the thirty-six tests was calculated separately for each of the twenty-eight pictures. On sixty-eight per cent of the pictures (sixteen out of twenty-eight) agreement was .81 or better.

On eighty-two per cent of the pictures (twenty-three out of twenty-eight) it was .75 or better. On the test considered as a whole, the mean agreement between scorers was .81.

On only 1.9% of the responses scored was the discrepancy between scorers' assigned scores greater than one scale point. (Scale points are +2, +1, 0, -1, -2. On all but 1.9% of responses, scorers assigned either the identical score or scores adjacent to each other on the scale.)

After the computation of the scoring agreement just described, the two workers conferred on all responses on which there was disagreement and arrived together at a single score for each.

Following this consultation, the same two workers independently scored the thirty-eight tests of Group I (1064 responses) and forty tests of Group IIb (1120 responses). Six of the subjects in this group had not been subjects in Group IIa and were not included in succeeding comparisons.) Since some discussion of the scoring guides had preceded the scoring of these two groups, it was expected that overall agreement might increase somewhat. This did occur.

See Table I for all results.

TABLE I

## Ratio of Complete Agreement Between Two Scorers

(groups in the order in which scored)

Picture no.	IIa (36 subjects)	I (38 subjects)	IIb (40 subjects)
1	.94	1.00	.975
2	.94	.97	.925
3	.78	.95	.875
4	.92	1.00	.90
5	.86	.95	.875
6	.78	.89	.975
7	.83	.97	.975
8	.97	.97	.90
9	.67	.71	.80
10	.92	.95	.75
11	.75	1.00	.75
12	.92	.89	.75
13	.78	.79	.80
14	.42	.89	.85
15	.69	.82	.925
16	.86	.82	.80
17	.86	.74	.675
18	.64	.84	.675
19	.78	.84	.775
20	1.00	.97	.95
21	.81	.79	.80
22	.81	.87	.775
23	.78	.89	.775
24	.86	.89	.825
25	.92	.97	.80
26	.69	.87	.525
27	.78	.82	.80
28	.86	.79	.90
Mean agreement	.81	.87	.85
% of individual responses on which disagreement was greater than one scale point	.019	.011	.013

### The Teacher Rating Scale: development

As a means of validating the projective test being developed, a rating scale for student teachers was devised. Each of the supervising teachers at the University of Wisconsin nursery school was asked to rate on this scale each of the student teachers who taught under her direction for a semester.

It was desired to include for rating each trait which has been described as a component of empathy, stating each as an action-pattern or apparent feeling-pattern which could be observed by a supervising teacher. A list of descriptions of traits in their positive (empathic) and negative (non-empathic) manifestations was made, drawing on definitions of empathic responses available in the literature (principally, 16). Each description was then analyzed by two workers for clarity and relevance. Thirteen descriptions were selected. An intermediate definition was added to each, and the items were set up on a five-point continuum, with the two extremes and the middle point defined and the other two points to be considered as intermediate.

The order in which the thirteen traits appear on the rating scale is the result of an attempt to group them by category; i.e., to place next to each other those which appear most closely related, in order to distinguish them

from each other and permit orderly thinking by the rater. To avoid halo effect, the positive and negative ends of the continua were alternated in a random pattern.

The rater is instructed:

. . . For each trait, put an "X" within the section of the line which most accurately indicates the student's most frequent type of response to children in the nursery school. If the student's responses to children have changed during the semester, rate her in terms of her responses at the end of the semester. \*

#### The Teacher Rating Scale: scoring

Scoring on this scale was simply accomplished by assigning the numbers 1 to 5 to the five points on the continuum, with 1 representing the lowest (negative) point and 5 the highest (positive). This method placed subjects in the same rank order as did assigning the numbers -2 to +2; consequently it was used arbitrarily in order to give all positive numbers and to distinguish these scores from those on the projective test. A subject's score was the total of ratings received on each of the thirteen traits.

#### The Teacher Rating Scale: administration and scores

For Group I, all teacher ratings were secured at the end of the academic year. Two ratings were available for

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\* A sample copy of the teacher rating scale will be found in Appendix C.

each subject: one from the supervising teacher under whom she had worked during the first semester, and a second from the second semester. (A total of five different supervising teachers had worked with various subjects in this group during the year and made ratings, but each subject was rated by only one teacher each semester.)

For Group II it was possible to secure a teacher rating for each subject at the end of each semester. (Two different supervising teachers made ratings at the end of the first semester, three at the end of the second.)

While it was evident for both groups of subjects that individual differences existed between supervising teachers in their tendency to give high or low ratings, at the same time no appreciable trend of improvement in ratings from the first semester to the second was apparent. Therefore it appeared desirable to combine teacher ratings for the two semesters in each case, in order to minimize individual differences in supervising teachers' approach to the rating scale.

Out of a possible combined score of 130, the teacher ratings for subjects in Group I ranged from 126 to 49, and for subjects in Group II from 130 to 70.

### III. Results: Analysis of Data

The method of rank-order correlation was used to determine the degree of agreement between scores on the test and teacher ratings. It is recognized that rank-order correlation yields only a crude comparison. However, since preliminary scanning of the results suggested that agreement would be low, use of this simple method of comparing scores seemed adequate at this point.

The scores on the test of subjects in Group I ranged from +30 to -22 with a mean of +10.5 (see Table II). For Group I,  $\rho = -.03$ , indicating no correlation whatever between the test score and the teacher rating. No difference was found between the mean score on the picture test of subjects ranked in the highest  $\frac{1}{4}$  and those ranked in the lowest  $\frac{1}{4}$  on the teacher rating scale. Similarly, no difference was found between the mean teacher rating score of subjects in the top  $\frac{1}{4}$  and bottom  $\frac{1}{4}$  of the group as ranked by test scores.

Subjects in Group II were given the test twice, with an intervening interval of approximately four months. On the second administration scores for the group as a whole improved slightly; the range of scores for Group IIa was +31 to -2 with a mean of +16.9, and for Group IIb (same subjects) +35 to +4 with a mean of +18.3 (see Table II).

TABLE II  
Distribution of Picture Test Scores

<u>Score</u>	Group I ( <u>frequency</u> )	Group IIa ( <u>frequency</u> )	Group IIb ( <u>frequency</u> )
35 to 39			1
30 to 34	1	1	0
25 to 29	2	6	6
20 to 24	5	4	9
15 to 19	11	10	8
10 to 14	6	9	5
5 to 9	3	1	4
0 to 4	2	2	1
- 5 to - 1	3	1	
-10 to - 6	1		
-15 to -11	3		
-20 to -16	0		
-25 to -21	1		
N	38	34	34
Mean score	10.5	16.9	18.3
Median score	14	18	18
Range	+30 to -22	+31 to -2	+35 to +4

However, among individual subjects, seventeen of the thirty-four (50%) improved their actual numerical score by one or more points on the second administration; fourteen (41%) had a lower score the second time; and three (9%) received the same score on both occasions.

Correspondence between scores for the group on the first and second administrations, as determined by rank-order correlation, was .558. This relatively low correlation suggests that the test as used in this study does not yield very reliable results over a four months' interval.

Comparison of test scores with combined teacher ratings for Group IIa yielded  $\rho = .350$  (significant at the .05 level). Comparison of test scores and teacher ratings for Group IIb indicated  $\rho = .458$  (significant at the .01 level).

Subjects in Group IIa who ranked in the top  $\frac{1}{4}$  of the group on the teacher rating scale had a mean score on the test of 19.3, while those ranked in the bottom  $\frac{1}{4}$  averaged 15.1 on the test (not a significant difference). Subjects in this group scoring in the highest  $\frac{1}{4}$  on the test had a mean teacher rating of 117.4; those in the lowest  $\frac{1}{4}$ , 100.5 (a difference significant at approximately the .035 level).

Subjects in Group IIb in the highest  $\frac{1}{4}$  on teacher ratings received a mean test score of 22.9; those in the lowest  $\frac{1}{4}$ , 15.4 (a difference significant at the .02 level). Those subjects in the top  $\frac{1}{4}$  as measured by test scores

had an average teacher rating of 120.8, while those in the bottom  $\frac{1}{4}$  averaged 99.9 on teacher ratings (a difference significant at better than the .01 level).

In each of the three groups (I, IIa, IIb) the scores of the top  $\frac{1}{4}$  and bottom  $\frac{1}{4}$  according to teacher ratings were further compared. It was found that in each group the top  $\frac{1}{4}$  had received more +2 scores on the test than had subjects in the bottom  $\frac{1}{4}$  (Group I, 50/33; Group IIa, 53/30; Group IIb, 56/29), but that no consistent difference existed on any of the other four score levels. The ratio of rank order correlation between teacher ratings and the +2 score alone of each subject was found to be consistently but only slightly higher than the correlation obtained by using total test scores: Group I,  $\rho = .073$ ; Group IIa,  $\rho = .479$ ; Group IIb,  $\rho = .550$ . (Correlations for Groups IIa and IIb are significant at the .01 level.)

An inspection was made of the scores on each of the twenty-eight pictures, but no consistent differences were found between individual pictures in ability to discriminate between subjects ranked in the highest  $\frac{1}{4}$  and lowest  $\frac{1}{4}$  by teacher ratings.

#### IV. Results: Discussion and Conclusions

##### Discussion of results and their implications for further research

It is evident that the test as used in this study is not an adequate instrument for measuring these subjects' empathy for children, at least as presently validated. However, certain positive results may be noted.

In the first place, the degree of scoring objectivity achieved even at this primary stage of the research indicates that it is possible to work out objective scoring guides for this type of test. With a larger group of sample responses on which to improve scoring guides and with the information thus far gathered about weak points in the present guides, it should be possible in the future to arrive at a still higher level of objectivity.

Second, subjects' responses represented a fairly wide range within the possible range of responses. These subjects are all well trained in the principles of child development, but according to teacher ratings they differ in their empathic responsiveness to children, and consequently it is anticipated that they will differ in their responses to the pictures. If the test were measuring only subjects' knowledge of "best" answers for an adult to give in the pictured situations, it would be expected that only a small range of responses would be found in this

group homogeneous with respect to training. Because this is a selected group of prospective teachers who would be expected to show more empathy for children than would a random sample of the general population, it was expected that responses of this group would yield a mean score on the + side, and this in fact was the case. (Mean scores were: Group I, +10.5; Group IIa, +16.9; Group IIb, +18.3.)

Third, while correlations between test scores and teacher ratings are certainly not high, they are, with the exception of those for Group I, significant and in the expected direction. Use of only the +2 scores consistently yielded higher correlations and suggests that the use of extreme scores rather than a combined score may eventually prove to be a better means of discriminating subjects' empathic ability.

The fact that correlations were positive for Group II and not for Group I cannot be completely explained at this point. As a group, Group I was scored lower both on teacher ratings and on the test than was Group II; whether this indicates that Group II is actually superior or only that uncontrolled and unknown factors made it appear so cannot now be determined.

The single difference in administration of the test to the two groups which appears of possible significance lies in the number of times the test was taken. The highest

correlations were obtained for Group IIb, in which the subjects had all taken the test four months previously. It seems likely that subjects taking the test for a second time are conscious that comparisons will be made, and will tend to try either to repeat their previous test performance or to improve it. However, according to the projective theoretical framework within which the test was developed, such attempts would not be expected to improve the discriminatory power of the test. Further, a little over half of the subjects in Group IIb were taking the test for the third time, having first taken it eleven months earlier at the close of the previous academic year. No better correlation of test scores and teacher ratings is evident for these subjects than for those in the group (both in Group IIa and Group IIb) who had not taken the test the year before. While repetition of the test may be a factor accounting for higher correlation for Group IIb, it is not a clearly defined one. It would appear more likely that the reasons for the discrepancies between ratings and test scores and between the results found for the two groups lie in the various uncontrolled factors present in the administration of the test.

The writer continues to feel that the test, in spite of a variety of present weaknesses, shows potential value as a technique for measuring adult empathy for children. Factors which appear to the writer as weaknesses in the

test and its administration will now be discussed, with recommendations for improvement.

1. Method of administration.

It seems likely that the method of administering the test used in the present study may be the greatest point of weakness. The group method used was chosen because it provided a convenient way of securing a considerable number of tests in a short time. Since the study was in its initial phase, it appeared desirable to have available a large number of responses for use in the development of scoring and in exploring preliminary results.

However, the test as a projective instrument is based on the assumption that subjects will follow the directions and give their first and immediate responses to the pictured situations. Unless first responses are given, no standard of comparability exists for subjects' approach to the task. In the group situation, with its impersonality of administration and with no time limit set, no insurance that subjects will give first responses is present.

Under the present method of administration, subjects took from twenty to fifty minutes to finish the test. Allowing for individual differences in length of response and speed of writing, nevertheless the degree of discrepancy makes it clear that subjects vary considerably in their approach to the task. The volunteered comments of

several subjects upon completion of the test further support this point.

One subject wrote on the back of her test:

In every picture I found I had two spontaneous reactions; the negativistic stereotyped answer and a more rational, understanding answer. The stereotyped answer took but a sentence where in most cases the other answer [would] entail a little longer explanatory answer. . . .

It is evident from her test protocol that this subject generally did give the shorter, "stereotyped answer," consequently making on the test a low score which was at variance with her high teacher rating. This raises several interesting points: Might a time limit produce more non-empathic responses? Has the subject in her teaching overcome a tendency to be negativistic? Would the quick negativistic response represent the subject's former attitude or a repressed attitude?

Several other subjects, taking the test in groups whose results are not considered in the present paper, made further comments. One subject came back into the room to speak to the examiner after she had completed the test, saying that she had thought she was supposed to reply as the average parent would, but that a friend in the group had answered as she would; and this subject was now worried that her responses would be "all wrong."

Another subject, after taking an unusually long time to complete the test, remarked to the examiner that giving

responses on the test certainly made one concerned about the difficulties involved in raising children; she had apparently been trying hard to give the "right" or "best" answer.

Said one girl, who seems to have identified with the children in the pictured situations: "I could just hear my father and mother saying these things."

One subject was not through at the end of fifty minutes; in complete disregard of the directions, she had skipped some pictures and gone back, erased and rewritten some answers, and was obviously struggling to make a good impression on whoever read the test.

In the light of these experiences, some of the subjects in Group IIB were asked individually upon completion of the task:

Would you write a brief note about how you answered? Do you think the answers you gave are the answers you would give in those situations, or the answers someone else would give, or did you have any other feelings about it while you were doing it?

Responses to this request clearly indicated the variety of individual approaches to the task; for example:

Sometimes as I answered these questions I thought of what I should say; other times I wrote just what came into mind. . . .

Sometimes the first answer that came to my mind wouldn't be the answer I would give because I would know better now. However I wrote the first thought that came to my mind. Some of the answers I would give and some I would not.

On the whole the answers I gave were the answers I felt I should give in the majority of the cases. However, whether I would say them in the actual situation when pressed for time is another thing. I tried to put myself in the situation but this was relatively hard to do.

Many of my responses were geared to my child development training. I honestly believe that many of the techniques used with children, illustrated in this test, would be used by me in the situation. Perhaps, many of these answers are those which I would like to give, but I'm not sure I would be able to. I also had in mind while answering it, that it should be representative of my training at the nursery school and in child development.

. . . I answered as I would (the adult) in all cases.

Rosenzweig, in discussing the P-F Study (27), has indicated that establishment of the desired projective situation has likewise been a problem in that test. He has suggested that subjects may respond in any of several ways: self-critically; as desired, projecting what they would actually say; in terms of unconscious orientation at the time, which in interpreting responses would necessitate some translation from the actual words to underlying personality patterns.

He has made several suggestions in regard to the administration of the P-F Study which seem applicable to this test as well:

Individual administration is preferable. The subject when finished can be asked to read aloud what he has written; the examiner notes significant voice inflections and

may ask, where necessary for clarification, non-leading questions (e.g., how the individual in the picture felt when he said what the subject has written). The total time taken to complete the test is noted; if desired, reaction time on each picture (from the end of writing one response to the beginning of writing the next) may also be noted.

Setting an arbitrary time limit of thirty to forty seconds per picture would help to insure first response.

A definitely projective response might be encouraged by adding to instructions the phrase "whether or not that is what you would say in the situation."

At the end of the test the subject could be requested to go through it again and give the responses he thinks he would actually make in those situations.

To the writer's knowledge, no standard projective test has been found to give as satisfactory results in group as in individual administration. Especially since the test in the present study is one about whose purpose subjects are likely to draw ready conclusions (correct or incorrect), it would seem particularly necessary to have better controls over the testing situation than can be achieved in group administration.

Among further possible techniques for use in individual administration of the test are these:

Give the entire test orally. Requiring that the sub-

ject write his own responses slows the administration of the test and is likely to make the subject more considered in his responses, whereas oral responses would have more spontaneity.

If the test is given orally, use a recording instrument to record the subject's words as they are spoken. Scoring of the test could then be done directly from the recordings. In this instance a new and interesting factor would arise in regard to scoring objectivity — the degree of agreement between judges in interpreting significant voice inflections of the subject.

In an inquiry following the test, ask the subject how he perceived the pictured situations and what roles he assumed.

In an inquiry following the test, reread the subject's responses one by one and ask for each: "And then what happens (in the situation)?" Such an inquiry would introduce considerable complex material; it would indicate, however, whether or not the subject sees the pictured adult as following through actively on his verbal responses, and would be an interesting area for exploration.

Another weakness in the present method of administration was the request made for subjects' names. This was initially recognized as a problem, but the coding of tests to permit necessary comparison with teacher ratings

would have presented still greater difficulties. Under a system of individual administration subjects could be asked to sign up in advance for appointments. No mention of names at the time of testing would be necessary, while timing of responses would further help to minimize the giving of considered responses.

It does appear possible that a method of group administration somewhat more conducive to the giving of spontaneous responses could be developed if necessary. At the present time, however, the advantages seem to be overwhelmingly on the side of individual administration.

## 2. System of scoring.

Refinement of the present system of scoring is expected to be a continuous necessity for some time. The present scoring guides were developed using the responses from the tests of thirty-eight subjects. Scoring two groups in addition to this one has posed some new problems and indicated some areas for revision. Work with the test results of further groups will doubtless suggest new areas in which scoring descriptions and examples can be improved.

Comparison of the spread of scores for each picture (comparing all scores from Group I, Groups IIa and IIb) has indicated definite differences among pictures in their tendency to evoke particular levels of responses. Several

pictures, for example, elicit a large percentage of +2 scores; more are heavily weighted with +1 scores. A few tend to evoke primarily 0 or -1 responses, even among these groups of subjects whose responses tend as a whole to be on the positive side.

This spread may indicate only the wide difference among the pictured situations, and the present scoring may continue to be found most logical and adequate. On the other hand, it may be found desirable to shift the scoring categories according to empirical findings in order to decrease these differences among responses to the different pictures. Whatever changes are eventually made, detailed analysis and comparison of the present scoring categories should be desirable in effecting improvement from all aspects.

Certain other techniques of scoring not yet investigated may prove of value. For example, in this study it was found that scores made only on +2 responses correlated better with teacher ratings than did total scores. It is possible that such factors as length of response, initial words of response, analysis of particular elements of language of response, etc., might prove significant.

As the scoring categories now stand, they do not in a number of instances distinguish what might be the over-indulgent adult's response from the truly empathic one. (See 20, 21 for a discussion of this distinction.) Several

+2 definitions appear to describe overindulgent responses, and further work with the scoring system may make it possible to distinguish these. It should be emphasized here that the categories were intended to measure the degree of empathy shown in a response, without attempting to make distinctions between responses according to their "desirability" in a particular system of child-rearing.

3. The teacher rating scale as means of validation.

Thus far the only means used for validating the test has been the teacher rating scale. It was found rather readily scorable by the supervising teachers who used it; nevertheless certain limitations in this scale are apparent.

The raters are supervising teachers who may have worked with as many as twenty-five student teachers during the semester. Their ratings, done at the end of the semester, must be based on recall of each student teacher in the group as she has worked with children. Because observations have not been made in the specific terms of traits on the rating scale, judgments used in rating must be derived from general or specific impressions of the student gained during the semester. It seems likely that although traits on the rating scale are limited to factors considered directly related to empathy, nevertheless a type

of halo effect based on the supervising teacher's impression of a student's overall teaching efficiency may persist into the making of ratings. Inspection of course grades given on the basis of general teaching ability, in comparison with scores on teacher rating scales, indicates that ratings are positively related to grades. However, enough variation exists to suggest that the rating scale does yield information concerning a factor which is different from and not exactly equivalent to overall teaching ability.

It was noted that there are individual differences among raters in their tendency to give high and low ratings to the group of subjects rated, especially in their tendency to avoid or use extremes on the scale. While the effects of these differences can be decreased somewhat by combining ratings, the fact that a subject is rated by only one rater each semester is something of a weakness in the use of the scale.

Several other means of validation might be used as supplementary to, or instead of, the teacher rating scale:

A system for observing subjects in actual interaction with children, and for scoring their actual responses to children, is now being developed by a graduate student in child development at the University of Wisconsin. The results of such rating-in-action can be compared with the

results on the teacher rating scale and with test responses.

The test could be administered to subjects who are not child development majors but who are otherwise comparable to the child development majors serving as subjects in the present study, and results for the two groups compared. It is hypothesized that the test should distinguish between those who are professionally interested and/or trained in child development and those who are not — that the former should on the whole demonstrate greater empathic ability toward children.

If parents are used as subjects for the test, it might be possible to administer the test to their children as well, in order to compare results. It could be hypothesized that a child given the test (asked for each situation: "What do you think the grownup is saying in this picture?") would be likely to identify with the pictured child and would give the response he is accustomed to hear from his parent. While it is not known whether this method would give the expected results, it would be an interesting technique to investigate.

### Some related theoretical areas for further research

The theoretical study of empathy and related personality factors remains a major research area which this paper has not treated directly. Some discussion of work which has been done, mentioning areas for further research, seems appropriate as a conclusion to the description of the present study.

The question as to whether empathic ability may be improved as a result of training and practice in interpersonal relations remains an open and important one. Within the scope of the present study it was not possible to make any adequate comparisons having bearing upon this question. However, future research continuing the work begun in this study may eventually yield information with respect to the comparability of subjects' test responses before and after participation in the program for major students in child development at the University of Wisconsin — findings which will have a direct bearing on the total problem.

In the area of research on personality factors related to empathy, Dymond (10), studying general adult empathy, has found certain other characteristics to be positively correlated with empathy. Subjects in this study, making ratings on a scale including six personality traits,

rated themselves and others and predicted the ratings made by others. Insight, measured by comparing subjects' self-ratings with their ratings by others, had a rather high positive correlation (.65) with empathy (as measured by ability to predict others' responses on this scale). In addition, a special study was made of those subjects who placed more than one standard deviation on either side of the mean (a division yielding seven subjects in the low-empathy group, six in the high-empathy group). These subjects were given the Wechsler-Bellevue Intelligence Scale, Rorschach test, Thematic Apperception Test, and the California Test of Ethnocentrism.

On the Wechsler the Verbal IQ's of the two groups were similar, but on Performance the mean for the high group was 130.5, for the low group 116.5. Dymond suggests, referring to the lows, that:

These people appear to function best on the abstract verbal level but seem to be somewhat at a loss to deal with concrete situations and particularly as they relate to other people. (p. 347)

Rorschach results indicated significant differences in several factors. In summary, the subjects in the low group tend to be:

. . . immature, introverted, motivated from within, but have some conflict with these motivations. They are rather rigid and constricted, consciously attempting to keep themselves under control. They are afraid of emotion and are not capable of forming many good emotional contacts with the outside world. Their emotions are more of the explosive variety,

which are held back and so build up until they explode and overflow the controls. (p. 348)

Subjects in the high group, on the other hand:

. . . show rather extroverted personality structures, being more responsive to promptings from without. They are in better balance and more at peace with themselves, not showing as many signs of anxiety and depression as those whose ability is low. Their emotional contact with others is wider, they are adaptive to others and their contacts are rich and satisfying. They are sensitive to the feelings of others and display social tact. (p. 343)

On the Thematic Apperception Test, common distinctive elements were seen in these areas:

1. Family atmosphere and relations. Highs indicated close interpersonal relations, underlying love, family as a source of support rather than a problem area. Lows indicated aggression and conflict in family relations.

2. Orientation to others. Highs showed great interest in other people. Lows are lone wolves, egocentric, afraid of getting hurt, taking but not giving.

3. Major goals. Highs seek goals in terms of home and family, establishment of a close, mutually interdependent relationship. Lows seek self-aggrandizement and being looked up to; there is a remarkable lack of love themes in their stories.

4. Concept of self. Highs see themselves as sensitive, idealistic, romantic, aware of their need for others. Lows admire capability and cautious and controlled people;

they are frequently insecure and have built up a shell of superiority.

The California Test of Ethnocentrism corroborated some of these same points.

Some subjects in the low group seemed unaware of their unsatisfactory social relations, while others have rationalized.

The mere fact that they are so inwardly oriented and rigid in their structure makes it impossible for them to empathize with others successfully. It is unimportant to them to know what the other is thinking and feeling; it is their own thoughts and feelings that count. (p. 349)

No studies known to the present writer have dealt directly with the personality correlates of adult empathic ability toward children. Hatch (16) discusses the relationship between adult empathy for children and incorporation of an active-adult role with children, but only as a related aspect to her major problem. Olden (20), writing in a psychoanalytic framework, describes several traits which appear to be characteristic of the adult who successfully empathizes with children. These are presented, apparently, as hypotheses made on the basis of clinical experience, and have not been verified by systematic research.

Warmth of feeling-tone has been characterized in this paper as one aspect of adult empathy for children.

Alexander (1), while not directly concentrating on empathy, has studied the capacity to show affection as an important personality characteristic for people who work with children. He hypothesizes that some common structural characteristics of the self which prevent an individual from displaying affectionate behavior are:

1) Devaluation of the self.

2) Dependency. (A person giving affection must be able to have another dependent upon him. People with extreme dependency needs cannot tolerate dependency in others.)

3) Anxiety. (Anxious people are unable to offer secure affectional relations; they are afraid to have others see that they desire to give of themselves. Further, anxiety consumes energy which is thus not available for use in positive interpersonal relations.)

4) Conflict. (The individual must devote his energies and his sensitivities of perception toward efforts at solution of the conflict.)

A TAT-type projective test, using eight pictures of children alone and with adults, was developed. The responses of subjects (25 teachers) were analyzed for evidence of the above four characteristics. From this analysis subjects were rated on a three-point scale for the degree to which it was predicted that they would show affection. Classroom observations noting the amount of affection, warmth and support shown by the teacher to

children were made; they were found to correlate positively with the ratings of the teachers made from the test analyses.

Olden (20) suggests that the adult's ability to empathize with children is rarer than the capacity to empathize with other adults. It appears that somewhat different personality characteristics may be required to be empathic toward children and toward adults. There is little basis at the present time, however, for stating either of the following possibilities as true:

1) Adults who are highly empathic toward children are correspondingly less sensitive toward other adults.

2) Adults empathic toward children tend to be empathic toward persons of all ages.

This area remains a fruitful field for research.

A related area for research, and a still more complex one, concerns the effect on child personality development of contact with empathic (or non-empathic) adults. Some studies in this direction, while not specifically dealing with empathy, have been made, among them that of Brown, Morrison and Couch (8) on the influence of affectional family relationships on the personality development of children. In addition, Dymond has in one study (11) indicated that subjects rated high in empathy were shown

by Thematic Apperception Test protocols as likely to have experienced close home relationships — a finding which suggests that a warm (and empathic?) home tends to produce empathic children.

### Summary

There is general agreement in the literature that empathy is a definable personality characteristic which is an important factor in interpersonal relations and which should be measurable. There is a need for objective techniques for the measurement of empathy, with particular practical demand for methods of measuring adult empathy for children. Only a few attempts to develop measuring instruments in this field have been made, and these have generally been limited in scope and/or success.

The present study is an attempt to develop a projective test of adult empathy for children, utilizing a series of line drawings depicting real-life situations in order to measure empathy-in-action. Experimentation with the test, while suggesting that it has potential value as a measuring instrument, has indicated the need for further research into the problems of administration, scoring, and validation of the test. Proposals for further work with this instrument and for research in related theoretical areas are presented.

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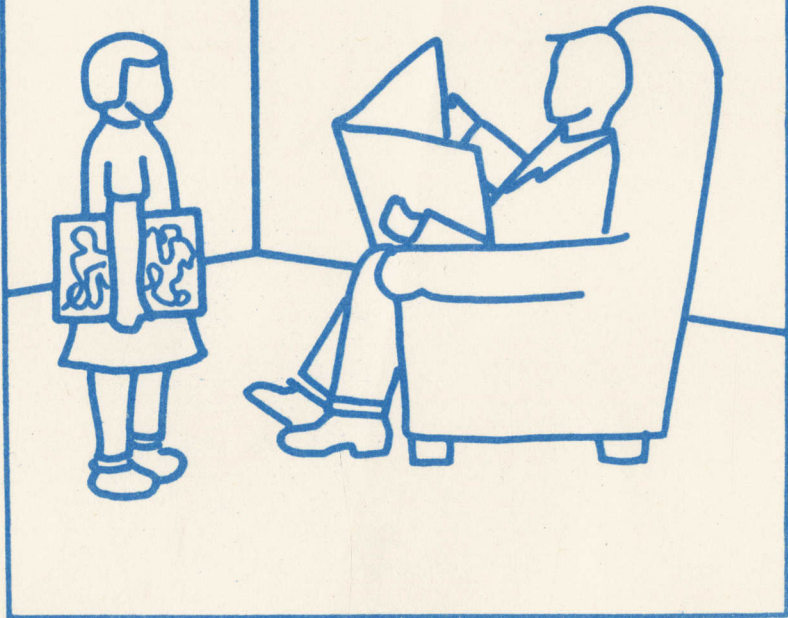
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APPENDIX A. The Test

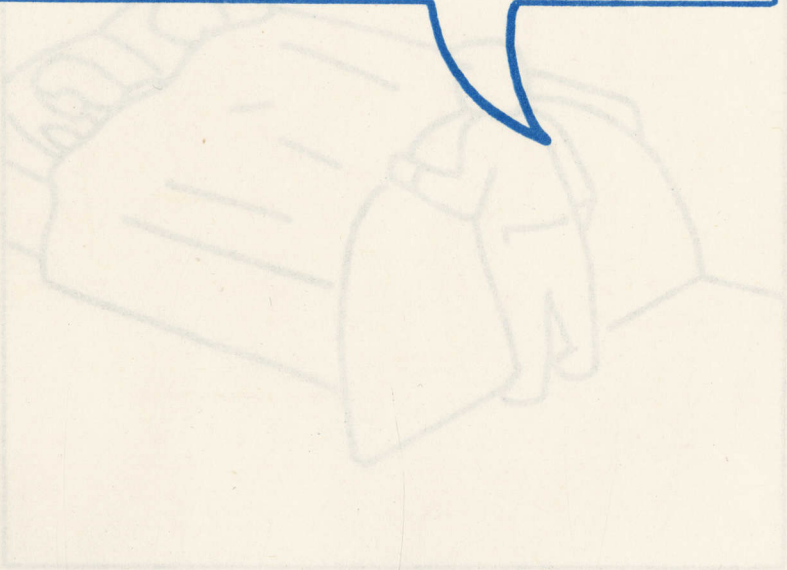
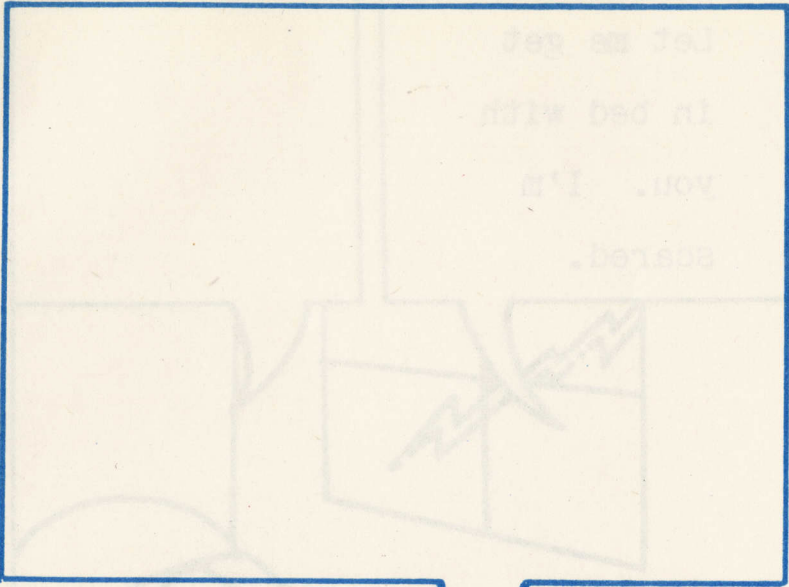


In each of the pictures on the following pages two people are shown talking to each other. The words said by one person are always given. Imagine what the other person in the picture would answer, and write that answer in the large box on the page opposite the picture. Write the very first reply that comes into your mind. Work quickly.

Will you  
play a game  
with me?

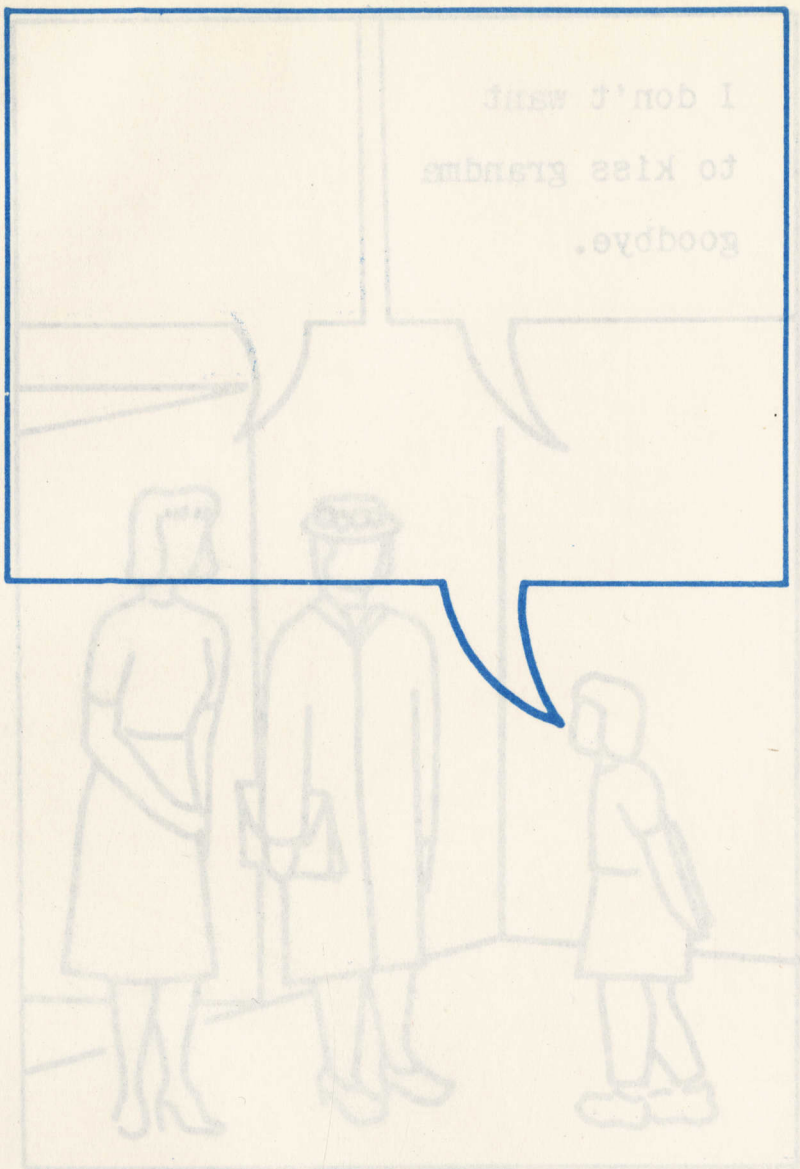


1.



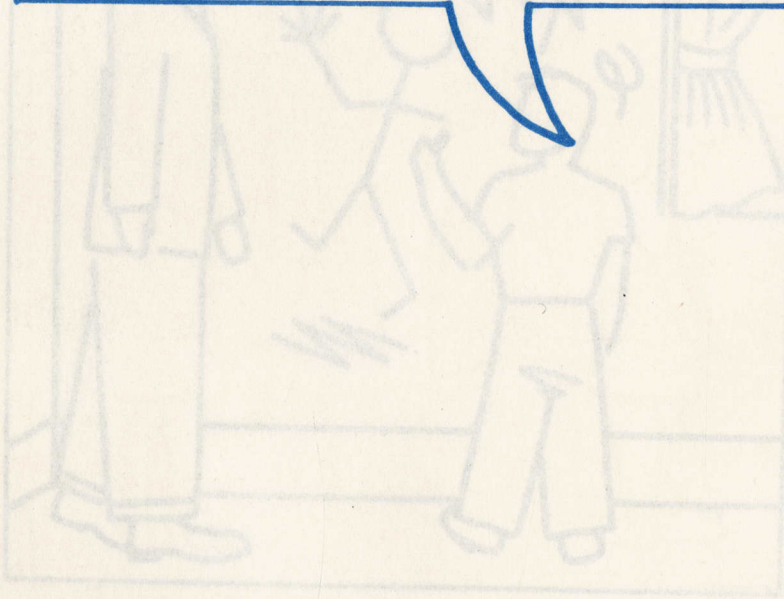
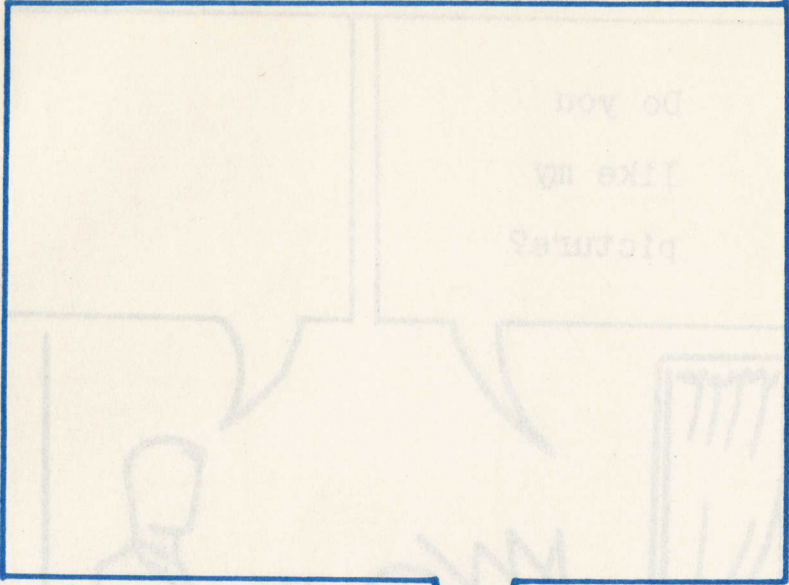
Let me get  
in bed with  
you. I'm  
scared.





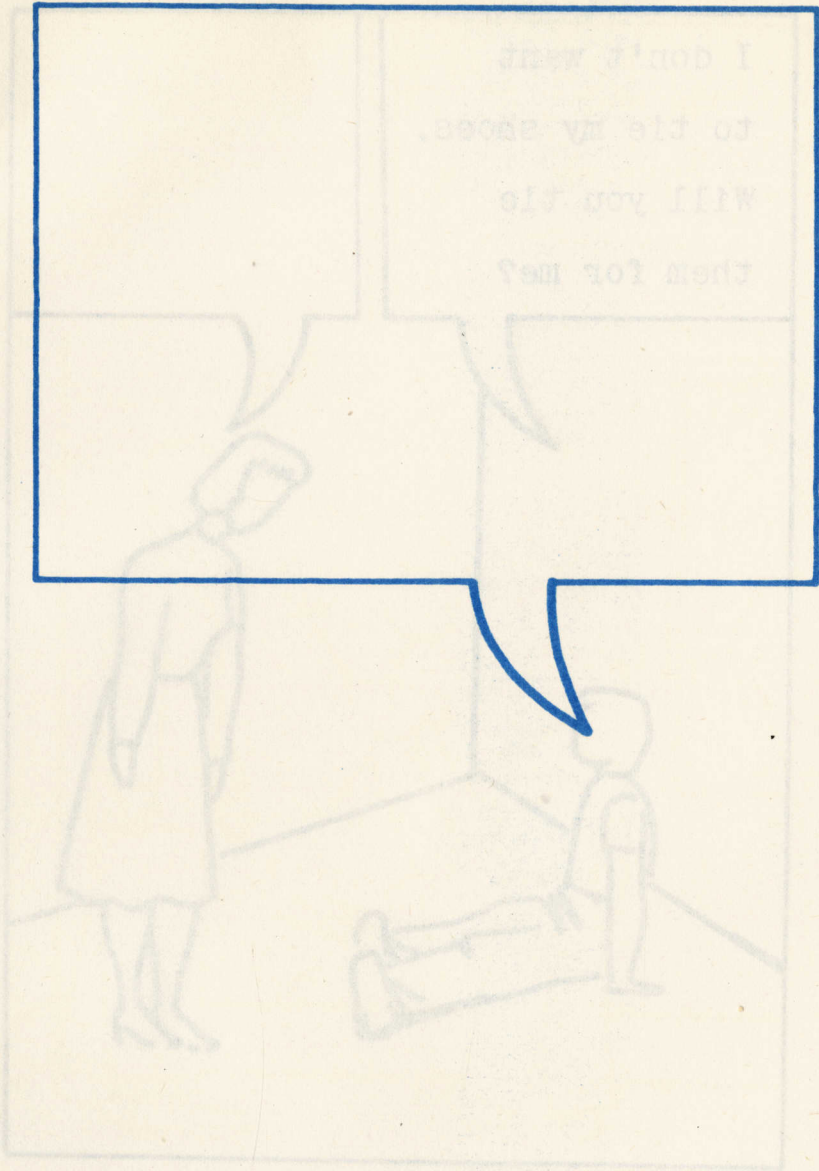
I don't want  
to kiss grandma  
goodbye.



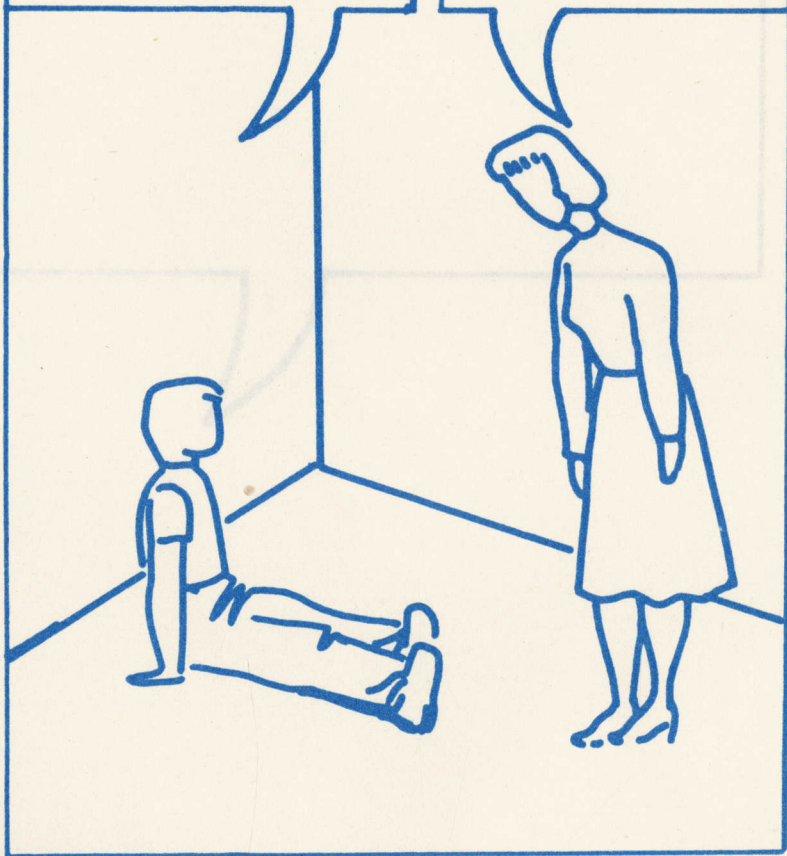


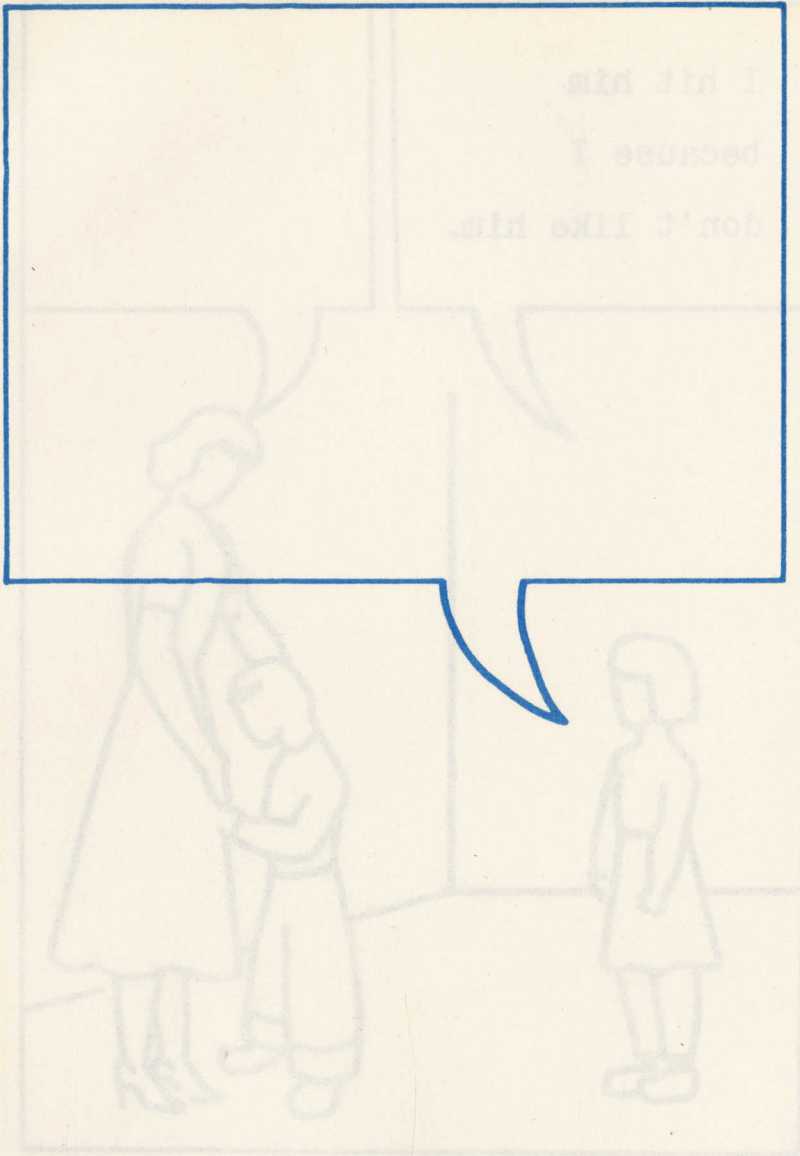
Do you  
like my  
picture?





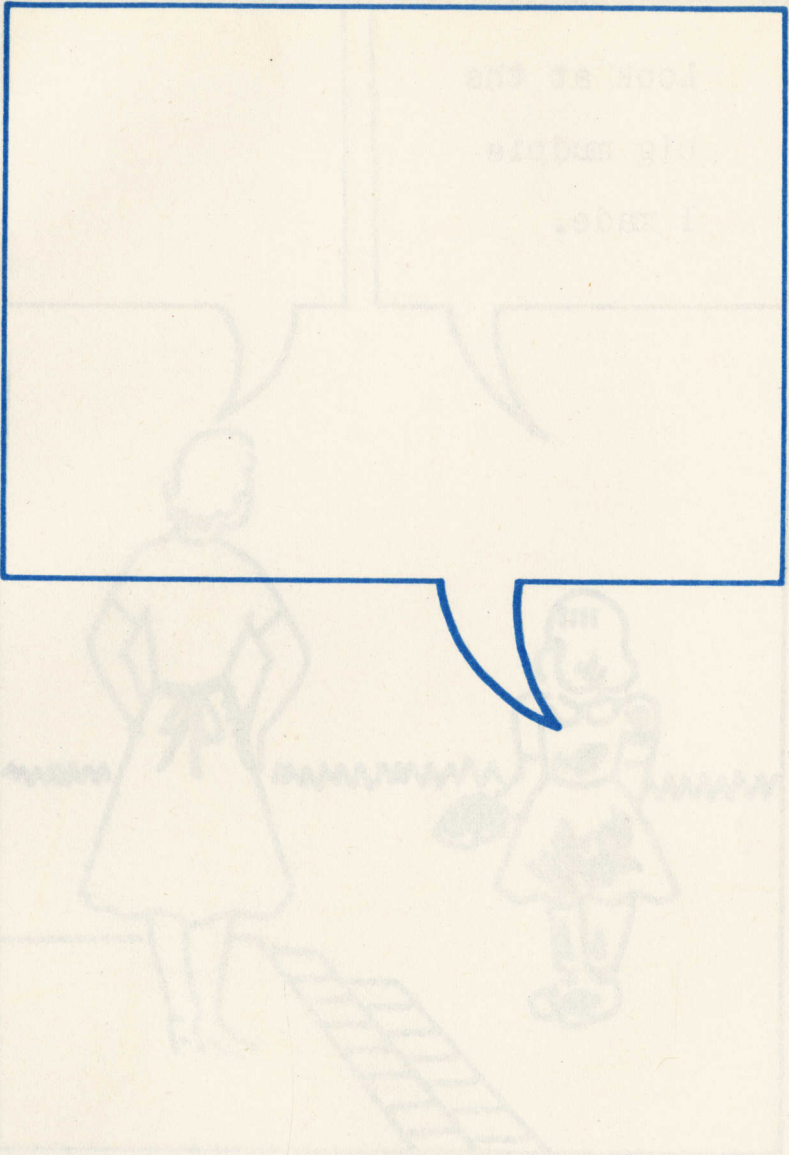
I don't want  
to tie my shoes.  
Will you tie  
them for me?



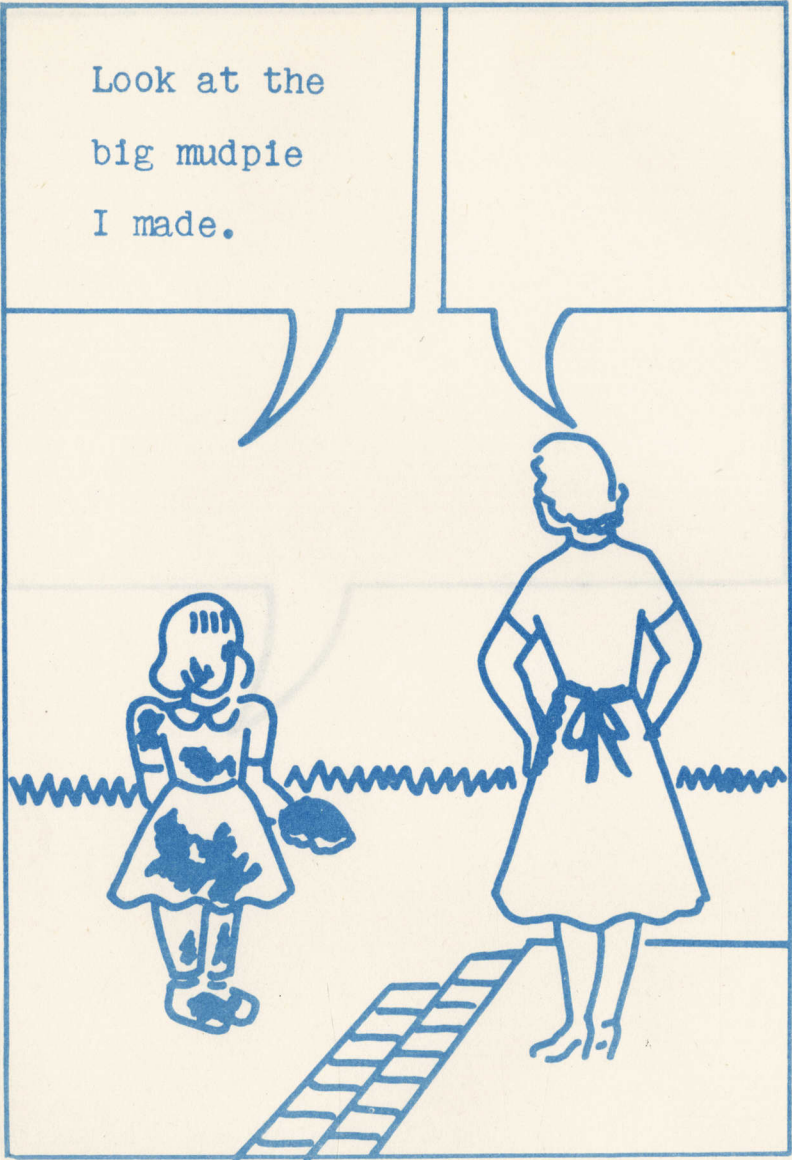


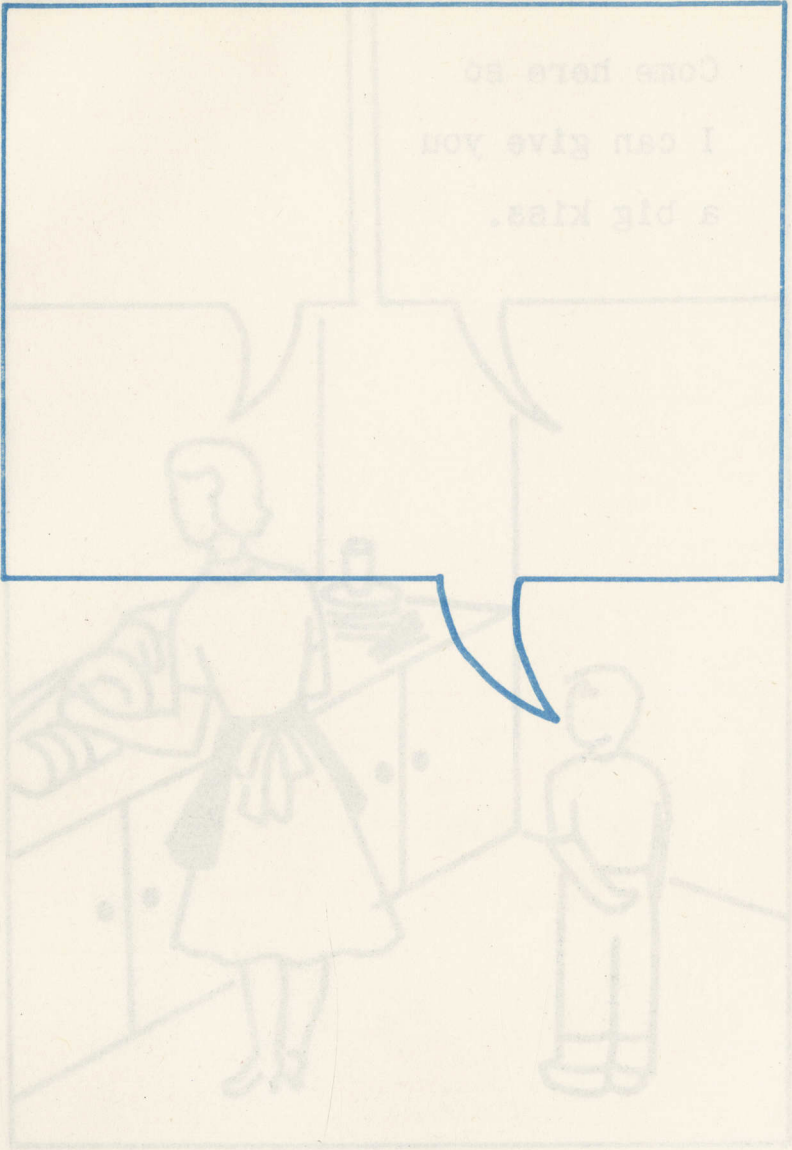
I hit him  
because I  
don't like him.





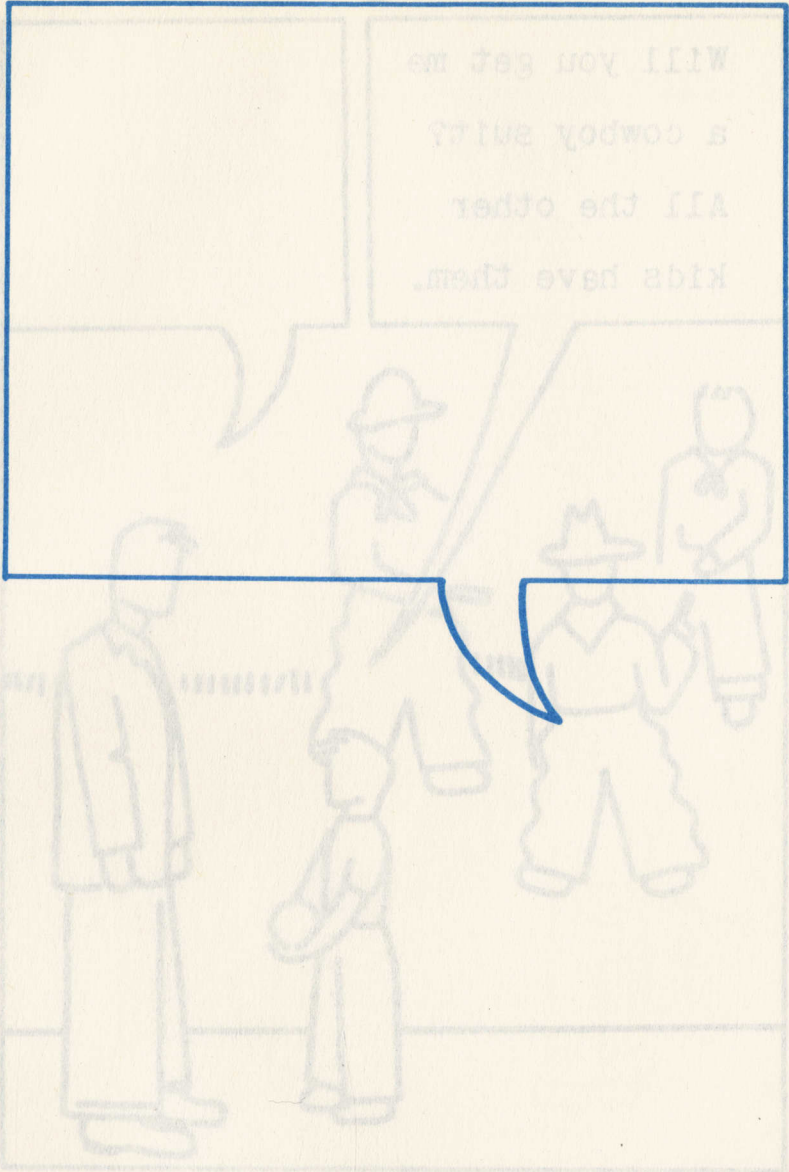
Look at the  
big mudpie  
I made.





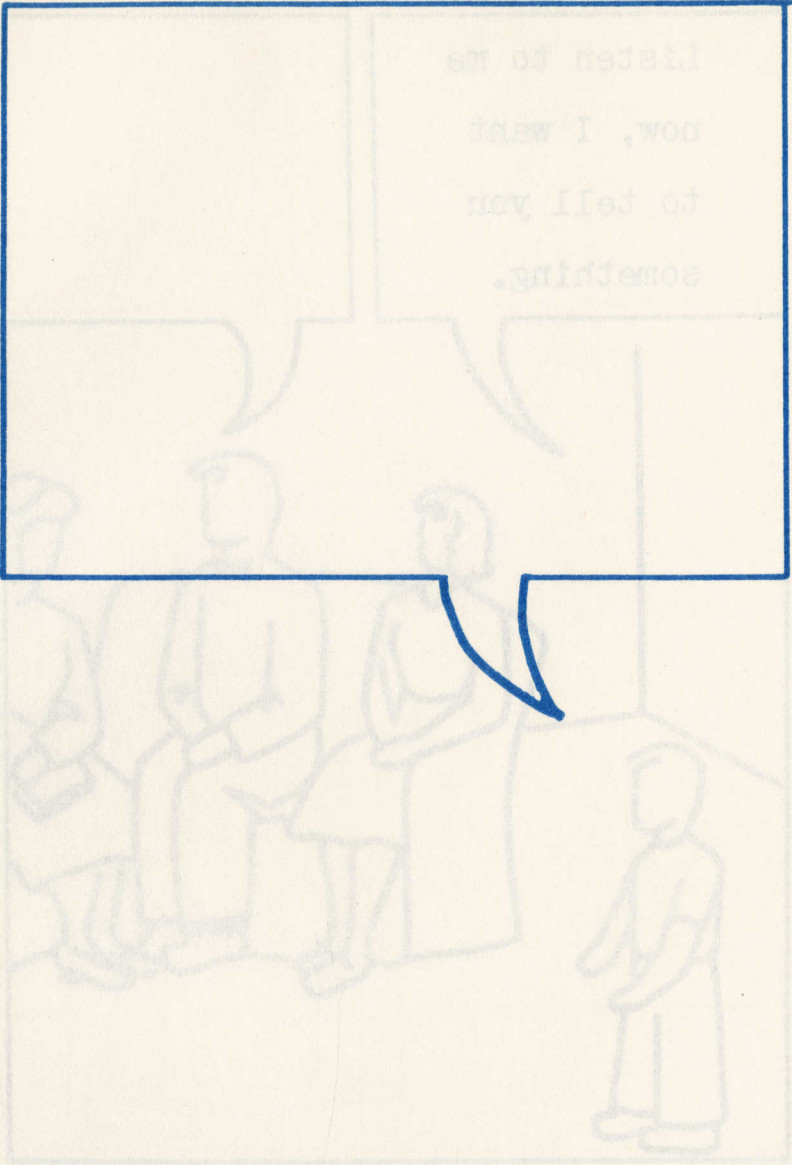
Come here so  
I can give you  
a big kiss.





Will you get me  
a cowboy suit?  
All the other  
kids have them.



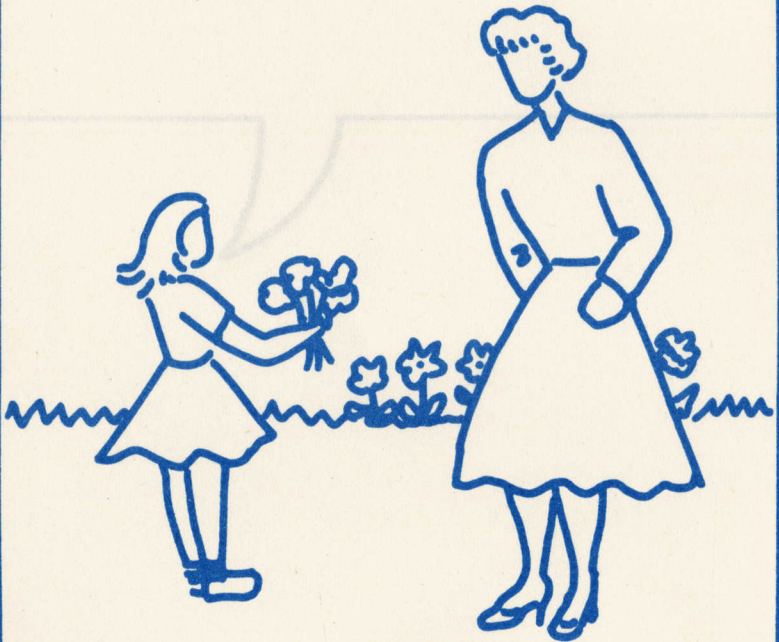


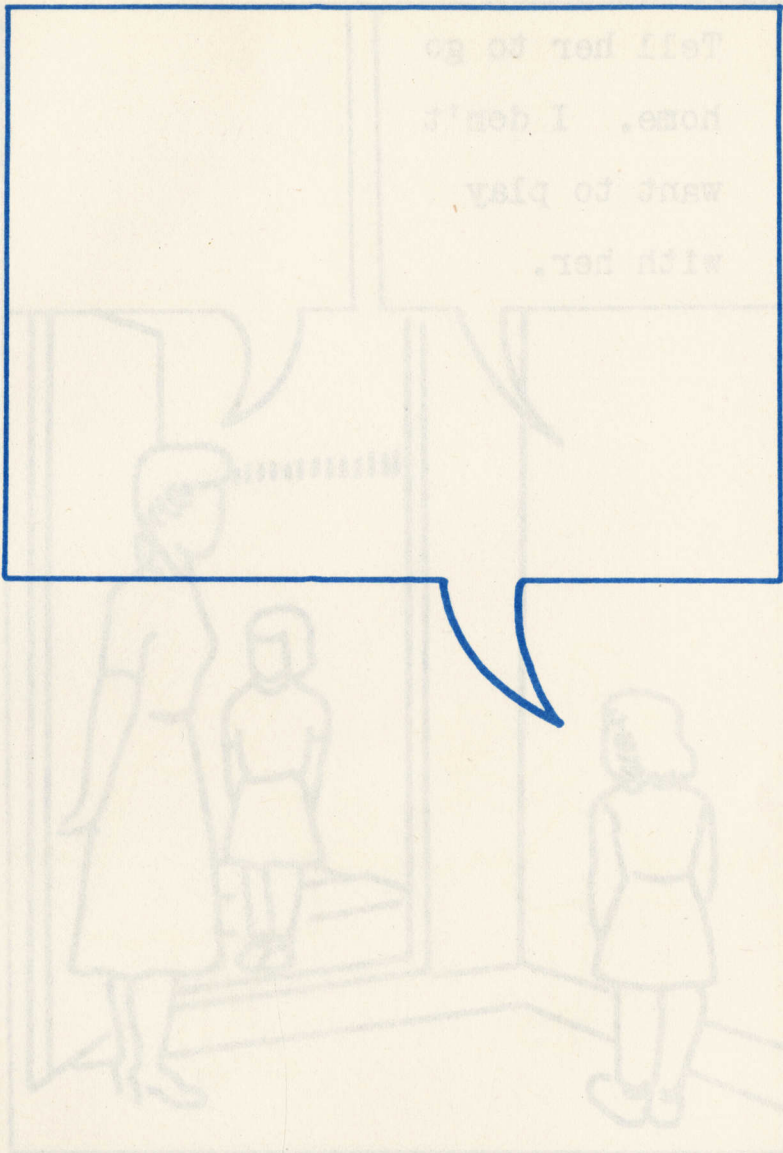
Listen to me  
now, I want  
to tell you  
something.





I only picked  
a few. I  
thought it was  
all right.



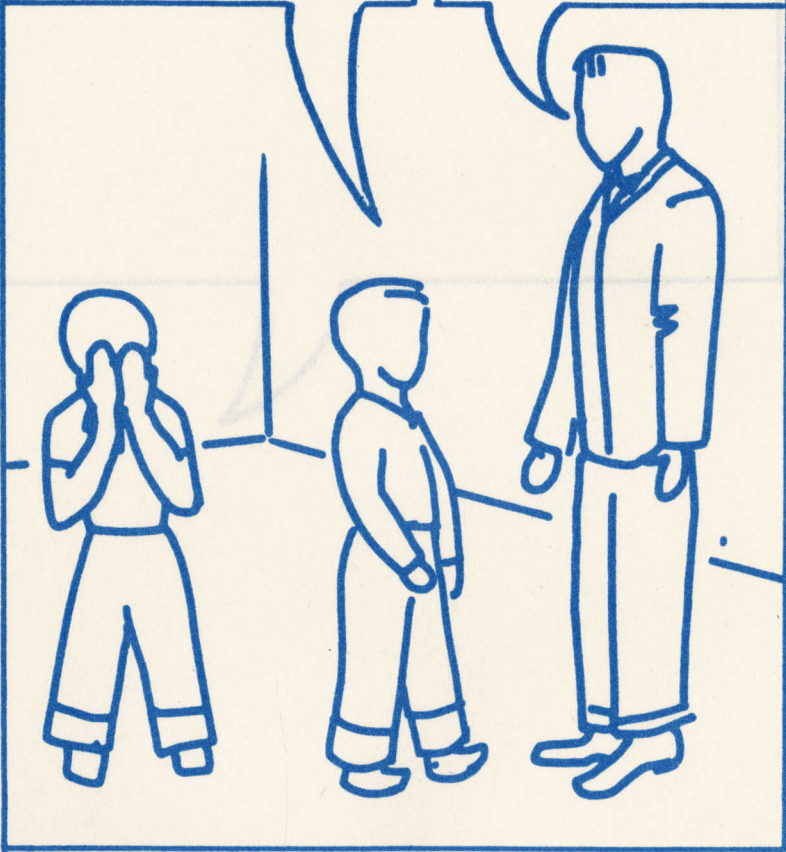


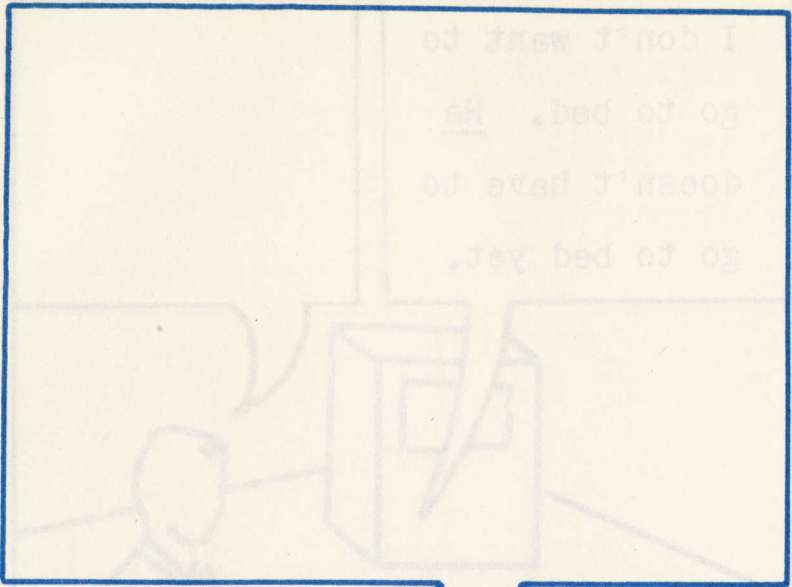
Tell her to go  
home. I don't  
want to play  
with her.





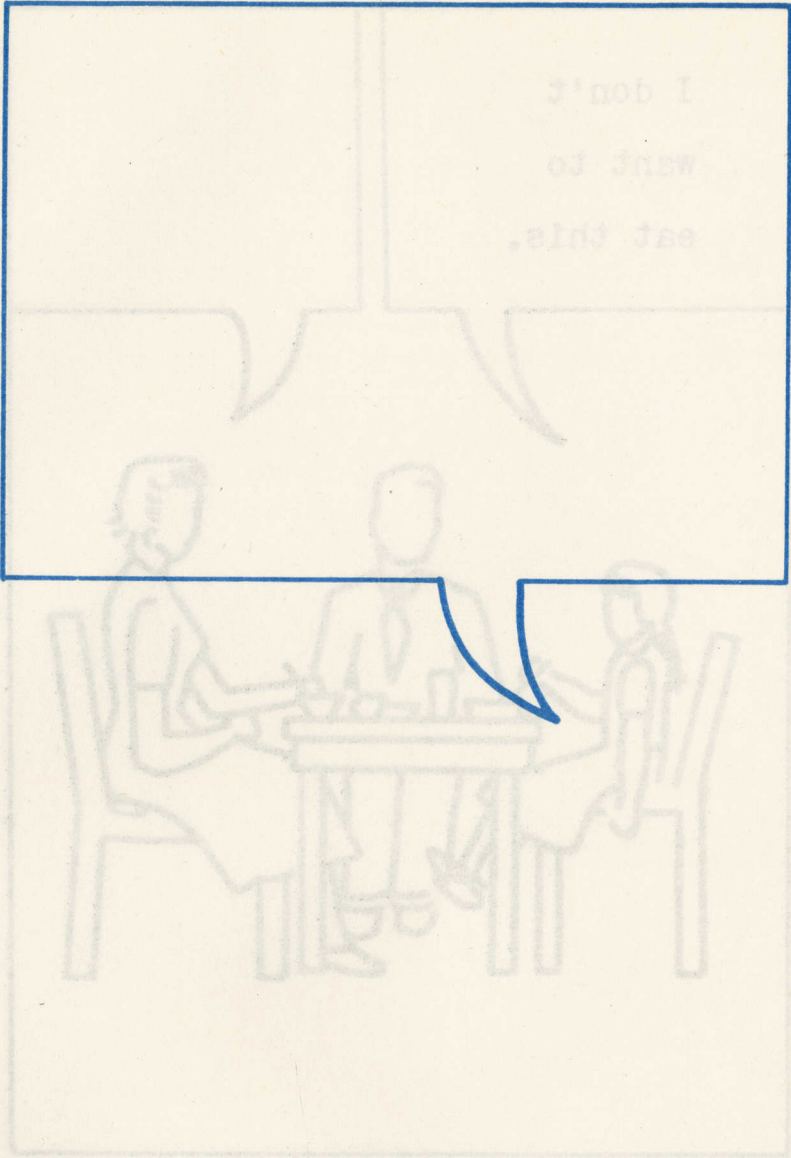
He's a crybaby,  
isn't he? I  
didn't cry.



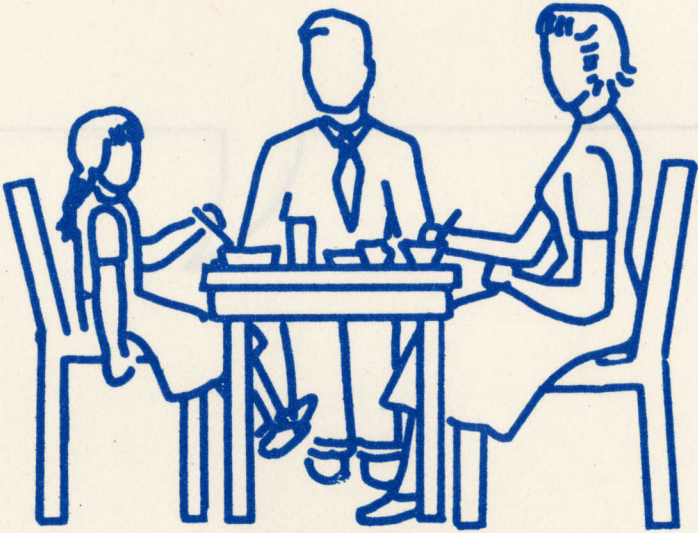


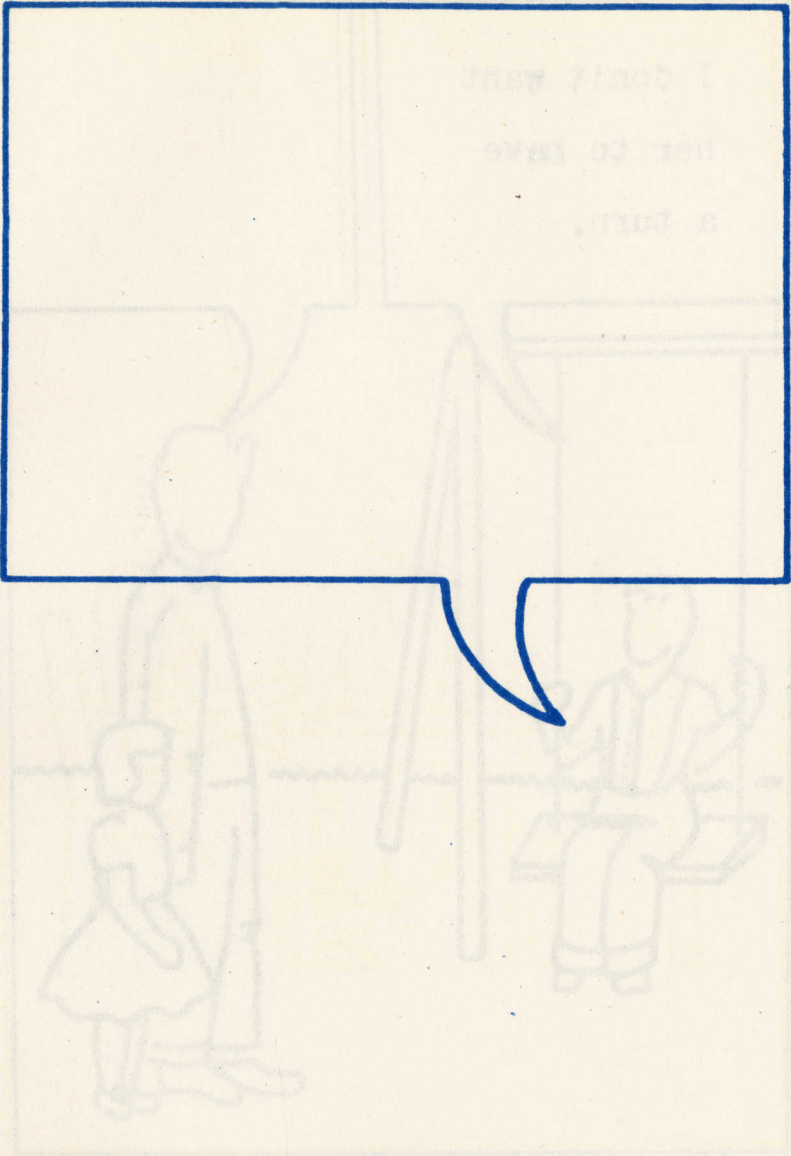
I don't want to  
go to bed. He  
doesn't have to  
go to bed yet.





I don't  
want to  
eat this.



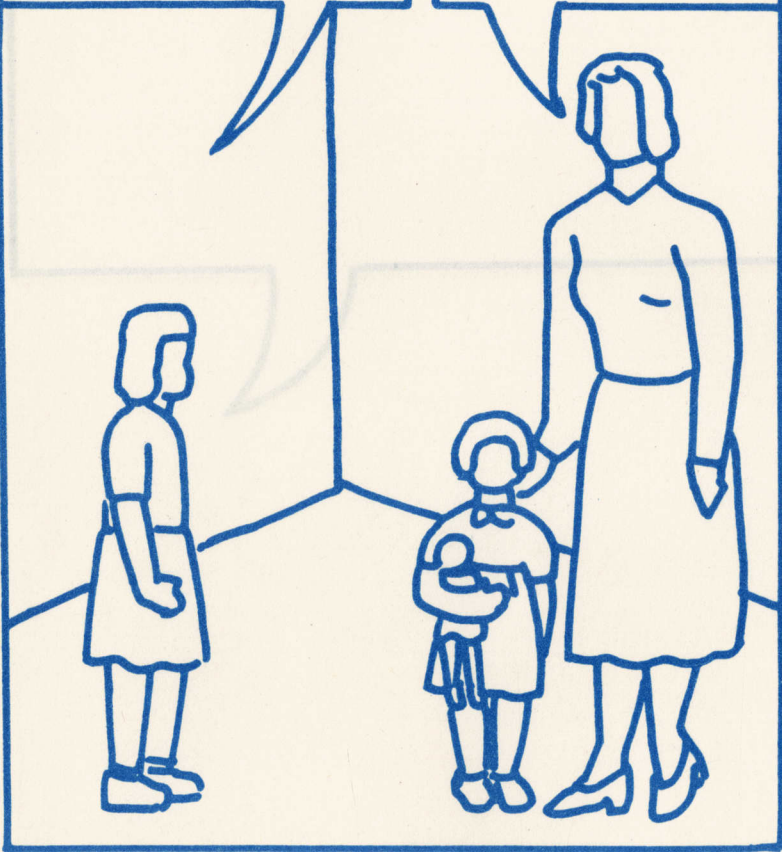


I don't want  
her to have  
a turn.

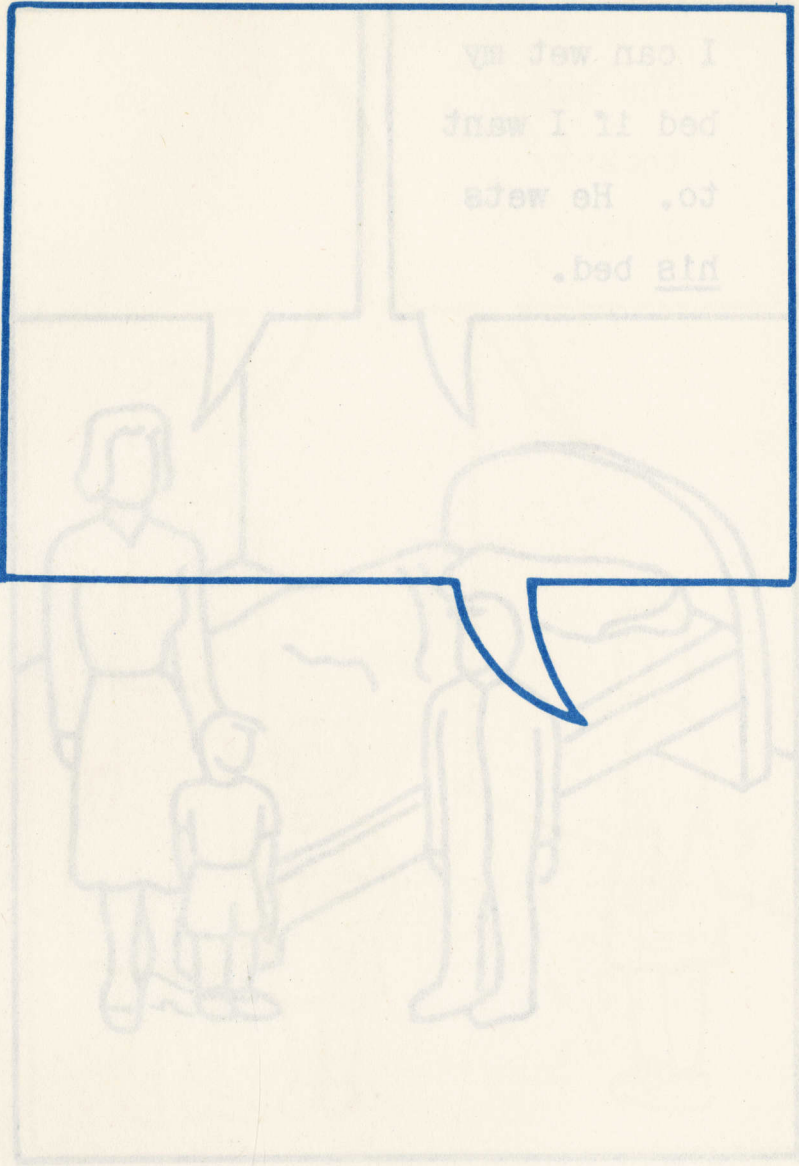




The baby  
took my  
doll.

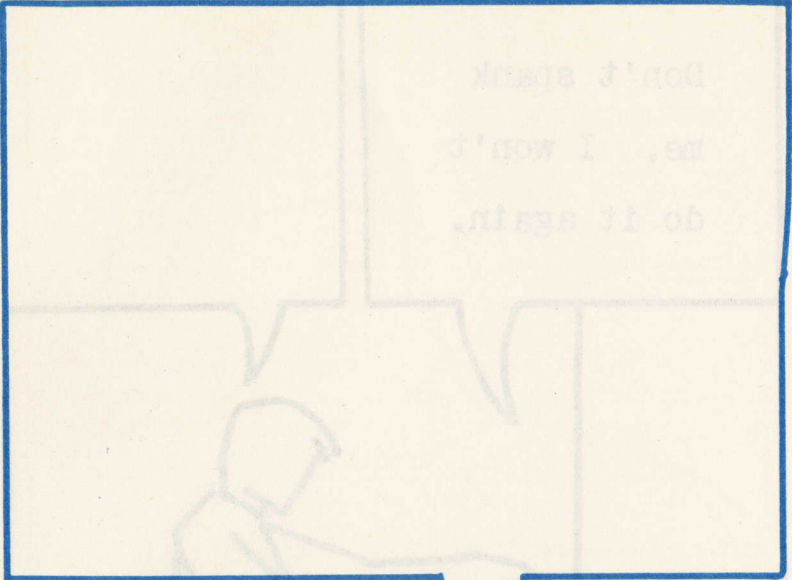


I can wet my  
bed if I want  
to. He wets  
his bed.



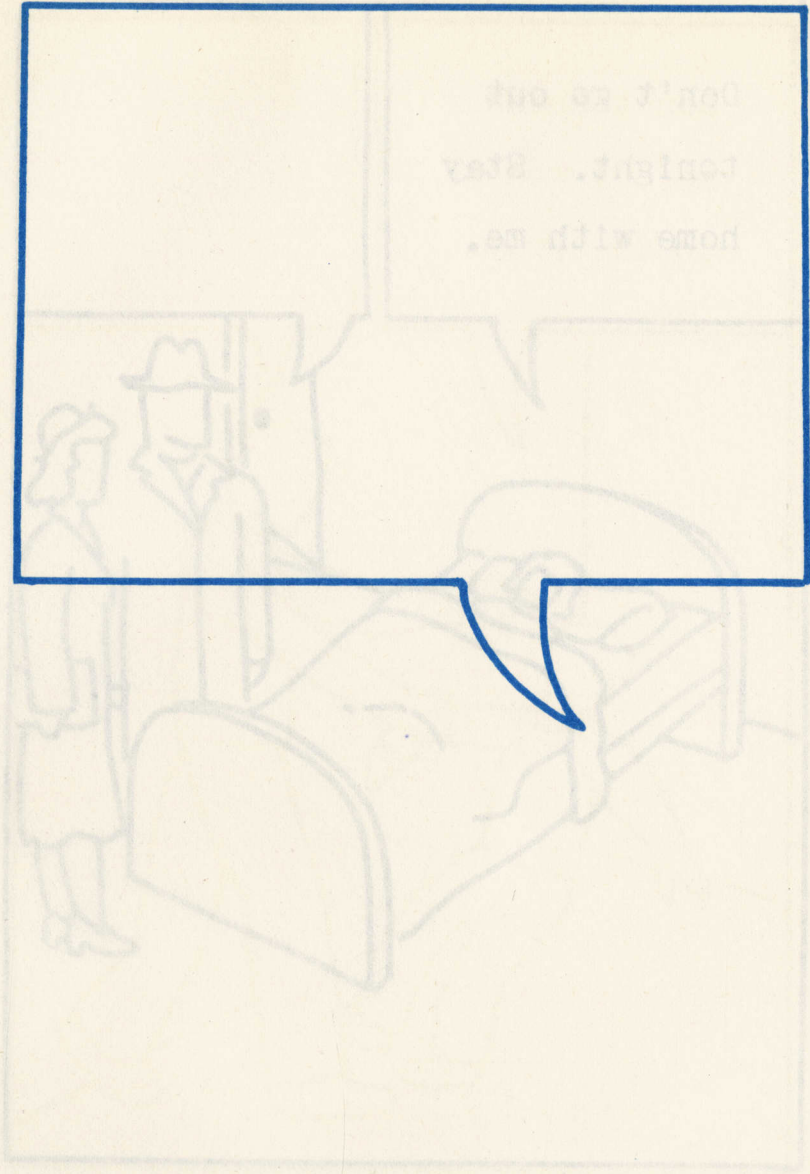
I can wet my  
bed if I want  
to. He wets  
his bed.





Don't spank  
me. I won't  
do it again.





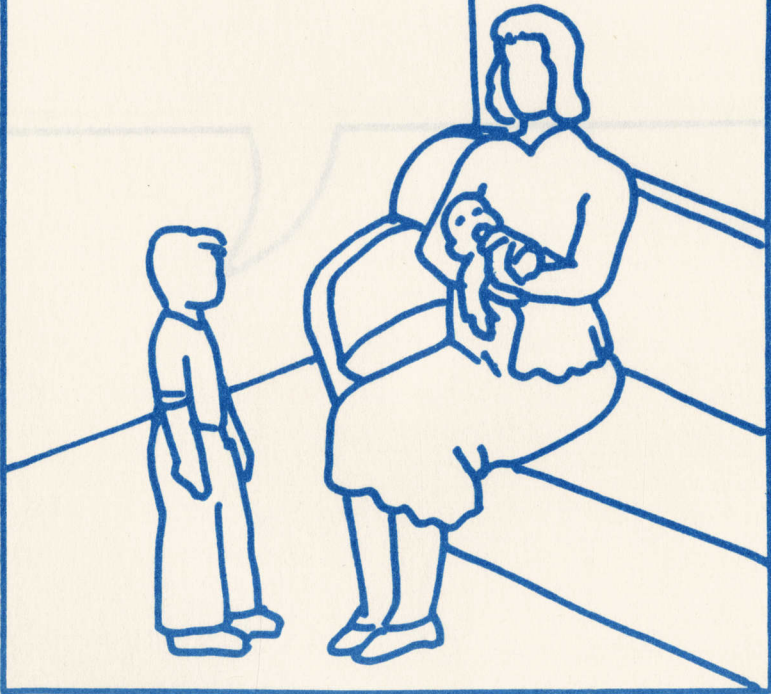
Don't go out  
tonight. Stay  
home with me.

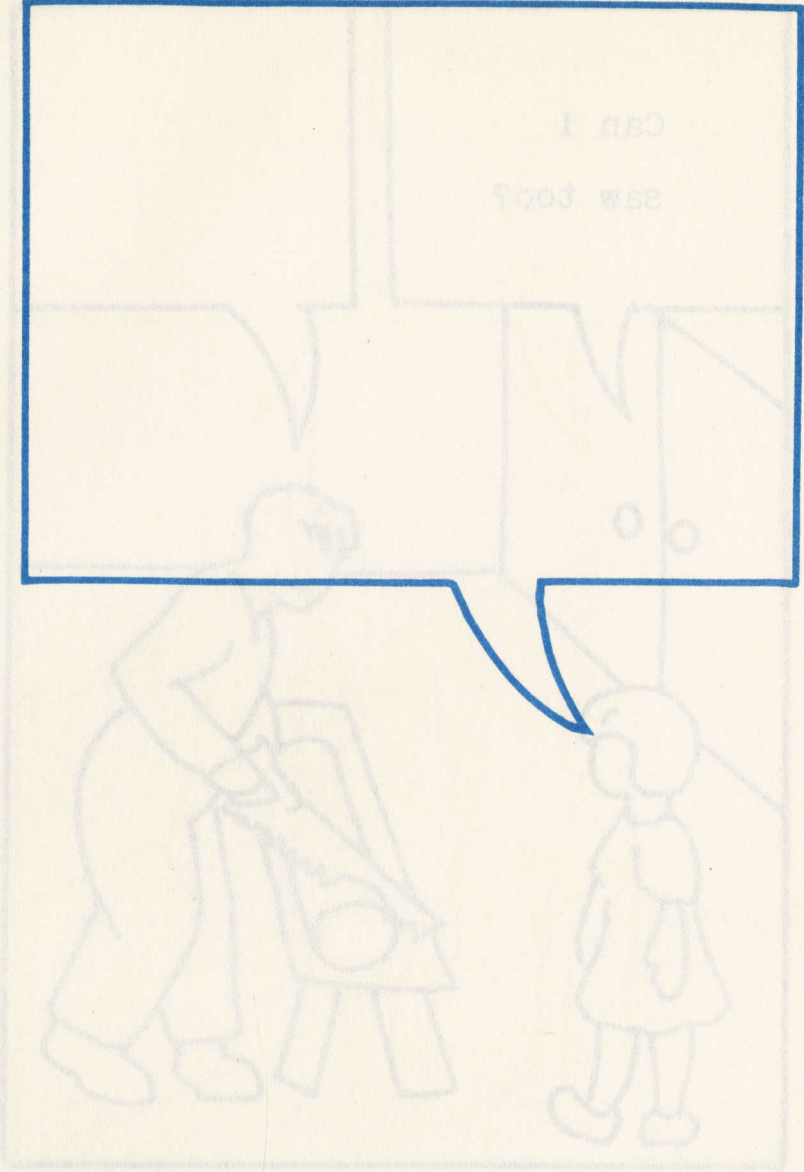




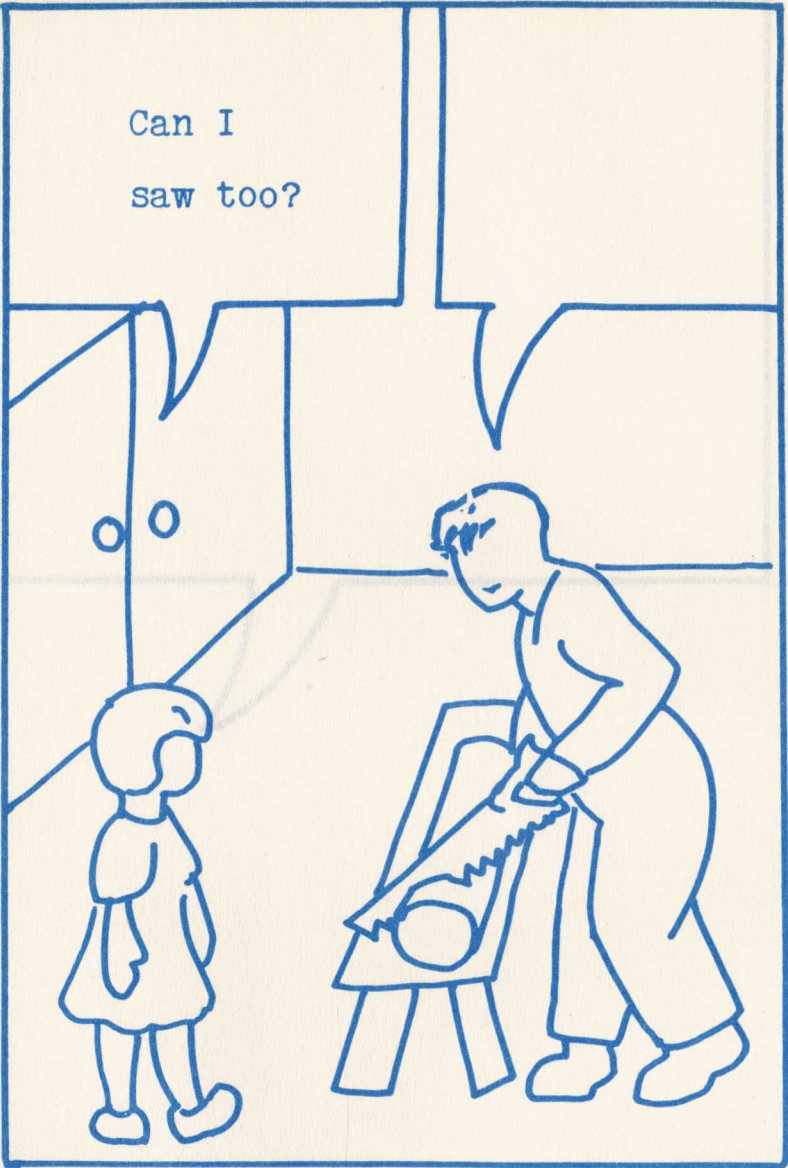
Let's take the  
baby back. I  
don't want a new  
baby sister.

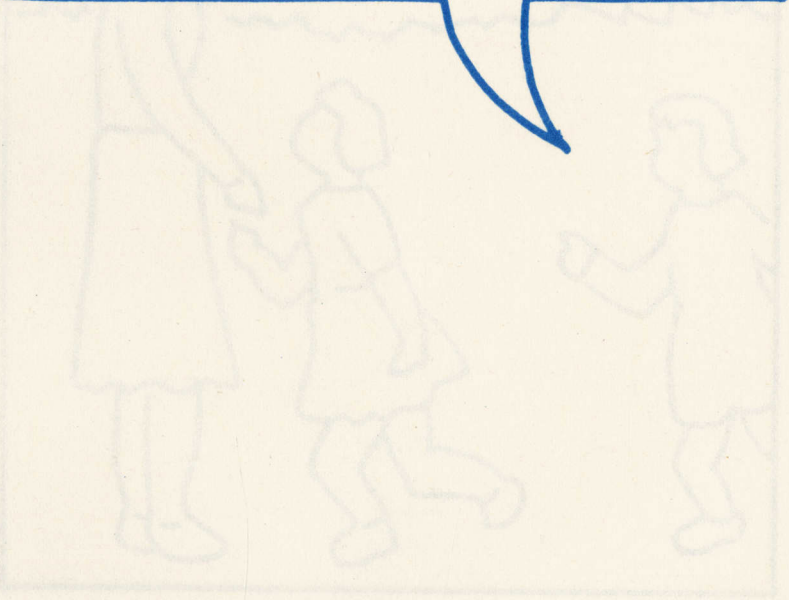
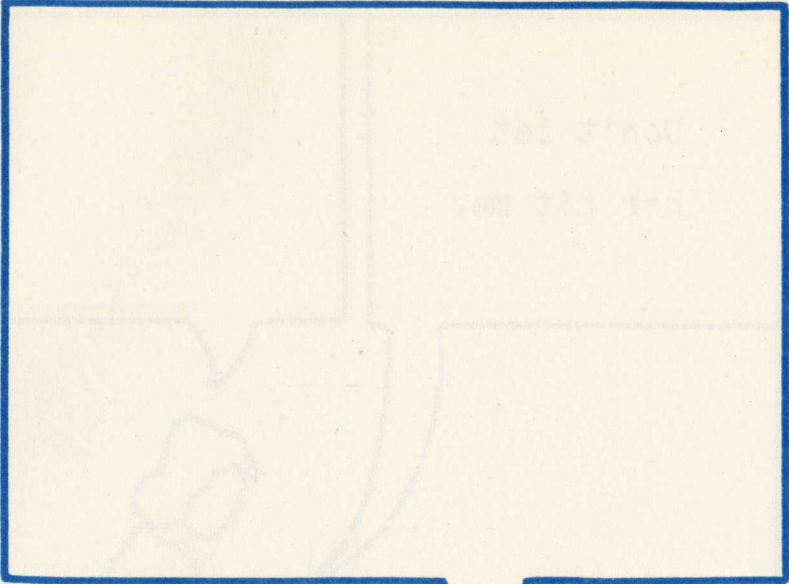
Let's take the  
baby back. I  
don't want a new  
baby sister.





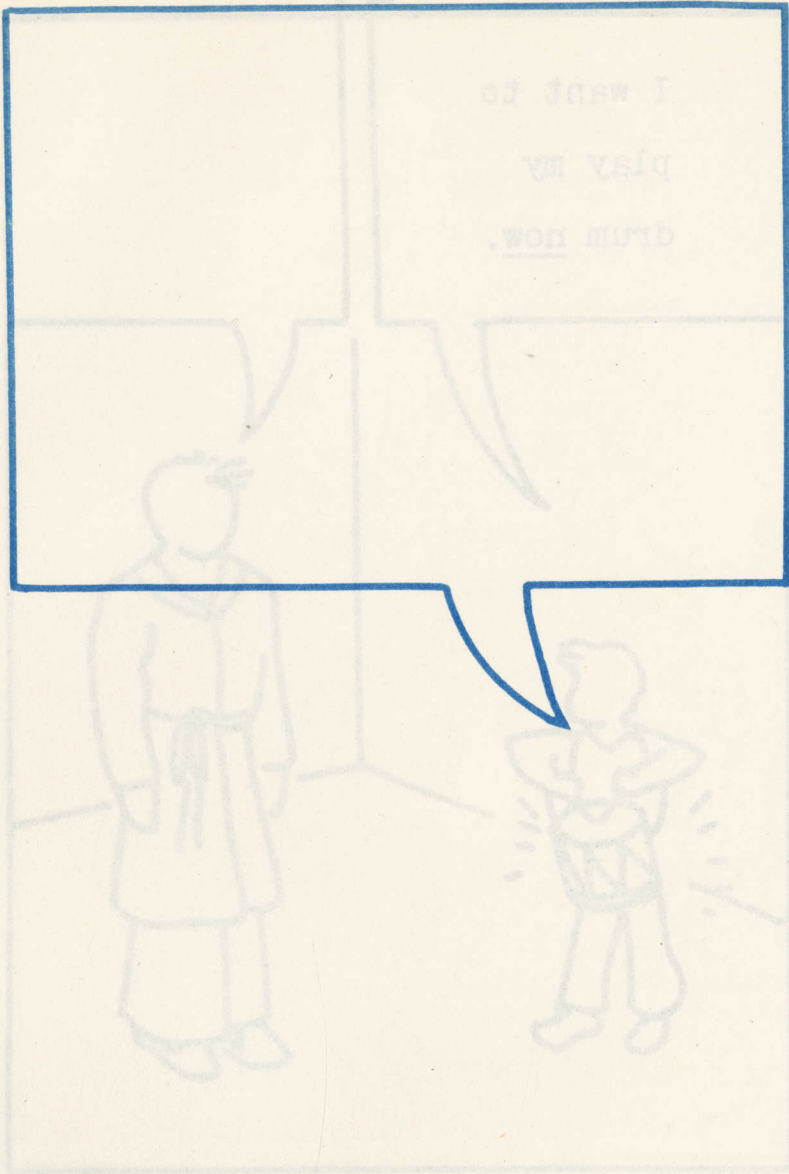
Can I  
saw too?





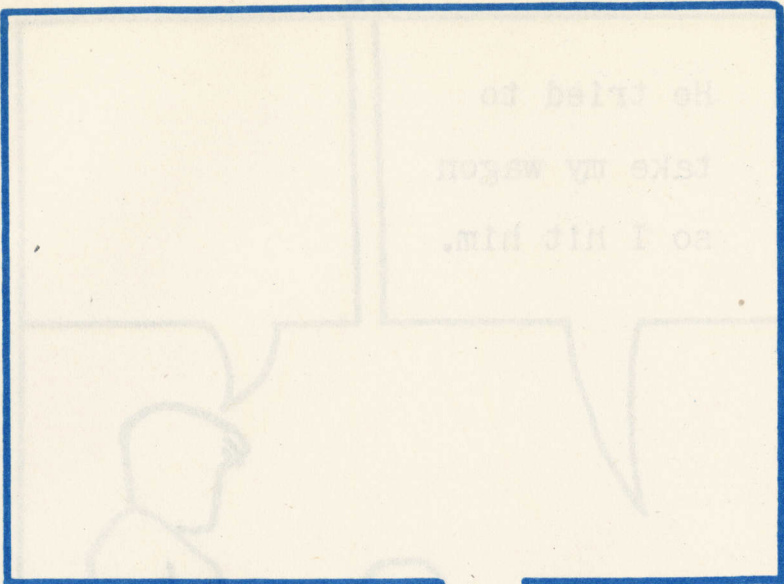
Don't let  
her hit me.



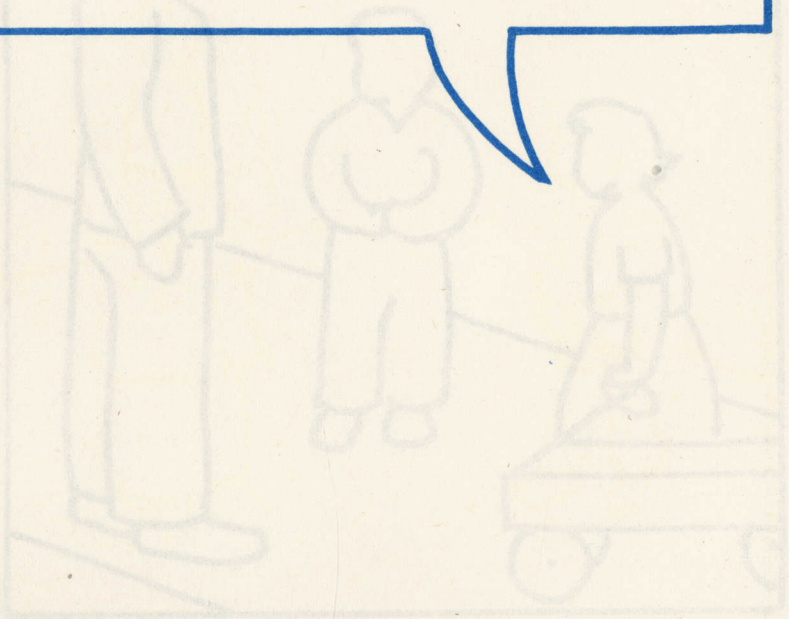


I want to  
play my  
drum now.

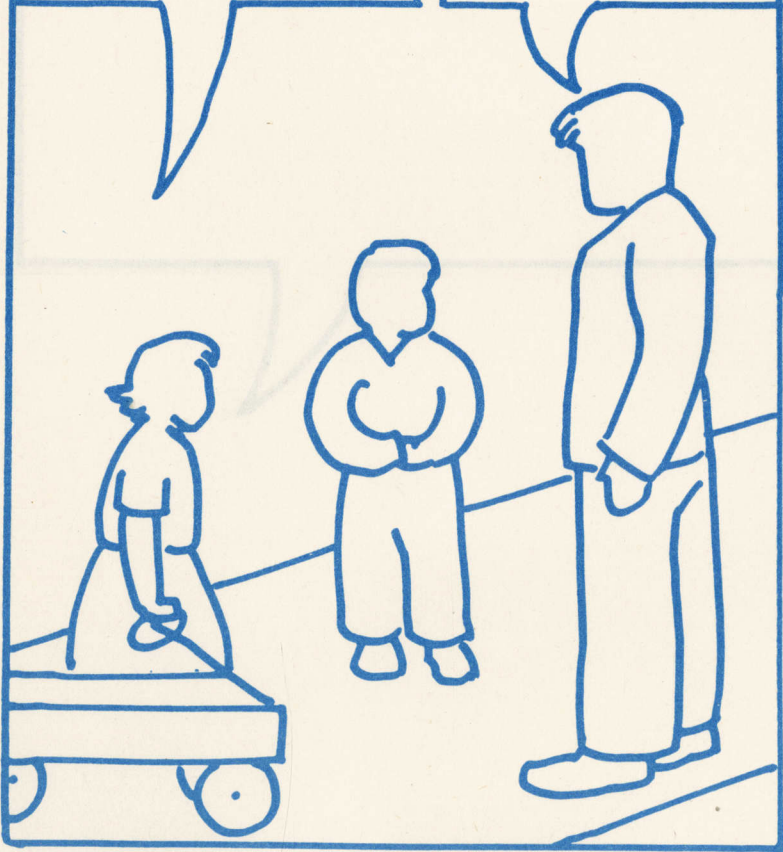


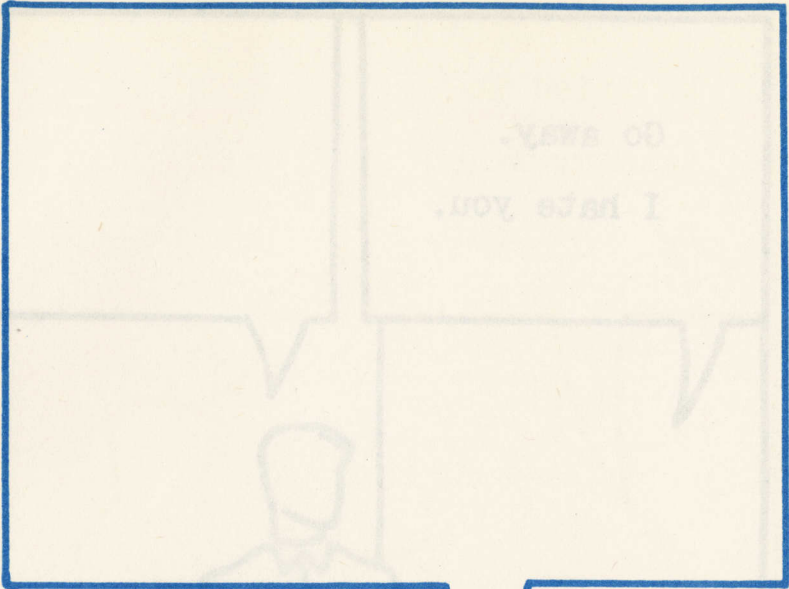


He tried to  
take my wagon  
so I hit him.



He tried to  
take my wagon  
so I hit him.

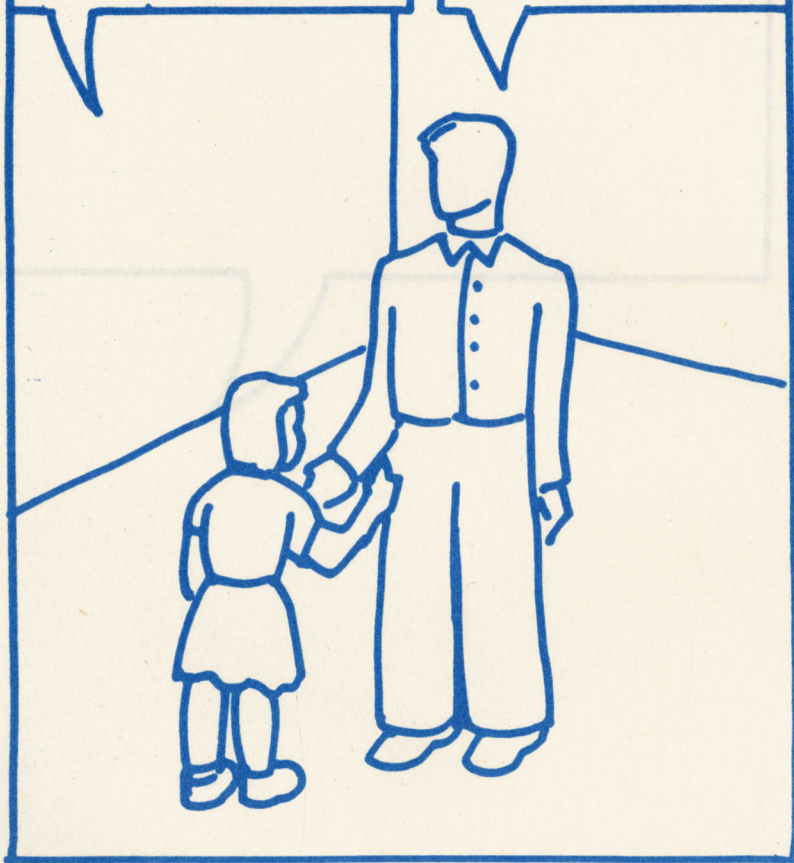


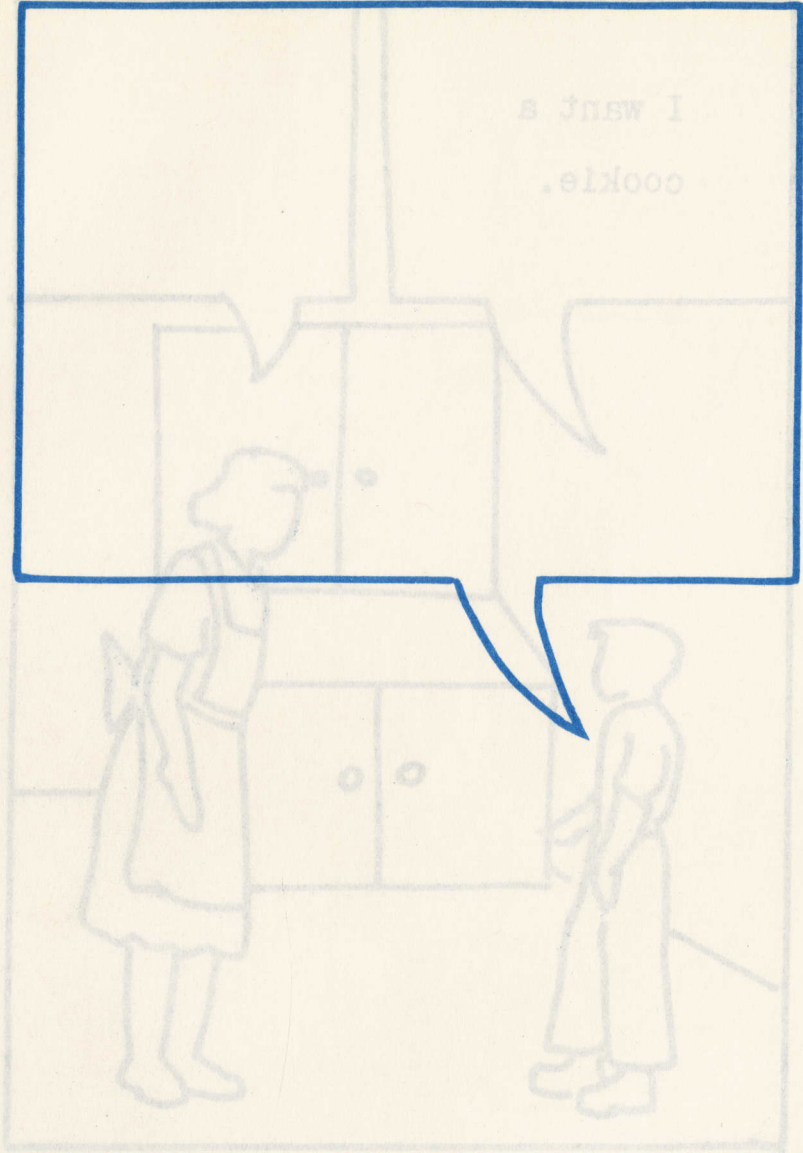


I hate you.  
Go away.



Go away.  
I hate you.





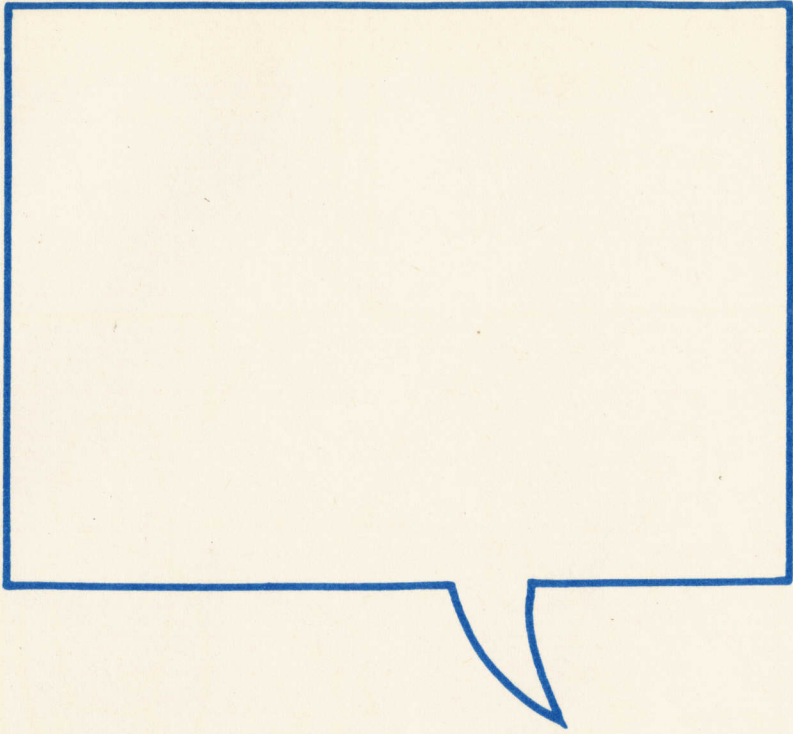
I want a  
cookie.





The other  
girls won't  
play with me.





APPENDIX B. Scoring Guides for the Test

## General Principles for Scoring

### Definition of empathy

The scoring categories are set up with the goal of measuring the degree of empathy present in subjects' responses. It is hypothesized that the subject identifies with the pictured adult, projecting himself into the situation and giving the response which he would actually give in a similar situation. Responses are scored according to the degree of empathy which the subject in his response displays toward the pictured child.

It is hypothesized: that the empathic adult will recognize and accept a child's feelings in a situation. Respect for the child's feelings will remain evident even in situations in which it is necessary to deny a child's request and/or disapprove of his behavior.

: that the non-empathic adult lacks the patience, imagination, concern, sensitivity -- any or all of these -- to be aware of or interested in a child's feelings. He structures a situation not in terms of the way it appears to the child, but in terms of the way it relates to (or infringes upon) adult values. His responses show little or no respect for the child as a person, but reflect primarily or exclusively the grown-up point of view.

### Basic scoring categories

- +2 Accepts child's expressed feelings without qualification.
- +1 Accepts child's expressed feelings with qualification. ("Qualification" varies somewhat; it includes postponement of compliance with child's request, suggestion of an alternative way of meeting child's need, non-critical attempt to modify child's behavior, apparent reluctance in compliance with child's request.)
- 0 Makes a response in which child's expressed feelings are neither accepted nor rejected, or are both accepted and rejected. (Response expresses ambivalence or avoidance of the issue by a change of subject, a non-committal remark.)
- 1 Rejects or denies child's expressed feelings with qualification. ("Qualification" in this instance is generally an explanation or other softening of the statement which renders it less flatly rejecting than -2 responses.)

- 2 Rejects or denies child's expressed feelings without qualification or with ridicule, strong criticism, or threat of punishment.

### Some general criteria for difficult-to-score responses

Those responses which essentially consist of two parts, and which as a result fit into two different scoring categories, are to be scored as follows:

When the two parts are separated by one point on the scale (e.g., a response which is partly +1 and partly -1), the response receives the intermediate score (in this case, 0).

When the two parts are contiguous on the scale (e.g., a response which is partly +1 and partly 0), the response receives the score applicable to the first part of the response.

(N.B. These principles of combination are applicable only in those cases in which inclusion of a lower-scoring part in the response does not automatically lower the scoring of the total response, as indicated in the scoring categories.)

In general, use of a threat of punishment, strong criticism, or ridicule automatically makes a response -2, whether or not a qualification is given.

If the subject has crossed out part of the response, and that part is still legible, score it.

Score all responses. Omissions may be made only where the subject omitted a response altogether.

### Levels of confidence

- A The response clearly fits into one of the scoring categories as given. (This is to be interpreted liberally; if you can score a response without much difficulty and are fairly sure you have it in the right place, mark it A.)
- B The response does not clearly fit into one of the scoring categories as given, but there appears to you to be a place where it does belong, either with reference to the scoring categories or to the general criteria for scoring.
- C1 The response is one which in your judgment is scorable, but for which a scoring category does not exist in the scoring categories as given.
- C2 The response is basically unscorable, being very ambiguous or one in which tone of voice is crucial. (Note: While present scoring categories

frequently indicate that such responses should be scored 0, they remain basically unscorable and should be so indicated with C<sub>2</sub>.)

Indicate your level of confidence for each score by putting the appropriate letter in the upper right-hand corner of each scoring box.

1. Will you play a game with me?

+2 Complies with child's request without qualification.

Sure.

What shall we play?

Since you have the game with you I will. I will finish reading later.

+1 Complies with child's request with qualification: postponement to a definite time. (Must be worded positively. There may be initial mention of adult busyness if a definite promise follows.)

Yes, as soon as I finish reading.

After I finish this page.

I will in a few minutes.

Just a minute and we'll have a good game.

I'm reading the paper now, but I'll play as soon as I'm through.

0 Both complies with and denies child's request:

a. Initially denies child's request, adding a promise of compliance.

No, I'm busy reading. Wait until I finish this page.

b. Initially stresses adult busyness, adding an implied promise which emphasizes the need for the child to wait.

Not now, I'm busy. I will when I finish this.

I'm busy now. Let me finish reading.

Wait until I finish reading my paper.

Puts off child's request non-committally: postponement to an indefinite time.

I'm busy now. Wait until later.

Some other time I will.

Later, I'm reading the paper now.

-1 Denies child's request with qualification: non-critical explanation.

No, I'm busy now.

Not right now, I'm reading.

I'm busy reading the paper now.

1. (continued)

-2 Denies child's request:

a. without qualification.

b. with criticism. May give explanation.

No, I won't.

Not now.

Don't bother me now, I'm busy.

I've told you not to interrupt me while I'm reading.

2. Let me get in bed with you. I'm scared.

- |    |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                          |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| +2 | Complies with child's request without qualification. (May indicate that compliance is temporary.) Accepts child's feelings implicitly or with a comforting, non-belittling explanation.                                                                      | Climb in between us.<br>All right; but I'll tell you about the storm so it won't frighten you.<br>Get in and we'll talk about it.<br>You can sit on the bed until the storm is over.<br>You may come for a few minutes. We'll talk about it and then I'll take you back to your room.                                    |
| +1 | Complies with child's request with qualification: proposes alternative to meet the need. Accepts child's feelings implicitly or with a comforting, non-belittling explanation.                                                                               | I'll come back and sleep in your room tonight.<br>Let's go back to your room. I'll tuck you in and we'll talk about the storm.<br>The thunder can be frightening, but it can't really hurt us. I'll put a light in your room so it won't be so dark.                                                                     |
| 0  | Initially denies child's request, adding proposal of alternative to meet the need.<br><br>Complies with child's request but rejects child's feelings as unreasonable.<br><br>Makes a comment which could be positive or negative depending on tone of voice. | Go back to bed. I'll come with you.<br>Hush, you can't sleep with us. I'll come back to your room and tuck you in.<br><br>There's nothing to be afraid of, but you can climb in.<br>I'll come back and tuck you in, but it's silly to be scared.<br><br>What are you afraid of?<br>What's the matter? It's only a storm. |
| -1 | Ignores child's request and rejects child's feelings as unreasonable.                                                                                                                                                                                        | Lightning won't hurt you.<br>There's nothing to be afraid of.                                                                                                                                                                                                                                                            |

2. (continued)

-2 Denies child's request. May reject  
child's feelings as unreasonable.

Rejects child's feelings with  
criticism.

No, we're too tired.

Go back to bed. Lightning's nothing to be  
afraid of.

Don't be silly, it's only a storm.

3. I don't want to kiss Grandma goodbye.

+2 Explicitly accepts child's expressed feelings without qualification. (May mention a future visit.)

All right, you don't have to.  
Well, that's all right this time. She'll be back again.  
All right. Maybe you'll want to next time.

+1 Accepts child's expressed feelings with qualification:

a. Proposes alternative way of saying goodbye.

You don't need to. Maybe you'd rather wave from the window when she leaves.  
All right; say goodbye any way you want.  
Then let's walk to the car with her.

b. Doesn't quite drop the subject (e.g., mentions Grandma's feelings), without coaxing directly.

All right. Grandma just thought you would like to.

c. Says nothing. (Accepts implicitly but does not definitely release child from obligation.)

(Says nothing, looks pleasant.)  
(Ignore the comment and smile.)

0 Coaxes child to comply but also gives in.

I think Grandma would like it very much if you did, but you don't have to.

Ignores child's feelings while not directly coaxing child to comply.

We won't see her for awhile; I thought you would like to say goodbye.

Non-critically seeks cause of child's feelings.

Why not?

3. (continued)

-1 Rejects child's expressed feelings with qualification: coaxes or gives reasons for child to comply.

Now dear, Grandma came over just to see you. She may not come back if she thinks you don't like her. That will hurt her feelings.

-2 Rejects or denies child's expressed feelings without qualification.

Threatens punishment.

Be a good girl and kiss her. Why, what a thing to say to your grandma! Oh, you really want to. You know what will happen to you if you talk like that! O.K., but then you'll have to play indoors all afternoon.

4. Do you like my picture?

+2 Complies with child's request for approval without qualification.

Yes, I do.  
Yes, tell me about it.  
It's a fine picture.

+1 Complies with child's request for approval with qualification:

a. Proposes alternative place to draw.

It's a nice one, but let's find some paper to draw on.

Pictures are fine, but there are better places to draw.

b. Disapproves of location of the picture.

I like your picture, but I don't want you to draw on the wall.

c. Asks "but what is it?"

Yes, but what is it?

0 Ignores child's request for approval but proposes definite alternative place to draw. May disapprove of location of picture.

Next time use paper for your picture.  
The wall isn't the place to draw. We'll get you a blackboard.  
I'd like it better on a sheet of paper.

Neither gives nor denies approval.

I can't tell whether I like it or not.  
Well, all I can see is that it's on the wall.  
What is it?

-1 Denies child's request for approval with qualification: Disapproves only of location of the picture. Proposes no alternative place to draw.

No, not on the wall.  
You shouldn't color on the wall.  
The wall is not the place to draw pictures.

4. (continued)

-2 Denies child's request for approval without qualification.

Directly criticizes child, especially with "!" or with critical or sarcastic question.

Threatens punishment.

Certainly not!

No, now remove that immediately.

You know better than to write on the wall!

What are you doing drawing on the wall?

Do you always draw your pictures on the wall?

You ought to be spanked!

5. I don't want to tie my shoes. Will you tie them for me?

+2 Complies with child's request without qualification. Accepts child's feelings implicitly or explicitly; may non-critically interpret feelings.

All right, I will.  
I guess you'd like some help this time. I'll do them for you.  
All right, I will today because you're tired.

+1 Complies with child's request with qualification:

a. Encourages child to do part of the task with adult help.

I'll help a little bit.  
You do one and I'll do the other.  
I'll help; you must try and tie them too.  
You start to tie them and I'll help you in a minute.

b. Non-critically comments that the child can do it.

O.K., but I know you can do it yourself.

0 Initially denies child's request, adding promise of partial compliance.

No, I won't tie them for you -- but I'll help you do it.

Complies with child's request but ignores child's feelings. Compliance is grudging, coaxing that the child do it, or critical; may make it clear that no help will be given in the future.

I will if you want, but you can do it so well that I'd like to see you do it.  
You should learn to tie them yourself, but I will.  
You're big enough to do it yourself, but I will this once. Next time you'll have to do it.

5. (continued)

-1 Denies child's request with qualification:

a. Offers continued adult attention and encouragement.

b. Hints at grudging help if child fails.

You're big enough to do it alone. I'll watch you.

Show me how well you can tie them yourself.

No, you can do it yourself. I'll stay here in case you can't.

-2 Denies child's request without qualification.

No, you can tie your own shoes.

A big boy like you can tie his own.

Well, I think it's about time you learned how.

Don't be such a baby.

6. I hit him because I don't like him.

+2 Accepts child's expressed feelings (may non-critically interpret feelings) and action without qualification. May express acceptance by speaking to other child supporting the action.

I guess you were pretty mad at him.  
I know, sometimes you're tired and everything seems disagreeable.  
(to other child) Maybe she was trying to tell you to stop doing that.

+1 Accepts child's expressed feelings with qualification:

a. Proposes alternative way of expressing feelings.

If you don't like him that's all right. Tell him, though.

If you don't like him you don't have to play with him.

b. Disapproves of action, while explicitly accepting feelings.

We don't hit people we don't like, though. I know you don't like him, but I can't let you hit him. That hurts him.

c. Seeks or suggests cause of feelings.

Why don't you like him?

Did he do something to make you mad?

You don't like him because he broke your doll, but he didn't mean to do it.

0 Ignores child's expressed feelings:

a. Speaks only to soothe other child.

That's o.k., Johnny, you aren't really hurt. She will want to play with you some other day. Let's go find something else to play.

b. Changes the subject.

Makes a comment which could be positive or negative depending on tone of voice.

What's the matter here?

6. (continued)

- 1 Ignores child's expressed feelings and criticizes action with qualification:
- a. explanation disapproving of hitting.
  - b. attempt to smoothe things over.
  - c. seeking cause of action.

Explicitly denies child's expressed feelings with qualification: suggestion that it is another feeling.

- 2 Criticizes child's action without qualification.

Criticizes or denies child's expressed feelings or child's justification for action.

Hitting hurts him, though.  
We don't hit people. We wouldn't like it if someone hit us.  
We don't hit people. Why don't you get your new game to show him?  
It wasn't nice to hit him. What was he doing that made you hit him?

You don't dislike him; why are you mad at him?

We don't hit people at any time.  
That isn't a very good idea.  
Shame on you!  
We shouldn't say we don't like other people.  
Tell him you're sorry.  
Of course you like him.  
Then you must learn to like him.  
That's no reason to hit anybody.  
You must learn not to hit people if they aren't hurting you.

7. Look at the big mudpie I made.

+2 Complies with child's request for approval without qualification.

It certainly is a big one.  
Are we going to have a party?

+1 Complies with child's request for approval with qualification: a non-critical comment relating to dirtyness of child and/or mudpie.

It's a fine mudpie. Now let's go in and put you in the tub.  
That's nice. Don't you think you should leave it in the sandbox now?  
That was fun, but now we'll clean your dress. Mudpies are fine to make, but next time you'll need to put on overalls first.

+0 Makes a comment which could be positive or negative depending on tone of voice. Neither gives clear approval nor criticism.

My goodness, looks as if you got pretty muddy in the process.  
Looks like you have been very busy -- they are all over you.  
Now that the mudpie is made, come in and wash for dinner.

-1 Ignores child's request for approval: suggests that it is time to clean up, or that clothes should be changed first. (Implies that activity is all right; disapproval is in terms of present clothes.)

You'd better come in now and get cleaned up. You're all dirty. You should have changed your clothes first.

7. (continued)

-2 Denies child's request for approval without qualification. Critical emphasis is entirely on dirt.

But you've gotten your dress all dirty.  
Look at your dress!  
Can't you ever keep clean?  
Oh dear, you look as if you've been rolling  
in the mud! =

8. Come here so I can give you a big kiss.

+2 Complies with child's request  
without qualification.

Of course!  
(No comment; accepts kiss.)  
All right, and then I'll finish the dishes.

+1 Complies with child's request  
with qualification:

- a. postponement to a definite time.  
(Must be worded positively. There  
may be initial mention of adult  
busyness if a definite welcoming  
promise follows.)
- b. asking child to take the  
initiative.

Surely, as soon as I dry my hands.  
O.k., just a minute.  
I'd like one as soon as the dishes are done.  
I'm busy now, but I'd like one as soon as  
I'm through.  
I'm busy so you come here and kiss me.

0 Both complies with and denies  
child's request:

- a. Initially denies child's re-  
quest, adding promise of compliance.
- b. Initially stresses adult busy-  
ness, adding an implied or unen-  
thusiastic promise which emphasizes  
need for the child to wait.
- c. Welcomes child's feeling but  
denies request.

Not now. I will as soon as I finish the  
dishes.  
Wait until I finish the dishes.  
I'm busy now. When I'm through with the  
dishes you can kiss me.

Puts off child's request non-  
committally: postponement to  
indefinite time.

Later, I'm doing the dishes now.  
I'm busy now. Wait till later.

Denies or ignores child's request  
but offers alternative type of  
companionship.

I'm busy now. Would you like to help me?  
Would you like to help put the cups away?

8. (continued)

-1 Denies child's request with qualification: non-critical explanation.

I'm doing the dishes now.  
Not now, I'm busy.

-2 Denies child's request:  
a. without qualification.  
b. with criticism. May give explanation.

Not now.  
Please get out of the kitchen.  
Can't you see I'm busy?

9. Will you get me a cowboy suit? All the other kids have them.

+2 Accepts child's implied feelings  
(desire to be like others)  
without qualification:

- a. Complies with child's request without qualification.
- b. Makes a definite promise to get a suit or part of one soon.
- c. Takes definite immediate action to get a suit or part of one.

Of course I will.

What kind would you like?

I'll buy you one next time I'm downtown.

We'll get you a gun and a big hat.

Let's go in and see if we can find a bandana for you to wear.

+1 Accepts child's implied feelings  
with qualification:

- a. Suggests a way for child to get himself a suit or part of one.
- b. Suggests a substitute way for child to gain group acceptance.
- c. Initially denies child's request but takes immediate action or makes definite promise to get part of a suit.
- d. Makes an indefinite but encouraging promise (one which would probably be convincing to child) to get a suit or part of one soon.
- e. Explicitly accepts child's feelings but makes only an indefinite promise.

Maybe you can find a scarf in the house to wear.

Maybe you could earn money to get one.

We'll see. Right now you have a bat and ball, maybe the others would like to play with you.

Cowboy suits are too expensive, but there's a bandana in the house and we'll get a gun.

We can't afford to buy one but we'll fix one up for you.

We'll see what we can do about getting you one.

Perhaps mother can buy you one tomorrow.

I know you want one. Maybe we can buy one.

It would be fun to have one, wouldn't it?

We'll see.

9. (continued)

- 0 Explicitly accepts child's feelings but denies child's request.

Makes a conditional promise to get a suit soon (leaves the way open to back down later).

Puts off child's request non-committally, and/or with postponement to indefinite time.

- 1 Ignores child's feelings, denies child's request with qualification: factual explanation.

- 2 Ignores child's feelings, denies child's request without qualification.

Rejects or criticizes child's feelings.

I'd like you to have one. But sometimes we can't have everything others have.  
I know you'd like one, but we can't afford it.  
I know lots of boys have them, but let's us wait for awhile.

We'll get one if they're not too expensive.

Maybe.

We'll see.

Do you think you need one?

We'll see what we can do -- suits are quite expensive.

Maybe some day, but not just now.

Cowboy suits are too expensive.

No, I can't get you one now.

No, you don't need one.

Just because they do doesn't mean you have to.

10. Listen to me now, I want to tell you something.

+2 Complies with child's request without qualification.

All right, what is it?

+1 Complies with child's request with qualification:

a. postponement to a definite time. (Must be worded positively. There may be initial mention of adult busyness if definite promise follows.)

Tell us in just a minute, when Daddy is through talking.

We're talking right now; we'll be glad to listen to you as soon as we're through.

b. Attention of only one adult is offered.

Come here and tell me quietly; they're talking.

0 Both complies with and denies child's request:

a. Initially denies child's request, adding promise of compliance.

Not right now; when Mrs. Brown is through talking you can tell us.

b. Disapproves of the interruption, adding promise of compliance.

Don't interrupt. We will gladly listen if you will wait.

You're interrupting us; you can tell us in just a minute.

Puts off child's request non-committally: postponement to indefinite time.

Wait till later to tell us.

Not now, grownups are talking. Tell us some other time.

Makes a non-committal comment.

Shh -- not so loud.

Ignores child's request; gives attention but not as requested.

I think it's your bedtime. Come with mother like a good boy.

10. (continued)

- 1 Denies child's request with qualification: explanation. (May disapprove of interruption but not criticize strongly.)

This isn't a good time to tell us.  
We're talking right now.  
Don't interrupt while we're talking.

Criticizes child's request with qualification: promise of compliance.

Don't interrupt and use that tone of voice!  
We will listen in a minute.

- 2 Denies child's request:  
a. without qualification.  
b. with criticism. May give explanation.

No, not now.  
Go away and don't bother us.  
Can't you see we're busy talking now?  
We're talking and it's rude to interrupt.

Ignores child's request and apologizes to guests in a way which belittles child.

Don't mind Junior, he loves to talk.

11. I only picked a few. I thought it was all right.

+2 Accepts child's feelings and action without qualification.

Of course it's all right.

+1 Accepts child's implied feelings (wish to pick flowers) -- with qualification: explanation about picking flowers -- by:

a. admiring the flowers.

The flowers are very pretty, but we shouldn't pick them. They aren't ours.

b. offering alternative place to pick flowers.

Those are the neighbors' flowers; you can pick the ones in our garden.

c. explaining how they can be enjoyed in the garden.

Yes, it's all right, but only certain ones.

I'll show you the ones you can pick.

Flowers die quickly when they are picked. If we leave them in the garden we can enjoy them for a long time.

Accepts child's implied feelings by direct reassurance or by a., b., or c. above, with qualification: explanation that permission should be asked first.

It really is all right, but some I don't want picked, so will you ask me next time?

They're very lovely; but next time ask first.

This time is excused, but please ask me next time.

0 Accepts child's implied feelings by a., b., or c. above, but denies reassurance.

No dear, it isn't all right; they aren't ours. You can pick the ones in our garden.

Ignores or denies request for reassurance but explains that permission should be asked first.

Those belong to someone else and you have to ask if you can pick them.

It would be better to ask if it's all right.

No, I've been saving those. After this ask me.

11. (continued)

0 Gives direct reassurance but prohibits further picking.

That's o.k. this time, but don't pick any more.

Gives direct reassurance but requires apology to owner.

They aren't ours. Come with me while I apologize to Mrs. Smith; she'll understand.

-1 Ignores child's feelings and disapproves of action with qualification:

a. explanation why flowers should not be picked.

Those aren't our flowers and you shouldn't pick them.

Those aren't supposed to be picked.

It's against the law to pick flowers here.

Those shouldn't be picked. But since you did we'll keep them.

b. grudging permission to keep those which have been picked.

Those are ours and we want them to stay in the garden. You may take those but please don't pick any more.

-2 Rejects child's feelings and disapproves of action:

a. without qualification.

I don't want you to pick flowers.

b. with criticism. May give explanation.

No, it isn't all right. You know better than to pick other people's flowers.

You picked them with the stems too short.

Ignores child's feelings and demands apology.

Go tell Mrs. Bryan you're sorry.

12. Tell her to go home. I don't want to play with her.

+2 Complies with child's request without qualification. Accepts child's feelings explicitly or implicitly; may show consideration for feelings of other child as long as no criticism is implied.

You don't need to play with her. (to other child:) Maybe you'd better go home now; come back later.  
(to other child:) Mary would rather play by herself today. She'll come get you when she wants to play.

+1 Complies with child's request with qualification:  
a. Modifies child's feelings (e.g., says they are temporary) or ignores them, in making explanation.

Jane is feeling cross and doesn't want to play now. She'll want to play later, though. Susan hasn't had her nap yet. After a while she can come out to play.

b. Praises other child in a way that might imply criticism of child.

O.K., maybe you'll feel more like playing later. It was so nice of Patty to come over.

Accepts child's feelings but denies request: indicates that child must explain to other child herself.

If you don't want to play with her you'll need to tell her that.

0 Accepts child's feelings but denies request: non-critically provides activity for other child.

She made the trip to see you. I'll find something for her to do and if you want to play later you can.

You don't need to. I'll have her visit me for awhile.

Ignores child's request, shows concern only for other child, without implying criticism.

(to other child:) How are you today, Janie?

12. (continued)

- 0 Seeks cause of child's feelings.      Why don't you want to?  
Have you been fighting about something?
- 1 Ignores child's request and  
child's feelings:  
a. Non-critically urges  
friendly play.      Let's all play together.  
She just wanted to know if you'd like to  
play with her in her wagon.  
She is the nice little girl from next door.  
I think it was very nice of her to come.
- b. Apologizes to or praises  
other child in a way that im-  
plies criticism of child.
- 2 Denies child's request with  
criticism or sarcasm.      That isn't a nice thing to say.  
Maybe she came to see me and doesn't want to  
play with you at all.
- Denies child's feelings.      Of course you want to play with her.

13. He's a crybaby, isn't he? I didn't cry.

+2 Explicitly accepts child's expressed feelings that he didn't cry, without qualification.

You didn't cry, did you?  
Yes, you were a brave boy.  
He must learn not to cry, like you.

+1 Explicitly accepts child's expressed feelings that he didn't cry, with qualification:

- a. Explains that crying is all right sometimes.
- b. Explains non-critically why other child is crying.
- c. Suggests helping other child.

That's right, you didn't. Sometimes people do, though, and that's all right too.  
No, you didn't cry. But he feels bad and needs to cry a little.  
That's fine, but now let's do something so he'll stop crying.  
No, you didn't cry. Why don't you help your friend?

0 Ignores child's expressed feelings:

- a. Makes a non-critical, factual explanation which includes no comparison of the children.
- b. Seeks cause of other child's behavior, without criticism.

It's all right to cry. Sometimes people need to cry when they're hurt.  
Maybe he's crying because he's hurt.  
Why is he crying? Did he hurt himself?  
Let's find out what the trouble is.  
What happened? Maybe he had a reason to cry.

13. (continued)

-1 Makes an explanation which rejects child's expressed feelings:

a. Makes a comparison of the children, thus minimizing child's achievement in having not cried.

b. Disagrees with child's evaluation of other child, with explanation.

c. Blames child for other child's crying, with explanation.

You weren't hurt as much as he was.

You cried when you were hurt too.

Some people cry easier than others. We all cry sometimes when we're hurt.

He's not a crybaby. He just needs to cry when he's hurt.

We all cry when we feel bad, but that isn't being a crybaby.

You hurt him, that's why he's crying. Most people cry when they're hurt badly.

-2 Rejects child's feelings without qualification:

a. Disagrees with child's evaluation of other child.

b. Blames child for other child's crying.

c. Criticizes or ridicules child.

He's not a crybaby.

You hit him too hard and hurt him; that's why he's crying.

What a nasty thing to say!

Sometimes you're a crybaby too.

14. I don't want to go to bed. He doesn't have to go to bed yet.

+2 Accepts child's expressed feelings by compliance with child's request without qualification. (May indicate that compliance is temporary.)

All right, five more minutes.  
O.K., you can stay up till the program is over.

+1 Accepts child's expressed feelings -- with qualification: explanation about bedtime --:

a. explicitly.

I know you'd like to stay up, but it's bedtime now. He's older and goes to bed a little later.

b. by temporary compliance with child's request.

Just five more minutes, then. He needs less sleep than you do.

c. by promising future fulfillment of child's request.

When you're as big as he is you can stay up later too.

d. by pointing out that other child used to go to bed early or will go to bed soon.

He had to go to bed at the same time when he was your age.

e. by offering compensatory attention to child.

If he were your age he would be.

He'll be going to bed, too, in a few minutes.

He goes to bed a little later. I'll tell you a story as soon as you're ready for bed.

0 Initially denies child's request, but accepts child's feelings by a., b., c., d., or e. above.

No, it's bedtime for you now. When you're a little older you'll be able to stay up later too.

Ignores child's feelings, makes a factual explanation that increased age results in increased efficiency or in less physical need for sleep.

He takes less time to get ready, so he doesn't need to start as early.  
He's older and needs less sleep than you do.

14. (continued)

- 1 Rejects child's expressed feelings with qualification:
- a. explanation in terms of age or size only, which emphasizes the child's being littler and/or less privileged.
  - b. explanation in terms of time only.

You're too little; he's bigger and can stay up longer.  
Your brother is older and can stay up later.  
Eight o'clock is your bedtime and nine o'clock is his. It's now eight o'clock.

- 2 Rejects or criticizes child's feelings without qualification.

You know perfectly well it's your bedtime.  
Stop fussing and go to bed.

15. I don't want to eat this.

+2 Accepts child's expressed feelings without qualification. (Acceptance may take the form of offering alternative food.)

O.K., you don't need to eat it.  
If you are finished you may leave the table and play.  
(Ignore and don't urge.)  
Would you like some vegetable soup?

+1 Accepts child's expressed feelings with qualification:

a. Encourages child to eat some but clearly indicates that she may leave the rest or that she need only taste it.

You can taste it to see if you like it.  
I guess you're not very hungry. You could just eat part of it.  
Take one more bite, then you are done.  
Eat what you can and leave the rest.  
Just taste it, then.  
You don't have to, but I think you'd like it if you tried it.  
O.K., you don't have to. We like it, though.

b. Explicitly accepts child's feelings, but encourages child to try it.

0 Ignores child's expressed feelings: encourages child to eat as much as possible, to eat it because it is good for her, or assures her that she will like it.

Try it and eat as much as you can.  
You can eat some of it. We all like it.  
Try some because that food is good for you.  
Taste it; I'm sure you'll like it too.

Initially ignores child's feelings and urges compliance, adding acceptance of child's feelings.

But it's so good for you -- leave it alone then.  
But you like that food. Well, you can leave it this time.

15. (continued)

-1 Rejects child's expressed feelings  
with qualification: explanation.

That food is good for you and you need to  
eat it.  
Don't act that way. You need to eat that to  
make you grow.

-2 Rejects, denies or criticizes  
child's expressed feelings  
without qualification.

Eat that immediately.  
Of course you do.  
Stop acting that way.

Threatens punishment.

If you don't finish your dinner you can't  
have any dessert.  
All right, but then you won't get any ice  
cream.

16. I don't want her to have a turn.

+2 Accepts child's expressed feelings without qualification. (May indicate that compliance is temporary.)

All right, you swing as long as you want. O.K., call her when you're through swinging. I know you don't. Suppose you swing a little longer and finish your turn.

+1 Accepts child's expressed feelings -- while explaining that turns are necessary --:

a. explicitly.

I know you don't want her to, but the swing is for everyone.

I'm glad you like it that much, but other children like to swing too.

b. by temporary compliance with child's request.

It's her turn now, though. I'll give you one big push first.

c. by promising another turn soon.

If you let her swing now I think she'll push you later.

We always take turns. You may have another turn when she is through.

d. suggesting another activity to child as compensation.

Maybe you could push her for awhile.

She'd like to swing too. Would you like to play in the sandbox?

If you let her swing for a little while then we'll take a walk.

0 Ignores child's expressed feelings: makes a non-critical, factual explanation.

Well, we have to take turns. There's only one swing.

We have to share the swing.

16. (continued)

-1 Rejects child's expressed feelings with qualification: explanation which is critical and/or stresses the rights of the other child.

Don't be rude. We all have to take turns. But you've been swinging a long time and must learn to share your things. You mustn't act that way. You'd want her to give you a turn. We should give her a turn after she came to visit you.

-2 Rejects, denies or criticizes child's expressed feelings without qualification.

Don't talk like that. It's her turn now. Get off that swing this instant. She can have a turn just as well as you can. Oh, I'm sure you want her to. If you can't take turns you can't play here any more.

Threatens punishment.

17. The baby took my doll.

+2 Accepts child's implied feelings by promising immediate return of the doll. (May tell baby to return it.) Implies active adult support or assistance.

She'll give it right back.  
I guess she likes it too -- but I'll get her doll for her to play with.  
Let's find her a doll and you can both play.  
She's too little to understand that this one is yours.  
You get her doll and then I'll help you get yours back.  
(to baby:) Give Sally back her doll.

+1 Accepts child's implied feelings with qualification:  
a. Suggests a way for child to get doll back, without offering active help.  
b. Explicitly promises return of doll after a short interval.

Find her something else to play with and she'll give it back to you.

She just wants to hold it a little and then she'll give it back to you.  
She'll give it back after she's played with it a little.

0 Ignores child's implied feelings:  
a. Suggests cause of baby's behavior.  
b. Suggests cooperative play.

She likes the doll very much, just as you do.  
She just wants to hold it for awhile.  
She's too young to know it's yours.  
Maybe you can both play with the doll.

Seeks cause of child's feelings.

Didn't you want her to?  
Is there something wrong with that?  
Let her have it a few minutes, and then she'll give it back.

Stresses desirability of child's giving in, but explicitly promises return of the doll.

17. (continued)

- 1 Rejects child's implied feelings with qualification:
- a. reassurance.
  - b. conditional stress on giving in to the baby.
  - c. positive encouragement.
  - d. suggestion of alternative activity for child.

Let her have it. She won't hurt it.  
She'd like to play with it; if you aren't playing with it we'll let her use it.  
It will be nice for you to share with your sister.  
Let her play with it; you can play with your truck.

- 2 Rejects child's implied feelings without qualification.

Let her have it.  
What am I supposed to do about it?  
We must let her have things because she is so much littler.

18. I can wet my bed if I want to. He wets his bed.

+2 Explicitly accepts child's expressed feelings without qualification.

Yes, it's all right if you want to.

+1 Accepts child's expressed feelings ---with qualification: explanation about age difference --:

a. explicitly, or reassuringly.

Well, you've learned not to. I know sometimes you might forget, though. You can if you want, but you don't need to. He's littler and can't help it.

b. by non-critically offering an opportunity for some babying from the adult.

It's not really a matter of wanting to; he can't help it. But there are things you can do like he does; I can dress you and take care of you sometimes, when you want me to. He just hasn't learned not to yet. Come let me tuck you in bed and tell you a story.

c. by non-critically praising and strongly supporting more mature behavior.

You're a big boy now, and when he is big like you he won't need to wet his bed any more. He'd really like to be able not to, like you.

0 Ignores child's expressed feelings:

a. Makes a non-critical, factual explanation about age difference.

Your body has grown enough to stop wetting the bed; his hasn't.

He wets his bed because he's so little.

You're a big boy and have learned not to wet; he is little and hasn't.

b. Non-critically encourages child not to wet in future.

Try to remember to go to the bathroom in time.

c. Changes the subject.

Would you like to help me change the sheets?

18. (continued)

-1 Rejects child's expressed feelings with qualification: Makes an explanation which is critical or in which the emphasis is on excusing the other child only.

He's learning not to as you were at his age.  
Now you should know that you shouldn't.  
He is younger and hasn't learned, but you are older and should know better.  
He doesn't want to wet the bed and is trying not to.  
He can't help wetting his bed, and he doesn't do it all the time anyway.

-2 Criticizes or denies child's expressed feelings without qualification.

You're too big to do such a thing.  
Don't be such a baby.  
Just because he wets his bed is no reason for you to.  
Of course you don't want to do that.  
Then we'll have to treat you like a little boy too. If that's what you want, go ahead and do it.

Threatens punishment.

19. Don't spank me. I won't do it again.

+2 Accepts child's feelings by giving reassurance without qualification and/or by explicitly accepting child's promise.

What you did doesn't deserve a spanking. I'm glad to hear you won't do it again.  
I won't spank you.  
Of course you won't. Now tell me why you did it.

+1 Accepts child's feelings by giving explicit or clearly implied reassurance, with qualification:  
a. explanation attempting to modify child's behavior.

All right, I won't. But try to remember not to do that again.  
I won't spank you. But please remember that's a dangerous thing to do.  
I just want to talk to you a minute.  
All right then. Let's see if you can be good.  
You try very hard not to do it again, then.

b. conditional acceptance of child's promise.

0 Ignores child's feelings, makes an explanation attempting to modify child's behavior.

That was a dangerous thing you did and I want you to be careful.  
Come here and let's talk about it.  
Be sure it doesn't happen again.

Reassures child but promises or implies future spanking.

I won't spank you this time, but if it happens again I'll have to.  
I won't this time, but don't let it happen again.

Asks for repetition of child's promise.

You're sure you won't?

19. (continued)

- 1 Ignores child's feelings and promises or implies future spanking.

If you do it again I'll have to spank you.

Implies present spanking but accepts child's promise for the future.

I'm sorry, but I asked you not to do that. I think next time you'll know that it just wasn't a good thing to do.

- 2 Rejects child's feelings:  
a. Explicitly rejects child's promise.  
b. Promises or clearly implies present spanking.  
c. Promises more severe punishment in the future.

You always say that, but you never mean it. You have said that before, and you must learn that you can't do that.

I have to spank you. I warned you.

If it ever happens again, you'll get twice as hard a spanking.

20. Don't go out tonight. Stay home with me.

+2 Complies with child's request without qualification. (May indicate that compliance is temporary.)

All right, we'll stay home tonight. I'll read you a story before we leave. We'll stay and talk to you for five more minutes.

+1 Accepts child's feelings:

a. explicitly,

I know you'd like us to stay -- we'll be back soon.

b. by any two of the following:  
assuring parents' return;  
assuring parents' affection;  
providing substitute attention of baby sitter; promising future parental attention,

We love you, but we have to go now.

We'll be back as soon as you're asleep. We're going next door and Grandma is staying with you. When you wake up we'll be home again.

Jane will read you a story before you go to sleep, and tomorrow night we'll stay home with you.

c. by assuring child that parents will be available if needed,  
.....with qualification: explanation that parents must go out.

We won't be gone long, and if you go to sleep now we'll have lots of fun together tomorrow.

We have to go out, but we'll leave our phone number and you can call us if you really need us.

0 Explains that parents must go out and/or gives brief reassurances.

We have to go out; the baby sitter will be downstairs.

We'll be back soon.

Someone else is staying with you tonight. The sitter will read you a story as soon as we go.

20. (continued)

We're just going to a movie; we'll tell you about it tomorrow.

Criticizes or denies child's feelings, but adds any two of the types of reassurance (see b. under +1) (or c.).

Don't act that way now; we won't be gone long, and Grandma is here with you. You know you don't mind staying here alone; we'll be back soon and we'll stay home with you tomorrow night.

-1 Rejects child's feelings critically, with qualification: explains that parents must go out or gives brief reassurance.

We told Mrs. Brown we'd come over. You go to sleep.  
Don't act that way; we're just going to the movies.  
Please don't make a fuss now; we won't be gone very long.

-2 Criticizes or denies child's feelings without qualification.

Go to sleep and don't be a baby.  
You're not afraid to be here without us.

21. Let's take the baby back. I don't want a new baby sister.

+2 Explicitly accepts child's expressed feelings without attempt to change them. (May interpret feelings; may offer support and comfort,)

I know you don't like her.  
It isn't much fun having a baby who takes all of Mommy's time, is it?  
She isn't much fun now, is she? You can help me take care of her and before long she'll be old enough to play with you.

+1 Accepts child's expressed feelings with qualification: suggests possibility of future modification of feelings.

I know you don't like her now. Maybe you will later.  
Well, after we get used to her we might like her quite a bit.

Accepts child's feelings:

a. by any two of the following: assuring parents' affection; assuring child that he used to be a loved baby; suggesting that baby will have more appeal later; gives or promises child the opportunity to participate,

b. by promising child some attention all to himself, ...with qualification: ignores or denies child's request.

We love you too, dear, and in a while you can help me with her.  
Come sit by me and help me hold the bottle.  
Did you know you were just that small once, and you ate that way?  
We can't take her back. When she gets bigger you'll be able to play with her. Would you like to hold her?  
In a minute I'll put the baby down and then I want to see that house you're building.

0 Implicitly accepts child's feelings but assures future modification of feelings and implies that they are unreasonable.

She's really very nice and you will like her soon.

21. (continued)

Offers supportive explanation or attention which is primarily centered in terms of the baby (and which does not meet criteria of a. under +1).

Seeks cause of child's feelings.

Offers supportive explanation or attention but implicitly denies child's feelings.

-1 Implies undesireability of child's feelings by suggesting desirability of the feelings held by others.

-2 Rejects child's request without qualification.

Criticizes or denies child's expressed feelings.

Come sit by me and help me with her. You can help dress her and feed her and help mother a lot. I don't think you've held the baby yet, have you?

We can't take her back. Why don't you want a new baby sister?

We all love our baby and since you're her big brother I bet you can really help take care of her. Come help me feed her the bottle.

We all like her very much, and I think she would like to stay here with all of us. Baby sister likes you. She's happy to have a brother.

We can't take the baby back; she belongs to us.

What an awful thing to say! Of course you want a sweet little sister.

22. Can I saw too?

+2 Complies with child's request without qualification. (May provide smaller saw if no initial denial or mention of child's inability to use the big saw is made.)

All right, you can help me do this.  
Let's get your little saw and some wood for you.

Yes, but we'll get you a smaller saw.

+1 Complies with child's request with qualification:  
a. postponement to a definite time.  
(Must be worded positively.)

You can as soon as I finish sawing this log.  
Yes, I'll show you how I do it now and then we'll let you try it.

b. explanation that saw is too big, with provision of a smaller saw.

Only grownups can use this saw -- where's your saw?

This saw is too big, but maybe we can find a small one for you.

c. provision of alternative activity which is explicitly helpful to adult, or which clearly offers participation with adult.

This wood is too hard for you to saw, but I'll fix some for you to hammer.

This saw is too big, but I'll need to have you help me carry the wood.

Let's get your hammer and nails, and you can help me that way.

0 Initially denies child's request, adding promise of compliance or provision of alternative activity.

No, I don't have a saw you can use;

I'll buy you one next time I'm in town.

No, sawing's too hard. You could get your hammer.

Initially stresses adult busyness

This wood is too hard for you to saw. Wait

22. (continued)

or makes explanation that the saw is too big, adding an implied promise which emphasizes the need for the child to wait.

Puts off child's request non-committally: postponement to indefinite time.

Suggests alternative activity which does not offer participation with the adult.

-1 Denies child's request with qualification: non-critical explanation.

-2. Denies child's request without qualification, or brief and belittling explanation.

till I have finished this and I'll see what I can find for you.  
Let me finish doing this first.

Later.  
Some other time you can.

Why don't you get a doll to play with?

You just watch, otherwise you might hurt yourself.  
No, this work is too hard for you.

No, I'm sorry.  
Don't bother me now, I'm busy.  
You're too little.

23. Don't let her hit me.

+2 Complies with child's request without qualification, explicitly offering adult protection. May express compliance through clear criticism to other child.

I won't let her.  
Mother will protect you.  
(to other child) We don't hit people!

+1 Complies with child's request with qualification: adult protection is implied, by means of reassurance.

She isn't going to hit you.  
I don't think she will.  
She won't; why don't you talk to her and find out what's wrong?

0 Implicitly denies child's request but suggests technique for child to use.

Hit her back.  
Tell her not to hit you.

Non-critically seeks causes of the situation.

Let's find out what's wrong.  
Why does she want to hit you?  
Tell me what happened.

Offers conditional reassurance to child.

I don't think she will unless you've made her very angry.

Implies that both children are at fault.

Why don't you both play nicely and stop hitting each other?

Changes the subject.

Let's all go get some cookies.

23. (continued)

-1 Implicitly denies child's request:  
implies that child is at fault,  
without direct criticism.

What did you do to her?  
Did you hit her first?  
Did you do something to make her angry?

-2 States that child is at fault.  
Denies or criticizes child's re-  
quest without qualification.

She wouldn't want to if you hadn't hit her  
first.  
Look out for yourself.  
Oh, don't be such a baby.

24. I want to play my drum now.

+2 Accepts child's expressed feelings without qualification.

O.K., go ahead.  
Shall we have a parade?

+1 Accepts child's expressed feelings:  
a. explicitly,

I know you do, but we're still sleeping.  
That drum is fun to play with, but it's bedtime for all of us now.

b. by postponing activity to a definite time, (Must be worded positively.)

It's bedtime now; you can play your drum in the morning.

c. by proposing alternative location for activity,

We're sleeping now; after breakfast we'll all have a parade.

d. suggesting another activity to child as compensation.

You can play outside if you like.  
Let's read the funnies together now.

Either continued adult attention must be included or there must be postponement to a definite time promised,

Mommy's still asleep.  
Well, right now we have something else to do.  
I'm tired and want to sleep now. Why don't you play with your blocks and after breakfast we'll have a parade.

...with qualification: explanation that activity is denied now.

0 Initially denies or criticizes child's request, adding promise of compliance or provision of alternative activity.

You can't play now, it's bedtime. It will have to wait till morning.  
You need to think of others when playing a drum.  
You can play it when everyone is awake.  
You'll have to wait till everyone is up to play your drum.

Makes an implied promise which emphasizes need for the child to wait.

24. (Continued)

Suggests alternative activity which does not include continued adult attention, and adds no promise of compliance.

Puts off child's request non-committally: postponement to indefinite time.

-1 Rejects child's expressed feelings with qualification: non-critical explanation.

-2 Rejects child's feelings:  
a. without qualification  
b. with criticism. May give explanation.

Threatens punishment.

I need to sleep and I can't with all that noise. Find a book to read.  
Find something else to do for a while.

We're sleeping now; you'll need to wait till later.

It's bedtime; we don't play drums now.  
I have a headache and wish you wouldn't.  
No, not now; we're sleeping.

No, stop it!  
Stop that noise. Can't you see Daddy is sleeping?

If you don't stop it I'll have to take the drum away from you.

25. He tried to take my wagon so I hit him.

+2 Accepts child's implied feelings, and action, without qualification. May express acceptance by speaking to other child, supporting the action.

I guess you didn't want him to do that. He made you mad, didn't he? You were right in hitting him. That's Sue's wagon and she doesn't want you to take it. Find something else to play with, Mike.

+1 Accepts child's implied feelings (must mention feelings) with qualification:

a. proposes alternative way of expressing feelings,

b. disapproves of action,

Implies acceptance of child's feelings by suggesting a substitute for other child.

Could you have told him some other way? Hitting isn't a good idea. Tell him you don't want him to have it. We don't hit people even if we don't like what they do. I know he made you mad, but I can't let you hit him. Let's see if we can find him another wagon. He only wanted to see how yours works. I'll get his and you can both ride your wagons.

0 Ignores child's implied feelings:

a. Attempts to initiate cooperative play.

b. Criticizes other child's action but suggests another techniques for him to use.

Why don't you both play with it? He would like to use it too; could you use it together? Jimmy, ask for the wagon instead of grabbing

25. (continued)

-1 Rejects child's implied feelings with qualification:

a. Makes conditional suggestion that child give up wagon.

b. Criticizes other child's action.

Ignores child's implied feelings and gives reason for other child's action.

Ignores child's implied feelings and criticizes action with qualification: attempts to initiate cooperative play or makes conditional suggestion that child give up wagon.

-2 Rejects, criticizes or denies child's feelings.

Criticizes child's action without qualification.

You might let him have the wagon if you're through with it.

It would be nice if you would let him use you wagon. He doesn't have one. Maybe next time he'll ask to use it and you'll be glad to share it with him.

I guess he wants to play with it for a while.

Hitting's not nice. Why don't you take turns? You shouldn't have hit him. If you let him have the wagon, you could swing for a while.

Let him have the wagon. You don't need it. You didn't mean that. Of course you'd like to share it with him.

That wasn't nice of you. We mustn't hit other children.

26. Go away. I hate you.

+2 Explicitly accepts child's expressed feelings without qualification.

I guess you're pretty mad at me.  
I was pretty unreasonable, wasn't I?  
I'm sorry.  
I know many times a person feels that way.

+1 Explicitly accepts child's expressed feelings with qualification:

a. suggestion that feelings are temporary.

b. suggestion of activity to conciliate child.

c. explanation about situation that caused feelings.

I guess you'er pretty mad now. You'll feel better later on.  
I guess what I did made you mad. Shall we go to the zoo this afternoon?  
That's all right. I'm going for a walk now, though, and you may come if you like.  
I know you get mad sometimes, but we all need to do things we don't like to do at times.

Implicitly accepts child's feelings by compliance with child's request without qualification.

(Walks away, says nothing.)  
All right, I'll go away.

0 Changes the subject with suggestion of activity to conciliate child.

Let's go for a walk and get an ice cream cone.

Seeks cause of child's feelings.

Why?  
What did I do?

Neither accepts nor rejects child's feelings: gives reassurances.

I don't hate you, though.  
Now honey, I won't hurt you.

26. (Continued)

Complies with child's request with comment which could be positive or negative depending on tone of voice.

All right, I'll go away. You come to me when you feel differently.

- 1 Denies or criticizes child's feelings with qualification:
  - a. redefinition of feelings.
  - b. suggestion of activity to conciliate child.
  - c. explanation about situation that caused feelings.

You're mad at me, but you don't really hate me. I don't think you really mean that. Let's see if we can find a book to read. It isn't nice to say you hate people. I guess I made you mad, though.

- 2 Denies or criticizes child's feelings without qualification.

Of course you don't. No you don't. You're just trying to get your own way. What a thing to say to me!

27. I want a cookie.

+2 Complies with child's request without qualification.

Certainly.  
They're in that jar.

+1 Complies with child's request with qualification:  
a. postponement to a definite time. (Must be worded positively.)  
b. proposes immediate alternative.  
  
c. stated 'qualification'.  
(Compliance is grudging in some way.)

After dinner you can have one.  
  
It's too close to dinner. Would you like a carrot?  
We haven't any, but we can make some.  
O.K., but only one. It's too near dinnertime.  
Yes, if you will say please.

0 Both complies with and denies child's request:  
a. Initially denies child's request, adding a promise of compliance.  
b. Makes an implied promise which emphasizes need for child to wait.

No, not now. You may have one for dessert.  
  
It's almost dinnertime. You'll have to wait till then.

Puts off child's request non-committally: postponement to indefinite time.

Not now. Later you can.

-1 Denies child's request with

No, it's too near dinnertime.

27. (Continued)

qualification: non-critical  
explanation.

It'd spoil your appetite.  
We don't have any cookies.

- 2 Denies child's request:  
a. without qualification.  
b. with criticism. May give  
explanation.

No, you can't have a cookie.  
Don't bother me now.  
You know perfectly well we don't eat  
cookies just before dinner.

28. The other girls won't play with me.

- +2 Accepts child's implied feelings  
(desire to get in group):
- a. explicitly, offering sympathy.
  - b. by offering support: a suggestion to help child get in group.

And you'd like them to, wouldn't you?  
I'm very sorry.  
Well, let's find out why. I'll come  
with you while you ask them.  
Let's go out and see what they are  
playing.  
Why don't you show them your new game?  
You go tell them I said they should play  
with you.

- +1 Accepts child's implied feelings  
with qualification by:
- a. offering substitute companionship.
  - b. by offering a suggestion to help child get in group while non-critically implying that the child is at fault.
  - c. by clearly criticizing the group's attitude or adopting 'sour grapes' attitude -- not supportive sympathy.
  - d. offering suggestion to help child get in group soon.

Let's us play something together.  
Bobby and Pat are playing next door  
and I'm sure they'll play with you.  
Maybe if you'll go and play what they're  
playing now they'll come and play what  
you want to play another time.

They should be ashamed of themselves.  
Never mind, they're mean old things.

I'm sure there's some game you can all  
play together. Let's wait till they're  
finished with this one.

28. (continued)

- |                                                                       |                                                                                                                      |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 0 Suggests alternative activity which does not include companionship. | Could you play something else?<br>Why don't you play with your doll house for a while?                               |
| Non-critically seeks or suggests cause of group's behavior.           | Why not?<br>I guess they're playing a game for just three people.                                                    |
| -1 Implies that child is at fault, without direct criticism.          | Did you do something they didn't like?                                                                               |
| Criticizes or states that child is at fault but offers support.       | Maybe they don't like the way you play.<br>I think they'd like to have you help them build blocks when they come in. |
| -2 States that child is at fault.                                     | If you were nice to them they would.<br>What did you do to make them mad?                                            |
| Rejects or criticizes child's feelings without qualification.         | Don't come whining to me. It's not my fault.                                                                         |

APPENDIX C. The Teacher Rating Scale

This is part of a research project in child development. You are requested to rate, on each of the thirteen traits which follow, each of the student teachers who have worked with you in the nursery school this year.

Each trait is a continuum, divided into five sections. The center position and the two end positions are characterized in brief statements; the two positions not so characterized are to be considered intermediate.

For each trait, put an "X" within the section of the line which most accurately indicates the student's most frequent type of response to children in the nursery school. If the student's responses to children have changed during the semester, rate her in terms of her responses at the end of the semester.

Date \_\_\_\_\_ Name of rater \_\_\_\_\_ Name of student \_\_\_\_\_

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1. Is able to see situations as child does. More concerned with child's feelings than his actions. Sometimes is able to see situations as child does, at other times is more concerned with child's actions than his feelings. Ignores child's view of situations. More concerned with child's actions than his feelings.

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2. Judges in terms of good and bad children rather than in terms of desirable and undesirable acts. Sometimes judges in terms of good and bad children, at other times in terms of desirable and undesirable acts. Judges in terms of desirable and undesirable acts rather than in terms of good and bad children.

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3. Ignores causative factors in child's reactions. Is partly able to see child's reactions in terms of causes. Sees child's reactions in terms of causes.

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4. Fails to take appropriate action to meet child's needs. Sometimes takes appropriate action to meet child's needs, at other times fails to do so. Takes appropriate action to meet child's needs.

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5. Recognizes each child as unique, and respects and welcomes individuality. Recognizes, respects and welcomes individual differences only to a limited degree. Fails to recognize individual differences. Does not respect or welcome individuality.

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6.	Values child's work in terms of its meaning to the child rather than to the adult.	Sometimes values child's work in terms of its meaning to the child, at other times in terms of its meaning to the adult.	Values child's work in terms of its meaning to the adult rather than to the child.
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7.	Mistakes and misinterprets a child's feelings in a situation.	Has partial success in identifying a child's feelings in a situation.	Is able to identify correctly a child's feelings in a situation.
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8.	Overlooks cues to a child's feelings; fails to recognize feelings until they become very obvious.	Misses minimal cues, but begins to recognize a child's feelings before they have become <u>very</u> obvious.	Recognizes minimal cues to a child's feelings, quickly and before they become very obvious.
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9.	Relationships with children are characterized by feelings of mutual dissatisfaction.	Some relationships with children are characterized by feelings of mutual satisfaction, others by dissatisfaction.	Relationships with children are characterized by feelings of mutual satisfaction.
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10.	Is cool and detached, does not show liking for children.	Shows some warmth, but sometimes is cool and detached.	Shows warmth toward and liking for children.
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11.	Is sought out by children.	Is ignored by children; children seem generally unaware of her existence.	If rejected by children.
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12.	Does not share sympathetically <u>with child in joy, distress, etc.</u>	Sometimes shares sympathetically <u>with child</u> ; may respond <u>with</u> in some types of situations but not in others.	Is sympathetic and sensitive; responds <u>with child in joy, distress, etc.</u>
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13.	Is able to think clearly, richly, in well-organized fashion about the total personality structure of a child.	Thinks with some clarity and organization about the personality of a child, but misses some parts of the total picture.	Thinks vaguely, sketchily, one-sidedly about the personality of a child.
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Approved Walter P. Davis

June 4, 1954



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