

Program
RD3

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Continuation page

Progress Report

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A. 4.1 Comprehensive Progress Report:
SEPARATION-ADAPTATION PHENOMENA IN RESPONSE TO NURSERY SCHOOL ENTRY

a. Period: January 1, 1969 to December 31, 1969.

b. Summary: A method was established to assess distress by measuring changes in scoring of attachment (A) and exploratory (E) behavior. This method was used to examine children's AE behavior six months, three months and a few days before, and again on the first, third, eighth, fifteenth and ninetieth day after nursery school entry with and without mother. All children showed some distress upon adaptation-separation as demonstrated by increased A and/or decreased E scores. Return to pre-entry scores of AE behavior indicated adaptation and decrease of distress. Younger children were found to have higher E and lower A scores than older children before entry but reacted with greater distress as reflected in lowering of E and increase of A scores. Maternal attitudes: Response of teachers and mothers in terms of the child's increased need for mothering (Attachment) during the period of adaptation-separation was significant. Children of mothers who made a successful effort to meet increased A needs made a better adaptation than children of mothers who failed to respond. Mother's presence at nursery school entry eased distress and facilitated adaptation. Too early removal of the mother, less availability of mother at home or other separations (father, housekeeper) increased the distress considerably sometimes to pathological levels.

c. A pilot study by van Leeuwen (1969) documented many different types of reactions to separation of child from mother upon nursery school entry. Results showed that adaptation to nursery school contrary to our social expectations does not follow an orderly pattern and children vary greatly in their ability to cope with this new experience.

The cultural push is for children to enter school at increasingly earlier ages. This emphasis on early independence in our culture is motivated necessarily by larger and larger numbers of mothers working or socializing outside the home and increasingly greater involvement of mothers away from their children. In the same vein, some of the current popular educational theory holds that starting academic school at age 6 or withholding academics after age 2 or even earlier, may be wasting many years when the child's potential or readiness for learning is at a peak. The question then arises, in view of the studied reactions to separation from mother at early ages, both in human and animal infants, if perhaps this imposed early push towards independence and separateness is actually beneficial to children, as is commonly believed. Further investigation is needed to better understand separation-adaptation phenomena at nursery school entry to institute procedures which minimize trauma and promote a successful school situation.

According to Kaufman (1967), presence of the mother is comforting to the monkey infant and separation is followed by either a withdrawal to conserve energy and avoid injury or an agitated increase in physical activity calculated to regain comfort or remove distress. Agitated searching, calling, decreased peer-directed behavior, deep depression and penis sucking occur. These separation patterns are what he terms distress reactions organized around a comfort-distress dimension.

If peer alliances can form successfully only when maternal ties are weakened (Harlow 1966) in a rather orderly pattern of lessening dependence, then there must be crucial points in the child's development (Mahler 1965, 1968) at which he is capable of coping with the enforced separation and required greater social development demanded by nursery

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school. Behavioral disturbances of clinging, repeated physical contacts with mother upon threat of her departure, frequent seeking of sight of mother, all of which we term attachment behavior, indicate difficulties upon nursery school entry.

As Jensen and Bobbitt (1963) imply, emancipation from the monkey mother is dependent upon the augmenting activity level of the developing child which permits him to wander increasingly further from mother and also on mother's growing encouragement of exploration of his environment. Therefore, readiness to separate from mother, a requirement for successful nursery school experience, should be indicated by observation of the amount of activity and extent of exploration the child engages in at nursery school entry, "exploratory behavior" (E) and the need for mother as reflected in his "attachment behavior" (A). Both positive and negative changes observed at home and in school develop as familiarity with nursery school progresses.

It is hypothesized that behavior is affected by entry into nursery school and can be measured by A and E ratings.

A. Changes in amount of A should accompany time spent in nursery school (n.s.).

1. If nursery school is a positive experience, there should be evidence of growth -- as A decreases or remains at a low level:

a. Independence - increased reliance on self for dressing, getting toys, doing things for self, ability to separate from mother, etc. should increase.

b. Exploratory Behavior - reaching out to the environment, animate and inanimate, and becoming involved with it should increase.

c. S.Q. should proceed at normal or accelerated rate.

d. Pleasure in activities should increase.

e. Interaction with Peers should increase.

2. If nursery school has a frightening component and the child is threatened by the new experience of nursery school, A should be higher after entry than at pre-entry and should progressively decrease as the new situation becomes a familiar one if sufficient mothering has been available (otherwise A may be lowered because of increased hostility or denial of needs). Negative changes should accompany period spent in nursery school, as A behavior increases or remains at a high level:

a. Somatic Expressions (appetite, sleep, control of elimination, etc. disturbances) should increase.

b. Social expressions (aggression or hostility toward peers, teachers, parents, excessive bossiness) should increase.

c. Mother-child relationship - excessive directing and demands made on mother should increase.

d. Perceptual factors - attention span, ability to concentrate, gain pleasure in activities, should change in a negative direction.

e. S.Q. (Vineland Social Maturity Scale) should proceed at below normal rate or backslide.

B. Changes in amount of E should accompany time spent in n.s.

1. If n.s. is a threatening experience for the child, his E is expected to change in level at entry from pre-entry level because of the inhibiting effect of the new situation and should return to original level as he gets familiar with n.s.

2. A relationship exists between each child's typical reaction to separation and the direction of change in E.

a. Withdrawal reaction in children to mother's immediate removal should result in decreasing E upon entry and return to pre-

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entry level as n.s. becomes familiar.

b. Overactive reacting children to mother's immediate removal should have increasing E upon entry and return to pre-entry level as n.s. becomes familiar.

Method

Subjects:

The subjects (Ss) used in this study consisted of 26 children and their mothers obtained from the waiting list of Little Village Nursery School (LVNS), Los Angeles, California. Ages of all Ss ranged from 2-11 to 4-3 at nursery school entry. All children were from similar socio-economic and intellectual backgrounds with parents of business and professional occupations.

The experimental (E) group consisted of 16 children (nine males and seven females) who entered LVNS between January 1969 and September 1969 and three children (one male and two females) who entered other nursery schools.

Each S served as his own control for measuring changes from his baseline obtained at pre-entry dates.

The control group consisted of 11 Ss, six of whom were Ss studied 3 and 6 months prior to nursery school entry, 3 Ss studied 3 months prior to nursery school entry, and 1 S studied at 3, 6 and 9 months without entry yet accomplished.

Tests:

Vineland Social Maturity Scale (VSMS) (Doll, 1965), which is administered to the mother of the child and is designed to elicit responses indicating social maturity, was used to establish developmental age and social quotient for all children. The test was also used as a structured instrument to obtain changes in achievements in self help, control of elimination, toileting habits, sociability, independence.

A modified Marschak Interaction Schedule (MIS) (Marschak, 1960) (Appendix A) was used to evaluate child-mother interaction. This test is comprised of a series of tasks each child is observed performing with his mother.

An Attachment-Exploratory Rating Sheet (A-E) (Appendix B) was devised for the purpose of rating changes in attachment and exploratory behavior at various intervals of nursery school experience. The items described in the A-E Rating sheet were obtained by comparing behavior of two extremes, the shy child (high A, low E) with the hyperactive child (low A, High E). The original A, B, C Ratings were later replaced by a low to high rating scale. Ratings of 1 to 7 (low to high) are made on items measuring A and E behavior indices.

Doll Play techniques were used to assess stage of psycho-sexual development and unconscious conflicts about separation.

Procedure:

Mothers of children on the waiting list of LVNS were asked to meet with Examiner. They were told that the present study has the purpose of studying adjustment to nursery school. Data were collected about developmental history, history of prior separations (short and long) and reactions, family constellation and history (including substitute mothers e.g. housekeepers, etc.), play groups or neighborhood play, mother's anticipations of n.s. for child and self.

The experiment consisted of 4 phases conducted at various dates according to time of n.s. entry.

Phase I. Pre-entry - Phase I was conducted prior to nursery

school entry.

Step 1 - Observations

Twenty minute observations, 10 minutes inside the classroom and 10 minutes in the playyard, were made of the (a) behavior of the child (b) behavior of the mother (c) mother-child interaction during spontaneous play and in a structured situation. Ratings by two observers were entered on the A-E Rating sheets (Appendix B) concerning hesitancy, spontaneity, radius of exploratory behavior and frequency, manner, amount of attachment to mother behavior as well as number of requests for help, approval, sharing. The amount, direction and intensity of activity was rated, the use of a transitional object, mood were noted.

Step 2 - MIS

Following the observations, the child and mother were given cards listing the tasks required in the MIS after they were asked to enter the classroom where appropriate materials (clay, blocks, puzzles) were assembled on a small table with chairs available for use. An observer was across the room, noting the behavior and child-mother interaction. Reaction to mother's leaving and changes after she left were noted and scored. This test took approximately 15 minutes.

Step 3 - Doll Play

A second observer entered the room after the MIS and invited the child to engage in doll play while mother went with a third O to another room for administration of the VSMS. The time of the doll play varied in time from 0 to 20 minutes dependent on the child's ability and desire to cooperate. Available for doll play were family of dolls, doctor and nurse, babies, household furniture including bathroom equipment, baby furniture, pets and wild animals and cars. Spontaneous play was encouraged but sometimes initial help was necessary. Notes were made on level of play, desire to play, how toys were used (naming or dramatic play), content of play. Sometimes questions were asked to elicit feelings about starting nursery school.

Step 4 - VSMS

Simultaneously, the VSMS was administered to mother. The directions were followed precisely, however, additional information was elicited about sleep patterns, toileting patterns, bedtime procedure, independence or clinging behavior, changes in family relationships to establish a baseline for anticipated changes as child advanced through initial phases of nursery school. Approximately 20 minutes was allowed to gather information for VSMS and additional information.

Phase II. Day of Entry - Phase II was conducted on the morning of the first day of nursery school. Detailed observations were recorded as in Phase I and an A-E chart made out.

Careful attention was given to noting A toward mother, teacher, peers and observed during this first day of school at which time it is customary for the mother to accompany the child to class. Also noted were any changes observed by mother in the behavior of the child, especially as it pertains to independence, self-help, sleep, eating, toileting patterns.

This examination was repeated on the third, eighth, fifteenth and nineteenth day of school. Reactions were noted to mother's leaving and reuniting with the child.

Phase III. 15 days after nursery school entry - Phase III was conducted on the afternoon of the 15th day in attendance in nursery school.

All steps of phase I were repeated again, with the exception of the MIS. Since the time the mother spends at n.s. with the child

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usually diminishes, careful attention is given to reactions of the child to school attendance, changing patterns of self-help, independence, clinging to mother, toileting, sleeping and eating patterns. Phase IV. 90 days after nursery school entry - Phase IV was conducted on the afternoon of the 90th day of attendance repeating phase III.

d. Publications: will be forthcoming in Psychoanalytic, Psychiatric and Psychological Journals.

e. Staffing:

Kato van Leeuwen, M.D., Instructor, Southern California Psychoanalytic Institute, Associate Clinical Professor of Psychiatry, U.C.L.A. Medical School; January 1, 1969-December 31, 1969.

June M. Tuma, Ph.D., Research psychologist, Assistant Professor of Psychology, University of Texas Medical Branch, Galveston, Texas; January 1, 1969-August 1, 1969 and again December 8-December 15, 1969.

Jean Roshal, Ph.D., Private Practice, Psychologist, Pre-School Compensatory Program, Dubnoff School of Educational Therapy; September 15, 1969-December 31, 1969.

Leila Beckwith, Ph.D., Medical Psychologist, N.P.I., U.C.L.A. Medical School; September 15, 1969-December 31, 1969.

Judith Dancoff, movie maker, graduate student in the department of Cinematography of UCLA; June 1969-October 1, 1969.

AERS (Attachment-Exploratory Rating Schedule)

Inventors: Kato van Leeuwen, M.D.
June Tuma, Ph.D.

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Results

1. As a group A remained the same on day 15 of nursery school as compared to pre-entry level. As a group E went down on day 15 of nursery school.
2. In correlating rank order of age with Rank order of A and E, older children (between the ages of 3.2 and 4.2 years at nursery school entry) are more attached prior to entry than the younger children (note: four of the older children had previous nursery school experience).
3. At day 15 the older children are more exploratory and less attached than at pre-entry (note: see note after 2).
4. The younger children (between the ages 2.11 and 3.2) are more exploratory and less attached at pre-entry examination.
5. At day 15 the younger children are less exploratory and more attached. This shows that nursery school affects younger children more than older in A and E behavior.
6. All children examined reached with an initial decrease of E as compared to pre-entry levels for periods of a few days to ninety days.
7. All children examined were affected by nursery school entry with reduced activity and exploration and/or increased attachment.
8. Eleven out of sixteen children had decreased, two had not changed and three had increased E rating on day 15 after entry. Five still had decreased E ratings on day 90. Three who either had increased or same ratings on day 15, had decreased E ratings on day 90, 5 had increased E ratings on day 90.
9. Ten out of sixteen had increased A ratings on day 15 of school. Seven had increased A ratings on day 90.
10. Eight children had increased reactions (R) to mother's leaving on day 15. Six had increased R at day 90.
11. In Rank Rating ease of adjustment our criteria closely paralleled our clinical impressions and separate Rank Ratings made by the teachers.
12. In most instances (nine out of twelve) R (reaction to mother's leaving) paralleled C (changes in behavior after mother leaves).
13. Out of 7 children (5 girls and 2 boys) examined 3 months and/or 6 months before nursery school entry, 5 had E which remained the same, the other two decreased. A remained the same (1) or went down (3) over this same period, except in the children who experienced ~~trauma~~ ^{trauma} after (birth sibling, one had a GU instrumentation, and one's house-keeper left). We need to examine larger numbers of children before school-entry to establish norms.
14. Three of the four children who had previously attended another nursery school demonstrated severe difficulties in adaptation, even though they did not display great attachment needs on pre-entry. The child, who adapted readily was older (4.4) had previously attended nursery school for 1½ years and entered after summer vacation. The other children attended a nursery school for 5 - 7 months. This suggests that previous nursery school experience does not necessarily facilitate separation and adaption but may serve as a deterrent. Possibly the sense of loss of the previous nursery school plays a role. Further study is required in this area.
15. Renewed separations at home (housekeeper leaving, father going away, mother away from home more) or in school produced increased

attachment and/or lower exploratory behavior in group studied - correlating with increased clinging, or increased hostility to peers at home or in school.

16. Children responded positively with increased exploration and activity, more facile peer relations and decrease of hostile behavior to increased adult interest and care when need for attachment went up.

17. Peer involvement. Out of seven children with high initial peer involvement five showed decreased peer relationships when A↑E↓. Two remained the same even when A↑, three showed increased peer participation when A↓E↑. Out of three children with initial medium peer involvement, one went up when A↑ and E↑. Two remained the same. Out of five with low initial peer involvement two went down first as E↓ and up as E↑A-, two remained the same and one went down as A↑E↓.

18. Changes in SQ Ratings as established by Vineland Maturity Scales were erratic possibly because criteria used for determining SQ do not hold true for this segment of the population and also because of variable interpretation of child's behavior by mother.

19. Changes in self help, control of elimination, sleeping disturbances have not been tabulated to date.

20. Marschak Interaction Schedule did not demonstrate a relationship between warmth and directiveness, involvement of the mother with the child, and the amount of difficulties the child experienced upon nursery school entry. There appeared to be a relationship between the mother's aptitude in meeting the child's increased need for mothering and nursery school adjustment. Those children whose mothers withdrew from the increased need for mothering had more severe and longer disturbances than those who made an attempt to meet these needs. The exact figures will be forthcoming.

21. Doll play tabulations have not been completed. Some children are only able to name objects while others get involved in dynamic play. A number of children use the doll sessions spontaneously to work through anger and distress over separation. Dynamics varied from anger over having to give up mother, the previous school or being a baby to concern over bodily injury.

22. Reliability Ratings of AE schedule are being processed. Differences in rating of observers are constantly being used to more closely define concepts.

Conclusions

Changes in A and/or E Ratings reflect stress situations as outlined in our hypothesis (see pages 3, 4, 5) accompanying time spent in nursery school. The younger children in the group (2.11 to 3.2) are more vulnerable than the older ones (3.3 - 4.6).

Children react to these new experiences by holding back, becoming less exploratory and with an increased need for attachment. Familiarization precedes and accompanies cathexis of the new environment. Cathexing, trusting the new environment takes a long time for most children. The majority still displayed distress signs after having been in school for three months. Presence of the mother does not interfere, on the contrary it facilitates cathexing school. The mother's presence is instrumental in making the transition easier in establishing a sense of trust. It gives the child an opportunity to test ego and super ego functions, the mother's smile is reassuring

"you are doing all right" or "I am glad you are happy and find pleasure in what you are doing" or "don't do that, be careful" as he checks back. The sharing of the experience with mother is important to both, it increases the emotional depth of their relationship and joy in the new experience.

Enforced separations, disrespect for the child's object need evoke difficulties in mother-child relationships (A pattern) as well in those forces directed to the outside world (E pattern).

Children behave differently in the mother's presence than without her at school during these stress periods, they seek more frequent contact often of a demanding nature. At school they seem lethargic in comparison to pre-entry examination and school visits, they do much observing of other children especially in the beginning without really becoming involved in the activities offered. They respond favorably to close attention and contact by the teacher to drift off again and feel lost when she turns her attention elsewhere. The more outgoing children attempt to attract attention verbally or physically while the shy child or the one who has learned not "to bother mother" withdraws. Children react with delight when their peers respond to their overtures to play or make overtures to them.

The most meaningful finding was that our predictions for nursery school readiness based on the child's ability to explore and function independently from mother at the pre-examination were often incorrect. High exploration and initial low attachment scores, the very items mothers and teachers use as indications of nursery school readiness, are characteristic of the younger group - but they do not mean that the child does not need access to mother any longer. Some children who readily separated from mother and showed few changes of behavior in her absence on the pre-school examination had considerable adaptational difficulties. While others who had considerable difficulties in separating did well. It is quite possible that the ability of the child to regress and the ability (physically and emotionally) of the environment, mother and others to respond is crucial for those children whose need for attachment increases during initial nursery school period. A child who cannot express this need (because of previous disappointment in mother, anger about a new baby, physical unavailability, superego demands) may let go of mother but show adaptational difficulties in school.

Object need and attachment though intertwined and affected by oral, anal, oedipal factors in the psycho-sexual development of the child is a fundamental entity in itself. The concept of object need has far reaching implications for schooling, education, child rearing, therapy and our social institutions. Object loss is followed by a distress reaction at any age. The type of object relationship people develop and the way they deal with it varies and covers the whole range of psychopathology. They have their beginnings in the early mother-child relationship and how his object need is dealt with at various steps of development. At the time the separation-individuation stage is reached the child already has formed concepts of need gratification whether mother comes when he cries, whether it is to gratify an oral need, a need for company or an expression of pleasure in the child's functioning.

E. Facilities Available:

The Child Care Centers located in Santa Monica (John Adams Child Care Center, Lincoln Child Care Center, McKinley Child Care Center and Ocean Park Child Care Center) are readily available to the investigators involved in this project. The Director of the Child Care Centers is cooperative to research efforts and has offered their facilities to the research teams. No major permanent equipment will be needed for the proposed research. Doll play equipment and testing materials can easily be brought to the facilities.

F. References:

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Biographical Sketches continued:

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PREMEDICAL EDUCATION: University of Leiden, Holland

MEDICAL EDUCATION: University of Leiden, Holland

John Hopkins Medical School, M.D. degree 1943

INTERNSHIP: Strong Memorial Hospital, Rochester, New York 1943,
pediatrics

RESIDENCIES: Bellevue Hospital, New York, New York, 1944, psychiatry
Mt. Zion Hospital, San Francisco, California, July
1946 - January 1948, psychiatry

GRADUATE TRAINING: San Francisco Psychoanalytic Institute, 1946 -
1950

Southern California Psychoanalytic Institute,
1954 - 1958,

Certification psychoanalysis, 1958

Certification in child psychoanalysis, 1966

BACKGROUND EXPERIENCE IN PEDIATRICS:

Permanente Hospital, Vancouver, Washington;

Oakland and Richmond, California 1944 - 1945

Oakland City Health Department 1945-1946

SCIENTIFIC PUBLICATIONS:

1. Lacunar Skull of the Newborn: Journal of Pediatrics, 1945
2. The Permanente Health Plan: Journal of Pediatrics, 1946
3. Pregnancy Envy in the Male: Int. Journal of Psychoanalysis, 1966, vol. 47
4. Separation-adaptation to partial object-loss, Journal of the American Academy of Child Psychiatry, Oct. 1969, vol. 8 p 711-734

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Rating scale

- A = 6
- AB = 5
- B = 4
- Be = 3
- C = 2

Attachment behavior

- M Mother
- T Teacher
- Other children

Before entry

Upon entry

When mother leaves

One month after entry

Three months after entry

Description

A

B

C

Spontaneous behavior with adult
mother or teacher

- retains physical contact
- 1 clings
 - 2 hides
 - 3 touches

retains visual contact

- 1 runs away
- 2 indifferent

Frequency of Returns
M, T, 0, 0 =

often

rarely

none

Manner of attempted contact

physical demanding

verbal casual

visual indifferent

Requests for approval for help

often often

rarely rarely

none none

"
" *for sharing*

- 1 swinging
- 2 injury
- 3 dressing
- 4 eating
- 5 toileting
- 6 aggres. friend
- 7 others

Transitional object

- clings
- 1 cloth
 - 2 thumb
 - 3 toy

discards when distracted

not used

Mood

- 1 solemn
- 2 listless
- 3 sad

happy

- 1 indifferent
- 2 undetermined

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Attachment behavior

Before entry
Upon entry
When mother leaves
One month after leaving
Three months after leaving

Description	A	B	C	Before entry	Upon entry	When mother leaves	One month after leaving	Three months after leaving
Response to authority	obedient	varies	disobedient					
Response to interest, encouragement	slight	good	no response					
Response to affection	slight	good	2 resists 1 no response					
Reaction to mothers leaving <i>instruct</i>	marked 1 clinging 2 crying 3 verbal	mild protest	no protest					
Changes in behavior after mother leaves	marked 1 mood happier 2 activity 3 attachment 4 exploration	mild 11 mood sadder 22 increased 33 increased 44 increased	none 111 withdrawn 222 decreased 333 decreased 444 decreased					

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Observation Chart #

Rating scale A=2

AB=3

B=4

BC=5

C=6

AERS

one sheet C 1970
Van Leuven

Name Child:

Place in family:

Ages other siblings

Socio-economic Group

Parents: Living together
Divorced

Exploratory behavior *Stimulus samples*

Description

A

B

C

Before entry

Entry

Mother leaves

One month after entry

Three month after entry

Visual exploration before entering activities

Entire 5 min

1-5 min.

1 min

Entry activity

not even with encouragement

with encouragement

5 encour.

Radius activity

remains close

within room

leaves room or yard

Amount of activity *Not done*

moves little preponderance small muscle

moderate *Mixed*

a great deal preponderance large muscle

Participates

hesitantly

moderately

with abandonment

Time spent with one activity

sticks to it

changes occ.

changes often

Quality of change

hesitant frozen initiative *imitative*

freely goal directed self-initiated

erratic purposeless induces others to participate

Direction activities

inanimate
1 swing
2 bicycles
3 blocks
4 paints
5 boats
6 toys
7 dolls

mixed

animate
2 teacher *Ch. P. (C)*
3 observer
1 mother
4 observer

Observation chart *Con-Lined*

Name Child:

Exploratory behavior

Description

Alone behavior

Communication

Nature play
Fantasy
Feeding behavior
Toilet behavior

A

B

C

marked day
dreaming

inhibited
non-verbal

inhibited
refuses

some

freely verbal
V.R. & Co /

relaxed
upon request

none obs.

greedy
self-initiated

Before entry

Entry

Mother leaves

One month

after entry

Three months

after entry

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4/16/69 RM
 7/11/69 RM
 7/13/69 RM
 7/16/69 RM
 7/18/69 RM
 10/16/69 RM
 11/3AM RM
 11/3AM RM

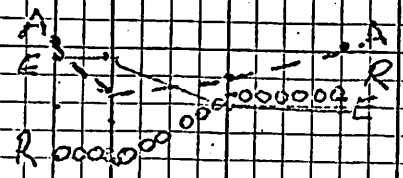
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-Kissin
 Gottenberg

B.D. 6/4/66
 Age at entry 3-1
 Date of entry

#14

Attachment	4/16/69 RM	7/11/69 RM	7/13/69 RM	7/16/69 RM	7/18/69 RM	10/16/69 RM	11/3AM RM	11/3AM RM
Spent Beh. of Handt	5	3	4	4	4	6		
Req. Returns	6	4	6	6	5	6		
traced								
closed								
Manner of Contact	5	4	5	4	4	4		
demanded	5	5	6	5	5	6		
Requests for approval	6	6	6	6	5	6		
Requests for help	6	4	6	5	5	5		
transit Object	10	40	10	10	10	3		
Mood	4	4	5	5	5	3		
Response	2	6	3	6	3	3		
Auton	2	6	3	6	3	3		
Response	3	4	4	5	5	4		
Interests	4	4	4	4	4	4		
Affection	4	4	4	4	4	4		
Reaction	2	2	6	2	4	4		
Mo's learning	2	2	4	4	4	4		
Changes after 10 hrs	2	2	4	4	4	4		
Attachment	36	30	43	36	36	11-P		
Inputs	36	30	43	36	36	11-P		
Exploring								
Visual	6	6	4	-	4	4		
Explore before	6	6	3	-	6	6		
Entry	4	4	4	4	3	2		
Radius	4	4	4	4	3	2		
Dist	5	5	4	4	4	4		
Perceptives	8	6	3	4	4	4		
Time	4	2	2	4	3	3		
Spent of Handt	4	4	3	4	4	4		
Quality of Contact	4	4	3	4	4	4		
Attr	6	6	6	6	6	6		
Common	4	4	4	4	4	4		
Exploring	16	16	11	12	13	12		



E Remains the same from 3m pre-entry to entry but decreases in dis and 9.90

-3m P dis. 9.90 Attachment decreases from 3 months before

Questionnaire
Observers' Form
JUDGING PROCEDURES

16 a

In your evaluation, place child and parent in the range of normal children and parents. Refer to behavior during session, not to potential for behavior.

Circle the number you choose:

- | | |
|-------------------|--------------------|
| 1. very low | 4. moderately high |
| 2. low | 5. high |
| 3. moderately low | 6. very high |
| | 7. don't know (0) |

PARENTAL CHARACTERISTICS

✓

A. Parent's Affective Relationship with Child

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Warmth in relating to child | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| a/ warmth as sensed | | | | | | | |
| b/ warmth as expressed | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| c/ "Therapeutic" warmth expressed
("putting on" warmth as beneficial
to child and/or as approved by
audience) making a conscious effort
to be warm | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

2. Negative feelings (irritation, hostility)

- | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|
| a/ as sensed | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| b/ as expressed | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

✓

B. Parent's Responsiveness to Child

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Responsiveness, as an adult, to awareness of child's feelings (empathy), responsiveness to shift in child's mood. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Appropriate helping pattern; neither excessive offering nor excessive withholding of help. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

C. Parent's aspiration for child's achievement even beyond his capacity, 1) conveyed by parent's overt directions and responses to child's performance.
2) as sensed (inferred)

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

D. Parent's participation

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Parent's tendency to share an activity, to work and play with child, seen by overt actions and words. 1 = minimal, 6 = excessive | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Parent's tendency to share the child's feelings. 1 = minimal, 6 = excessive | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

3. Parent's tendency to regress (1=parent always an adult, 6=parent mostly "a child.") 0 1 2 3 4 5 6

E. Parental Control

- 1. Overt attempt to curb, influence, evaluate; setting rules, restricting. 0 1 2 3 4 5 6
- 2. Effectiveness of control (gaining child's cooperation without overt demands). 0 1 2 3 4 5 6

F. Parental Clarity

- 1. Parent explains each task, conveys directions clearly, models distinctly in imitation tasks. 0 1 2 3 4 5 6
- 2. Sureness of conviction about own wants, values 0 1 2 3 4 5 6
- 2a. Habitual awareness of own wants and values 0 1 2 3 4 5 6
- 3. Habitual sureness of own actions. 0 1 2 3 4 5 6

G. Parental Spontaneity

- 1. Casualness, playfulness; initiating activity or gestures not prescribed by task. 0 1 2 3 4 5 6

H. Parental Consistency. Persistent adherence to a particular course of action or expression of feeling, as observed. 0 1 2 3 4 5 6

I. Overall evenness of behaving and expression of feeling; 1 = extremely uneven, 6 = extremely even 0 1 2 3 4 5 6

J. Parent's Sense of Self

- 1. Parent's concern with appearing in front of an audience. 0 1 2 3 4 5 6
- 2. Self consciousness, Uneasiness, Embarrassment 0 1 2 3 4 5 6
- 3. Concern with own achievement on tasks. 0 1 2 3 4 5 6
- 4. Parent's concern with appearing as a "good parent". 0 1 2 3 4 5 6
- 5. Parent's concern with own role in developing child's ego functions. 0 1 2 3 4 5 6

K. Parent's Ego Strength

- 1. Capacity to control impulses: 1-lack of control. 6 - excessive control. 0 1 2 3 4 5 6
- 2. Self Esteem (Satisfaction with the Self) self confidence. 0 1 2 3 4 5 6

- ✓ L. Parent's enjoyment of child during session
 - 1. Having fun together with child. 0 1 2 3 4 5 6
 - 2. Amused by child 0 1 2 3 4 5 6
 - 3. "Lost" in child, absorbed by loving feelings 0 1 2 3 4 5 6
 - 4. Proud of child; happy with child's achievement. 0 1 2 3 4 5 6
 - a. as sensed 0 1 2 3 4 5 6
 - b. as expressed 0 1 2 3 4 5 6
- M. Respect for child as another adult (vs. image of child as inferior, funny, etc.) 0 1 2 3 4 5 6
- ✓ N. Encouragement of child's autonomy 0 1 2 3 4 5 6

CHILD'S CHARACTERISTICS

- A. Child's Affective Relationship with Parent
 - 1. Warmth in relating to parent.
 - a. as sensed 0 1 2 3 4 5 6
 - b. as expressed 0 1 2 3 4 5 6
 - 2. Negative feelings (anger, hostility)
 - a. as sensed 0 1 2 3 4 5 6
 - b. as expressed 0 1 2 3 4 5 6
- B. Child's responsiveness to parent's feelings, responsiveness to shift in parent's mood. 0 1 2 3 4 5 6
1 - minimal 6 - expressive
- ✓ C. Child's Quest for Parent's Help.
 - 1. Child's desire for parent to help him with his tasks or take over for him when help is not needed. - 1 2 3 4 5 6
 - 2. Child's readiness to ask for and accept help when help is needed. 0 1 2 3 4 5 6
- ✓ D. Child's Control over Parent
 - 1. Taking the lead directing task. 0 1 2 3 4 5 6
1 - no attempt to lead. 6 - frequent attempts to lead
 - 2. Whining in order to get his own way, whining, pretending to be upset. 0 1 2 3 4 5 6
 - 3. Effectiveness of control (Parent swayed by child, by methods 1, 2 above, or others) 0 1 2 3 4 5 6

E. Child's Imitation

Child's tendency to replicate parent's intonation, words, gestures, facial expressions -

- | | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|---|
| 1. as proscribed by imitation tasks | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Outside imitation tasks. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

F. Child's Participation

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Child initiates interaction and/or affectionate exchange with parent, attempts to share in parent's activity. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Readily responds to interaction, and/or affectionate exchange initiated by parent, proscribed or not by the task. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

G. Child's Spontaneity: Playfulness, flexibility.

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Playfulness, imaginative activity | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Creative approach to material and tasks | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

H. Child's Involvement in his Performance

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. General interest (Involvement) in task | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Concern with a good performance | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

I. Child's Autonomy (adaptive independence, self-sufficiency)

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Child acts independent of parent's directions or activity, yet meaningful, constructive | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Child expresses appropriate affect independent of parent's mood | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Child's quest for parent's attention while doing his task. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

J. Child's Independence (non-adaptive)

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Child acts independent of parent's directions or activity but in a seemingly meaningless, or bizarre or self-absorbed etc. fashion. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Lack or inadequate, inappropriate expression of affect. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

K. Child's Consistency, appropriate adherence to an activity.

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|

L. Overall evenness of behaving and expressing of feelings (moderate, not extreme variations.

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|

M. Child's Ego Strength

- 1. Capacity to control impulses, in an adaptive socialized manner. Ability to postpone gratification

	0	1	2	3	4	5	6
--	---	---	---	---	---	---	---

(1 - lack of control
6 - excessive control)
- 2. Self Esteem (Satisfaction with the Self)

	0	1	2	3	4	5	6
--	---	---	---	---	---	---	---
- 3. Feeling of well-being

	0	1	2	3	4	5	6
--	---	---	---	---	---	---	---

Judging some Aspects of Child's Behavior
(please underline the words you choose)

Child accepts tasks easily	more than 2/3 of the time	less than 1/3 of the time	In between these two
The session was a pleasure to the child	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child resisted the tasks (dawdled, did not respond)	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child required help	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child wanted attention	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child showed signs of tension	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child showed signs of fatigue	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child moved about in his seat	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child got up and moved around	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child showed happy excitement	more than 2/3 of the time	less than 1/3 of the time	In between these two
Child "wound up"	more than 2/3 of the time	less than 1/3 of the time	In between these two

Which words describe best his movements:

Sluggish, measured, unhurried, slow, swift, hasty, rapid, jerky, tense, tight, restrained, loose, relaxed, restless, well coordinated, uncoordinated, energetic. Others:

How much and what kind of effort does he expend?

Very little - little - moderate - a great deal. Others:

Which words describe his voice?

Jubilant - wavering - ringing - appealing - well-modulated - "expolling" words or sounds or phrases rapidly - soft - weak - hesitant - slow - crying - whining - babyish - loud - high - harsh - confident - assertive - strained. Others:

How did he react typically to a new task?

Discontinues previous task immediately; continues with previous task (dawdles, refuses, complains); accepts new task in matter-of-fact way.

Excited, afraid, eager, joyful, bored, uninterested, interested, indifferent. Otherwise:

Which activity did he seem to enjoy most?

Least?

How did he enjoy session?

Very little; little; moderately, a great deal; excessively. Others:

How did the child react when the parent left the room?

Very upset - upset - somewhat upset - somewhat affected - indifferent. Otherwise:

SUMMARY OF JUDGING PROCEDURES A

Category:	More than 2/3	In between	Less Than 1/3
Child accepts task easily:			
Session pleasure to child:			
Child Resisted Tasks:			
Child Required Help:			
Child Wanted Attention			
Child showed Tension:			
Child Showed Signs of Fatigue			
Child Moved About: (seat)			
Child Got Up and Moved About			
Child "wound up"			
Child showed Excitements			

Activity enjoyed Most: (give number)

Least: (give number)

Enjoyment of Session:	Very Little:	Little:	Moderately:	Great Deal:	Excessively:
Reaction to Separation Somewhat affected	Very Upset	Upset	Somewhat Upset	Indifferent:	

SUMMARY FOR JUDGING PROCEDURES * B

<u>PARENTAL CHARACTERISTICS:</u>	1	2	3	4	5	6
A.1. Warmth in Relating to Child						
a. As Sensed						
b. As Expressed						
c. Therapeutic Warmth						
A.2. Negative Feelings:						
a. As Sensed						
b. As expressed						
B.1. Parent's Responsiveness:						
1. To Child's Feeling States						
2. Appropriate Help						
C. Parent's Aspiration in Ch. P.						
1. Overt						
2. Sensed						
D.1. Parent's participation-share in activity						
D.2. Tend to share feelings						
D.3. Tend to regress						
E. Parental Controls:						
1. Attempt to curb . . .						
2. Effectiveness of Control:						
F.1. Parent Explains Task and conveys directions:						
F.2. Sureness of own wants, values						
F.3. Sureness of actions						
G. Parental Spontaneity						
H. Parental Consistency						
I. Evenness of feelings and behavior						
J. Parent's sense of self						

	2. (summary of judging procedures) B					
	1	2	3	4	5	6
J.1. Concern with Appearing in front of an audience:						
2. Self consciousness						
J.3. Own Achievement concern:						
J.4. Concern with "good parent".						
J.5. Role child's ego function						
K. Parent's Ego Strength:						
K.1. Capacity control impulse						
K.2. Self-esteem						
L. Parent's enjoyment of child						
1. Having fun with child						
2. Amused by child						
3. "Lost" in child						
4. Proud of child						
a. sensed						
b. expressed						
<u>CHILD'S CHARACTERISTICS:</u>						
A.1. Warmth in Relating to Parent:						
a. As Sensed						
b. As Expressed						
A.2. Negative Feelings:						
a. As sensed						
b. As Expressed						
B. Child's Responsiveness to P Feeling States:						
C. Child's quest for P Help:						
1. Help <u>Not</u> Needed:						
2. Help <u>Needed</u>						

D. Control over Parent:						
1. Leading and directing task						
2. Poutings						
3. Effectiveness of Control						
E. Child's Imitation						
1. As prescribed by task						
2. Outside imitation task						
F. Child's Participation						
1. Initiates interaction						
2. Responds to interaction						
G. Child's Spontaneity						
H.1. General involvement in own Performance						
2. Concern good performance						
I. Child's Autonomy:						
1. Constructive independence:						
2. Express Affect Independently:						
3. Quest for P. Attention:						
J.1. Independence (bizarre)						
2. Inappropriate affect:						
K. Child's Consistency						
L. Evenness behavior and Feeling						
M. Child's Ego Strength:						
1. Control						
2. Self esteem						