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Development and evaluation of a questionnaire to measure psychological abuse of children and adolescents

Jilayne A. Gouvion

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DEVELOPMENT AND EVALUATION OF A 
QUESTIONNAIRE TO MEASURE PSYCHOLOGICAL ABUSE OF 
CHILDREN AND ADOLESCENTS

A Thesis
Presented to the 
Faculty of 
California State University,
San Bernardino

In Partial Fulfillment 
of the Requirements for the Degree 
Master of Science 
in 
Psychology

by 
Jilayne A. Gouvion
June 1990
DEVELOPMENT AND EVALUATION OF A
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Approved:

[Signatures and dates]
ABSTRACT

Only within the last 25 years has the maltreatment of children been formally acknowledged. Despite recent advances in the related areas of physical and sexual abuse, little is known about the long-range consequences of psychological maltreatment. The primary purpose of this study was to design a questionnaire based on one major conceptualization of psychological abuse that could be used to determine both the incidence and the predictors of psychological abuse of children and adolescents. 309 university students were administered the Psychological Abuse Questionnaire. The results revealed that psychological abuse by fathers and mothers differed significantly in both structure and content, and that for women psychological abuse is far more complex than existing theories suggest. Discussion focused on possible reasons for this finding and the implications that it may have on existing theories of psychological maltreatment.
ACKNOWLEDGEMENTS

First, I would like to give special thanks to Geraldine Stahly for her guidance and support as my thesis chair. I would also like to thank Laura Kamptner and Elizabeth Klonoff for their help, understanding, and commitment to this study. I would also like to thank Hope Landrine for the enthusiasm she expressed both for the theoretical concepts on which this study was founded, and for the process of producing the study itself. I appreciate her efforts and her support.

I am especially grateful to Juli Siri and Eileen Lynch for their friendship. Their sensitivity, caring, and help were invaluable to me throughout this experience. They provided an occasion for me to relax and regain my sense of humor during those times when it was most needed.

I wish to thank my parents, Louis and Lenore Clarke, for their unceasing support of my academic goals. Their words, affection, and understanding were often the catalysts I needed to reach this goal.

I would also like to thank my sons, Michael, Mark, and Jonathan for deluging me with love, support and understanding. I am indebted to them for helping me
regain my perspective during those times when I most doubted myself.

Lastly, I would like to thank my husband, John, for his love, patience, and understanding. Without his support, my fondest dreams would not have become realities.
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One difficulty surrounding efforts to study psychological abuse is the definition of the concept itself. An analysis of several operational definitions (Brassard, Germain, & Hart, 1987; Garbarino, 1978; Garbarino, Guttmann, & Seeley, 1986; Whiting, 1976) indicates that the variables most often identified as aspects of psychological abuse fall into seven major categories: rejecting, isolating, terrorizing, ignoring, exploiting, corrupting, and degrading children. To date, some agreement has been reached for accepting this conceptualization of psychological abuse as a working definition of psychological maltreatment (Brassard, Germain, & Hart, 1987; Garbarino, Guttmann, & Seeley, 1986). However, at present, there are no measures of psychological abuse that quantify this working definition. Without an instrument for assessing psychological abuse, we cannot empirically examine its impact on children, and so cannot reliably demonstrate its harm.

Although psychological abuse has yet to be measured, child abuse experts generally agree that psychological abuse is the "core issue in all forms of child abuse" (Brassard, Germain, & Hart, 1987, p. 10). This is because "While emotional maltreatment may occur alone, it often accompanies physical and sexual abuse."
Emotionally maltreated children are not always physically abused, but physically abused children are almost always emotionally maltreated" (Lauer, Lourie, Salus, & Broadhurst, 1979, p. 16). Seen from this perspective, psychological abuse is the common denominator of all forms of violence towards children.

**Effects of Psychological Abuse**

Many have argued that psychological abuse thwarts the development of a child's self-esteem (Kitahara, 1987; Krugman & Krugman, 1984; Martin & Beezley, 1974, Rohner & Rohner, 1980), social competence, i.e., the ability to become independent of their parents (Egeland, Sroufe, & Erickson, 1985; Hyman, 1985; Kitahari, 1987; Rohner, 1980), the capacity for intimacy (Martin, 1974), and ability of the child to form and maintain healthy, personal relationships (Densen-Gerber, 1979; Garbarino, Guttman, & Seeley, 1986; Kent, 1976; Kinard, 1980; Reidy, 1973). Others have suggested that psychological abuse elicits a variety of pathological characteristics and behaviors including aggression and/or hostility (Egeland & Sroufe, 1981; Herrenkohl & Herrenkohl, 1981; George & Main, 1979; Kent, 1976; Kinard, 1980; Lorber, 1981; Pemberton & Benady, 1973; Reid, Taplan & Lorber, 1981,
Reidy, 1977, Rohner, 1980), problem behaviors at home or at school (Aragona & Eyeberg, 1981; Egeland & Sroufe, 1981; Elmer, 1977; Kent, 1976; Krugman & Krugman, 1984; Martin & Beezley, 1977; Mash, Johnson & Kovitz, 1980; Morse, Sahler, & Freidman, 1970; Perry, Doran, & Wells, 1983), negative world view (Rohner & Rohner, 1980), lack of empathy (Barahal, Waterman & Martin, 1981; Straker & Jacobson, 1981), withdrawal (Hyman, 1985; Krugman & Krugman, 1984), and poor attachment behaviors (Egeland & Sroufe, 1981; Hyman & Parr, 1978; Kinard, 1980; George & Main, 1979). Unfortunately, however, although these speculations may be veridical, psychological abuse itself has never been measured and its effects have never been quantified.

**Empirical Studies of Psychological Abuse**

Only 3 studies were found that have empirically sought to assess the impact of psychological abuse upon the development of the child and even fewer studies have sought to determine what the long range effects of psychological abuse might be.

In the only longitudinal child abuse study found, Egeland and Sroufe (1981) investigated different forms of abuse during infancy. From the original sample of 267 mothers, four different maltreatment groups were
identified: 1) children who had physically abusive mothers (n=24), 2) children who had hostile/verbally abusive mothers (n=19), 3) children who had mothers who were psychologically unavailable to them (n=19), and 4) neglectful mothers (n=24). Eighty-five nonmaltreated children from the study were assigned as a control group. The results of the study revealed that the outcomes for each of the four maltreatment groups were severe and also different. Compared to the nonabused children, the physically abused children engaged in significantly more aggressive behavior and were the most noncompliant of the four groups. The verbally abused children were the most avoidant of their mothers and expressed the most anger. The neglected children expressed the most negative affects of the four groups. Outcomes for the children whose mothers were psychologically unavailable were the most dramatic. At 12 mos of age, 86% of these children were classified as anxious-avoidant, and none of these infants were securely attached. At 24 months of age, these children were angry, non-compliant, and extremely frustrated. At 42 months of age, they exhibited self-abusive behaviors. While this study is especially valuable in that different subtypes of maltreatment were identified by observed mother-child interactions,
it should be noted that adequate operational definitions for each of these subtypes of maltreatment were not reported. As a result, the differential impact of each of these subtypes of abuse cannot be reliably determined (Lammephear, 1985).

Reid, Taplin and Lorber (1981) collected direct behavioral observation data in the homes of 27 nondistressed-nonabusive families, 61 distressed - nonabusive families and 27 distressed-abusive families. The results revealed that children in abusive families displayed an overall higher level of aggression toward their caretakers and peers than children exposed to other forms of maltreatment. However, no operational definition of abuse was provided. Hence, this weakens the strength of the conclusions that can be drawn from this study.

Finally, Aragona and Eyeberg (1981) compared neglected, behavior problem and nonabused children on (observed) mother-child interactions and parental report of child behavioral problems. The results of this study revealed that mothers of behavior problem children reported the highest number and frequency of problems, followed by the neglect group. However, the differences between the two groups were not significant. The nonabused group had significantly
fewer problems than either of the other two groups. Methodological problems with this study include not verifying the absence of any form of maltreatment in the control group. If the mothers in this group had not reported a history of maternal neglect, abuse, or child behavior problems it was assumed that it had not occurred. Also, the small number of children (9 per group) limits the generalizations that can be drawn from this study.

Factors That May Predict and Mediate Abuse

Relatively few empirical studies have investigated the variables that predict which parents will or will not abuse their children. However, the retrospective accounts of criminal offenders, and/or delinquent youths and/or clinical patients suggest several factors that seem to predict abusive behavior. Those factors include: family structure (Kinard, 1980; Kruttschnitt, Ward & Shelbe, 1987; Berger, et. al, 1987), family social economic status (Berger, et al. 1988; DeLozier, 1982; Kinard, 1980; Straus, Gelles & Steinmetz 1980), marital discord (Berger et al, 1988; Burgess & Conger, 1977; Herrenkohl & Herrenkohl, 1981; Johnson & Morse, 1968; Spinella & Rigler, 1972; Straus, Gelles &
Steinmetz, 1980), mother's age at the time of the child's birth (De Lozier, 1982; Straus, Gelles & Steinmetz 1980), and parental alcoholism (Elmer, 1960). Taken together, this means that children who grow up in lower class, rigidly-structured families with high marital discord (e.g., father is a manual worker who is physically violent towards his wife and/or is verbally aggressive towards her), young mothers (e.g., parents have been married for less than ten years and the mother is under the age of thirty), and alcoholic fathers are significantly more likely to experience abuse than children whose parents display none of these characteristics (Straus, Gelles & Steinmetz, 1980). These factors within the child's 'caregiving environment' are thought to have a significant effect upon the development of the child's sense of self and social competency by (1) either inhibiting the development of a positive sense of self or (2) by facilitating dysfunctional characteristics and/or behavior. It should be noted here that most of these predictors relate to abuse by the mother rather than the father, such that the variables that predict abuse by the father have yet to be investigated. Furthermore, these studies did not separate abused children by sex.
to assess the possibility that different variables predict abuse of female vs. male children.

Based on the literature of "stress-resistant" or "invulnerable" children, several factors have emerged as possible buffers against the negative effects of abuse on the child. These factors include: the presence of one nurturing adult (Kruttschnitt, Ward & Sheble, 1987; Lynch & Roberts, 1982), the size of the family (Kruttschnitt, Ward & Sheble, 1987; Rutter, 1978), friends in high school (Kruttschnitt, Ward & Sheble, 1987) and the amount of school activities in which the child engages (Kruttschnitt, Ward, & Sheble, 1987). The results of these studies revealed that the presence of a support system within and outside the home (i.e., a secure and warm relationship with one adult, not necessarily a parent, and participation in sports or academic activities, respectively) could help the child mediate the effects of even the most abusive situations. Again, these studies did not separate children by sex, such that it is unclear if these factors are buffers for boys and for girls.

Summary and Statement of Research Problem

In summary, research to date suggests that psychologically maltreated children emerge from
childhood and adolescence with very limited social skills and a number of dysfunctional behaviors. Nonetheless, there appear to be no studies that have measured psychological abuse and its effects, and thereby examined the aforementioned relationship.

The purpose of this study was to design a measurement instrument that assesses psychological abuse as defined by Garbarino, Guttman and Seeley (1987). Such an instrument could be used to determine the incidence, the predictors, and the effects of psychological abuse of children and adolescents.
METHOD

Measuring Psychological Abuse

Garbarino et al. (1987) have argued that psychological abuse can be conceptualized as being comprised of five factors or types of parental behaviors.

1. Rejecting

Rejecting involves behaviors that communicate or constitute abandonment. Rejecting is considered mild when it is confined to isolated (though perhaps poignant) incidents. It becomes moderate when it is frequent and more generalized. When rejecting is categorical, absolute, and frequent, it becomes severe. (Garbarino et al. 1987, pg. 25).

Specific rejecting behaviors might involve not taking the child on family outings, refusing the child's affiliative gestures, placing the child away from the family (early childhood), frequent use if labels such as "dummy" or "monster", frequent belittling of the child's accomplishments (school age) treating the adolescent like a young child; subjecting
the adolescent to verbal humiliation and excessive criticism; expelling the adolescent from the family (adolescence).

Items constructed to assess rejecting behaviors were these questions:

(14) "My parent(s) compared me to a disliked family member."

(15) "My parent(s) told me I was wanted and needed."

(16) "My parent(s) told me I was a source of embarrassment to them."

(17) "My parent(s) told me I was a burden on them."

(18) "My parent(s) often told me to shut up."

(19) "I could talk to my parent(s) about things that concerned me."

(20) "My parent(s) expressed wishes that I had never been born."

(21) "My parent(s) threw me out of the house before I was 18."

(22) "My parent(s) blamed me for their problems."

(23) "My parent(s) let me know I could be trusted to make my own decisions."

(24) "My parent(s) let me know they considered me a failure and a disappointment."

(25) "My parent(s) were always trying to change me."
(26) "My parent(s) made me feel accomplished and proud when I had done a good job."
(27) "I remember being told by my parent(s) that I was unattractive (ugly/fat)."
(28) "My parent(s) were very affectionate towards me."
(29) "My parent(s) told me I was stupid."
(30) "Because of my parent(s) special occasions like my birthday were often ruined."
(31) "My parent(s) were willing to let me take chances in order to grow."
(32) "My parent(s) gave me the same privileges and opportunities as my siblings."
(33) "My parent(s) rejected me."

II. Terrorizing

Terrorizing involves threatening the child with extreme or vague but sinister punishment, intentionally stimulating intense fear, creating a climate of unpredictable threat, or setting unmeetable expectations and punishing the child for not meeting them. In its mild form, it suggests arbitrariness and the use of scare tactics in discipline. When it involves direct threats to the child's everyday sense of security, it falls into the moderate category. To qualify as severe these tactics must involve dramatic, mysterious, or extraordinary threats or double binds. (Garbarino et al, 1987, pg. 25-26).

Specific terrorizing behaviors might involve verbal threats of extreme or mysterious harm; frequent
raging at the child; alternating periods of artificial warmth (early childhood), presenting extremely inconsistent demands or emotions, forcing the child to choose between competing parents; frequently changing the rules of parent-child interactions (school age); threatening to reveal intensely embarrassing characteristics or behaviors to peers or other adults; ridiculing the child in public (adolescence).

Items constructed to assess terrorizing behaviors were these:

(34) "My parent(s) told me if I wasn't good something bad/scary (e.g. boogey man) would happen to me."
(35) "My parent(s) told me my bad behavior would kill them."
(36) "I was forced to take sides when my parents fought."
(37) "I never knew how my parent(s) would react, what was right today would be considered wrong tomorrow."
(38) "My parent(s) told me if I wasn't good they would send me away."
(39) "As punishment, my parents would threaten to reveal intensely embarrassing information about me to my peers or other adults."
(40) "My parent(s) expected me to take on responsibilities that were inappropriate for my age."
(41) "My parent(s) expected me to excel in everything I did."

(42) "My parent(s) mood swings frightened me."

(43) "My parent(s) left me alone in an unfamiliar place for punishment."

(44) "My parent(s) threatened to kill me."

(45) "My parent(s) terrorized me."

III. Ignoring

Ignoring refers to the parent's being psychologically unavailable to the child--that is preoccupied with self and unable to respond to the child's behaviors. In its mild form, ignoring is evident in lack of sustained attention to the child during periods of contact. Moderate ignoring suggests prolonged periods of unavailability, with the implication that the parent erects a 'barrier of silence.' When children appear to have no real emotional or interactional access at all to parents, ignoring in its severe form is evident. In contrast to rejecting, which is active and abusive, ignoring is passive and neglectful in character (Garbarino et al, 1987, pg. 26-27).

Specific ignoring behaviors might involve refusing to engage in conversation at mealtimes; leaving the child without emotionally engaged adult supervision for extended periods (early childhood); showing no interest in evaluation of the child by teachers and other adults; not protecting the child from assault by siblings or other family members (school age); refusing
to discuss the adolescent's activities and interests; and concentrating on other relationships that displace the adolescent as an object of affection.

Items constructed to assess ignoring behaviors were these:

(1) "My parent(s) were interested in what my teachers or other adults had to say about me."
(2) "My parent(s) were too preoccupied with their own interests to pay any attention to me."
(3) "Although we lived in the same house, there was little communication between my parent(s) and myself."
(4) "When my parent(s) knew that I had been treated unfairly (by others) they intervened on my behalf."
(5) "My parent(s) paid a lot of attention to me."
(6) "I learned to depend on other people for help because my parent(s) weren't interested in my problems."
(7) "Sometimes my parent(s) would not speak to me for days."
(8) "My parent(s) tried to make it possible for me to do the things I really wanted to do."
(9) "When I was not at home my parent(s) knew where I was."
(10) "My parent(s) were interested in my hobbies or activities."
(11) "My parent(s) spoke about me in my presence as if I wasn't there."

(12) "My parent(s) were there for me when I needed them."

(13) "My parent(s) ignored me."

IV. Isolating

Isolating is evident in parental behaviors that prevent the child from taking advantage of normal opportunities for social relations. In its mild form, isolating suggests failure to provide normal occasions and opportunities for social interaction. It becomes moderate when it involves active efforts to avoid social interaction and severe when the parent thwarts all efforts by the child and others to make contact (Garbarino et al. 1987, pg. 27).

Specific isolating behaviors might involve leaving the child in its room for extended periods of time; punishing social overtures to other children and to adults (early childhood); prohibiting the child from playing with other children; prohibiting the child from inviting other children into the home (school age); withdrawing the child from school in order to perform household tasks; and prohibiting the child from dating (adolescence).

Items constructed to assess isolating behaviors were these:
(46) "I was afraid to bring my friends home because I never knew how my parent(s) would treat me."

(47) "I was afraid to bring my friends home because I didn't know how my parent(s) would treat them."

(48) "My parent(s) allowed me to have friends spend the night."

(49) "As punishment my parent(s) would make me stay in my room for long periods of time."

(50) "My parent(s) allowed me to participate in after school activities."

(51) "My parent(s) excluded me from family activities."

(52) "As punishment my parent(s) wouldn't allow me to play with other children."

(53) "My parent(s) encouraged me to bring my friends home and tried to make things pleasant for us."

(54) "My parent(s) allowed me to spend the night at my friends homes."

(55) "I never had any close friends because my parent(s) made me ashamed to bring anyone home."

(56) "My parent(s) isolated me from friends or family members."

V. Corrupting

Corrupting refers to parental behaviors that 'mis-socialize' children and reinforce them in antisocial or deviant patterns, particularly in
the areas of aggression, sexuality, or substance abuse. In its mild form, the parents convey the impression that they encourage the child's unsuitable precocious behavior in the area of sexuality, aggression, or substance abuse. Creating and sustaining a pattern of behavior that risks permanent social dysfunction is evidence of severe corrupting (pg.28).

Specific corrupting behaviors might involve involving the child sexually with adults or adolescents (early childhood); exposing the child to pornography; encouraging drug use (school age); rewarding aggressive or delinquent behavior; and involving the child sexually with adults (adolescence).

Items constructed to assess corrupting behaviors were these:

(57) "My parent(s) frequently let me stay home from school for no reason."

(58) "My parent(s) allowed my sexual activity at an inappropriately early age."

(59) "My parent(s) didn't care if I got in fights."

(60) "My parent(s) didn't care if I got drunk."

(61) "I looked at pornographic materials with my parent(s)."

(62) "My parent(s) cared if I got in trouble at school (suspended/expelled)."

(63) "My parent(s) made negative comments about other people based on race, ethnic or religious differences."
"My parent(s) made inappropriate or lewd remarks that made me feel uncomfortable about my sexuality."

"My parent(s) insisted on bathing me even when I was old enough to object and be embarrassed about it."

"My parent(s) allowed me to associate with other children of different races or religious backgrounds."

"My parent(s) influence on me was corrupting."

This study designed an instrument to assess these dimensions of psychological abuse and to examine its theorized predictors, mediators, and consequences.

**Subjects**

309 undergraduate students were administered the Psychological Abuse Questionnaire. The 233 women and 76 men in the sample ranged in age from 18 to 58 years old (M=24.9, mode=19, SD=8.8) The majority (226) were white, and the remainder represented a variety of ethnic groups. Students received extra credit for their participation in this study.

**Measures**

Subjects were asked to complete the Psychological Abuse Questionnaire (Appendix A) which consisted of 100 questions. Seventy seven of these questions sought
to assess the various theoretical dimensions of psychological abuse, Rejecting, Terrorizing, Ignoring, Isolating and Corrupting. Subjects answered these questions on a 5-point scale (0=never, 4=always). The remaining questions assessed several predictors and mediators of psychological abuse that have been identified in the literature (e.g., mother's age at the time of the subject's birth, mother's education, father's age at the time of the subject's birth, father's education, social economic status, birth order, number of siblings, presence of mentors, and the number of team sports or activities involved in before the age of 18).

Procedure

The Psychological Abuse Questionnaire was distributed during class sessions. Subjects were asked to complete the questionnaire at home and return it the next time their class met.
RESULTS I: Mother Abuse

Principle components analyses of the questions assessing psychological abuse by the mother (Mother Abuse) and the father (Father Abuse) were run separately because it is theoretically possible that the components or structure of these two kinds of abuse differ. All principle components analyses were done using BMDP-4M.

Factor Analysis of Mother Abuse Questions

Results of the principle components analysis indicated that these 76 questions loaded on 17 factors. Thus, the program was instructed to construct five factors only, in order to assess the extent to which these matched Garbarino et al.'s (1987) five factor theory of psychological abuse. The unrotated factor structure of the Mother Abuse items is shown in Table 1, where questions with high loadings (over .50) are asterisked. The variance accounted for by each factor is given as the VP for the factor, and is also the Eigenvalue for the factor.
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### Table 1 continued

| q43m  | 0.500* | -0.048 | 0.250  | 0.168  | -0.108 |
| q44m  | 0.490  | -0.165 | 0.157  | 0.185  | -0.031 |
| q45m  | 0.568* | -0.207 | 0.162  | 0.214  | 0.032  |
| q46m  | 0.659* | -0.221 | 0.152  | 0.112  | 0.243  |
| q47m  | 0.657* | 0.074  | 0.342  | -0.002 | 0.298  |
| q48m  | 0.512* | 0.409  | 0.166  | -0.141 | 0.007  |
| q49m  | 0.437  | -0.072 | 0.223  | 0.247  | 0.310  |
| q50m  | 0.605* | 0.356  | 0.325  | -0.164 | -0.027 |
| q51m  | 0.487  | 0.126  | 0.209  | 0.145  | -0.259 |
| q52m  | 0.390  | -0.180 | 0.133  | 0.051  | 0.357  |
| q53m  | 0.629* | 0.342  | -0.169 | -0.145 | 0.137  |
| q54m  | 0.516* | 0.319  | 0.220  | -0.268 | 0.144  |
| q55m  | 0.641* | 0.003  | 0.207  | -0.046 | -0.178 |
| q56m  | 0.672* | 0.038  | 0.319  | -0.150 | 0.066  |
| q57m  | 0.116  | 0.088  | 0.122  | 0.004  | -0.096 |
| q58m  | 0.130  | 0.180  | 0.237  | 0.326  | 0.319  |
| q59m  | 0.104  | -0.095 | -0.127 | 0.413  | 0.352  |
| q60m  | 0.185  | -0.048 | -0.034 | 0.506* | 0.358  |
| q61m  | 0.010  | 0.387  | 0.503* | 0.096  | 0.226  |
| q62m  | 0.260  | 0.437  | 0.443  | 0.152  | -0.214 |
| q63m  | 0.572* | 0.037  | 0.144  | -0.236 | -0.141 |
| q64m  | 0.601* | -0.121 | 0.240  | -0.186 | -0.177 |
| q65m  | 0.229  | 0.231  | 0.481  | 0.060  | 0.277  |
| q66m  | -0.432 | -0.356 | -0.338 | 0.104  | 0.079  |
| q67m  | 0.568* | -0.148 | 0.170  | -0.120 | -0.215 |
| q68m  | -0.613*| -0.157 | 0.171  | 0.131  | -0.032 |
| q69m  | 0.191  | -0.157 | 0.080  | -0.443 | 0.134  |
| q70m  | 0.565* | -0.345 | 0.071  | -0.134 | -0.119 |
| q71m  | 0.599* | 0.176  | -0.154 | -0.396 | 0.249  |
| q72m  | 0.394  | -0.203 | -0.023 | -0.409 | 0.304  |
| q73m  | 0.735* | -0.015 | -0.076 | -0.107 | 0.030  |
| q74m  | 0.756* | -0.230 | 0.001  | 0.003  | 0.052  |
| q75m  | 0.684* | 0.001  | -0.096 | -0.115 | 0.053  |
| q76m  | 0.752* | -0.176 | -0.067 | -0.111 | 0.010  |

| VP    | 24.831 | 3.420  | 2.703  | 2.558  | 2.077  |

Note: The VP for each factor is the sum of the squares of the elements of the column of the factor loading matrix corresponding to that factor. The VP is the variance explained by the factor.
As indicated in Table 1, the majority of the high loadings are on the first factor. The five factors accounted for 24.8%, 3.4%, 2.7%, 2.6% and 2.1% of the variance respectively, or a total of 35.6% of the variance.

Table 2 shows the sorted, varimax-rotated factor loadings for Mother Abuse. In Table 2, high (over .50) factor loadings are asterisked. The five varimax-rotated factors accounted for 13.1%, 10.7%, 4.8%, 3.9% and 3.1% of the variance respectively, or a total of 35.6% of the variance.

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<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>q41m</td>
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<td>0.351</td>
<td>0.000</td>
<td>0.000</td>
</tr>
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<td>0.000</td>
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<td>0.000</td>
<td>0.000</td>
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<td>0.454</td>
<td>0.340</td>
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</tr>
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<td>0.445</td>
<td>0.000</td>
<td>0.353</td>
<td>0.000</td>
</tr>
</tbody>
</table>

| VP | 13.087 | 10.656 | 4.777 | 3.969 | 3.099 |

Factor 1 consisted of these 23 questions:

(16) "My mother told me I was a source of embarrassment to her."

(24) "My mother let me know she considered me a failure and a disappointment."

(70) "My mother refused to speak to me until I agreed to do what she wanted."

(14) "My mother compared me to a disliked family member."

(74) "I was called a liar by my mother even when I was telling the truth."

(22) "My mother blamed me for her problems."
(39) "As punishment, my mother would threaten to reveal intensely embarrassing information about me to my peers or other adults."

(35) "My mother told me my bad behavior would kill her."

(17) "My mother told me I was a burden on her."

(29) "My mother told me I was stupid."

(64) "My mother made inappropriate or lewd remarks that made me feel uncomfortable about my sexuality."

(67) "My mother's influence on me was corrupting."

(33) "My mother rejected me."

(38) "My mother told me if I wasn't good she would send me away."

(7) "Sometimes my mother would not speak to me for days."

(76) "As far as my mother was concerned I would never be good enough."

(55) "I didn't have any close friends because my mother made me ashamed to bring anyone home."

(18) "My mother often told me to shut up."

(45) "My mother terrorized me."

(20) "My mother expressed wishes that I had never been born."

(25) "My mother was always trying to change me."
"I was afraid to bring my friends home because I never knew how my mother would treat me."

"My mother told me if I wasn't good something bad/scary (e.g. boogey man) would happen to me."

The content of these items suggests that Factor 1 entails humiliation and degradation of the subject by the mother. This factor is called Humiliation-Degradation

Factor 2 consisted of these 14 questions:

"My mother was very affectionate towards me."

"My mother was interested in my hobbies or activities."

"My mother was there for me when I needed her."

"My mother paid a lot of attention to me."

"I could talk to my mother about things that concerned me."

"I learned to depend on other people for help because my mother wasn't interested in my problems."

"My mother encouraged me to bring my friends home and tried to make things pleasant for us."

"My mother ignored me."

"My mother told me I was wanted and needed."
(2) "My mother was too preoccupied with her own interests to pay any attention to me."

(8) "My mother tried to make it possible for me to do the things I really wanted to do."

(3) "Although we lived in the same house, there was little communication between my mother and myself."

(68) "When I misbehaved my mother explained what I had done wrong and why I was being punished."

The content of these items suggests that this factor entails paying attention to and showing interest in the subject. This orthogonal factor is called **Attentive-Interest.** In two dimensions, the first two factors might be conceptualized as shown in Figure 1.
Conceptually, mother's behavior might place a subject at any of the four points circled in Figure 1: She might be attentive and humiliating (1), attentive and not humiliating (4), not attentive and not humiliating (3), or not attentive and humiliating (2), where 4 appears to be non-abusive, and 1, 2, and 3 represent different forms of emotional abuse. The mother of Subject 1 in Figure 1 takes a keen interest in and is aware of the details of the subject's performance in various activities, and she criticizes the subject's performance in all of them. This kind of abuse entails creating standards for behavior that cannot be reached, and humiliating the child for falling short of the unattainable; this is the You'll Never Measure Up.
Mother, who may elicit not only feelings of humiliation in the subject but also feelings of guilt and self-blame for failing to meet mother's standards. The mother of subject 2 has no idea of how well or how poorly the subject is performing in various activities but nonetheless criticizes the subject, in general; this is the You're No Good Mother, who may elicit not only feelings of humiliation in the subject but also feelings of shame for failing to be the child she wants. The mother of subject 3 doesn't know anything about the subject's performance in various activities and doesn't care to; This is the Don't Bother Me Mother who may elicit feelings of abandonment in the child she is neglecting. Finally, the mother of subject 4 is non-abusive.

Factor 3 consisted of these 5 questions:

(72) "My mother didn't seem to want me to grow up."
(71) "My mother encouraged my attempts at independence."
(31) "My mother was willing to let me take chances in order to grow."
(23) "My mother let me know I could be trusted to make my own decisions."

32
"My mother insisted on doing things I could do for myself."

The content of these items suggests that this factor entails mother's attitude about the subject's autonomy and independence. This factor is called Fostering Autonomy. The effect of the third factor on the first two is shown in Table 3. The extent to which the mother fosters (high) or obstructs (low) autonomy alters the nature of the three factor message, and thus the kind of abuse, leading to three main types of abusive mothers, and six subtypes of abusive messages.

![Figure 2: Relationship Between First Three Factors.](image)

<table>
<thead>
<tr>
<th>First 2 Factors</th>
<th>Type of Mother</th>
<th>Add 3 Factor</th>
<th>Mother's message to subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest High+</td>
<td>Non-abusive</td>
<td>high</td>
<td>You're o.k. kid. Go for it</td>
</tr>
<tr>
<td>Humiliation Low</td>
<td></td>
<td>low</td>
<td>I love you and I need you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>high</td>
<td>Go ahead and try anything you like-- You'll still never measure up.</td>
</tr>
</tbody>
</table>

33
As shown in Table 3 these types of mothers differ in the general message they send the child, but each message (with one exception) is abusive.
Factor 4 consisted of these 5 questions:

(62) "My mother cared if I got in trouble at school (suspended/expelled)."
(61) "I looked at pornographic materials with my mother".
(50) "My mother allowed me to participate in after school activities."
(65) "My mother insisted on bathing me even when I was old enough to object and be embarrassed about it."
(66) "My mother allowed me to associate with other children of different races or religious backgrounds."

The content of these items appears to entail corrupting the subject by encouraging illegal and hostile-racist attitudes. This factor is called Corrupting. The effect of Factor 4 on the 3-Factor message to the child is shown in Table 4. As indicated in Table 4, each type of mother (except 1) is psychologically abusive, and the complexity of the prototypically-abusive messages has increased.

Figure 3: Relationship of First 4 Factors

<table>
<thead>
<tr>
<th>Type</th>
<th>3 Factor Message</th>
<th>Factor 4</th>
<th>Four-Factor Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-abusive</td>
<td>You're a great kid so go for it.</td>
<td>high</td>
<td>You're not just great, you're</td>
</tr>
</tbody>
</table>
Figure 3 continued

<table>
<thead>
<tr>
<th>Non-abusive (a)</th>
<th>low</th>
<th>You're a great kid, and other people are good to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>You can do whatever you want if you don't leave me.</td>
<td></td>
</tr>
<tr>
<td>low</td>
<td>Stay out of trouble so you can take care of me.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You'll Never Measure Up (1)</th>
<th>low</th>
<th>You'll never succeed at staying out of trouble either.</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>Go ahead and get in trouble (I expect it)--it just proves what I've been saying all along.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You'll Never Measure Up (2)</th>
<th>low</th>
<th>You'll never succeed at staying out of trouble either.</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>Go ahead and try you'll still never measure up.</td>
<td></td>
</tr>
</tbody>
</table>

better than everyone else; so, you're entitled to do whatever you want.
Figure 3 continued

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Bother Me (3) I don't have time for you--- get out.</td>
<td>Since you can't do anything right will you at least stay out of trouble so you don't embarrass me.</td>
</tr>
<tr>
<td>high</td>
<td>Do whatever you want--I don't care.</td>
</tr>
<tr>
<td>low</td>
<td>Leave me alone-- and don't make any trouble for me.</td>
</tr>
<tr>
<td>Don't Bother Me (4) Leave me and everyone else alone.</td>
<td>Do whatever you like--knock yourself out-- just don't bother anyone.</td>
</tr>
<tr>
<td>high</td>
<td>Don't make trouble for me or anyone else-no one has time for you.</td>
</tr>
<tr>
<td>You're No Good (5) Get out of my sight.</td>
<td>Do whatever you want--you're no longer my child.</td>
</tr>
<tr>
<td>low</td>
<td>And don't embarrass me or this family.</td>
</tr>
<tr>
<td>You're No Good (6) You'll always be my child (I'm all you've got--no one wants you).</td>
<td>Even if you screw up your life-- I'll always be here for you (implied: so screw it up).</td>
</tr>
</tbody>
</table>
Factor 5 consisted of these 2 questions:

(60) "My mother didn't care if I got drunk."

(59) "My mother didn't care if I got in fights."

These two items entail encouraging antisocial behavior, and thus this factor is called Fostering Antisociality. The five-factor message would be essentially the same as the four-factor message.

**Discussion I: Factors of Mother Abuse**

These data suggest that Mother Abuse consists of these five factors or types of behaviors: Humiliation-Degradation, Attentive-Interest, Fostering Autonomy, Corrupting, and Fostering Antisociality. The Attentive-Interest factor found here is similar to Garbarino et al.'s (1987) Ignoring factor in that both entail lack of attention paid to the child.
However, the **Attentive-Interest** factor also entails failing to encourage and to praise the child's social as well as academic activities. This suggests that this dimension of abuse is more complex than Garbarino et al's (1987) Ignoring factor. Likewise, Garbarino et al's (1987) **Rejecting** factor entailed both abandoning and humiliating the child. Yet, the **Humiliation-Degradation** factor found here did not include abandonment which instead, fell on the **Attentive-Interest** factor. This suggests that abandonment and humiliation are different and uncorrelated types of abusive behavior.

Garbarino et al's (1987) **Terrorizing** factor, which entails threats of extreme but vague punishment and setting unattainable performance standards, did not emerge here. Instead, threats of extreme and vague punishment were aspects of the **Humiliation-Degradation** factor. Unattainable performance standards was not a factor, nor an aspect of a factor. Instead, this behavior was the combination of highs on **Attentive-Interest** and **Humiliation-Degradation**.

Garbarino's et al (1987) **Isolating** factor entailed separating the child from adults and other children. No such factor appeared here. Instead, items related to isolating the child (e.g., "My mother encouraged me to..."
bring my friends home and tried to make things pleasant for me."; "I was afraid to bring my friends home because I never knew how my mother would treat me.") fell on factors 1, 2, and 4. This suggests that parents can isolate children for a variety of reasons (and that children may isolate themselves), and that the reasons - not the behavior determines the kind of abuse involved, or indeed, whether isolating is abusive at all.

Finally, Garbarino et al's (1987) Corrupting factor entailed encouraging aggression, sexuality, fighting, and substance abuse. These items fell on two separate factors - here one factor entailing racism, pornography and school suspension (Corrupting) and one factor entailing substance abuse and aggression (Encouraging Antisociality).

Thus, none of Garbarino et al's (1987) factors emerged here, at least where psychological abuse by the mother is concerned. Instead, the factors theorized by these researchers appeared to be aspects of more complex factors.

Factor Analysis of Father Abuse Questions

Principle component analysis indicated that these 76 questions loaded on 17 factors. Thus, the program
was instructed to construct five factors only, in order to assess the extent to which these matched Garbarino et al's (1987) five factor theory of psychological abuse. The unrotated factor structure of the Father Abuse items is shown in Table 5, where questions with high loadings (over .50) are asterisked. The variance explained by each factor is given as the VP for the factor, and is also the Eigenvalue for the factor.

Table 3: Unrotated Principle Components for Father Abuse

<table>
<thead>
<tr>
<th></th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
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<tr>
<td>q1f</td>
<td>0.532*</td>
<td>0.459</td>
<td>-0.030</td>
<td>-0.124</td>
<td>0.109</td>
</tr>
<tr>
<td>q2f</td>
<td>0.577*</td>
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<td>-0.041</td>
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<td>-0.093</td>
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<tr>
<td>q3f</td>
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<td>-0.036</td>
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<td>q4f</td>
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<tr>
<td>q5f</td>
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<td>q6f</td>
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<td>0.017</td>
<td>0.035</td>
</tr>
<tr>
<td>q7f</td>
<td>0.622*</td>
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<td>-0.245</td>
<td>0.025</td>
<td>0.308</td>
</tr>
<tr>
<td>q8f</td>
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<td>0.443</td>
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</tr>
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</tr>
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Note: The VP for each factor is the sum of the squares of the elements of the column of the factor loading matrix corresponding to that factor. The VP is the variance explained by the factor.

As indicated in Table 5, the five Factors accounted for 23.49%, 5.16%, 2.51%, 2.29%, and 2.25% of the variance respectively, or a total of 35.69% of the variance.

Table 6 shows the varimax-rotated factor loadings for Father Abuse. In Table 6 high (over .50) factor loadings are asterisked. The 5 varimax-rotated factors accounted for 13.44%, 9.49%, 6.147%, 3.643%, and 2.977% of the variance respectively, or a total of 35.7% of the variance.

Table 4: Rotated Factor Loadings for Father Abuse

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</tr>
<tr>
<td>q76f</td>
<td>0.376</td>
<td>0.522*</td>
<td>0.206</td>
<td>0.332</td>
<td>-0.213</td>
</tr>
<tr>
<td>VP</td>
<td>13.441</td>
<td>9.494</td>
<td>6.147</td>
<td>3.643</td>
<td>2.977</td>
</tr>
</tbody>
</table>

Note: The VP for each factor is the sum of the squares of the elements of the column of the factor loading matrix corresponding to that factor. The VP is the variance explained by the factor.

Factor 1 consisted of these 24 questions:

1. "My father was interested in what my teachers or other adults had to say about me."
2. "My father was too preoccupied with his own interests to pay any attention to me.
3. "Although we lived in the same house, there was little communication between my father and myself."
"When my father knew that I had been treated unfairly (by others) he intervened on my behalf."

"My father paid a lot of attention to me."

"I learned to depend on other people for help because my father wasn't interested in my problems."

"My father tried to make it possible for me to do the things I really wanted to do."

"When I was not at home my father knew where I was."

"My father was interested in my hobbies or activities."

"My father was there for me when I needed him."

"My father ignored me."

"My father told me I was wanted and needed."

"I could talk to my father about things that concerned me."

"My father let me know I could be trusted to make my own decisions."

"My father made me feel accomplished and proud when I had done a good job."

"My father was very affectionate towards me."

"My father was willing to let me take chances in order to grow."

"My father rejected me."
"My father allowed me to have friends spend the night."

"My father allowed me to participate in after school activities."

"My father encouraged me to bring my friends home and tried to make things pleasant for us."

"My father allowed me to spend the night at my friends homes."

"When I misbehaved my father explained what I had done wrong and why I was being punished."

"My father encouraged my attempts at independence."

The content of these items suggests that Factor 1 entails attention paid to and interest in the subject on the part of the father, as well as some elements of protection. This factor is called **Attentive-Interest/Protection**. Father's Attentive/Interest factor included items (1, 4, 9, 23, 31, 33, 48, 50, 54, 71) that did not load on Mother's **Attentive-Interest Factor**. These items seem to entail protecting the subject from others while simultaneously encouraging independence. This suggests that Attentive-Interest from father's includes some type of
protective-guidance, and differs from Attentive-Interest for mothers.

Factor 2 consisted of these 15 questions:

(7) "Sometimes my father would not speak to me for days."
(14) "My father compared me to a disliked family member."
(16) "My father told me I was a source of embarrassment to him."
(17) "My father told me I was a burden on him."
(20) "My father expressed wishes that I had never been born."
(22) "My father blamed me for his problems."
(29) "My father told me I was stupid."
(33) "My father rejected me."
(51) "My father excluded me from family activities."
(67) "My father's influence on me was corrupting."
(70) "My father refused to speak to me until I agreed to do what he wanted."
(74) "I was called a liar by my father even when I was telling the truth."
(76) "As far as my father was concerned I would never be good enough."
The content of these items suggests that this factor entails humiliating and degrading the subject. This orthogonal factor is called Humiliation-Degradation. This factor only included one item (51) which did not load on Mother's Humiliation-Degradation Factor. However, several items on Mother's Humiliation-Degradation Factor (24, 39, 35, 64, 38, 55, 18, 45, 20, 25, 46) did not appear on Father's Humiliation-Degradation. This suggests that Humiliation-Degradation by the mother and father may differ in structure and content from the victim's perspective. In two dimensions, the first two factors might be conceptualized as shown in Figure 2.

---

**Figure 4: Father Abuse First Two Factors**

<table>
<thead>
<tr>
<th>Factor I: Attentive-Interest/Protection (high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor II: (low) Humiliation-Degradation (high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

(low)
Conceptually, father's behavior might place a subject at any of the four points circled in Figure 2: He might be protective, attentive and not humiliating (1), attentive, protective and humiliating (2), not attentive or protective and not humiliating (4), or, not attentive not protective and humiliating (3), where 1 appears to be non-abusive and 2, 3, and 4 represent different forms of psychological abuse. The father of subject 1 is protective and attentive, and not humiliating; he is a Non-abusive Father. The father of subject 2 is attentive and protective of the subject, but simultaneously humiliates and degrades her/him. Given the many items involving protection in Factor 1, this father may humiliate and degrade the subject because s/he needs protecting. This is the You Can't Protect Yourself Father who elicits fear of him and of the world in the subject. The father of subject 4 is neither attentive, protective nor humilitating; he is an emotionally "absent" father who neglects the subject, and is called here the Disengaged Father. Finally, the father of subject 3 is neither attentive to nor protective of the subject, yet humiliates and degrades the subject in general. This is the You're No Good Father.
Factor 3 consisted of these 8 questions:

(30) "Because of my father, special occasions like my birthday were often ruined."
(37) "I didn’t know how my father would react; what was right today would be considered wrong tomorrow."
(42) "My father’s mood swings frightened me."
(44) "My father threatened to kill me."
(45) "My father terrorized me."
(46) "I was afraid to bring my friends home because I didn’t know how my father would treat me."
(47) "I was afraid to bring my friends home because I didn’t know how my father would treat them."
(64) "My father made inappropriate or lewd remarks that made me feel uncomfortable about my sexuality."

The content of these items appears to entail Terrorizing the subject and is called Terrorizing. Most of the items that loaded on this factor (30, 37, 42, 44, 47) did not load on any of the five factors of Mother Abuse. This suggests that father’s abuse differs from mother’s in both structure and content. The content of the items of Factor 3 involve eliciting extreme fear in the subject through clear, as well as ambiguous threats, and through unpredictable behavior. Given that lewd remarks made to the subject also loaded
on this factor, this factor may assess the potential for physical and sexual abuse of the subject as well as of the mother. This conclusion seems supported by the mostly female composition of the subjects in the sample.

It is assumed that High Attentive-Interest and Low Humiliation fathers cannot also be High Terrorizing. But, the remaining father-prototypes could be high terrorizing, as shown in Figure 3. Each of these fathers is psychologically abusive in a different manner, and, some may be physically and sexually abusive as well.

**Figure 5: Father Abuse First Three Factors**

<table>
<thead>
<tr>
<th>2-factor</th>
<th>Father Type</th>
<th>Factor 3: Terrorizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Attention+</td>
<td>You Can't Protect</td>
<td>high</td>
</tr>
<tr>
<td>High Humiliation</td>
<td></td>
<td>Threatens to hurt subject threatens to withdraw protection, emphasizes dangers of the world; Elicits Terror of him and the world.</td>
</tr>
<tr>
<td></td>
<td>low</td>
<td>Emphasizes dangers of the world; Elicits terror of world, and turning to him for safety, lowers subjects self-confidence.</td>
</tr>
</tbody>
</table>

52
Figure 5 continued

<table>
<thead>
<tr>
<th>Low Attention</th>
<th>High Humiliation</th>
<th>Low Attention</th>
<th>High Humiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Attention</td>
<td>High Humiliation</td>
<td>Low Attention</td>
<td>High Humiliation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Attention</td>
<td>Disengaged Father</td>
<td>Low Attention</td>
<td>Father Disengaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 probably physically abusive Communicates that he hates the subject.

 probably physically abusive Communicates that he hates the subject.

 Threats implied but not stated; subject can't figure out how to get his affection or approval.

 Threats implied but not stated; subject can't figure out how to get his affection or approval.

 Behavior seems unpredictable to subject, hostility and mood swings don't make sense. Elicits general fear

 Behavior seems unpredictable to subject, hostility and mood swings don't make sense. Elicits general fear

 Subject experiences father as "absent", and as someone who doesn't know him/her

 Subject experiences father as "absent", and as someone who doesn't know him/her

 Factor 4 consisted of these 2 questions:

 (25) "My father was always trying to change me."

 (72) "My father didn't seem to want me to grow up."

 The content of these two items seems to suggest an underlying dimension of infantalizing the subject, and is called Infantalizing This factor is not similar to any found for mother. Item 25 loaded on Humiliation-Degradation for mothers, and item 72 loaded on Corrupting for mothers. High Infantalizing fathers
may attempt to elicit childlike dependence in their children. If the father is a You Can't Protect Yourself Father type and is low on terrorizing, then this infantilizing may further elicit dependency in the subject - which may be the father's goal. If the father is a You're No Good father type (whether high or low in terrorizing) this infantilizing may elicit childlike and dependent behavior which may obstruct the father's psychologically-abusive behavior. Finally, for the Disengaged father (whether high or low on terrorizing) this infantilizing may appear out-of-context to the subject whose father still thinks of her/him as a child.

Finally, factor 5 consisted of these 2 questions:

(65) "My father insisted on bathing me even when I was old enough to object and be embarrassed about it."

(61) "I looked at pornographic materials with my father."

The content of these items appears to suggest that this factor entails and so should be labeled Incestuous Behavior on the part of the father. No such factor appeared for Mother Abuse. However, these two items did load (along with three others) on Mother's Corrupting factor. For mother's then, these sexual items appear as
one more aspect of mother's corrupting behavior, while for fathers they did not. The additional items on mother's corrupting factor did not load on any father-factor. This, again, suggests that the structure and content of abuse by mother's and father's differs significantly. That these Incestuous Behavior items loaded by themselves -- rather than on the Infantalizing, Attentive-Interest and/or Humiliation- Degradation factors-- suggests that (for this sample, at least) these behaviors may stand alone as incestuous irrespective of any other aspects of father's behavior; these behaviors may be interpreted (accurately) as incestuous rather than as generally corrupting.

Discussion II: Factors of Father's Abuse

These data suggest that Father Abuse consists of these five factors: Attentive-Interest/Protection, Humiliation-Degradation, Terrorizing, Infantalizing, and Incestuous Behaviors. As seen previously in the factors of Mother Abuse, these factors do not-- on the whole-- match those theorized by Garbarino et al (1987). Even the Terrorizing factor found here differed from that of Garbarino et al's (1987) theory in that it did not entail unattainable standards for behavior.
OVERALL DISCUSSION

One important result of this research is that psychological abuse by fathers and mothers differed significantly in both structure and content. Figure 5 compares the factors of abuse by the two parents.

Figure 6: Comparison of Factor-Structure of Mothers' and Fathers' Abuse

Mother Abuse | Father Abuse
---|---
Factor I: Humiliation-Degradation vs Attentive-Interest/Protection
Factor II: Attentive/Interest vs Humiliation/Degradation
Factor III: Fostering-Autonomy vs Terrorizing
Factor IV: Corrupting vs Infantalizing
Factor V: Encouraging-Antisociality vs Incestuous Behavior

As seen in Figure 5, there is little overlap in the structure of Mother Abuse and of Father Abuse. The abuse by Mother vs the abuse by Father therefore may be conceptualized and experienced differently by the subjects. This could be because the parents engage in different abusive behaviors. Alternatively, subjects'
expectations of their mothers may differ from those of their fathers, such that the behaviors that violate these expectations (and constitute abuse) differ. Thus, the "worst" thing mother can do (first factor) is humiliate the child, whereas, the "worst" thing father can do is fail to protect the child from the dangers and threats of the world. Whether different behaviors are involved or not, the structure differed.

While Attentive-Interest and Humiliation-Degradation factors emerged for both parents, the items that loaded on these factors differed depending on the sex of the parent. Thus, items entailing protection loaded on the Father's but not on the Mother's Attentive-Interest factor, and some items on Mother's Humiliation-Degradation (e.g., 33) did not appear on father's.

The results of the two factor analyses suggest that- from the subjects point of view - what is and is not abusive depends in part on the sex of the parent engaging in the behavior. Thus, theories about the nature of psychological abuse that generalize across the sex of the abuser need to be reconsidered. These theories do not address the complexities of gender roles and their related expectations, and thereby do not encompass the complexities of violations of these
expectations. Given that the structure and content of abuse differs by the sex of the parent, the sex of the victim may further effect the definition and perception of the parental behavior. This implies that there may also be a sex of parent X sex of child interaction effect that determines whether children and parents perceive themselves as abused and abusive, respectively. Indeed, the ethnicity of the subject might also change the definition and perception of behavior as abusive because cultures differ in the rigidity of gender-role expectations as well as in expectations for achievement and autonomy.

At this stage, it appears to be premature to speculate further about the structure and content of psychological abuse in the absence of the data mentioned above. Because 75.4% of the subjects were women and their gender undoubtedly contributed to the results, it is not clear that the same factors would emerge with a male sample -- nor is it clear that the factor structure of psychological abuse for male subjects would change with the sex of the parent. Analyses of the predictors and mediators of abuse similarly can not proceed at this junction. This is because the existing studies of psychological abuse (Egeland & Sroufe, 1981; Aragona & Eyeberg, 1986; Reid,
Taplin & Lorber, 1981) have not examined father's behavior but have instead only focused on mother-child observations. Furthermore, these studies did not analyze for differential effects based on the sex of the child, let alone for sex of child \( \times \) sex of parent interaction effects.

In summary, development of a scale to assess psychological abuse, as well as analyses of its predictors and mediators, can not proceed without a replication of this study with a sample of all male subjects and of subjects of different ethnic backgrounds. This researcher intends to conduct such a replication before proceeding with further development and validation of the scale used here. Meanwhile, these data do suggest that— for women— psychological abuse is far more complex than existing theories about it, and its structure and content are contingent upon the sex of the abuser. This researcher suggests that theoretical models regarding the factor structure of psychological abuse need to be based on actual analyses, for these analyses may (or may not, as found here) verify such theories and advance our understanding of psychological abuse.

Lastly, we note that psychological abuse has been linked to a variety of pathological behaviors in
children, with these running the gamut from pathological dependency, to lack of empathy, aggression, and/or depression (Aragona & Eyeberg, 1981; Egeland & Sroufe, 1981; Herrenkohl & Herrenkohl, 1981; Reid, Taplin & Lorber, 1981). This study implies that the specific type of psychological consequences may be linked to the structure and content of the abuse, and so lends coherence to the variety of outcomes seen in children. Thus, Don't Bother Me parents may elicit depressive behavior, You'll Never Measure Up parents may elicit neurotic striving for achievement and perfection, and You're No Good parents might elicit some other pathological behavior in the child. The complexity and variety of psychological consequences may be linked to the complexity and variety of psychological abuse. This, too, suggests that psychological abuse and its long-term sequelae are more complex than existing theories about them, and highlights the need for multivariate empirical research.
Appendix: Psychological Abuse Questionnaire

CONSENT FORM

This questionnaire is designed to investigate childhood experiences that may have been emotionally upsetting. Some of the questions may require you to share experiences or feelings that are highly personal and may be difficult to remember. This questionnaire is completely voluntary and anonymous. You don't have to complete the questionnaire. The consent form will be separated from the questionnaire when you turn it in so your answers are private and completely anonymous.

I have read the above statement and I agree to participate.

__________________________  __________________________
date                           name
SECTION A

The following questions are about experiences you may have had at sometime during your childhood (before the age of 18). Read each experience carefully, and then circle the number that best describes your experience. If you have had this experience with someone other than your mother or father please indicate the relationship of that person to you in the space provided (e.g. stepmother, uncle, grandmother etc.).

Example

The following is an example of how you might mark a question if it applied to both your parents and your stepmother.

<table>
<thead>
<tr>
<th>My parent(s) said many unkind things to me.</th>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother did</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>c. Other <strong>stepmother</strong></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My parent(s) were interested in what my teachers or other adults had to say about me.</th>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother was</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>b. Father was</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My parent(s) were too preoccupied with their own interests to pay any attention to me.</th>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother was</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>b. Father was</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Although we lived in the same house, there was little communication between my parent(s) and myself.</th>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When my parent(s) knew that I had been treated unfairly (by others) they intervened on my behalf.</th>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother did</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
5. My parent(s) paid a lot of attention to me.
   - a. Mother did
   - b. Father did
   - c. Other
   
6. I learned to depend on other people for help because my parent(s) weren't interested in my problems.
   - a. Mother wasn't interested
   - b. Father wasn't interested
   - c. Other
   
7. Sometimes my parent(s) would not speak to me for days.
   - a. Mother wouldn't
   - b. Father wouldn't
   - c. Other
   
8. My parent(s) tried to make it possible for me to do the things I really wanted to do.
   - a. Mother did
   - b. Father did
   - c. Other
   
9. When I was not at home my parent(s) knew where I was.
   - a. Mother knew
   - b. Father knew
   - c. Other
   
10. My parent(s) were interested in my hobbies or activities.
    - a. Mother was
    - b. Father was
    - c. Others
   
11. My parent(s) spoke about me in my presence as if I wasn't there.
    - a. Mother did
    - b. Father did
    - c. Other
   
12. My parent(s) were there for me when I needed them.
    - a. Mother was
    - b. Father was
    - c. Other
   
13. My parent(s) ignored me.
    - a. Mother did
    - b. Father did
    - c. Other

never rarely sometimes usually always

0 1 2 3 4
<table>
<thead>
<tr>
<th>Question</th>
<th>never</th>
<th>rarely</th>
<th>sometimes</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. My parent(s) compared me to a disliked family member.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. My parent(s) told me I was wanted and needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. My parent(s) told me I was a source of embarrassment to them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. My parent(s) told me I was a burden on them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. My parent(s) often told me to shut up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. I could talk to my parent(s) about things that concerned me.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. could talk with my mother</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. could talk with my father</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>20. My parent(s) expressed wishes that I had never been born.</td>
<td></td>
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<td></td>
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<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>21. My parent(s) threw me out of the house before I was 18.</td>
<td></td>
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<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>22. My parent(s) blamed me for their problems.</td>
<td></td>
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<tr>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Question</td>
<td>Mother</td>
<td>Father</td>
<td>Other</td>
<td></td>
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<tr>
<td>23. My parent(s) let me know I could be trusted to make my own decisions.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. My parent(s) let me know they considered me a failure and a disappointment.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. My parent(s) were always trying to change me.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. My parent(s) made me feel accomplished and proud when I had done a good job.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. I remember being told by my parent(s) that I was unattractive (ugly/fat).</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. My parent(s) were very affectionate towards me.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. My parent(s) told me I was stupid.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Because of my parent(s) special occasions like my birthday were often ruined.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. My parent(s) were willing to let me take chances in order to grow.</td>
<td>0-1</td>
<td>2-4</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response Options</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>32. My parent(s) gave me the same privileges and opportunities as my siblings.</td>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. My parent(s) rejected me.</td>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34. My parent(s) told me if I wasn't good something bad/scary (e.g. boogey man) would happen to me.</td>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35. My parent(s) told me my bad behavior would kill them.</td>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36. I was forced to take sides when my parents fought.</td>
<td>a. By my mother</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. By my father</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37. I never knew how my parent(s) would react, what was right today would be considered wrong tomorrow.</td>
<td>a. Mother</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>b. Father</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38. My parent(s) told me if I wasn't good they would send me away.</td>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39. As punishment, my parents would threaten to reveal intensely embarrassing information about me to my peers or other adults.</td>
<td>a. Mother did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Father did</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>c. Other</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
never rarely sometimes usually always

40. My parent(s) expected me to take on responsibilities that were inappropriate for my age.
   a. Mother did 0 1 2 3 4
   b. Father did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

41. My parent(s) expected me to excel in everything I did.
   a. Mother did 0 1 2 3 4
   b. Father did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

42. My parent(s) mood swings frightened me.
   a. Mothers did 0 1 2 3 4
   b. Fathers did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

43. My parent(s) left me alone in an unfamiliar place for punishment.
   a. Mother did 0 1 2 3 4
   b. Father did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

44. My parent(s) threatened to kill me.
   a. Mother did 0 1 2 3 4
   b. Father did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

45. My parent(s) terrorized me.
   a. Mother did 0 1 2 3 4
   b. Father did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

46. I was afraid to bring my friends home because I never knew how my parent(s) would treat me.
   a. Mother 0 1 2 3 4
   b. Father 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4

47. I was afraid to bring my friends home because I didn't know how my parent(s) would treat them.
   a. Mother 0 1 2 3 4
   b. Father 0 1 2 3 4
   c. Other ________ 0 1 2 3 4

48. My parent(s) allowed me to have friends spend the night.
   a. Mother did 0 1 2 3 4
   b. Father did 0 1 2 3 4
   c. Other ____________________ 0 1 2 3 4
49. As punishment my parent(s) would make me stay in the house or in my room for long periods of time.
   a. Mother did
   b. Father did
   c. Other

50. My parent(s) allowed me to participate in after school activities.
   a. Mother did
   b. Father did
   c. Other

51. My parent(s) excluded me from family activities.
   a. Mother did
   b. Father did
   c. Other

52. As punishment my parent(s) wouldn't allow me to play with other children.
   a. Mother wouldn't
   b. Father wouldn't
   c. Other

53. My parent(s) encouraged me to bring my friends home and tried to make things pleasant for us.
   a. Mother did
   b. Father did
   c. Other

54. My parent(s) allowed me to spend the night at my friends homes.
   a. Mother did
   b. Father did
   c. Other

55. I never had any close friends because my parent(s) made me ashamed to bring anyone home.
   a. Mother did
   b. Father did
   c. Other

56. My parent(s) isolated me from friends or family members.
   a. Mother did
   b. Father did
   c. Other
57. My parent(s) frequently let me stay home from school for no reason.
   a. Mother did  0  1  2  3  4
   b. Father did  0  1  2  3  4
c. Other ________ 0  1  2  3  4

58. My parent(s) allowed my sexual activity at an inappropriately early age.
   a. Mother did  0  1  2  3  4
   b. Father did  0  1  2  3  4
c. Other ________ 0  1  2  3  4

59. My parent(s) didn't care if I got in fights.
   a. Mother didn't 0  1  2  3  4
   b. Father didn't 0  1  2  3  4
c. Other ________ 0  1  2  3  4

60. My parent(s) didn't care if I got drunk.
   a. Mother didn't 0  1  2  3  4
   b. Father didn't 0  1  2  3  4
c. Other ________ 0  1  2  3  4

61. I looked at pornographic materials with my parent(s).
   a. With my mother 0  1  2  3  4
   b. With my father 0  1  2  3  4
c. With other ________ 0  1  2  3  4

62. My parent(s) cared if I got in trouble at school (suspended/expelled).
   a. Mother 0  1  2  3  4
   b. Father 0  1  2  3  4
c. Other ________ 0  1  2  3  4

63. My parent(s) made negative comments about other people based on race, ethic or religious differences.
   a. Mother did 0  1  2  3  4
   b. Father did 0  1  2  3  4
c. Other ________ 0  1  2  3  4

64. My parent(s) made inappropriate or lewd remarks that made me feel uncomfortable about my sexuality.
   a. Mother did 0  1  2  3  4
   b. Father did 0  1  2  3  4
c. Other ________ 0  1  2  3  4
never rarely sometimes usually always

<table>
<thead>
<tr>
<th>65. My parent(s) insisted on bathing me even when I was old enough to object and be embarrassed about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother did</td>
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<tr>
<td>b. Father did</td>
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<tr>
<td>c. Other</td>
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<tr>
<th>66. My parent(s) allowed me to associate with other children of different races or religious backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother did</td>
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<tr>
<td>b. Father did</td>
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<tr>
<td>c. Other</td>
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<tr>
<th>67. My parent(s) influence on me was corrupting.</th>
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<tbody>
<tr>
<td>a. Mother’s was</td>
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<td>b. Father’s was</td>
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<tr>
<td>c. Other</td>
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<tr>
<th>68. When I misbehaved my parent(s) explained what I had done and why I was being punished.</th>
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<tbody>
<tr>
<td>a. Mother did</td>
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<td>b. Father did</td>
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<tr>
<td>c. Other</td>
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<tr>
<th>69. My parent(s) insisted on doing things I could do for myself.</th>
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<tbody>
<tr>
<td>a. Mother did</td>
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<td>b. Father did</td>
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<tr>
<td>c. Other</td>
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<tr>
<th>70. My parent(s) refused to speak to me until I agreed to do what they wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother did</td>
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<tr>
<td>b. Father did</td>
</tr>
<tr>
<td>c. Other</td>
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<tr>
<th>71. My parent(s) encouraged my attempts at independence.</th>
</tr>
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<tbody>
<tr>
<td>a. Mother did</td>
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<td>b. Father did</td>
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<td>c. Other</td>
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<thead>
<tr>
<th>72. My parent(s) didn’t seem to want me to grow up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother didn’t</td>
</tr>
<tr>
<td>b. Father didn’t</td>
</tr>
<tr>
<td>c. Other</td>
</tr>
</tbody>
</table>
When I was looking forward to a special occasion my parents seemed to look for a reason to cancel it.

a. Mother did  
b. Father did  
c. Other

I was called a liar by my parents even when I was telling the truth.

a. Mother did  
b. Father did  
c. Other

My opinions were almost never considered.

a. By my mother  
b. By my father  
c. Other

As far as my parent(s) were concerned would never be good enough.

a. Mother  
b. Father  
c. Other

My parents physically attacked the other in my presence.

a. Mother did  
b. Father did

SECTION B

Please circle the number that best describes how you feel.

Not at all | Moderately | Severely
---|---|---
1. I was physically abused | 1 | 2 | 3 | 4 | 5
2. I was sexually abused | 1 | 2 | 3 | 4 | 5
3. I was psychologically abused | 1 | 2 | 3 | 4 | 5
4. I believe I suffer emotional/psychological problems now as a result of my childhood | 1 | 2 | 3 | 4 | 5
1. My self-esteem is

2. My ability to trust others is

3. It is easy for me to be affectionate with those I care for

4. I avoid close relationships

5. I believe that my mother loved me

6. I believe that my father loved me.

SECTION C

1. My parent(s) abused alcohol or drugs
   a. Mother did
   b. Father did

2. During my childhood ________ other adults helped meet my emotional needs.
   (fill in a number)
3. Please list those people according to their relationship to you. Do not list them by name (e.g., teacher, minister, rabbi, aunt, etc).

SECTION D

1. My age is ____________

2. My sex is: 1. Female ______ 2. Male _______

   4. Black ______ 5. Other _______

   6. Other ______

5. Mother’s age when you were born ____________

6. Mother’s Formal schooling: 1. 8th grade/less ___ 2. Some high school ___
   3. High school grad __ 4. Some College _____
   5. College Grad _____ 6. Grad school ______

7. Father’s age when you were born ____________

8. Father’s Formal schooling: 1. 8th grade/less ___ 2. Some high school ___
   3. High school grad __ 4. Some college __
   5. College grad _____ 6. Grad school ______

9. Childhood family economic status: 1. couldn’t make ends meet ______
   2. Got by with some help ____________
   3. Comfortable ____________
   4. More than enough ____________
   5. Wealthy ____________

10. In my family I was the: 1. Oldest ____ 2. Born second ____ 3. Born 3rd __
   4. Youngest __ 5. Only ______ 6. Other ____
11. Number of siblings:  
   Natural or step
   1. _____ 2. _____ 3. _____ 4. _____ 5. _____  
   6. none_____ 7. other ________

12. Siblings you were close to during your childhood through the age of 18:  
   1. All of them _____ 2. Some _____ None ______

13. Before my age of 18, my parents' marriage was:  
   1. Unhappy _______ 2. Not very happy _____  
   2. Somewhat happy _____ 4. Happy _____________  
   5. Very happy ___________ 6. Other/divorced _____

If your parents were divorced before you were 18, please answer the questions below:

a. At what age were you when your parents were divorced ________

b. Was there a custody dispute? yes ___ no ___

c. Did either parent attempt to use you as a means of getting even with the other?  
   yes _____ no_____

d. Did either parent try to prevent you from seeing the other one? yes ___ no_____

14. Family members you lived with before the age of 18:
   1. Both parents________ 2. Mother __________
   2. Father________ 3. Other(s) ________

15. How many close friends did you have during your childhood and before the age of 18:  
   1. many good friends ___ 2. Few good friends ___  
   3. 1-2 good friends ___ 5. no good friends ___

16. Team sports or activities involved in (e.g., boy/girl scouts, band, soccer, etc.) ________ during your childhood and before the age of 18  
   (Please fill in a number)
This questionnaire is exploratory and under development. To assist us in this process, please answer the following questions.

1. What age was the most emotionally difficult for you in terms of your relationship with your parents? (please circle one)

   - infancy
   - early childhood
   - middle childhood
   - adolescence
   - 0-2 yrs
   - 5-10 yrs
   - 6-11 yrs
   - 12-18 yrs

   WHY: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. If you had any emotionally or psychologically disturbing experiences in your family that were not covered by the questionnaire, please describe the experience briefly.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Please check the answer(s) which best describe what is true for you: In completing the questionnaire, I found:

   a. I did not find the questionnaire upsetting and was able to be very honest about my thoughts and experiences
   b. The questions made me uncomfortable, but I was able to be honest about my thoughts and experiences
   c. I was unable to be completely honest, but I did not find that I was extremely upset by the questions
   d. I was extremely upset by the questions and was unable to be completely honest about my thoughts and experiences
   e. I was able to face some issues that I had not previously been able to deal with
REFERENCES


